

2022 Annual Report to the School Community

School Name: Chandler Park Primary School (5533)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2023 at 01:29 PM by Jo Hillman (Principal)

- This 2022 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 27 April 2023 at 02:51 PM by Anthony D'Souza (School Council President)

How to read the Annual Report

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.

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Chandler Park Primary School is a friendly and caring school aimed at providing a quality service to families and an outstanding education for children. Our motto 'Pride in Excellence' supports our vision of children, achieving to their potential; extending and enabling them to thrive and achieve in all aspects of their lives. Our mission is to ensure that students are at the centre of everything we do and we seek to provide the best possible education for our learners and a broad range of career opportunities for our staff. The school offers specialist programs in Physical Education, a Language Other Than English (Mandarin), Visual Arts, STEAM (Science, Technology, Engineering, Arts and Mathematics) and Performing Arts. Literacy, Numeracy and Student Wellbeing are priorities for our school, with information technology being intrinsic to all our programs. As children bring a variety of experiences and learning needs to school, we provide a wide range of challenging and flexible programs enabling them to develop as happy, knowledgeable, optimistic, creative and resilient learners who will always do their best and strive for excellence. We have a safe and inclusive learning environment and we expect every student to uphold the values that underpin the management and teaching practices at our school. Our school values are:

- Collaboration - being friends, caring for each other and working together
- Respect - For self, for others, for property and the environment
- Resilience - trusting in ourselves, 'having a go' and not giving up
- Innovation - to use initiative and imagination to create something new

At Chandler Park PS we are focused on ensuring all staff are collaborative, innovative and apply research-based teaching and learning approaches which will prepare students for their future. In developing engaging learning spaces, Chandler Park focuses on creating a safe, supportive and orderly learning environment and implementing whole school approaches that build resilience and respectful relationships. Staff endeavour to provide students with diverse and personalised learning experiences that foster technology rich practices and students are given various opportunities to express their views, ideas and concerns. Our values of Respect, Resilience, Collaboration and Innovation underpin our actions and interactions. They are espoused by all members of our community and assist the students in developing a strong sense of self and an ability to contribute positively to our world. At CPPS we are focused on individual student growth in literacy and numeracy, to develop students' creative and critical thinking skills and strengthen student voice in their learning. We have a strong emphasis on continuing to develop the capacity of all staff; with a specific focus on building the leadership skills across the school. Our student wellbeing programs continue to focus on ensuring students feel safe and supported in their learning.

With the completion of the 2018-2021 strategic plan, the subsequent review in November 2021 which analysed the school's progress against the goals set, and identified new directions for the 2022-2025 strategic plan, the school looked forward to the 2022 with anticipation of a fresh start and clear pathway to improvement. An interim annual improvement plan (AIP) was developed, based on the recommendations from the review whilst the school waited for its new strategic plan to be finalised and endorsed by DET.

In response to further long periods of remote learning in 2021, DET again set the focus of the 2022 Annual Implementation Plan (AIP), identifying a universal set of FISO dimensions and priorities, which applied to each school in the state. This required minor adjustments to our interim AIP to ensure that it aligned with the state-wide priorities goal, which was:

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

As a result of the nationwide COVID-19 vaccination program during 2021, pandemic restrictions were lifted by the beginning of the 2022 school year, heralding a complete return to face-to-face learning. Our collective optimism about returning to 'normal' was significantly tested throughout the year as we experienced large numbers of student and staff absences as a result of COVID-19 infection, a virulent flu season and other serious upper respiratory viruses. This was particularly challenging during the colder weather in Terms 2 and 3 and was further exacerbated by a severe shortage of relief staff (teaching and non-teaching) throughout the year. The leadership team was committed to ensuring that the teaching and learning program was uninterrupted wherever possible - including specialist classes and the Tutor Learning Initiative - however this meant that other tasks were unable to be completed, for example, the 2022 Student Attitudes to School Survey (AToSS) with our Years 4 to 6 students.

2022 also saw challenges for schools in regards to the recruitment of staff, due to a global shortage of teachers, in part created by people making lifestyle changes post-pandemic. CPPS was affected by this when teacher vacancies occurred during the year. Some positions were advertised on multiple occasions, without appointment which resulted in internal redeployment of teachers and the use of relief teachers to backfill the subsequent vacancies this created.

