

# 2023 Annual Report to the School Community

School Name: Newmerella Primary School (2930)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 04:34 PM by Sarah Walker (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 13 April 2024 at 09:28 AM by Joanne Austin (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

#### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

#### NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

**Newmerella Primary School's Vision and Values:** Our school's vision is to provide a safe and happy learning environment, in which children are able to achieve their potential and make a positive contribution to the local and global community. The school's values are Caring - we accept and seek help when required, honesty - we take responsibility for our actions, learning - we give and receive feedback and we learn from our mistakes and excellence - we celebrate achievements and we promote student voice.

**Enrolment Profile:** A total of 61 students were enrolled at this school in 2023 and comprised of 29 female and 32 male, with 0% of students who identified as English as an additional language and 18% of students who identified as Aboriginal or Torres Strait Islander.

**School size and structure:** School sector - government, school type - primary and year range - Prep to Grade 6.

**School staff:** The school employed 4 full time teachers (this comprised of 2 classroom teachers and 2 part time learning specialist / classroom teachers in numeracy and wellbeing), 3 Education Support Staff (1 x 2 days, 1 x 5 days and 1 x 1 day per week), a business manager 2 days per week and an acting principal / classroom teacher. Classroom configuration consisted of Class 1 - Prep and Grade 1, Class 2 - Grade 2, 3 and 4 and Class 3 - Grade 5 and 6. The school also employed a school chaplain (2 days per week) and liaised with a KESO throughout the year.

**Operating hours:** 8am - 4.30pm Monday to Friday during a school term.

**Number of buildings:** 7. Shelter in Place Location: Classrooms 3 and 4 in main building.

**Geographic location:** Newmerella Primary School opened in 1889 and is a rural school located five kilometres west of Orbost and nearly 400km east of Melbourne. DET Region: South-Eastern Victoria, DET Area: Outer Gippsland Area and LGA: East Gippsland (S).

**Bushfire At Risk Register (BARR):** Category 3.

**Communication:** Seesaw in Terms 1 to 3 and Compass in Term 4, school newsletter, school website, sms and phone.

**Overall Socio-Economic Profile:** The overall school's socio- economic profile is based on the school's Student Family Occupation and Education Index (SFOE) value is medium.

**Transport:** 1 car and 1x12 seat bus.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Newmerella Primary School offers progressive programs in a stimulating environment catering for individual needs to enable all students to achieve and celebrate success. Of particular mention are the school's extensive camps, excursions, incursions, sports, bike education, STEAM (Science, Technology, Engineering, Art and Mathematics) curriculum, music, the arts, environmental programs, RRRR (Rights, Resiliency and Respectful Relationships), SWPBS (Schoolwide Positive Behaviour Support), Auslan (LOTE – Languages Other Than English) and our cooking and purpose-built industrial kitchen facilities.

**AIP learning goal:** To support both those who need scaffolding and those who have thrived and to continue to extend their learning, especially in numeracy.

Terms 1 and 2 focused on the school attaining their VRQA (Victorian Registration and Qualifications Authority) registration and being compliant.

**Teacher Judgement of student achievement against the Victorian Curriculum:**

English: Years Prep to 6 - 78.5% compared to Similar Schools average 85.5% and State average 87.2%.

Mathematics: Years Preps to 6 - 63.2% compared to Similar Schools average 85.1% and State average 86.4%.

NAPLAN Reading Year 3: School percentage of students in Strong or Exceeding 50%, compared to Similar Schools average 54.5% and State average 69.9%.

NAPLAN Numeracy Year 3: School percentage of students in Strong or Exceeding 50%, compared to Similar Schools average 57.8% and State average 67.4%.

NAPLAN Reading Year 5: School percentage of students in Strong or Exceeding 20%, compared to Similar Schools average 69.7% and State average 76.9%.

NAPLAN Numeracy Year 5: School percentage of students in Strong or Exceeding 42.9%, compared to Similar Schools average 59.1% and State average 67.9%.

