

# 2023 Annual Report to the School Community

School Name: Kiewa Valley Primary School (6229)



- 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 18 March 2024 at 11:29 AM by Kelli Jacobsen (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 18 March 2024 at 11:44 AM by John McCrohan (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

Kiewa Valley Primary School is located in the beautiful leafy Kiewa Valley, 20 kilometres from Wodonga. In 2023 we had a total enrolment population of 172 students across Foundation to Year 6. We strive to be a school community where our students are confident, self-motivated, have a love of learning and are kind to others. The vision for Kiewa Valley Primary School - *Our community grows together through kindness as empowered, creative learners who believe we can all make a difference* - is the centre piece to all we do to promote a wholistic approach to education for every learner. The academic and social/emotional development of our children is nurtured in an environment which is caring, provides academic rigour and promotes a growth mindset. Our school values of Kindness, Integrity, Inclusion and Respect are underpinned by the 4B's "Believe, Belong, Become and Be Kind." Kiewa Valley Primary School (KVPS) is typified by families from predominantly English speaking backgrounds and low to medium socio economic status with 0.56% of students with English as an additional language and 2.24% were Aboriginal and Torres Strait Islander. Our staffing profile is 1 Principal, eight full-time classroom teaching staff, one 0.8 classroom teacher. They are supported by 1.4 equivalent full-time specialist staff across four specialist learning areas of Art, Science, Music, Auslan and Physical Education and 3.0 equivalent full time Education Support staff. Important community partnerships exist with Kiewa Kids Kindergarten and the Indigo Shire Child and Maternal Health which are both located on our school site. Our local Lions Club supports our school in a variety of ways and we have links with Indigo Shire, Beechworth Health Service and the Country Women's Association. Our students are also connected to our RSL through their involvement in ANZAC Day and Remembrance Day services. We are regular contributors to the Kiewa Gazette. The total number of students funded under the Program for Students with Disability remains steady at 12 funded students, however we are in the process of Disability Inclusion Reform. Due to extensive subdivision surrounding our school, future enrolments are expected to rise, however this has not been evident over the past two years.

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

### Learning

In 2023, our school's Annual Implementation Plan focussed on key improvement strategies related to the FISO dimension of Curriculum Planning and Assessment. This work involved:

- The development and embedding of an agreed Teaching and Learning model for writing,
- Building teacher capacity in the explicit teaching of writing and mathematics, and
- increase student influence and agency in their learning.

Kiewa Valley Primary School delivered on our Key Improvement Strategy to develop and embed an instructional model for mathematics and a highlight for our school community was presenting at the Numeracy Symposium in front of our peers. Kiewa Valley Primary School has been acknowledged as leading the way with our mathematics curriculum and instructional model, with a clear focus on promoting thinking in mathematics.

The staff worked collaboratively in professional learning teams. The focus for staff was building capability of practice in writing and mathematics. Teachers were also regularly reviewing and updating the learning programs for writing, reading and mathematics in line with the agreed school curriculum and assessment plan. An updated unit and weekly planner for staff was embedded throughout the year along with a strong focus on collaborative planning, supported by the Numeracy Leader, for mathematics and the Department for Literacy. We were able to complete three full Professional Learning Community inquiry cycles with the focus specifically on writing and mathematics. Staff had also planned to embed the use of high impact teaching strategies in writing and mathematics in all classrooms and embed the use of student goal setting and reflection. In 2023, our ongoing monitoring at both a leadership level and school improvement team level indicated that we were on track to meet our following goals and targets for learning:

- Increase the percentage of students at or above expected level in Reading and Viewing from 68% to 80%.
- Increase the percentage of students at or above the expected level in writing from 68% to 79%, and
- Increase the percentage of students at or above expected level in Number and Algebra from 61% to 83%.

Our challenge for 2024 is to maintain this level of growth in learning and also improve our NAPLAN data as it was noted in our School Performance Report that our result in students with Medium or High Relative Growth in Reading and Numeracy in Year 3 to 5 had declined. Although our targets specifically relating to Teacher Judgement has been exceeded and will be celebrated, our overall school performance on NAPLAN has been declining.