In 2022, CPPS's enrolment declined slightly, with 458.6 (at the August census) students and 21 classes. The slight decrease was largely attributable to fewer international students coming into the country as a result of the travel restrictions created by the pandemic, fewer families migrating to Australia for the same reason as well as lengthy delays for visa applications. In 2022, the staffing profile was 1 principal class, 2 assistant principal class, 2 learning specialists, 28.0 teachers, and 14.32 support staff (administration and classroom). The school's Student Family Occupation and Education Index (SFOE) remained consistent at .4692. The school ICSEA (Index of Community Socio-Educational Advantage) also remained consistent at 985, with CPPS was ranked at the 40th percentile in 2022. There were five students enrolled at CPPS (1%) with indigenous backgrounds and 40% of students were EAL learners. In 2022 there were 21 students supported through the PSD program, which equates to 4.5% of our school population. In 2022 CPPS had five international students enrolled across various year levels.

The facilities at the school include permanent classrooms for 17 classes and relocatable (Mod 5) classrooms for 4 classes. There is also a full sized gymnasium for sport and community use, with a modern canteen and utility space that is used for our breakfast programme. Other dedicated classrooms include a performing arts room (music), visual arts studio (art), LOTE classroom (Mandarin), STEAM classroom (science, technology, engineering, arts and mathematics). A Before, After School and Holiday Care program is operated on site by Theircare, a registered care provider. The grounds are spacious and include a variety of play areas, established trees and gardens, space for organised sports such as basketball and soccer, and an all-weather playing field and track.

In 2022 improvements made throughout the school included the installation of two shade sail structures situated over the seating areas at the Locharn Crescent end of the Wattle Building, the creation of a dedicated professional learning space in the hall, and the installation of Promethean Boards (interactive whiteboards) in six classrooms (four in the 5/6 relocatable buildings and two in the Wattle Building). New signs in four community languages were placed throughout the school grounds to assist visitors and parents. In addition, the school extended its one-to-one device (Chromebooks or laptops) program for all students in Years 3 to 6, in addition to its iPad provision.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Key Improvement Strategy (KIS) for learning, identified by DET to enable the achievement of its state-wide priorities goal was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Our key actions to support this KIS were to:

- * build teacher capacity to differentiate learning and determine impact in Literacy (Reading) and Numeracy (Number) across all cohorts
- * further develop PLC/ PLT structures to support staff learning, collaboration and reflection to strengthen professional practice

Professional activities selected to support teacher capacity included:

- * coaching conversations for each staff member
- * targeted professional learning in Mathematics for all staff
- * building practice and understandings in Mathematics through the whole school implementation of Top Ten Maths
- * building practice and understandings in reading comprehension, particularly Guided Reading
- * engaging an external Mathematics professional learning provider to build and support teacher understandings and practice in Number
- * supporting teachers to use rich tasks in Mathematics to challenge all students and actively engage them
- * establishing triads (groups of three individuals) to support collaboration with the implementation of Mathematics

Professional activities to support staff learning, collaboration and reflection through our Professional Learning Community and Team structures included:

- * personal reflection of practice, enabled through the use of digital recording technology
- whole staff professional learning related to PLC, culture and productive conflict
- * identifying, and building the capacity of, team level data champions (experts) to support the effective use of data in PLTs
- * establishing schoolwide norms and a bank of protocols to support productive discussion and decision making in the PLTs

Our 12 month targets were:

Increase the percentage of Year 5 students above benchmark growth on NAPLAN
 Reading to be at 27% or above
 Writing to be at 12% or above
 Numeracy to be at 23% or above

Decrease the percentage of Year 5 students below benchmark growth on NAPLAN
 Reading to be at 27% or below
 Writing to be at 26% or below
 Numeracy to be at 21% or below

PAT Reading and Maths to show an increase of 1% in Stanine 5+ and decrease of 1% Stanine 4 and below, for each Year Level cohort

Increase the percentage of Positive Endorsement of Instructional Leadership in the school Staff Survey Data to be 58% or above

AToSS Domain Teacher Student Relations 'Teacher Concern' factor to be 70% or above

AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor to be 78% or above

AToSS Domain Social Engagement 'Student Voice & Agency' factor to be 72% or above

Reflection on Student Learning Targets

[NAPLAN targets - Met Overall](#)

Met - Increased the percentage of Year 5 students in the top 2 bands for NAPLAN: Reading increased to 41%; Writing increased to 32% or above; Numeracy increased to 23%

Met - Decrease the percentage of Year 5 students in the bottom 2 bands for NAPLAN: Reading reduced to 9% or below; Writing decreased to 3%; Numeracy decreased to 16%

[PAT targets - Partially Met](#)

Reading improvement was met (and exceeded) for three cohorts (Years 2, 4 & 6), there was no change for one cohort (Year 5) and one cohort (Year 3) did not meet the target.

Maths was met (and exceeded) for two cohorts, and not met for four cohorts (Years 2, 3, 4, & 5)

[Staff Survey Data - Met](#)

This target was achieved with the percentage of Positive Endorsement of Instructional Leadership at 59% in 2022, an increase of 5% from 2021.

[Attitudes to School Survey Data - no data available](#)

Whilst the targets for NAPLAN were met (or exceeded), the targets for PAT were only partially met, with stronger results evident in Reading than Maths. It was noted that there was only a three term interval between the 2021 and 2022 assessments because COVID-19 lockdowns had delayed the administration of the assessment in 2021 and that this may have had an impact on student results.

****PLT structures to support staff learning, collaboration and reflection****

Use of meeting norms and protocols continue to be evident in PLT meetings. Further work modelling the use of norms in the Middle Leaders' PLT has supported deepening their understanding and use of the norms, protocols, and agendas when collaborating throughout the improvement cycle. Strengthening relational trust, to move teaching and learning discussion into a space of professional challenge, requires more time to mature.

****Whole school improvement focus (PLC)****

Coaching from consultant Pamela Macklin continued with SIT (school leadership team) members focused on the consistent implementation of the Teaching & Learning Model (TLM). The 2022-2025 Strategic Plan goals, targets and key improvement strategies was finally released to the school in Term 3 and the principal team used this to backwards map key improvement strategies and actions over the four year period during Term 4.

Embedding the TLM has continued, with a lens on deepening understanding of the beginning phase of 'Tuning In' and more specifically the 'why' behind learning intentions and success criteria. A core group of eight staff members were strategically identified to attend external professional learning in this area. This team then designed and developed professional learning to share with all teaching staff to support consistency of beliefs, understandings and practice. Teams have commenced working on creating school agreed success criteria from ABLES C & D to Year 7 for one area of reading comprehension (summarising). PLT triads have met regularly and used the improvement cycle each term with a focus on identifying an aspect of Number and Algebra. This structure has allowed teams to work collaboratively to identify and plan for maths learning, focusing on student point of need. The Top Ten Maths scope and sequence was trialled with teams planning for 'hands on' learning. Teacher have reported that the Top Ten scope and sequence, lesson plans and support material have influenced their practice and that they are enjoying teaching maths more. Anecdotal oral feedback from students is that they are enjoying maths and teachers have also noted an increase in student confidence.

**** Building teacher capacity to analyse assessment data****

Changes in student reports to parents implemented in Semester 1, continued for Semester 2 further improving teacher understanding of the curriculum and the standards at each level for English and Mathematics. Through this work PLTs identified and agreed on learning statements for reports. This facilitated professional conversations about formative assessment and moderation discussions, and supported teachers to reflect and analyse assessment data, making changes to teaching and learning practices in real time.

Data Champions were identified and attended middle leader meetings at key points over the course of the year to ensure that whole school assessments were implemented with fidelity following agreed processes. Data leaders collaborated to establish a comprehensive whole school Fountas & Pinnell Benchmark Assessment tracking spreadsheet. Data leaders from Years 3 to 6 also attended a regional training workshop on how to analyse NAPLAN data and use Power BI to investigate school wide trends. Data leaders worked with PLTs to use these findings to create support resources for 2023 student preparation in Term 4 (as the NAPLAN assessments will occur in Term 1 from 2023).