**The school implemented the following to support improvement in student learning outcomes in Numeracy:**

- PMSS7 Cohort (Primary Mathematics Science Specialists) learning specialist (Nicole M) and acting principal (Sarah W) attended workshops online and in person throughout the year with the focus on addressing equity and excellence in mathematics, advocating for and influencing mathematics learning and teaching, deepening the school community's mathematics learning culture, strengthening mathematics programs and implementation and monitoring trajectories of student learning growth.
- The school introduced Essential Assessment and in Term 4 received a grant to extend students in numeracy.
- The numeracy specialist teacher introduced an instructional model and there was an expectation that numeracy would be taught daily (when not impacted by extra curricular activities) after recess.

**The school implemented the following to support improvement in student learning outcomes in Literacy:**

- Sounds Write implemented in Grade Prep/ 1. Tutor in School introduced this program with students for literacy intervention.
- Staff implemented Heggerty in Terms 3 and 4.
- Staff organised and sorted take home readers in Term 4 that complemented the school's literacy focus for 2024 which complements Sounds Write, Heggerty, Spelling Mastery and Science of Reading.

Staff were encouraged to upskill themselves in professional learning and we held weekly curriculum meetings that focused on literacy and numeracy. They also visited other schools to engage in classroom observations and in Terms 3 and in Term 4 the curriculum timetable allowed staff to plan collaboratively in the last hour on a Friday. The school also continued to work closely with Snowy River Education Community Schools on regional priorities.

The school also aligned the curriculum timetable to meet DET expectations of 25 hours dedicated to teaching the curriculum per week.

The acting principal in conjunction with staff consultation reviewed and made changes to the assessment schedule and the preps engaged in the online numeracy and literacy testing at the start of the year.

Learning intervention was available and the school implemented the Tutor Learning Initiative throughout the year with the main focus being on literacy.

Staff transitioned from using Accelerus in Semester 1 to Compass in Semester 2 for report writing. The school maintained and built on the positive relationships with parents and the extended school community throughout the year with parent teacher interviews, informal catch ups with parents at the school gate and through the use of SeeSaw and Compass.

## Wellbeing

In 2023 our AIP wellbeing goal was: To effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Wellbeing and learning were at the centre of FISO 2.0 and we delivered programs to support student wellbeing throughout 2023.

The student attitudes to school survey and parent survey were continuing to improve in 2023. Parent satisfaction was 100% compared to the State average of 82.8%, Students' Sense of Connectedness Years 4 to 6 was 65.7% compared to the State average of 77% and Management of Bullying Years 4 to 6 was 75% compared to the State average of 75.1%.

- The school's journey to becoming a School Wide Positive Behaviour Support (SWPBS) school started in 2023 and through participation in staff training (acting principal and wellbeing learning specialist) and staff collaboration, we established our school wide expectations, routines, and behaviour support systems.
- Staff engaged in staff meetings weekly with a dedicated agenda which included wellbeing for staff and students.
- The school employed a play therapist who provided small group and one to one support to students on a weekly basis and a school chaplain who worked 2 days per week and Orbost Regional Health and Gippsland Lakes Community Health services were utilised when available.
- Uniting Gippsland delivered FRIENDS for Life (Resiliency) for 1.25 hours per week.
- All staff updated and/or completed CPR and first aid courses at the start of 2023.
- Staff regularly contacted parents regarding student wellbeing and welfare concerns.
- The school assessed CSEF (Camps School Excursion Funds) and State School Relief when needed.
- The school was successful in obtaining a grant and new furniture replaced outdated furniture in all the classrooms and this included wobble chairs and had a positive impact on school climate.
- A breakfast club operated on a daily basis before school and provided students with hot and cold breakfast and daily fruit and milk supplies which students could access in the classrooms. This was provided by Food Bank.
- Articles in the newsletter on topics related to wellbeing (healthy eating, sleep, technology) etc provided parents with helpful information.
- The acting principal checked in with SSS (Student Support Services) regularly regarding student wellbeing. NDIS external service providers came onsite to work with individual students on speech and occupational therapy.
- The acting principal completed professional learning on Child Link and all staff completed DET online mandatory reporting.