Our Year 3 NAPLAN data indicates that we are currently working below similar, Network and State schools in Reading. Our students were assessed as being 54% in Strong or exceeding, compared to Similar Schools 67%, Network 59% and State 70%. In Spelling

our students achieved 35% in Strong or Exceeding compared to Similar Schools 54%, Network 42% and State 61%. In Numeracy we achieved 65% of our students in Strong or Exceeding, compared to Similar Schools 70%, Network 64% and State 67%. In Grammar our students achieved 35% in Strong or Exceeding compared to Similar Schools 54%, Network 44% and State 56%. Our Year 3 writing data exceeded expectations and indicates that 92% of our students are working at strong or exceeding proficiency, compared to Network 76%, Similar Schools 70% and State 78%. This was celebrated amongst staff as a fantastic result.

Our Year 5 NAPLAN data indicates that we are performing above Similar Schools, Network and State in Reading only, with the others sitting below all three comparative data sets. In Reading, our students were assessed at 81% Strong or Exceeding, compared to 79% Similar Schools, 78% Network and 77% State. In Writing, 63% of our students were assessed as being Strong or exceeding, compared to 70% for Similar Schools, 66% for Network and 75% for State. In Spelling our students were assessed as 62% working in the Strong or Exceeding range compared to 63% for Similar Schools, 65% for Network and 70% for State. In Numeracy our students were assessed at 50% as Strong or Exceeding, whereas Similar Schools were 68%, Network 65% and 68% for State. In Grammar, our students were assessed as 58% in Strong or exceeding compared to 64% for Similar Schools, Network Schools and State.

In 2023, due to the way in which NAPLAN was being assessed moving from Bands to Proficiency levels, our data will be monitored throughout the remainder of the Strategic Plan. The Relative Data provided is only an interim measure, however does need to be considered. Our Year 5 students performed better on reading than Numeracy. 20% of our Year 5 students achieved High Relative Growth in Reading, compared to 23% for Similar Schools, 21% for Network Schools and 25% for State. In Numeracy, only 8% of our students achieved High Relative Growth compared to 18% for Similar Schools, 15% for Network Schools and 25% for State.

Another area our staff focused specifically on in 2023 was our Teacher Judgement Growth data as a way to better track our students learning growth from year to year, instead of just relying on NAPLAN. This saw the introduction of growth dots on our data cards on the data wall. Our results continue to remain below where we would like them to be. Approximately 50% of our Year 4 and 5 and 6 students are being assessed as making below expected growth in reading, writing and mathematics. We will continue to monitor and work to improve this for our students as we have a focus on assessment in 2024.

Improving staff learning was also a focus in 2023. Collaborative Planning time in Literacy and Numeracy was implemented this year and all classroom teachers were given two hours of planning time together to increase consistency in high expectations of learning and the implementation of our agreed instructional models across Literacy and Numeracy. Our school data survey data indicated that we are operating above Similar, Network and State schools in the areas of:

- Monitoring effectiveness using data
- Using evidence to inform teaching practice
- Using student feedback to improve practice
- Believe student engagement is the key to learning
- Knowledge and use of High Impact teaching Strategies
- Moderate assessment tasks together
- Promote student ownership of learning
- Collaborate to plan curriculum
- Plan differentiated learning activities
- Professional learning targeted to improve teacher practice
- Using data for curriculum planning

In 2024 our focus will be on using additional collaborative time for Learning Walks and Talks and Lesson Studies as a form of Peer Observations to further enhance teaching practice and practice improvement.

## Wellbeing

Student wellbeing continues to be a focus and is viewed as absolutely fundamental to successful engagement in learning. We continue to place wellbeing at the forefront of everything we do to ensure that all students have connections to their peers and the adults at school. Through our focus and language around our vision, values and the four B's we promote a culture of kindness and inclusion. The culture of our school is reflected in our student attitudes to school data, however a decline in 2023 is reflective of a shift in wellbeing of our students and a change in our community. In the sense of connectedness (the extent to which students feel they belong and enjoy attending school,) our result declined in 2022 from 73% to 70% in 2023. Our Advocate at School remained steady at 87%. Student Voice and Agency declined from 66% to 62% and Respect for Diversity declined from 74% to 70%. Our students indicated that there was an improvement on Not Experiencing Bullying which increased from 71% in 2022 to 84% in 2023 and Managing Bullying increased from 75% to 76%. Our Strategic Plan targets in the wellbeing area we on the improve:

- Increase the percentage of positive responses for the factor of self-regulation and goal setting from 79% to 81%.
- increase the percentage of positive responses for the factor of Stimulating Learning from 71% dipped to 62% and will be a focus for 2024 with out Unit Planning in asking students what they know and what they want to know.
- Increase the percentage of positive responses for the factor of Teacher-Student Relations from 74% to 76%, although this will remain a strong focus for 2024.