****Teaching Practice Improvement: Self / Peer Observation****

The school's two Learning Specialists (LS) supported teachers to film and reflect on an element of their practice connected with the TLM, and to identify a personal improvement goal in relation to this. All teachers completed this process twice over the course of the year, with many teachers identifying the 'Reflect' phase of the TLM as an area for growth. Teachers noted the link between this phase of the TLM and the whole school improvement focus on the Beginning Phase of Learning Intentions and Success Criteria as these elements are also present in the 'Reflect' Phase.

Wellbeing

The 2022 Key Improvement Strategy (KIS) for wellbeing, identified by DET to support the achievement of its state-wide priorities goal, was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our key actions to support this KIS were to:

- * build staff capacity to empower students to take ownership of their learning and wellbeing
 - * investigate a tiered social regulation / engagement model such as School Wide Positive Behaviour Support (SWPBS) framework
- Professional activities selected to support teacher capacity included:
- * providing further professional learning in the RRRR curriculum to support its effective implementation
 - * providing professional learning to develop a whole school approach and understandings around authentic student voice and agency
 - * engagement with the regional inclusion coach to provide professional learning and coaching
 - * developing a consistent, whole school approach to the development, implementation and monitoring of individual education plans (IEPs)
 - * PLTs accessing professional supports to plan and reflect on the implementation of social and emotional learning (i.e. zones of regulation, circle time and RRRR)
 - * Employing a multi-cultural aide (Khmer) to support translation services for Cambodian students and their families

Professional activities to investigate a tiered social regulation/engagement model included:

- * undertaking school visits to see the implementation of SWPBS at various stages of maturity
- * identifying our current practices in establishing and maintaining a calm and orderly learning environment (i.e. behaviour management and engagement)

Our 12-month targets were:

Attitudes to School Survey Data (AToSS)

1. AToSS Domain Teacher Student Relations 'Teacher Concern' factor to be 70% or above
2. AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor to be 78% or above
3. AToSS Domain Social Engagement 'Student Voice & Agency' factor to be 72% or above

****Reflection & Commentary on Targets****

The AToSS was not completed due to staffing shortages/illness and high student absence during the survey period. It was anticipated that high staff and student absence due to illness would result in the survey period being extended this year as it had been in the last two years for similar reasons, however this did not occur.

As a result, to provide the school with some student voice data, the leadership team used a trial version of the Pivot Survey in Term 4 to investigate the usefulness of this data set in capturing student voice and in measuring aspects of wellbeing connected to teacher concern and self-confidence. A small number of staff from across the school volunteered to trial the tool to assist with this investigation. Preliminary findings identified areas of strength across the school and areas for improvement. Teacher feedback from the trial was positive in terms of using the survey as a tool for all classroom and specialist classes to gain regular and specific feedback/data from their students.

****Empowering Students to take ownership of Learning & Wellbeing****

The development of meaningful, targeted and robust IEPs was a focus throughout the year. Teachers worked collaboratively to support each other in creating individual SMART goals for students and ensured the IEPs were shared and discussed with students and their parents/carers on a regular basis.

Connection and Collaboration with Southern Autistic School

As a result of two dual enrolments this year between Chandler Park Primary School and Southern Autistic School (SAS), we have formed a professional relationship. Teachers have met both at sites and five Education Support staff visited SAS to see how it meets the need of students. The SAS disability inclusion coach, supported selected teachers to build their capacity, through a program of classroom observations and advice for coaching.

Play Leaders Program

Thirty Grades 4 & 5 students and two teachers, were trained as "Play Leaders" during August. Through the program training, Student leaders learnt how to facilitate safe and fun games for other students, including younger students, at school during lunch times and recess and which can be offered throughout the year. The program provided a platform for students to support each other, practice positive values, take responsibility and develop their leadership abilities.

****Investigate Social Regulation / Engagement Framework****

The Wellbeing Team attended a SWPBS briefing offered by the regional office early in Term 3, to learn more about the process of implementing the framework and the application process for schools. We contacted a few schools with accredited implementations, including Dandenong South PS and Southern Cross PS. The Wellbeing Team investigated how SWPBS may need to be adapted for our context and prepared a presentation for all staff for consideration. Feedback from staff indicated that the staff was not yet ready to move to the implementation phase and that further research was needed.