- Staff used Compass to log student chronicle entries on wellbeing. The compass chronicle log informed staff of when, where and how each child was safe, respectful and responsible.
- Far East Network of schools invested money in Pivot which is an evidence based survey on wellbeing. This started in Terms 3 and 4.
- Classroom teachers implemented RRRR weekly (Rights, Resiliency and Respectful Relationships).
- Staff had access to a suite of health, safety and wellbeing expert supports, including:
  - the Employee Assistance Program (EAP)
  - Manager Assist
  - TELUS Health (formerly LifeWorks) health and wellbeing online platform
  - Workplace Contact Officer Network
  - Health and safety representatives (HSRs)
  - Conflict Resolution Support Service
  - workplace bullying
  - worker's compensation and returning to work
  - Medical Advisory Service
  - principal health and wellbeing supports
  - managing challenging parent/carer behaviour
  - Be You (external agency)
  - workforce diversity and inclusion
- State School Relief provided parents with Prep Uniform Packs.

## Engagement

Student engagement is always a focus for Newmerella Primary School, and studies have shown that students will have higher learning outcomes when they are engaged in the school setting. Raising awareness of the importance of attendance continues to be a priority. Attendance is monitored daily and supports are in place for families to engage with the school to improve attendance and punctuality through newsletter items, daily phone calls and check ins.

Engagement strategies to assist with attendance in 2023 included breakfast club, provision of lunch and/or school uniform, and learning programs such as tutor in schools to support reluctant learners or those at risk of disengagement. Building and maintaining positive connections with students and parents to engage with school and learning is the foundation to developing learners who are confident, resilient, persistent, creative, curious and respectful students.

**Student attendance:** Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Student Absence Years Prep to 6 - School average number of absence days: 19.9% compared to State average 20.5%. The Attendance Rate refers to the average proportion of formal school days students in each year level attended. Attendance Rate by year level was: Prep 88%, Year 1 91%, Year 2, NDP (No data published), Year 3 91%, Year 4 88%, Year 5 89% and Year 6 91%.

**Extra curricular activities and events:** Students were involved in many learning opportunities throughout the year and these included: Nexus Art performers, swimming, athletics, cross country, transition, school concert, sporting schools, camps to Queenscliff, a sleep over at the school and Coonawarra and sporting clinics. To enable smooth transitions, there were dedicated days for Foundation transition and 1 day was dedicated to all students moving up to the next year level. The school was proactive in engaging with the school and wider community and we had grandparents and parents back in the school grounds as the year progressed.

**Student voice, agency and leadership:** Students in Grade 6 were involved in a range of leadership opportunities and this includes; school captains, house captains, school assembly (in conjunction with Grade 5) and representation of each classroom in junior school council and they worked collectively to represent their peers and take on various leadership roles throughout the year. Grade 6 students also attended the Snowy River Leadership School at Marlo.

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## Other highlights from the school year

**Sporting achievements:** Students were involved in sporting events at local, district, division and state level (swimming, cross country, equestrian and athletics). Students also participated in swimming lessons in Term 1.

**Environmental programs:** Orbest Agricultural Show at the Newmerella Show Grounds and a dedicated gardening program delivered by STEAM and included maintenance of vegetable patches and fruit trees.



**Whole school events and celebrations:** A Slime Run Fundraiser in Term 4 which raised funds in excess of \$9,000, Easter bonnet parade, end of year celebration, footy colours day, book week dress up and Grade 6 Graduation Dinner.