All classes have implemented aspects of the Respectful Relationships curriculum and our school commenced the pre-work of School Wide Positive Behaviours with the development of our Behaviour Flow Chart and our Positive Teaching Matrix. This will clearly and consistently communicate the expectations of our community to all members. 2023 was the first year a full-time Leading teacher was engaged as an Inclusion Leader to better support our students who have additional needs in learning or wellbeing as well as add a wellbeing data wall to strengthen the connection of wellbeing and learning. This role includes the Disability Inclusion Reform, Disability Tier 2, leading our Breakfast Club and Lunch Club program. Lunch Clubs were held daily throughout 2023 and student engagement was high. Our Lunch Clubs will be further enhanced in 2024 with all teachers rostered onto an activity to further develop relationships with all students and build stronger connections between staff and students. In 2024 the Inclusion Leader will also commence the Mental Health Wellbeing Leader training to develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing. Time will also be set aside during Term 4 to further develop our explicit teaching of the behaviours expected on our matrix.

We continued our strong partnership with Lion's Club for Food Share, to better support our families who are finding cost of living pressures challenging and established and maintained strong connections with these families to ensure all students are supported to participate in all activities to the same levels of everyone else.

We will also continue our Engagement with school employed Counsellor who will support our Tier 3 students identified through the Wellbeing Check-In tool or parent referral and with Gateway Health for small group and individual support of students.

## Engagement

Our attendance data continues to remain below the state, network and similar school median. In 2021, our attendance rate was 94%. In 2022 this decreased to 89% and in 2023 this remained steady at 90.5%. The average number of absence days was 18.8 days. Our attendance data target was to reduce the percentage of students who are absent for more than 20 days from 25% to 15%, this was not met in 2023. Our data indicated that 33% of our Prep to Year 6 students were absent for more than 20 days. We appreciate the efforts of our families who value education and attempt to have their children at school every day, on time and ready for learning.

In 2024, there will be a clear focus on improving Attendance data. 33% of our students were absent 20 or more days in 2023. This is now becoming a trend in our data set as in 2022 it was 39%. We will be putting a lot of work and focus into this in 2024 to reduce these numbers with the inclusion of an Attendance Data wall for ongoing monitoring and improved communication with families around the importance of attending school and letting them know when their child/ren has been absent 5 days a term.

We continued to build strong connections with our students and endeavoured to involve them in activities to build their voice and agency. Although it is not a specific target in the new Strategic Plan, we do want to see an improvement to the positive response for Student Voice and Agency which currently sit 64% in 2023.

Our parent engagement in the opinion survey was improved with 16 parents completing the survey, compared to 7 parents the year before. The general parent satisfaction summary (percentage of positive results agree or strongly agree) was 81%, which is a significant decrease from the previous year. The general school improvement factor declined to 70% from 79% but remained above similar schools, and is now sitting below state and network average. There is work to be done in harnessing parent efforts to complete this survey so that our results reflect the whole of our parent community. A survey was developed to hear from parents specifically around improvements to teacher communication which in 2023 was scored as only 59% positive. However there was only a small uptake for this survey, with comments specifically stating parents were happy with the current communication they receive. We will continue to look for opportunities to share their child's learning, how they are progressing and what they can do to support the learning at home. In 2023, Parent Teacher Interviews were offered in Term 2 and Term 4, either on webex or face-to-face to boost engagement. We will include Term 1 Getting To Know You Interviews in 2024 to enable the parents to engage with their classroom teacher early in the year to establish a strong partnership. We will continue using the COMPASS platform to send home student learning goals in reading, writing and numeracy and in each semester a wellbeing goal. Student learning goals will be a focus for classroom teachers, with the co-construction of these (between student and teacher). Students will be allocated independent work time in our agreed instructional models to be working towards their goals.