****Respectful Relationships****

Although there were some RRRR professional learning opportunities for staff, accessing these was restricted due to the limited availability of CRTs. An audit of our implementation of RR across the school revealed inconsistency of practice across the school and that we need to continue to focus on this.

Engagement

The 2022 Key Improvement Strategy (KIS) for wellbeing, identified by DET to support the achievement of its state-wide priorities goal, was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

One of the Department's measures for monitoring student engagement is attendance at school.

Our Strategic Plan target (four-year target) is to reduce the whole school average student absence rate to 10 days or less by 2025.

Attendance/absence data for the past five years (see table below) indicates that this four-year target is an extremely ambitious one.

Calendar Year	Days Absent P-6
2018	16.11
2019	16.31
2020	15.99
2021	15.66
2022	24.46

Student absence rates were significantly higher in 2022 due to the reduction of restrictions for COVID-19 (i.e. no further lockdowns), many children not being vaccinated against COVID-19 and a severe influenza season during the colder months. The lifting of restrictions also saw the incidence of family holidays increasing as people were able to travel within Australia and overseas, in particular to visit their families. Of particular concern, is the number of students with 30+ days' absence which increased from 12% in 2021 to 25% in 2022 (more than doubled). Of these, 53 students had in excess of 50 days' absence last year. Absences were most prolific in the P-3 cohorts.

For some students, anxiety was identified as being the main reason for their increased absence from school. There appears to be an increase in mental health concerns since the onset of the COVID-19 pandemic. The school ensured that students and their

families were supported through referrals to our onsite psychologist (two days per week) and a regular and deliberate wellbeing focus in the classroom (e.g. Circle Time, Respectful Relationships lessons, etc.).

Opportunities for students to connect outside of the classroom increased with the easing of restrictions. These included: excursions and incursions; school camps; whole school events such as the Book Week Parade; inter-school sport; and regular face-to-face assemblies.

Financial performance

Chandler Park Primary School completed 2022 in a financially sound position.

The Financial Performance and Position report shows a surplus of \$112,912.00 and this has been factored into 2023's budget as a part of the school's financial management processes.

Revenue raised from fundraising activities such as Mother's Day stall, Father's Day stall & Election BBQ helped purchase reading books for the classrooms. Significant expenditure during 2022 related to upgrading our facilities was spent on new signage around our school grounds \$13,705, Shade Sails \$25,000. To upgrade our IT, we replaced another six interactive whiteboards for classrooms at a cost of approximately \$18,000. We also continued to upgrade 1:1 device for all students in Years 5 to 6, with the lease of 130 Chromebooks. The MAPPEN curriculum was also purchased again to support teachers to implement an integrated inquiry curriculum from Prep to Year 6 (approx. \$5,000.00)

Chandler Park Primary School is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

For more detailed information regarding our school please visit our website at
www.chandlerparkps.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 460 students were enrolled at this school in 2022, 227 female and 233 male.

56 percent of students had English as an additional language and 1 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).

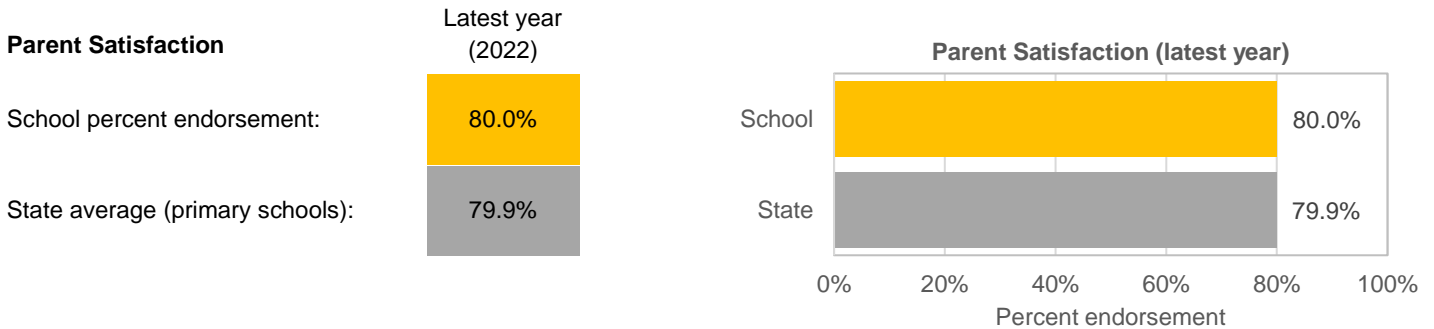
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

