

2022 Annual Report to the School Community

School Name: Brighton Primary School (1542)



An Internationally Accredited School

- 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 April 2023 at 10:51 AM by Steve Meade (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 11:09 AM by Andrew Campbell (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

Brighton Primary School: As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future. We believe that the growth of our children is at the heart of our community. By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks.

Our vision is to build a community of active learners who can meet challenges of our rapidly changing world and become responsible global citizens

We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners.

We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through our membership and authorisation by the IB to deliver the Primary Years Program (PYP).

Brighton Primary School has an enrolment of approximately 560 students, which includes 15-18 students with moderate to profound hearing loss enrolled in the regional Hearing Unit hosted at the school. Our school culture of shared responsibility and collaboration ensures that our Hearing Unit functions as an integral part of the school community, supporting students to fully access mainstream education.

The school was established in 1875 and is situated in the Bayside suburb of Brighton, 12 kilometres from the CBD. Brighton fronts Port Phillip Bay. With almost six kilometres of coastline within Brighton's suburban boundary, there is a diverse range of attractions and activities for all. The school has strong generational ties and is well supported by the School Council and parents.

Brighton Primary School's design is traditional and has twenty-seven classes organised in year levels. The school has been redeveloped with attention to maintaining the architectural integrity of the two brick Victorian buildings. Brighton Primary School has a large number of re-locatable buildings. Generally, they are grouped in year levels to support our collaborative approach to learning and teaching and maximise the student playing space. The school is fully air conditioned and all rooms are uniformly furnished to provide a familiar environment for students as they progress across the school.

Brighton Primary School has a rich, well-resourced Specialist Program. There are purpose-built Science, Music and Art Rooms and a Gymnasium. As well, there are literacy and numeracy resource rooms and a large shared learning space in the junior hall. The Library is centrally located and available to students at lunchtime, as well as class time. Adjoining it is the Performing Arts Centre and the school canteen. The school community raised the funds to fit-out these spaces and construct the covered walkway that connects all classrooms and specialist teaching areas. Our Outside School Hours Care program, conducted by TeamKids, is accommodated in the Performing Arts Centre and the Gym.

A variety of spacious and shaded areas that are landscaped provide a safe and well-equipped play area for students. There is a turfed oval and an athletics track, two adventure playgrounds, a fitness circuit and netball and down-ball courts. Below the junior play equipment is the Wonder garden, designed by our students. It is both a teaching space and a playing area. The Brighton Primary School community has funded the outdoor equipment and development of the grounds and are maintained by the School Council Facilities Committee. Our school employs a grounds person to maintain our facilities and grounds.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Brighton Primary School, we have been working to develop robust systems and structures to support common unit planning while also strengthening our guaranteed, viable curriculum for the last three years. We have developed common yearly, term and unit planning templates as well as common formative and summative assessments. In addition, we introduced Professional Learning Communities (PLC) over three years ago with teacher teams setting student learning focused SMART goals each year. In 2022, teacher teams developed SMART goals for both reading and writing.

In 2022, we demonstrated significant growth on our student reading and writing outcomes as reflected in our 2022 NAPLAN results below. Our aim in 2023 is to continue strengthening reading & writing while also improving the student learning outcomes for numeracy. You will see below that we have already met the nominated 2024 targets for reading and writing in 2022. We have a strong focus on numeracy (& writing) in 2023.

NAPLAN RESULTS 2022

TARGET 1.1

To increase the percentage of students achieving in the top two bands in NAPLAN for:

Reading Target 1.1

Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024

Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024

Reading Outcome 1.1

Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2022 (met 2024 goal in 2022)

Year 5 Reading from 51 per cent in 2019 to 69 per cent in 2022 (met 2024 goal in 2022)

Writing Target 1.1

Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024

Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024

Writing Outcome 1.1

Year 3 Writing from 67 per cent in 2019 to 79 per cent in 2022 (met 2024 goal in 2022)

Year 5 Writing from 26 per cent in 2019 to 49 per cent in 2022 (met 2024 goal in 2022)