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## Other highlights from the school year

Key HIGHLIGHTS for KVPS in 2023 were:

- The Annual KVPS School FETE, which was supported by the local community and well attended
- Our Mothers and Father's Day Breakfasts
- Harmony Day and Special Person Day celebrations
- Our Athletics Day received a lot of positive parent feedback

- Our Disco - which was well attended by students from Prep to Year 6
- School Camp for Year 5 and 6 student to Canberra and the Year 3 and 4 camp which was a Positive Start Camp
- Funding to upgrade an outdoor learning space at the Kindergarten and their play equipment

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## Financial performance

Kiewa Valley Primary School enrolments have declined. In 2023 the school recorded a \$1000 credit deficit. However we continue to develop the leadership of Kiewa Valley Primary School with the employment of a Leading Teacher on a 2 year contract and in 2024 a Learning Specialist in Mathematics to further enhance our teacher practice and peer observations. A strong focus on workforce planning is underway, as 80% of the teachers employed at Kiewa Valley Primary School being CT2-6's.

Our focus has been to create funding opportunities for our students with additional needs to develop programs that better suit them whilst also maintaining high expectations in learning. We receive Disability Tier 2 funding of \$109,078, Mental Health and Wellbeing funding and PSD funding of \$233,324 we have been able to fund better support for our students with additional needs.

There is a planned \$20,000 deficit for 2024. This was a result on a CT1 teacher requesting leave for 12 months and replacing them with a CT2-6.

Our equity funding of \$18,000 is used to fund a Literacy Intervention Program and supporting these students with school based activities.

The Wellbeing Boost monies was allocated to the purchase of values totem poles at the front of the school and all other fundraising by our School Council went to outdoor beautification projects such as improved signage.

Outside Hours School Care operates onsite and also contributes a cash to credit transfer annually of \$77,000 and is operating in a surplus.

**For more detailed information regarding our school please visit our website at**

**<https://www.kiewavlyps.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 178 students were enrolled at this school in 2023, 96 female and 82 male.

NDP percent of students had English as an additional language and 2 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).

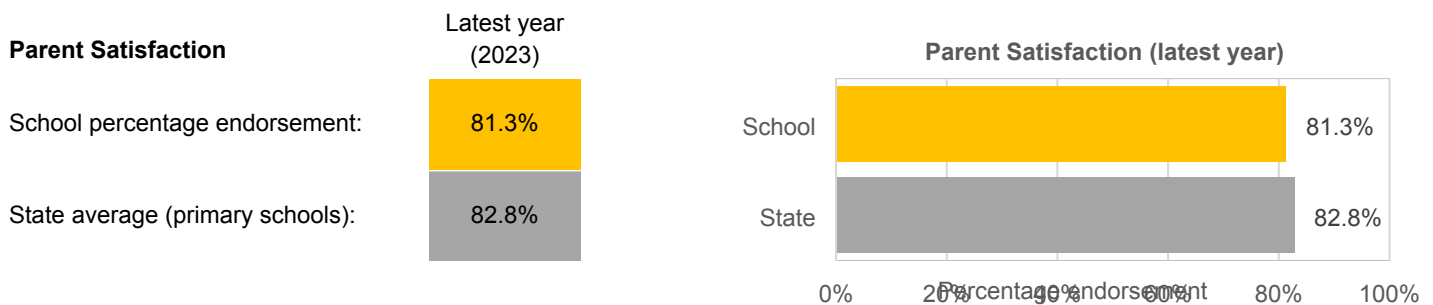
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