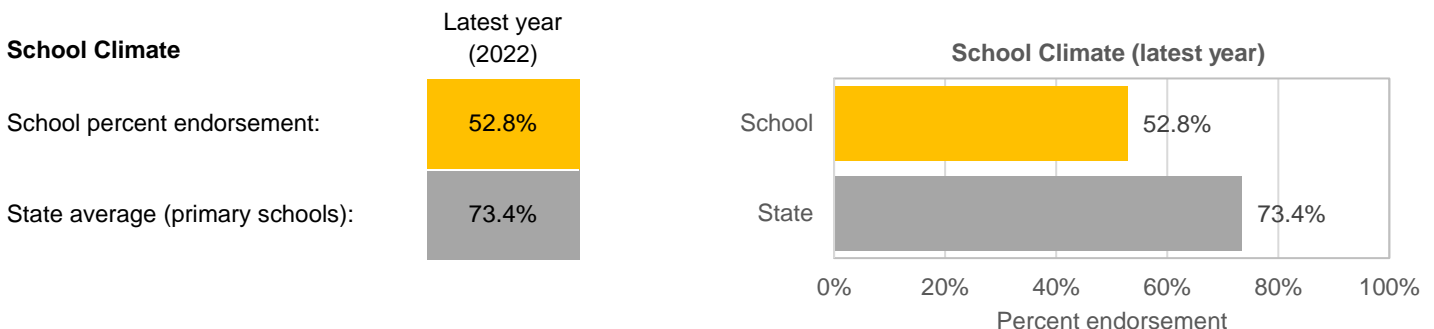


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

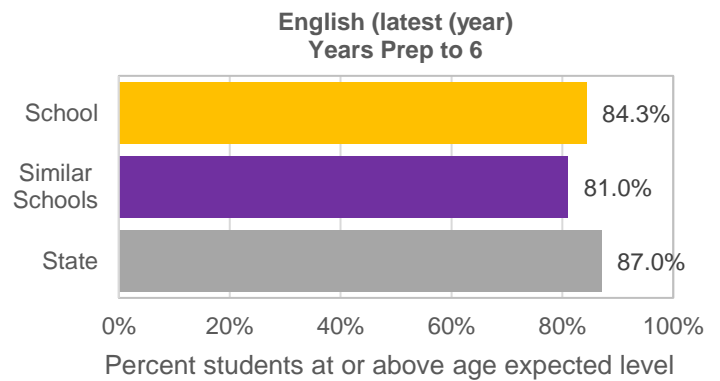
84.3%

Similar Schools average:

81.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

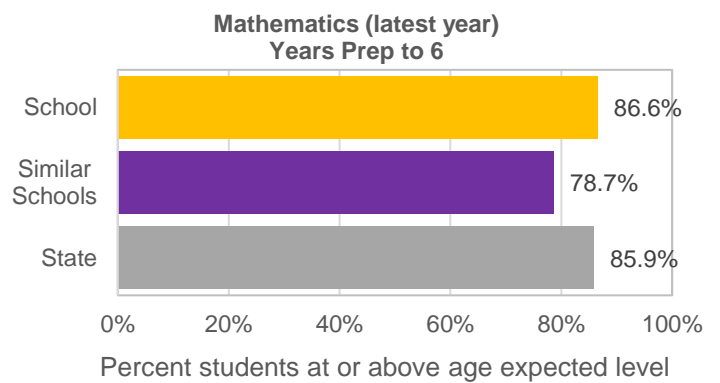
86.6%

Similar Schools average:

78.7%

State average:

85.9%



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.

