

2023 Annual Report to the School Community

School Name: Brighton Primary School (1542)



- 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 05 March 2024 at 04:39 PM by Steve Meade (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 06 March 2024 at 10:15 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).

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').

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

School context

Vision

Brighton Primary School's vision is to empower students to Learn. Grow. Become.

Mission

Brighton Primary School's mission is encapsulated in our tagline: Learn. Grow. Become. These three pillars serve as the foundation for our approach to education. We are committed to providing a comprehensive and enriching educational experience that goes beyond the classroom, nurturing each student's academic, social, and emotional development.

Objectives

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Values

Brighton Primary School's values are:

- **Excellence** - Prioritising the fundamentals of learning, we believe in nurturing our students' intellectual curiosity, critical thinking skills, and creative pursuits, making a meaningful difference in their lives.
- **Inclusivity** - We believe in creating a fair learning environment that recognises and supports the diverse needs of each student.
- **Community** - We cultivate a community that champions collaboration, instils social responsibility, and empowers students to positively impact their world.
- **Individuality** - We believe every child has unique potential. They deserve the support to express themselves, discover their passions and find confidence in who they are.

Curriculum Overview

Brighton Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from primary school to secondary school, to work, other training, and/or further education.

Brighton Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework, and in line with the F-10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

Assessment

Brighton Primary School assesses student progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy. Students at Brighton Primary School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student. We have a whole school Assessment Schedule that includes a range of assessments in key learning areas.

- Teachers use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.

- Brighton Primary School will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion Profile (DiP) Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Brighton Primary School reports student progress to parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy. In addition, Brighton Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Brighton Primary will report directly against the Victorian Curriculum F-10 achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum F-10 EAL achievement standards.
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Brighton Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

Deaf Facility

Brighton Primary School has an enrolment of approximately 540 students, which includes 16-18 students with moderate to profound hearing loss enrolled in the regional Deaf Facility hosted at the school. Our school culture of shared responsibility and collaboration ensures that our Deaf Facility functions as an integral part of our school community, supporting students to fully access mainstream education.

Location, history & facilities

The school was established in 1875 and is situated in the Bayside suburb of Brighton, 12 kilometres from the CBD. The school's design is traditional and has twenty-four classes organised in year levels. 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-four 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 relocatable buildings. Generally, they are grouped in year levels to support our collaborative approach to teaching and learning 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.

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 turf 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 groundsman to maintain our facilities and grounds.

Progress towards strategic goals, student outcomes and student engagement

Learning

Since 2020, Brighton Primary School has been working to develop robust systems and structures to support common unit planning while also strengthening our guaranteed, viable curriculum. We have developed common yearly, term, and unit plans as well as common formative and summative assessments across all subject areas. In addition, we introduced Professional Learning Communities (PLC's) with teacher teams setting student learning focused SMART goals each year. We have also provided our teachers with significant professional learning to enhance both student and teacher learning.

In 2023, we demonstrated significant growth on our student outcomes for reading, writing and numeracy as reflected in our 2023 NAPLAN results as outlined below.

NAPLAN Results 2023

To increase the percentage of students achieving in the top two bands in 2019 compared with the top two bands (exceeding or strong) in 2023 in NAPLAN for:

- **Year 3 Reading** from 72 per cent in 2019 to **86** per cent in 2023
- **Year 5 Reading** from 51 per cent in 2019 to **93** per cent in 2023
- **Year 3 Writing** from 67 per cent in 2019 to **91** per cent in 2023
- **Year 5 Writing** from 26 per cent in 2019 to **98** per cent in 2023
- **Year 3 Numeracy** from 58 per cent in 2019 to **89** per cent in 2023
- **Year 5 Numeracy** from 51 per cent in 2019 to **93** per cent in 2023

Overall, our 2023 NAPLAN results demonstrate significant growth in student achievement in reading, writing, and numeracy since 2019 despite the challenges of remote learning. We have maintained a strong focus on core literacy (i.e. phonics, phonemic awareness, handwriting & spelling) as well as reading and writing plus numeracy which has also included robust staff professional learning leading to a common approach across the school.