**Community donations:** Monetary donation from Orbost Opportunity Shop and Cooper Energy.

**Buildings and Grounds:** Shelter in Place (SIP) works were completed at the end of Term 4 to the boys and girls toilets, hall, undercover area and internal and external works to Classrooms 3 and 4 (SIP). The school was successful with receiving VSBA (Victoria School Building Authority) funding to update the entry and exit points to the buildings by installing ramps, an all abilities toilet which included a throne toilet seat and hand rails, replacement of drinking taps and repositioning of these against the STEAM room, the replacement of concrete and modifications to the drainage pit outside the SIP building and an automatic door opener. These works took place over the Term 4 holidays. A bike track was also installed during these holidays and vegetation was removed, with a large section on the fence line cleaned up. An additional flag pole to showcase the Torres Strait Islander flag was also installed at the front of the school. The school has a dedicated art room and outdoor learning area.

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## Financial performance

Each year the allocation of funds is a carefully considered process which takes into account the context of the year: student cohorts, achievement data, responsiveness to student wellbeing and learning needs, to staff professional learning needs, and responsiveness to DET priorities.

Equity allows the school to support essential wellbeing, professional learning, resources, intervention, instructional leadership, and for Education Support Staff to fulfil a range of roles.

The Total Operating Revenue for the year ending December 2023 was \$1,274, 967. The Equity Total was \$44,305 and Expenditure was: Total Operating Expenditure was \$1,146,985, Net Operating Surplus/-Deficit was \$127,981 and Asset Acquisitions was \$97,006. Total Funds Available was \$181,811 and Financial Commitments was \$184,803.

Newmerella Primary School finished the 2023 school year with a healthy surplus of \$181,811 which includes a carry forward surplus from 2022 of \$246,604. This surplus along with the Equity funding (socially disadvantaged) has enabled the continuation of student wellbeing support through the employment of Education Support staff and Counselling services. Originally the support services were funded by Bushfire relief but the school has funded the program as Overall Student Wellbeing is considered a high priority in the children's academic performance. This support is enhanced by the Chaplaincy Program for which the school received funding of \$20,000.

The Tutoring Learning Initiative was again funded by the Department. A Literacy Intervention Program was implemented, which has complimented the Tutoring Program from the previous year.

The school has continued to receive funding for bushfire prevention which enabled maintenance to be carried out around the school. These funds have enabled the school to install a water tank, complete the resurfacing of the playground area with "Astro Turf". More recently a fire break has been created around part of the boundary. This has been utilised as a bike track for the students.

In 2022, the school received \$100,000 for the purchase of a bus through the OSHC (Outside School Hours Care) Establishment Grant. This funding has been expended in 2023 with the purchase of a bus, accessories and the completion of a covered structure to house the bus.

Newmerella Primary School successfully applied for the Shade Sail Grant (\$20,000) with the funding to be used for an outdoor learning space, and a School Upgrade of \$25,000 was spent on furniture for the classrooms and gallery. A grant of \$6,640 was also received for Bike Education. This money was spent on hosting a Professional Development day for a cluster of local schools to enable staff to be bike education trainers.

Newmerella continues to include the community by hosting and funding "Littlies Learning" sessions on a Monday morning each week. The school has conducted some community activities – some of which have been fundraisers. The most recent and successful of these was a "Slime Run", raising funds for the charity "Jarrah's Journey." Jarrah will be a student attending Newmerella in 2024 and it was pleasing to see the wider community support this worthwhile cause.

We were successful in gaining grants and donations for the following:

- Sports equipment and programs: Sporting School.
- Cooper Energy monetary donation of \$5,000.
- Orbost Opportunity Shop monetary donation of \$3,000.

The Primary Mathematics Science Specialist initiative funding has allowed the school to release numeracy learning specialist to coach and mentor, facilitate professional learning, and to refine curriculum documents.

For more detailed information regarding our school please visit our website at  
<https://www.newmerellaps.vic.edu.au/>



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 61 students were enrolled at this school in 2023, 29 female and 32 male.