Numeracy Target 1.1

Year 3 Numeracy from 58 per cent in 2019 to 63 per cent in 2024

Year 5 Numeracy from 51 per cent in 2019 to 56 per cent in 2024

Numeracy Outcome 1.1

Year 3 Numeracy from 58 per cent in 2019 to 58 per cent in 2022

Year 5 Numeracy from 51 per cent in 2019 to 53 per cent in 2022

Overall, our 2022 NAPLAN results demonstrate significant growth in student achievement in reading and writing over the last three years despite the challenges of remote learning. We have maintained a particularly strong focus on reading and writing which has included:

- Staff Professional Learning on Phonics, Phonemic Awareness and the explicit teaching of both reading and writing leading to a common approach across the school
- Establishing classroom libraries in all classrooms
- Purchasing a range of new decodable and guided reading materials
- Strengthening our Learning Intervention Team to provide learning support and enrichment to students across Prep - Grade 6.

Wellbeing

In 2022 (and 2023), Brighton Primary School strengthened our Learning Intervention Model to provide additional learning support and enrichment to students across Prep - Grade 6. We have employed approximately 8-10 learning support aides - some full-time and others part-time - to work alongside teachers to support students and their learning. This co-teaching model between grade level teachers and the learning support aides uses a variety of approaches, mixing, matching and adopting them based on the students' needs, their own instructional level, the specific material being taught and practical matters such as the physical space of the classroom. The benefits of co-teaching include:

- 1) an increase in student engagement and establish a positive classroom environment.
- 2) improved student achievement as well as increased social communication especially for students with disabilities.
- 3) enhanced teacher & learning support aide growth through this collaborative practice and greater opportunities for innovative ideas

Overall, dedicating time & resources into co-teaching allows our school to more fully commit to personalised learning by providing more targeted support to students at all levels. This co-teaching approach helps students build individual skills at their own pace with the targeted support they need.

Engagement

The foundation of our positive school culture is the active participation of all members of the school community, so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential.

BPS's focus is the teaching of positive behaviours that are embodied in the IB Learner Profile. This is achieved through richly designed Units of Inquiry and weekly class 'Circles.' The focus is on the collective good with the common understanding that every teacher is responsible for every student at Brighton Primary School. Our focus is on the use of Restorative Practices with logical consequences to address appropriate and inappropriate behaviour.

The Brighton Primary School Council and leadership team regularly engage with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs. Through the PYP and the Junior School Council, student agency is acknowledged in the planning and delivery of curriculum. There is a student leadership program and significant rite of passage celebrated as students' progress through the school:

- Kindergarten to Prep transition
- Prep 100-day celebrations
- Grade 3, 4, 5 and 6 School Camps
- Grade 6 Exhibition, Leadership Program
- Whole school transition program in November.

BPS continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing effective classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse individual learning needs. A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and improved teaching and learning practice. An inclusive and engaging curriculum incorporating the PYP and Victorian Curriculum ensures that teaching and learning practice is in line with the needs of 21st century learners.

Engagement Programs Inclusion and Transition

At BPS we work together as a whole school community to ensure a preventative school culture by providing programs and practices including the Student Leadership Teams, a whole school Buddy Program, a comprehensive Kindergarten to Prep Transition Program, Learning Support, School Captains, Student Led Assembly, Junior School Council, a Student Wellbeing Team, and DET Student Support Officer.

Physical Wellbeing

Brighton Primary School has a proactive approach to student health with the continued provision of a full-time school nurse and level 2 first aid trained staff. In addition, staff is trained annually in the management and treatment of asthma and anaphylaxis.

Sunsmart School

The school promotes sun smart behaviours with the wearing of hats for all outside activities from September to the end of April.

Parent Participation

Parent participation is important, and we are continually reviewing our Parent Participation Policy, in line with current research on home school partnerships and its impact on student learning and engagement. Parents are invited to attend Classroom Helper Courses onsite to support working with students in the classrooms. Additionally, parents are able to support classroom teachers by attending excursions, camps and other school events.

Support Services

A close relationship has been established with a number of support agencies including the Bayside Council, Alfred CYMHS and DET Student Support Service Officers (SSSO) staff who actively contributes as members of the school community.