Wellbeing

At Brighton Primary School, we pride ourselves on fostering an inclusive and supportive learning environment for all students. Our goal is to create a space where every student remains actively engaged, overcomes challenges and achieves academic success. While most students do well with high-quality classroom teaching, some may benefit from extra support or more challenging tasks tailored to their individual learning needs.

Our experienced learning enhancement team and dedicated teachers regularly assess student performance to understand their unique learning requirements. Through this collaborative approach, we're able to offer targeted and timely support aligned with the curriculum being taught in class.

This might involve:

- Revisiting foundational concepts
- Practising essential skills
- Preparing for upcoming lessons
- Deeper exploration of content and concepts
- Strengthening social skills

Whether it's in the classroom, small group sessions, or one-on-one, our learning enhancement team ensures each student gets the help they need.

Our Learning Enhancement Team work alongside our grade level teachers to support students and their learning. This co-teaching model 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:

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

Overall, dedicating time and 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

Brighton Primary School has established itself as a vibrant hub for student and community engagement, aligning with the Framework for Improving Student Outcomes (FISO) 2.0 to enhance both learning and wellbeing. Through a range of innovative

initiatives, Brighton Primary fosters an environment where students are active participants in their education and the broader community.

One highlight of the school's engagement strategy is its emphasis on student voice and agency. Through regular student junior council meetings, the grade 6 leadership program and class discussions, students are encouraged to express their ideas, concerns, and suggestions for school improvement. This not only gives students a sense of ownership over their learning environment but also teaches valuable skills in communication and collaboration.

In line with FISO 2.0, Brighton Primary also prioritises extracurricular activities and events to bolster engagement. The school offers a diverse range of clubs and programs, from sports teams to art clubs, catering to various interests and talents. These extracurricular activities not only enrich students' learning experiences but also promote social connections and a sense of belonging within the school community.

In 2023, the student attendance rate at Brighton Primary School stood at 90.6%, compared to 95.4%, 92.7%, and 88.9% in 2020, 2021, and 2022 respectively. Among our 540 students in 2023, 32% were absent for 20 or more school days. Attendance and retention are crucial aspects of student engagement, and Brighton Primary has implemented strategies to address these. The school provides support services for students facing challenges that may impact their attendance, ensuring that every student has the opportunity to participate fully in their education.

Community engagement is also a key focus at Brighton Primary School. The school regularly hosts events such as community school assemblies, community events like student lapathons or community breakfasts, and parent-teacher conferences to involve families in the educational journey. By fostering strong connections with families and the wider community, Brighton Primary creates a network of support around its students, enhancing their overall wellbeing and sense of belonging.

In summary, Brighton Primary School's commitment to student and community engagement is evident through its multifaceted approach. By prioritising student voice and agency, offering diverse extracurricular activities, implementing attendance strategies, and fostering strong community connections, the school creates a dynamic and inclusive learning environment where students thrive academically and emotionally, aligning closely with the principles of FISO 2.0.

Other highlights from the school year

In 2023, one standout achievement was the successful organisation of our school camps for students in Grades 3 through 6. These camps not only provided our students with unforgettable experiences but also fostered invaluable skills such as teamwork, resilience, and independence. Students returned with glowing reviews, sharing tales of new friendships forged and challenges conquered, enriching their holistic growth.

Additionally, the school ensured all grade levels had the opportunity to participate in engaging excursions and incursions throughout the year. From exploring local historical sites to inviting inspiring guest speakers, these experiences broadened our students' horizons and deepened their understanding of the world around them. Whether it was a visit to the science museum or a hands-on workshop with local artists, each outing left a lasting impact on our students' education.