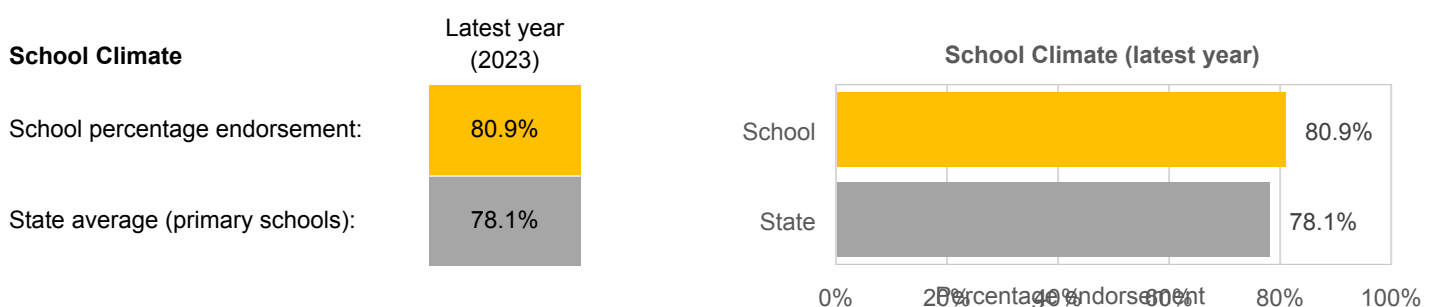


### School Staff Survey

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:

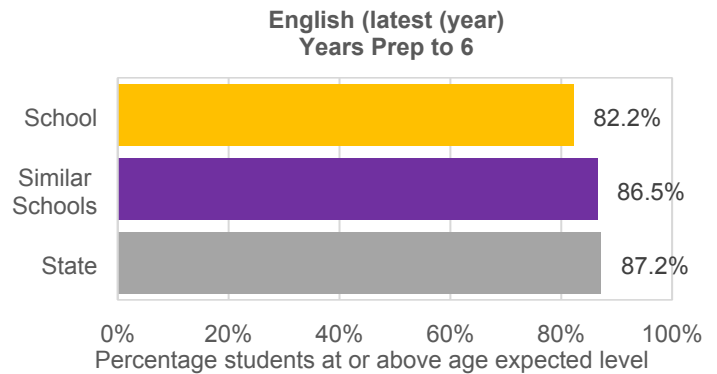
82.2%

Similar Schools average:

86.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

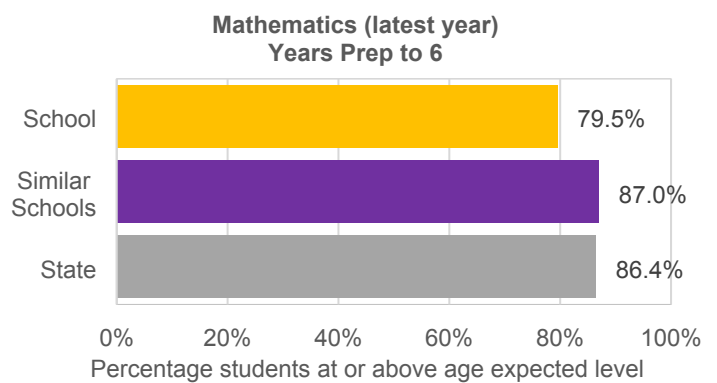
79.5%

Similar Schools average:

87.0%

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:

53.8%

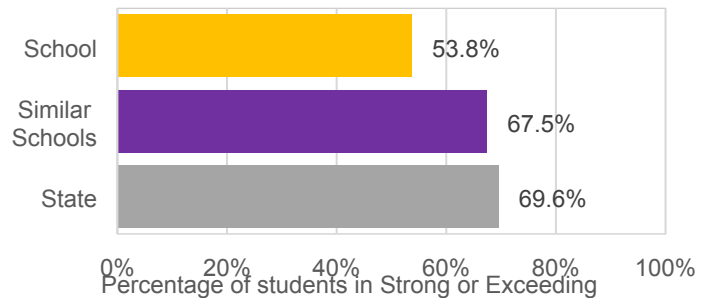
Similar Schools average:

67.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.5%

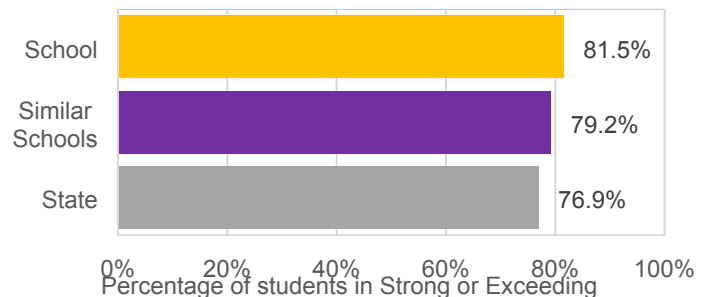
Similar Schools average:

79.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.4%

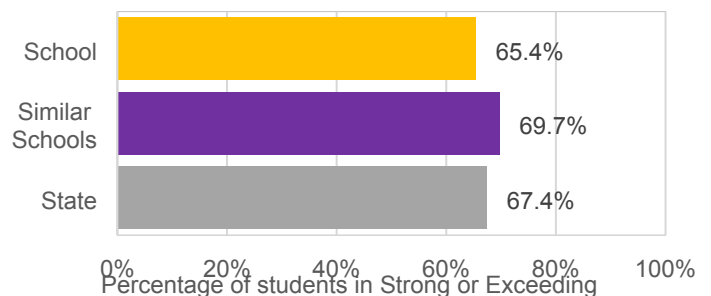
Similar Schools average:

69.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

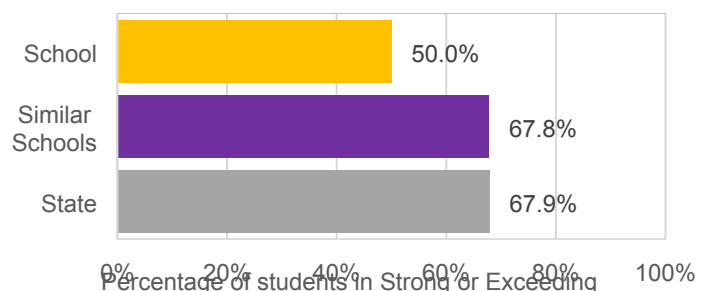
Similar Schools average:

67.8%

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:

91.3%

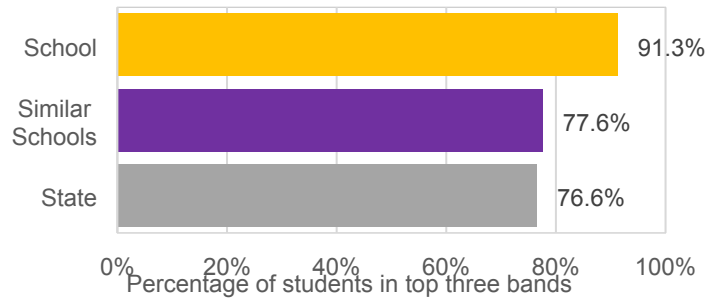
Similar Schools average:

77.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.7%

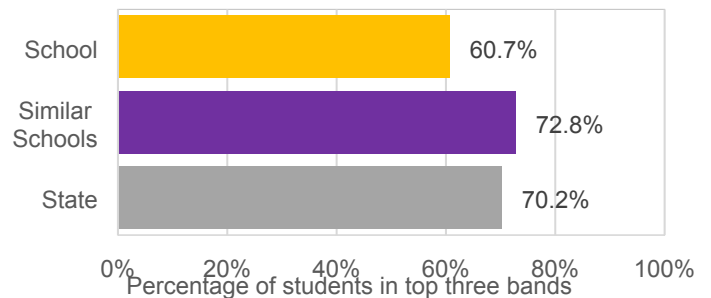
Similar Schools average:

72.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

71.4%

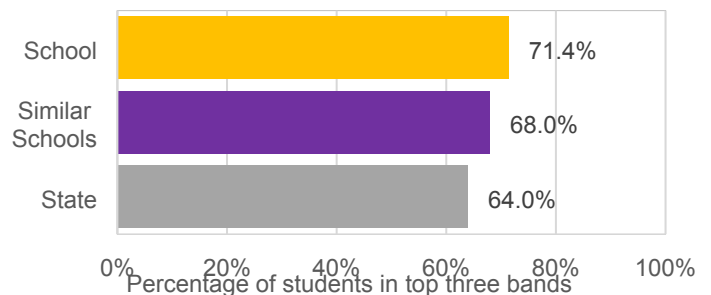
Similar Schools average:

68.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

46.2%

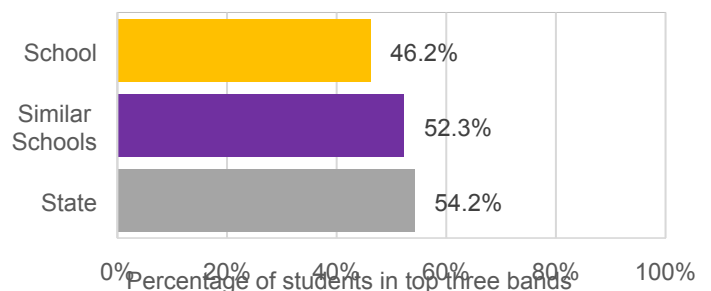
Similar Schools average:

52.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

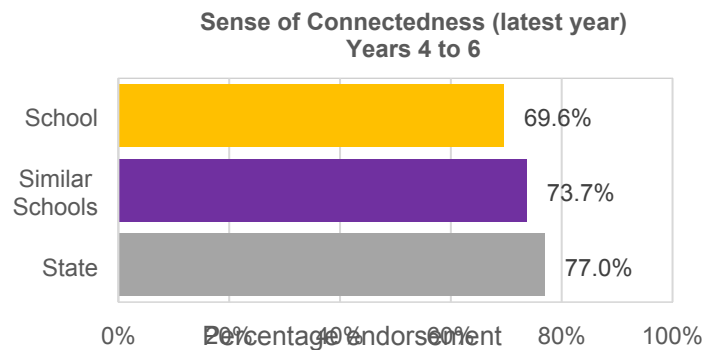
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	69.6%	79.7%
Similar Schools average:	73.7%	76.1%
State average:	77.0%	78.5%

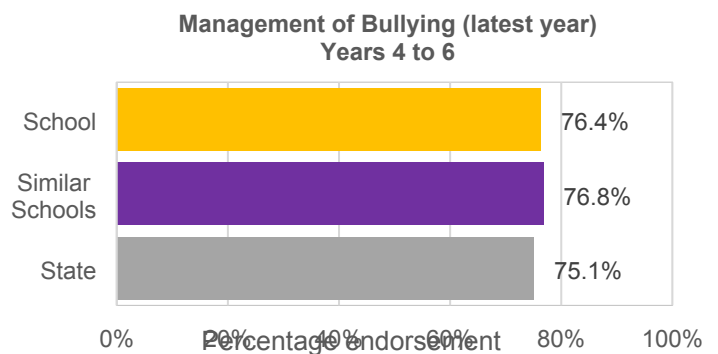


### Student Attitudes to School – Management of Bullying

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:	76.4%	81.1%
Similar Schools average:	76.8%	77.7%
State average:	75.1%	76.9%



## ENGAGEMENT

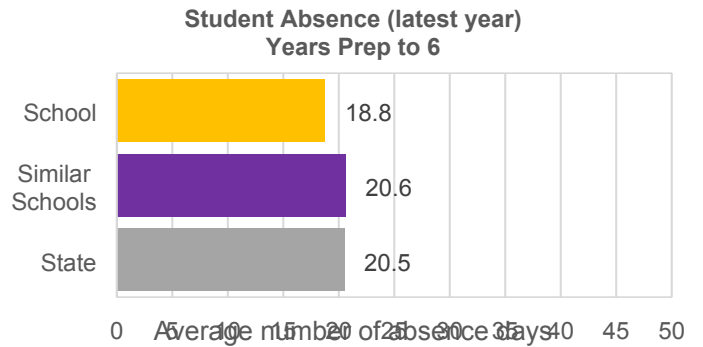
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	18.8	15.3
Similar Schools average:	20.6	17.7
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):	91%	92%	91%	92%	90%	89%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,977,914
Government Provided DET Grants	\$400,934
Government Grants Commonwealth	\$63,453
Government Grants State	\$3,200
Revenue Other	\$19,180
Locally Raised Funds	\$145,847
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,610,528</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,046
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,046</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,972,119
Adjustments	\$0
Books & Publications	\$1,931
Camps/Excursions/Activities	\$37,094
Communication Costs	\$3,884
Consumables	\$43,291
Miscellaneous Expense <sup>3</sup>	\$16,486
Professional Development	\$12,570
Equipment/Maintenance/Hire	\$73,614
Property Services	\$144,963
Salaries & Allowances <sup>4</sup>	\$170,280
Support Services	\$30,478
Trading & Fundraising	\$40,180
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,926
<b>Total Operating Expenditure</b>	<b>\$2,571,815</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$38,713</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$72,769
Official Account	\$17,433
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$90,202</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$80,554
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,000
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,864
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$156,418</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.*