NDP percent of students had English as an additional language and 18 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

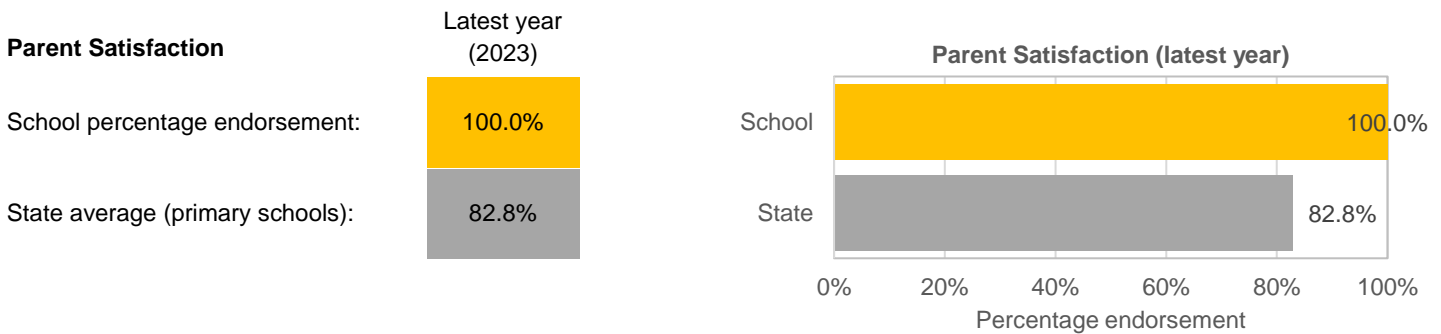
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

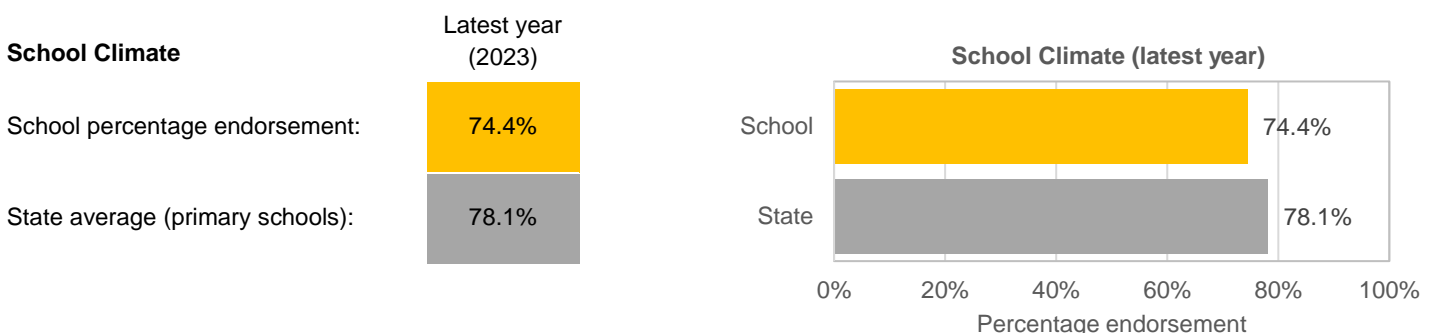


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

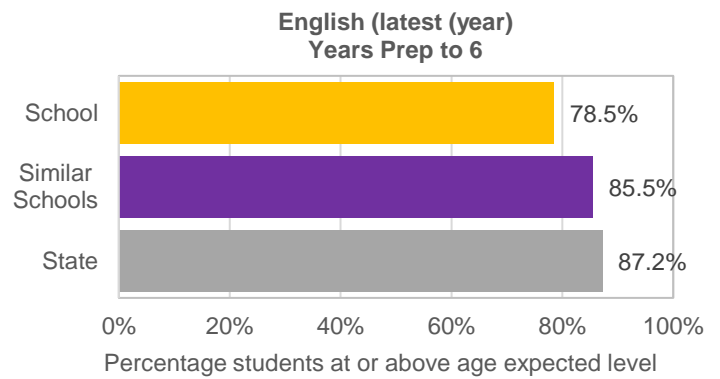
78.5%

Similar Schools average:

85.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

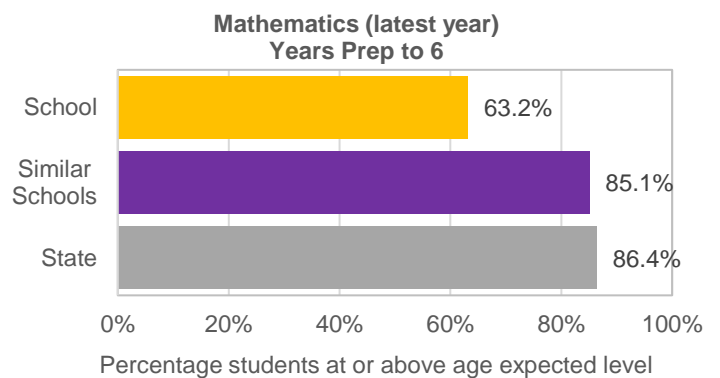
63.2%

Similar Schools average:

85.1%

State average:

86.4%



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

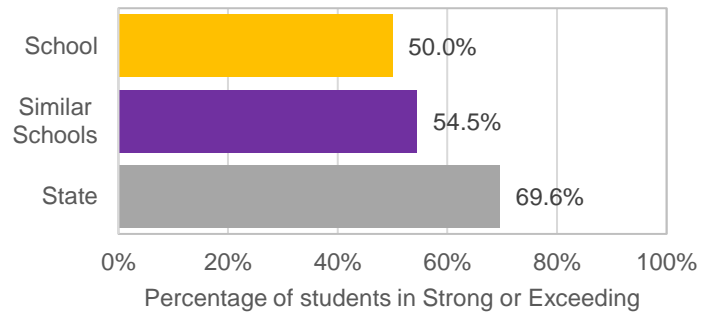
Similar Schools average:

54.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

20.0%

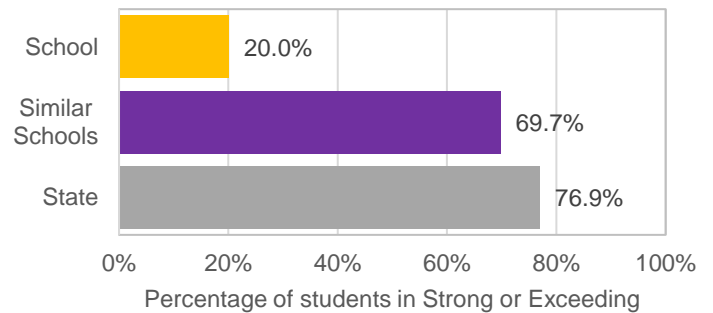
Similar Schools average:

69.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

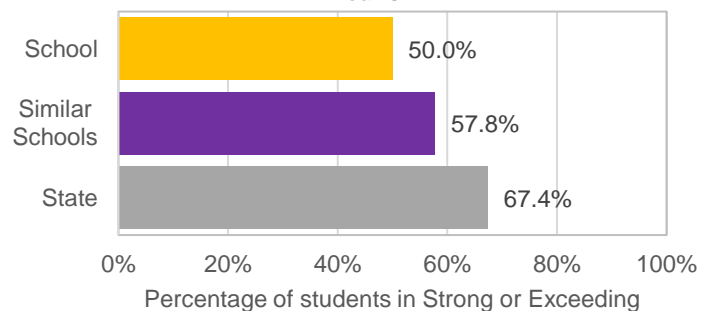
Similar Schools average:

57.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.9%

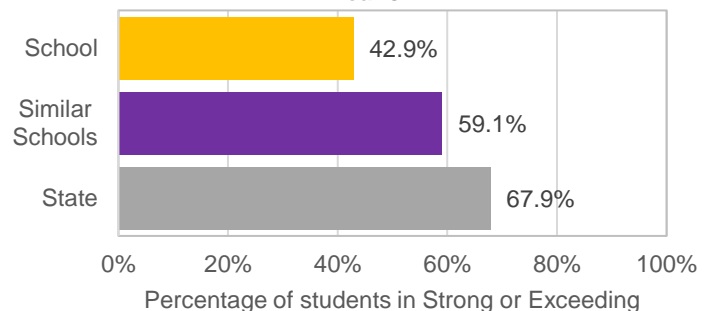
Similar Schools average:

59.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

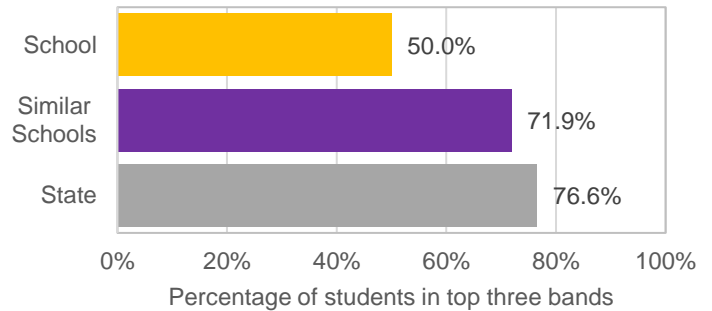
Similar Schools average:

71.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

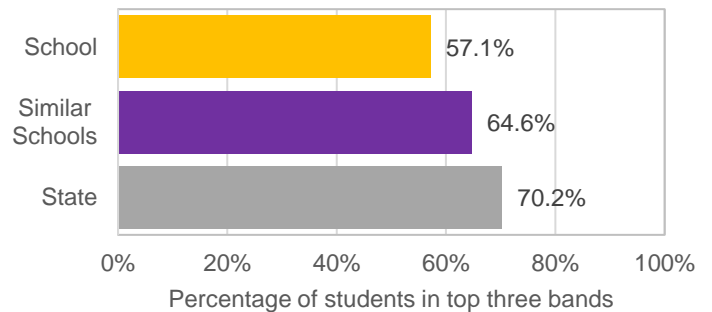
Similar Schools average:

64.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

33.3%

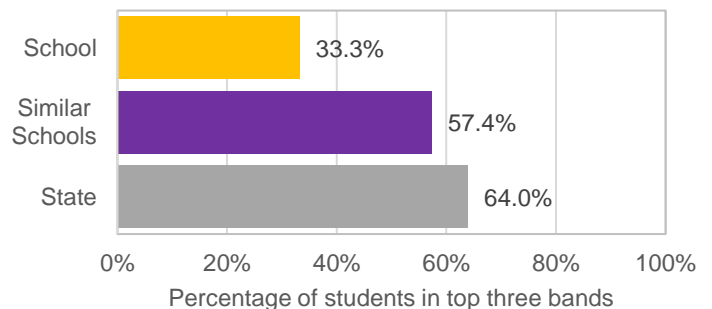
Similar Schools average:

57.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

28.6%

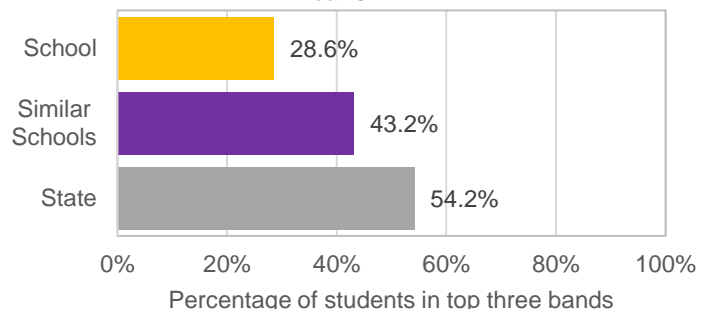
Similar Schools average:

43.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

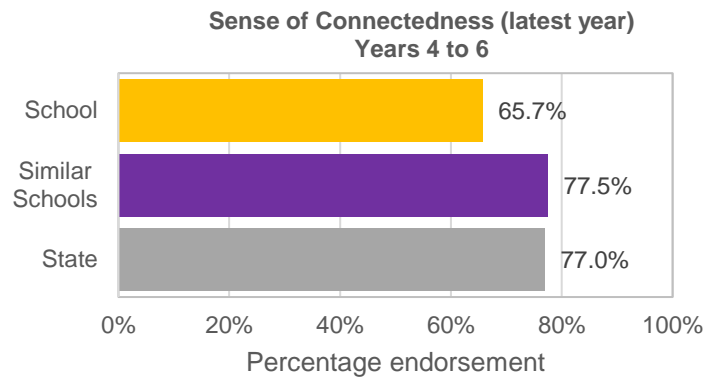
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	65.7%	77.9%
Similar Schools average:	77.5%	80.0%
State average:	77.0%	78.5%

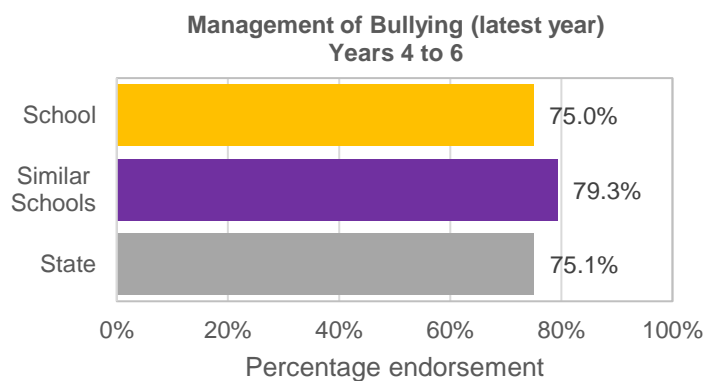


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	75.0%	82.6%
Similar Schools average:	79.3%	81.9%
State average:	75.1%	76.9%



## ENGAGEMENT

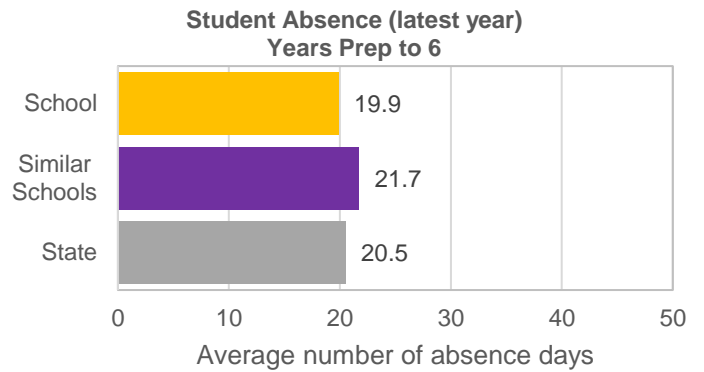
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.9	21.5
Similar Schools average:	21.7	19.6
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	91%	NDP	91%	88%	89%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$887,664
Government Provided DET Grants	\$314,605
Government Grants Commonwealth	\$6,500
Government Grants State	\$6,640
Revenue Other	\$21,637
Locally Raised Funds	\$37,920
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,274,967</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,305
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,305</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$798,880
Adjustments	\$0
Books & Publications	\$272
Camps/Excursions/Activities	\$18,826
Communication Costs	\$6,856
Consumables	\$23,392
Miscellaneous Expense <sup>3</sup>	\$9,633
Professional Development	\$7,800
Equipment/Maintenance/Hire	\$58,671
Property Services	\$55,892
Salaries & Allowances <sup>4</sup>	\$80,649
Support Services	\$52,703
Trading & Fundraising	\$10,465
Motor Vehicle Expenses	\$7,926
Travel & Subsistence	\$0
Utilities	\$15,021
<b>Total Operating Expenditure</b>	<b>\$1,146,985</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$127,981</b>
<b>Asset Acquisitions</b>	<b>\$97,006</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$178,967
Official Account	\$2,844
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$181,811</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$53,775
Other Recurrent Expenditure	\$28
Provision Accounts	\$0
Funds Received in Advance	\$15,000
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$184,803</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*