These initiatives not only enhanced our students' academic learning but also contributed to their social and emotional development. Brighton Primary School is immensely proud to have provided these enriching opportunities, strengthening our bond with the local community and fostering a culture of growth, exploration, and excellence.

Financial performance

In 2023, the school concluded the year with a surplus of \$955,722.02. A portion of these funds was carried over from previous years, designated for commitments such as replacing classroom furniture, numeracy and literacy books, and building repairs and maintenance, all of which could not be completed in 2023. Various funds were raised throughout the year, including contributions to the Building and Library funds. These funds are allocated for new classroom furniture, technology equipment, website upgrades, building improvements, repairs and maintenance, as well as garden and grounds enhancements.

The primary sources of funding for the school are derived from the Student Resource package provided by the Department of Education, along with parent contributions. These contributions include curriculum fees, IT Levies to support the digital learning environment and subscriptions, Grounds Levy for employing a grounds person and maintenance, Health Centre levy for the school nurse's employment, Building Fund for painting, roof repairs, air-conditioner replacements, and the Library fund for books and furniture.

Additional funds were raised through various means, including hiring of facilities (\$83,736.15), Before & After Care Licence agreement (\$97,418.68), Uniform Shop sales (\$8,105.25), Newsletter advertising (\$3,686.33), Photography commission (\$2,273), and Fundraising activities (\$84,045.10).

In addition to these funding sources, BPS also received grants: Sporting Schools grant (\$4,800), Overseas paying students (\$66,992.17), Aboriginal Partnership Project Grant (\$30,000), Hearing Unit Soundfield grant (\$10,539), and Swimming in Schools grant (\$13,630).

Major expenditures in 2023 included IT equipment, student laptops, iPads, licenses, and additional IT support (\$92,575.07), Library books, computer applications, and guided reading materials (\$28,795), BPS rebranding project (\$59,012.61), Security Cameras (\$38,588), Painting Buildings (\$20,452), Gym Cladding (\$86,672.70), Classroom Sliding Doors (\$24,670), Wayfinding Signage (\$16,650), Playground design and installation (\$125,225), Library Balustrade, Replace taps & exit lights (\$18,221), Hearing Unit Soundfield equipment (\$10,539), Swimming programs (\$13,630), Professional Development (\$76,625), Music equipment (\$6,535.44), Aboriginal Mural (\$30,000), LOTE - Equipment & Books (\$8,350.93), Assessment & Reporting modules (\$17,920.26), Literacy Books, Maths Books & computer applications (\$29,386.57), Casual Relief Teachers (\$257,066.66), PYP Affiliation (\$13,604.34), Sports equipment, and sporting grant activities (\$16,208.67).

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 542 students were enrolled at this school in 2023, 243 female and 299 male.

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

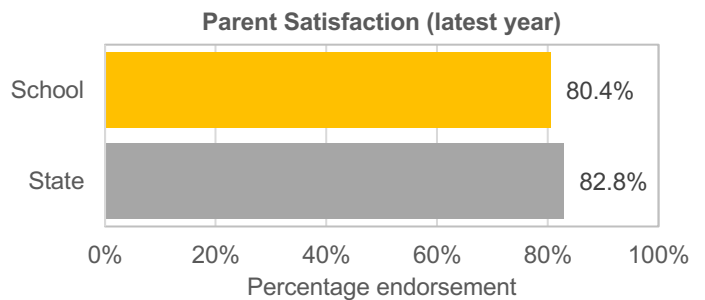
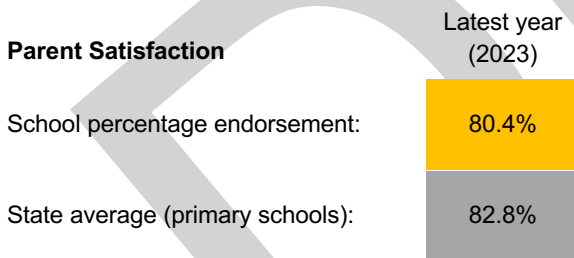
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