Professional Learning

Teacher professional learning is given high priority at BPS to ensure that teaching and learning approaches are based on deep level pedagogical understanding and are reflective of best practice. Peer Observation and team teaching are opportunities for teachers to learn with, from and on behalf of each other. Improvement to teaching and learning is supported by modelling of best practice, underpinned by current research facilitated by consultants. Ongoing professional learning in DET initiatives and school based priorities will continue to be a focus at BPS.

Collaboration and Communication

At Brighton Primary School we have a school wide understanding of the positive impact of parent's involvement in the development of student's behavioural, emotional, and cognitive engagement with learning. We foster a collaborative approach with parents through Compass via Fortnightly Snapshots, student planners, pastoral care interviews, individual learning improvement plan interviews, reports, newsletters, educational forums, parent-teacher interviews, phone calls and student support meetings.

Other highlights from the school year

FACILITIES MASTER PLAN

In 2020, our School Council has made the decision to fund the development of a Facilities Master Plan for Brighton Primary School (BPS). We selected architects Clarke Hopkins Clarke (CHC) to develop the Facilities Master Plan. In March 2021, we have arranged for CHC to meet with parents to gather their ideas and feedback on the School Facilities Master Plan. You can learn more about the allocation of funds to support government school infrastructure by visiting the Victorian School Building Authority (VSBA) website. This VSBA supports school infrastructure and the website outlines how State Government funds are allocated to upgrade school

buildings and grounds. The BPS Facilities Master Plan is an exciting initiative to build better learning environments for our students. Our School Council has sought support support for our Facilities Masterplan from the local members of parliament and State Government in 2022 and plan to continue to advocacy in 2023.

FACILITIES & CLASSROOM LEARNING ENVIRONMENTS

In 2022 (and 2023), we continue to research and improve our school facilities and classroom learning environments. These school improvements included:

- Conducting several book drives with the support of our PFC to strengthen our classroom libraries.
- Installing several irrigation systems in several garden beds as well as planted and mulched the garden beds.
- The installation of new glass dividing doors between several G5 and G6 classrooms.
- The purchase of additional classroom furniture to enhance our classroom learning environments from Prep-G6.
- The installation of 26 security cameras across the campus to enhance improve security at our school

CURRICULUM MAPPING & DOCUMENTATION

In 2022, our leadership team and teachers worked collaboratively to strengthen curriculum documentation to help us organise, document and map our curriculum especially in the area of writing and numeracy. This is 'heavy' work which will take several years to deeply embed in all learning areas within the school.

PROFESSIONAL LEARNING COMMUNITIES

In 2022, we continued to strengthen our Professional Learning Communities (PLCs) model at Brighton Primary School. PLC's is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

WRITE TO READ - TEACHER PROFESSIONAL LEARNING

A significant number of teachers and support staff attended WRITE TO READ Professional Learning in 2022. Write to Read provides teachers with the skills that students must own to read and write successfully and how to explicitly teach these skills. The explicit teaching of these skills ensures that students are confident and in control of their learning, and truly experience the feeling of success and being empowered by knowledge. Research has found the following components essential for successful literacy instruction - phonemic awareness, explicit systematic phonics, vocabulary, fluency, and text comprehension. The WRITE TO READ course investigates each of these and how to explicitly teach them.

THE SCIENCE OF READING & LANGUAGE

In 2022, a significant number of teachers attended The Science of Language and Reading – An Introduction or Intermediate Online Course conducted at LaTrobe University. This is a specialised course covering the linguistic basis of early reading as this applies to word decoding and language comprehension. Both initial reading instruction and support for struggling readers are a focus of this course. This includes frameworks for early identification and intervention.

SCHOOL CAMPS & EXCURSIONS

In 2022, we successful conducted school camps for students in G3-6 as well as provided all grade levels with the opportunity to attend excursions and incursions after an absence for several years as a result of Covid-19.