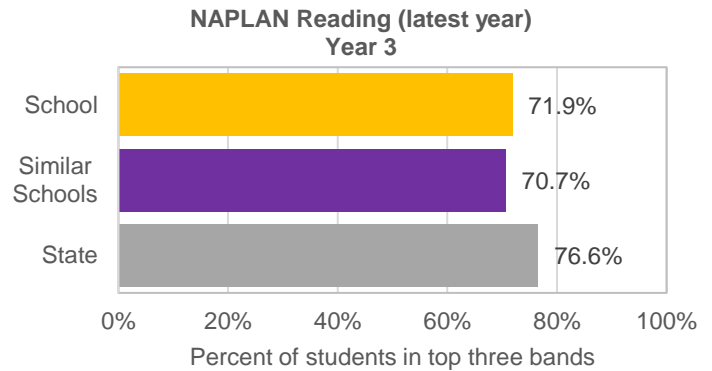
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

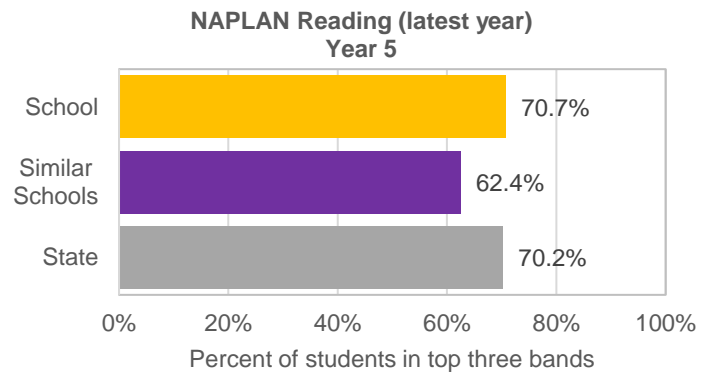
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.9%	68.8%
Similar Schools average:	70.7%	70.5%
State average:	76.6%	76.6%



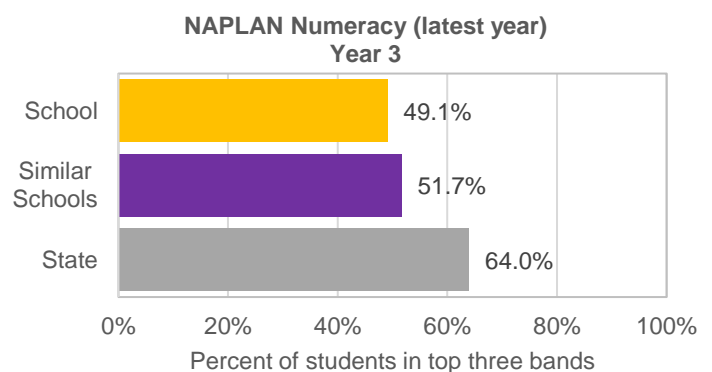
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	66.1%
Similar Schools average:	62.4%	61.5%
State average:	70.2%	69.5%



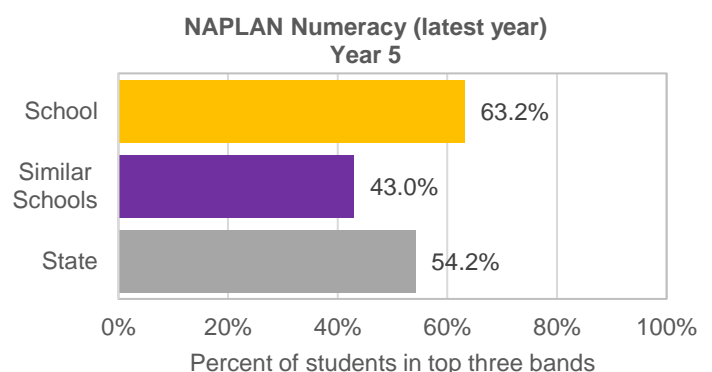
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.1%	46.4%
Similar Schools average:	51.7%	54.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	56.5%
Similar Schools average:	43.0%	48.4%
State average:	54.2%	58.8%