Financial performance

In 2022 the school finished the year with a surplus of \$1,039,645.98 Part of these funds were held over from previous years as a commitment to replace classroom furniture, Numeracy & literacy books, building repairs and maintenance which could not be completed during 2022. There are many areas where funds were raised in 2022 including the Building and Library funds. These funds are committed towards the purchase of new classroom furniture, technology equipment, website upgrade, building improvements, repairs and maintenance, garden & grounds improvements.

The main source of funding for the school is derived from the Student Resource package provided by the Department of Education together with parent contributions – curriculum contributions, other contributions, including IT Levies which assists with the upkeep and upgrading of digital learning environment and subscriptions to providers, Grounds Levy to help with the employment of a grounds person, maintenance and upkeep, Health Centre levy to help with employment of our school nurse, Building Fund which helps with areas such as painting, roof repairs, replacing air-conditioners, the Library fund which helps towards library books for both the Library and classroom libraries and library furniture.

Other areas where the school raised funds include hiring of the facilities 61,984.06 Before & After Care Licence agreement \$94,581, Uniform Shop \$5,327, Newsletter advertising \$4,268, Photography commission \$2,273. Fundraising \$74,067.71.

In addition to the above funding BPS also received grants for Sporting Schools grant \$7,200 and \$19,759.20 shade sail grant.

Overseas paying students \$24,725.51.

Major expenditure in 2022 included IT equipment, student laptops, IPADS, licences, additional IT support \$87,473, Library books, computer applications & guided reading material \$13,085. Library Works \$46,919. BPS rebranding project \$21,169. Music equipment \$5,575. French - Equipment & Books \$6,246. Grounds person \$22,370. Timber repairs & painting \$10,865. Installation of new air-conditioners & acoustic pin boards \$16,160, Classroom Furniture & Acoustic panels \$138,396.00. Arborist tree works, artificial grass replacement & maintenance \$15,298. Sound equipment Hearing Unit \$4338. Assessment & Reporting modules \$15,332. Literacy Books, Maths Books & computer applications \$20,186. Essential safety inspections \$23,804. PYP Affiliation & PD'S \$16,012. Sports equipment & sporting grant activities \$11,965.

For more detailed information regarding our school please visit our website at
<https://www.brighton.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 566 students were enrolled at this school in 2022, 255 female and 311 male.

15 percent of students had English as an additional language and 0 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).

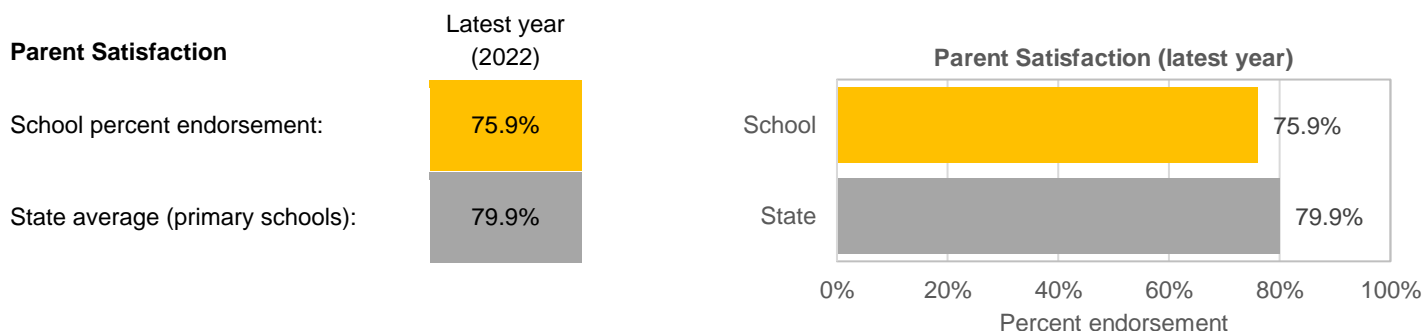
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

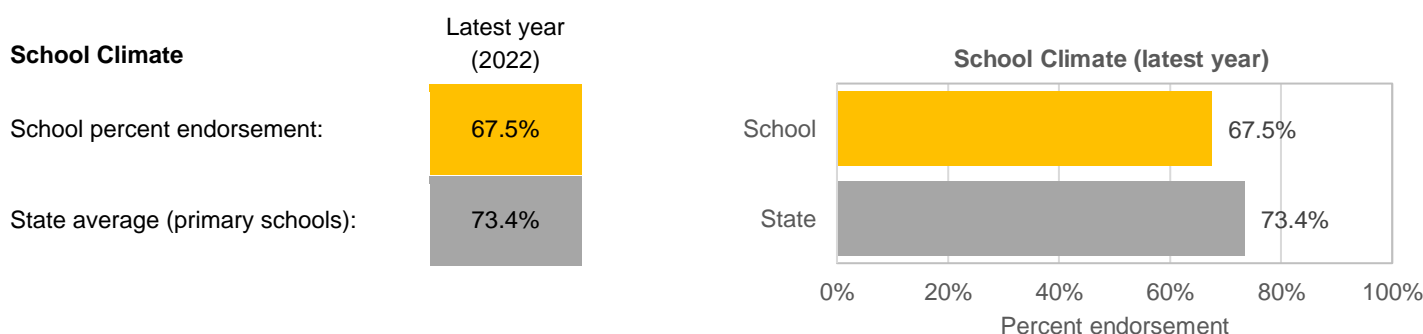


School Staff Survey

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:

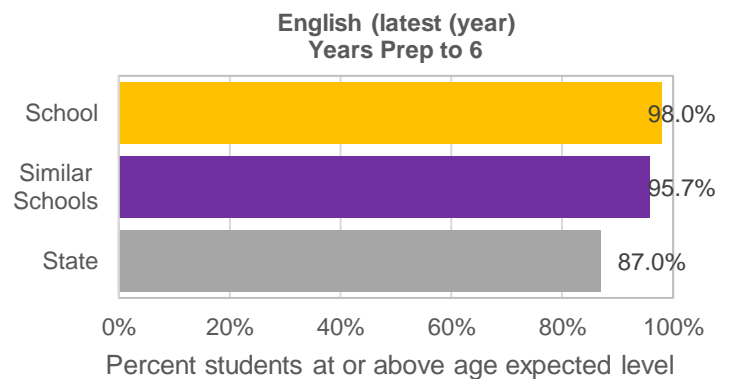
98.0%

Similar Schools average:

95.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

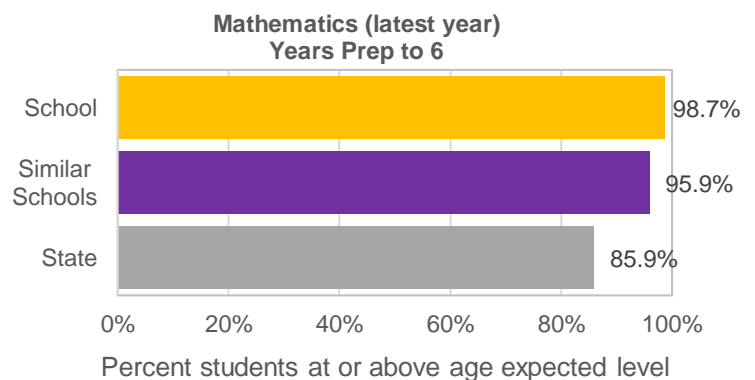
98.7%

Similar Schools average:

95.9%

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.

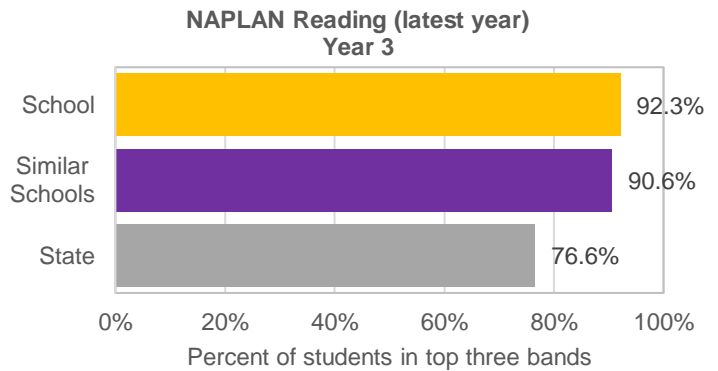
NAPLAN

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.