WELLBEING

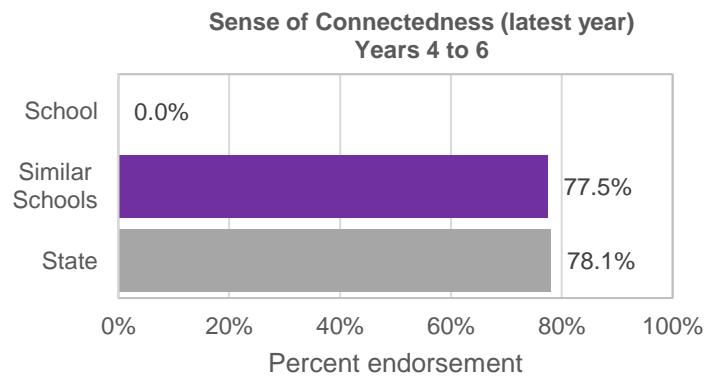
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	0.0%	85.0%
Similar Schools average:	77.5%	80.7%
State average:	78.1%	79.5%

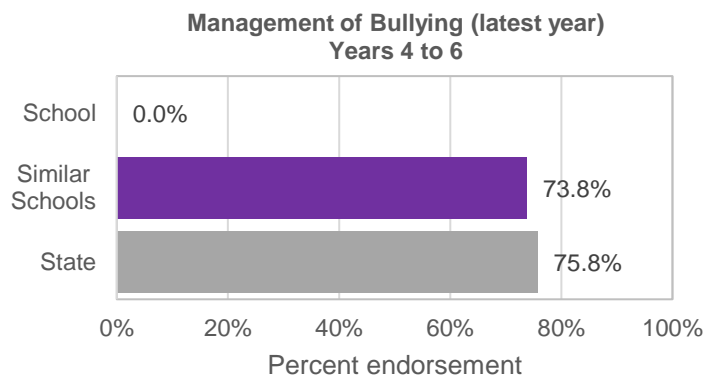


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	0.0%	80.6%
Similar Schools average:	73.8%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

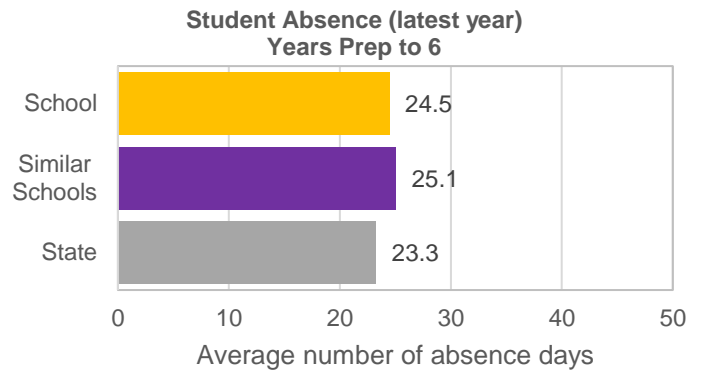
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	24.5	18.0
Similar Schools average:	25.1	18.9
State average:	23.3	17.0



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 (2022):	87%	85%	87%	88%	89%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,018,226
Government Provided DET Grants	\$611,037
Government Grants Commonwealth	\$11,610
Government Grants State	\$18,890
Revenue Other	\$15,315
Locally Raised Funds	\$187,745
Capital Grants	\$0
Total Operating Revenue	\$5,862,823

Equity ¹	Actual
Equity (Social Disadvantage)	\$438,450
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$438,450

Expenditure	Actual
Student Resource Package ²	\$4,905,314
Adjustments	\$0
Books & Publications	\$401
Camps/Excursions/Activities	\$112,308
Communication Costs	\$4,565
Consumables	\$119,534
Miscellaneous Expense ³	\$12,948
Professional Development	\$20,136
Equipment/Maintenance/Hire	\$149,230
Property Services	\$96,749
Salaries & Allowances ⁴	\$193,609
Support Services	\$162,313
Trading & Fundraising	\$8,383
Motor Vehicle Expenses	\$2,490
Travel & Subsistence	\$0
Utilities	\$26,910
Total Operating Expenditure	\$5,814,889
Net Operating Surplus/-Deficit	\$47,934
Asset Acquisitions	\$13,122

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$533,590
Official Account	\$27,365
Other Accounts	\$0
Total Funds Available	\$560,955

Financial Commitments	Actual
Operating Reserve	\$136,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$72,688
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$247,904

All funds received from the Department, 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.