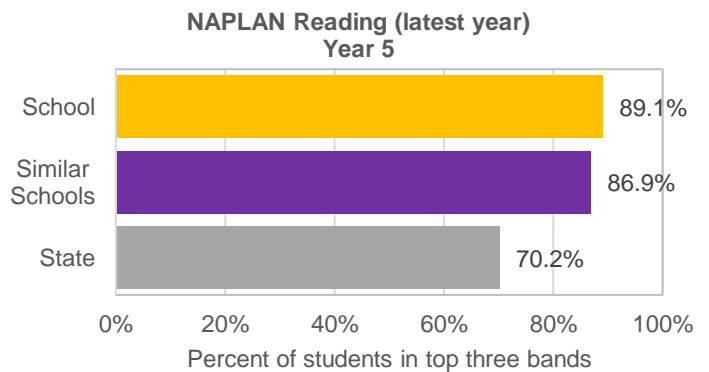
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 92.3% | 89.9% |
| Similar Schools average: | 90.6% | 90.6% |
| State average: | 76.6% | 76.6% |



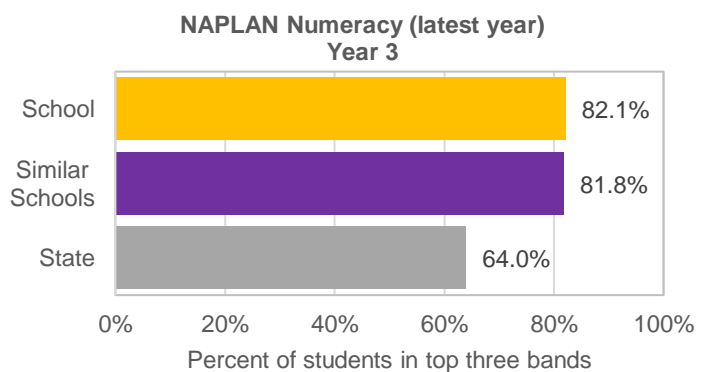
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 89.1% | 82.1% |
| Similar Schools average: | 86.9% | 85.4% |
| State average: | 70.2% | 69.5% |



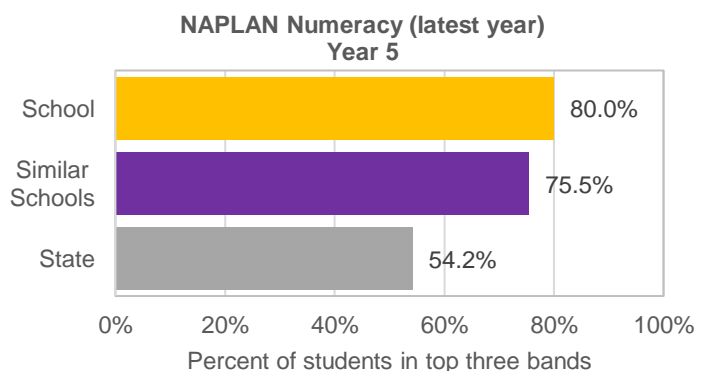
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 82.1% | 81.9% |
| Similar Schools average: | 81.8% | 84.4% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 80.0% | 79.5% |
| Similar Schools average: | 75.5% | 78.5% |
| State average: | 54.2% | 58.8% |



WELLBEING

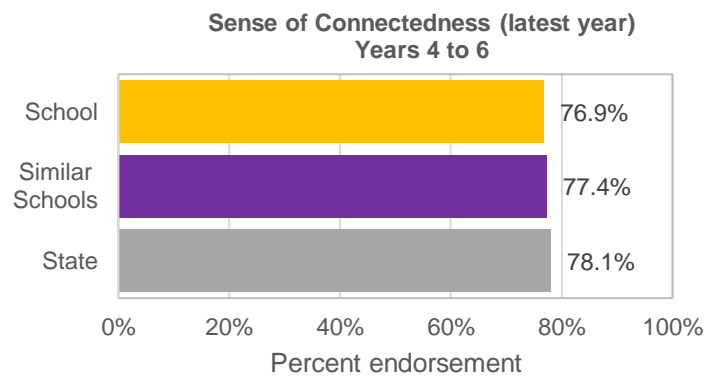
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 76.9% | 75.3% |
| Similar Schools average: | 77.4% | 79.2% |
| State average: | 78.1% | 79.5% |

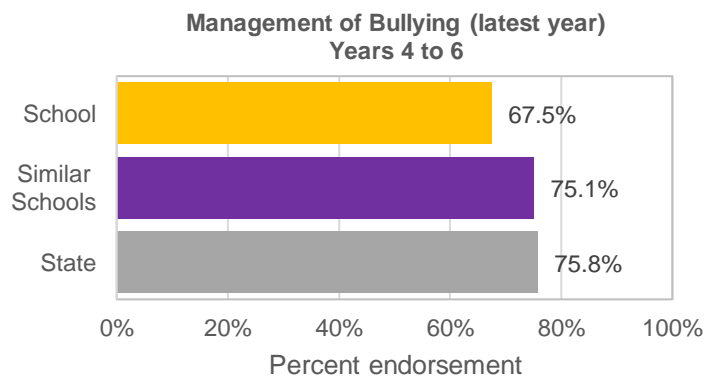


Student Attitudes to School – Management of Bullying

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: | 67.5% | 73.7% |
| Similar Schools average: | 75.1% | 77.8% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

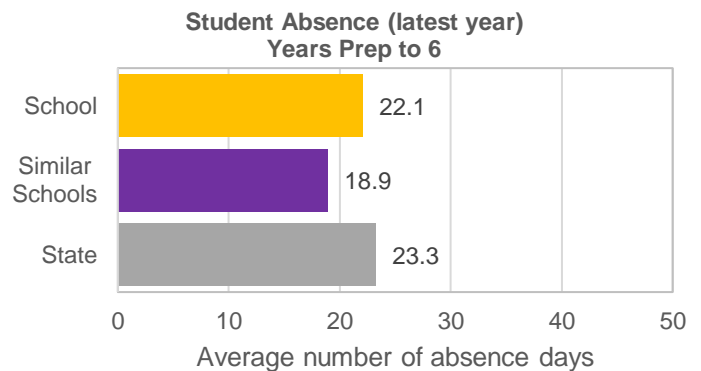
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 22.1 | 15.0 |
| Similar Schools average: | 18.9 | 12.8 |
| 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): | 89% | 89% | 89% | 90% | 90% | 89% | 87% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,160,554 |
| Government Provided DET Grants | \$598,170 |
| Government Grants Commonwealth | \$12,076 |
| Government Grants State | \$0 |
| Revenue Other | \$36,179 |
| Locally Raised Funds | \$1,007,776 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,814,755 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$6,622 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$6,622 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,212,465 |
| Adjustments | \$0 |
| Books & Publications | \$15,429 |
| Camps/Excursions/Activities | \$256,617 |
| Communication Costs | \$5,848 |
| Consumables | \$96,136 |
| Miscellaneous Expense ³ | \$98,948 |
| Professional Development | \$54,310 |
| Equipment/Maintenance/Hire | \$135,266 |
| Property Services | \$114,371 |
| Salaries & Allowances ⁴ | \$208,592 |
| Support Services | \$342,327 |
| Trading & Fundraising | \$156,774 |
| Motor Vehicle Expenses | \$156 |
| Travel & Subsistence | \$0 |
| Utilities | \$69,463 |
| Total Operating Expenditure | \$6,766,701 |
| Net Operating Surplus/-Deficit | \$48,054 |
| Asset Acquisitions | \$149,796 |

(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 | \$1,112,307 |
| Official Account | \$26,019 |
| Other Accounts | \$252,992 |
| Total Funds Available | \$1,391,317 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$243,304 |
| Other Recurrent Expenditure | \$1,999 |
| Provision Accounts | \$4,517 |
| Funds Received in Advance | \$101,852 |
| School Based Programs | \$195,395 |
| Beneficiary/Memorial Accounts | \$265,491 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$170,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$195,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$213,760 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,391,317 |

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.