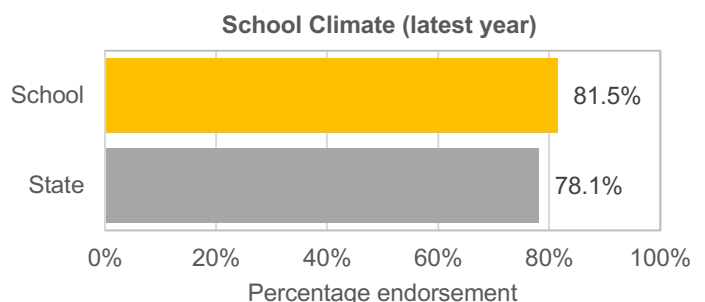
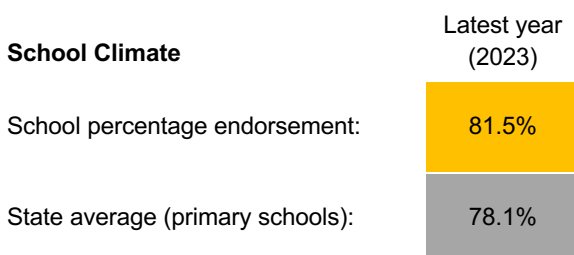


School Staff Survey

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:

97.4%

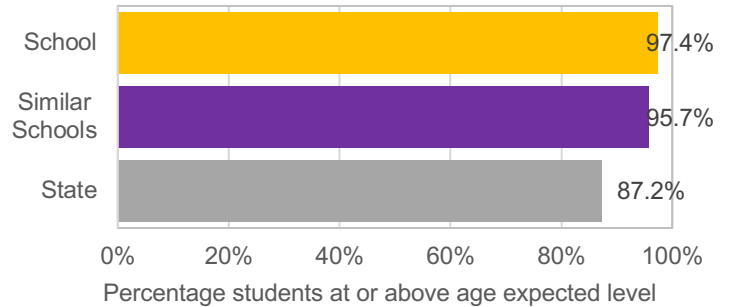
Similar Schools average:

95.7%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

98.1%

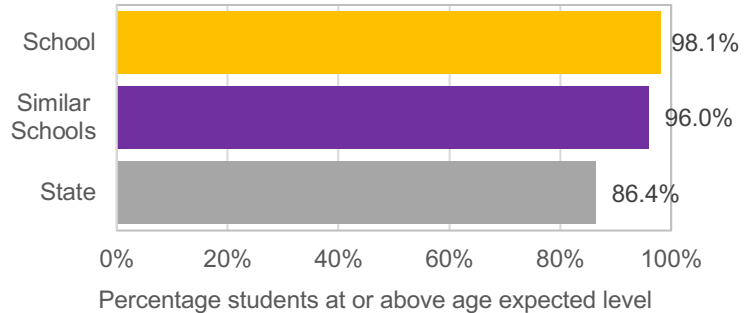
Similar Schools average:

96.0%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

86.1%

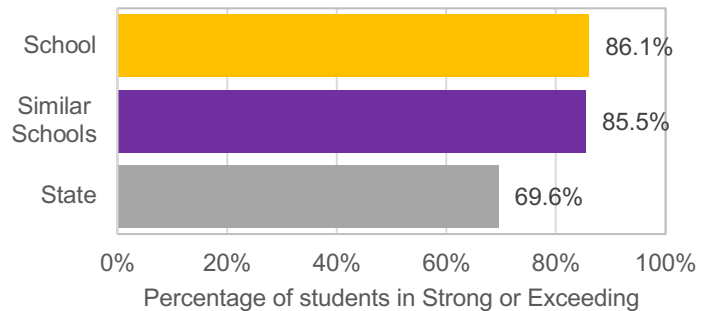
Similar Schools average:

85.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

93.2%

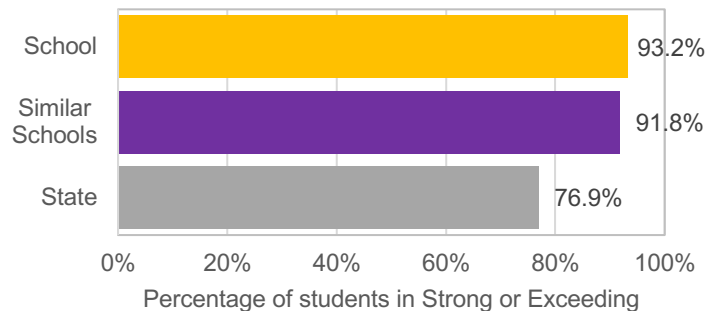
Similar Schools average:

91.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

88.8%

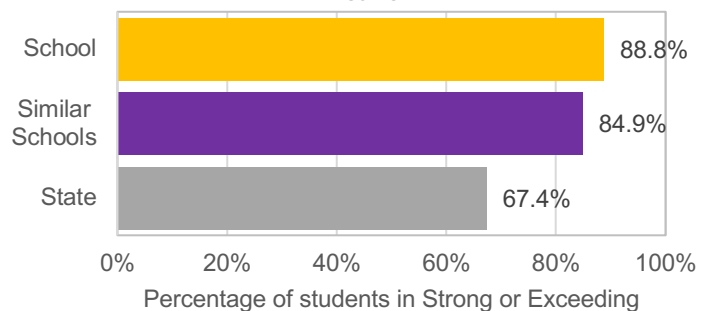
Similar Schools average:

84.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

93.3%

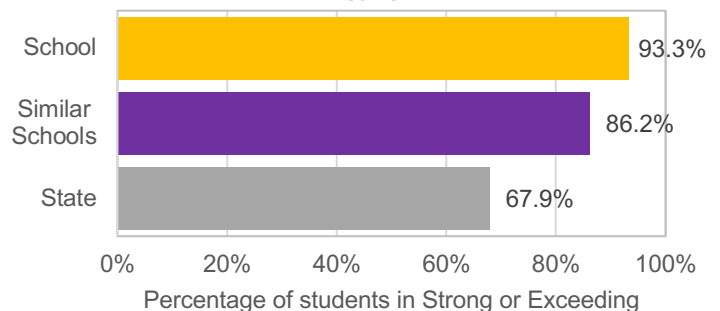
Similar Schools average:

86.2%

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:

92.3%

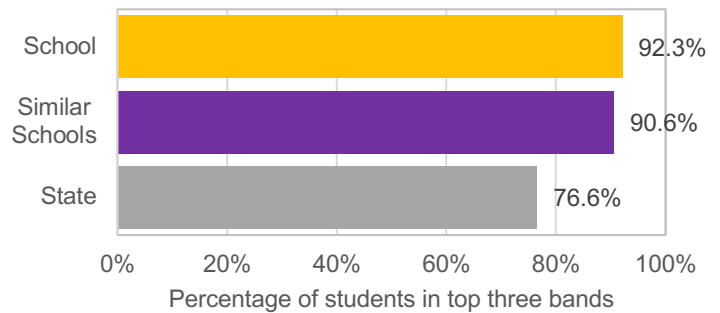
Similar Schools average:

90.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

89.1%

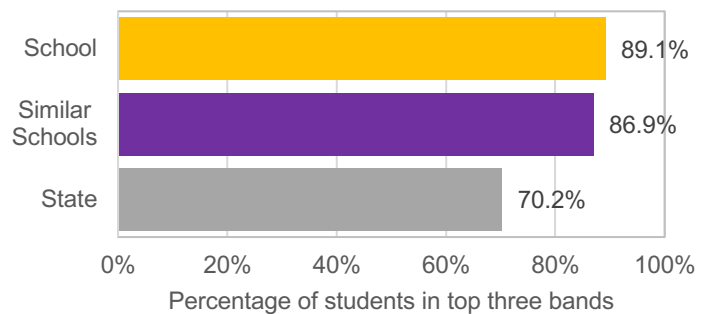
Similar Schools average:

86.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

82.1%

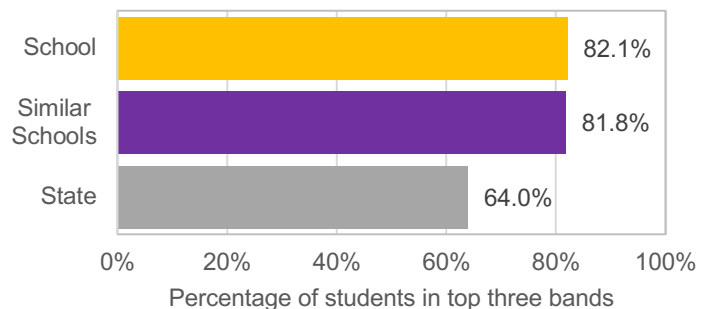
Similar Schools average:

81.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

80.0%

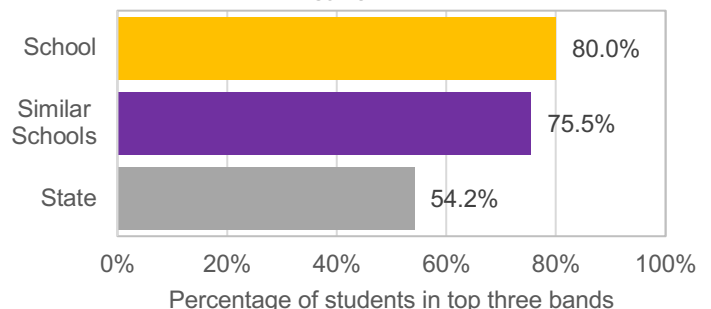
Similar Schools average:

75.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

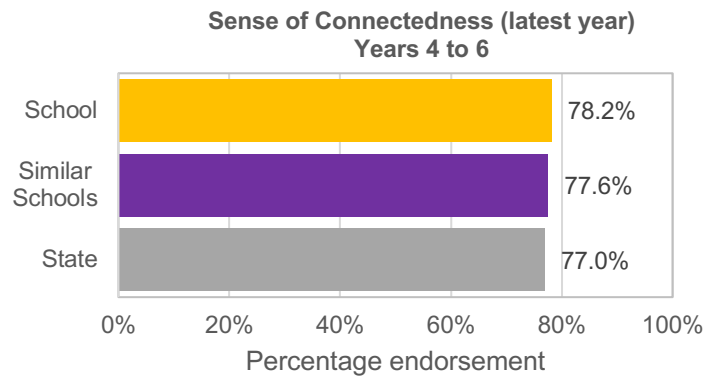
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	78.2%	74.7%
Similar Schools average:	77.6%	78.3%
State average:	77.0%	78.5%

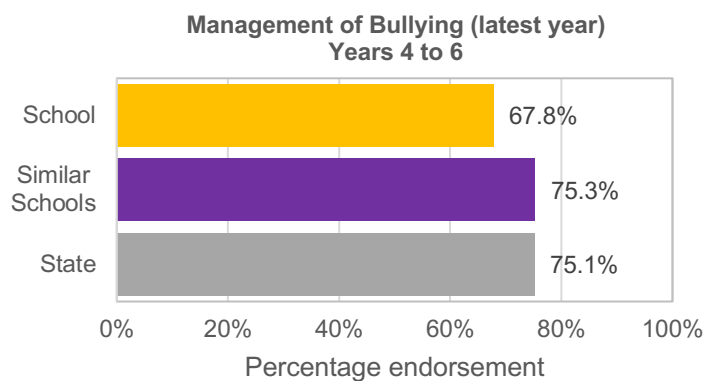


Student Attitudes to School – Management of Bullying

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:	67.8%	68.8%
Similar Schools average:	75.3%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

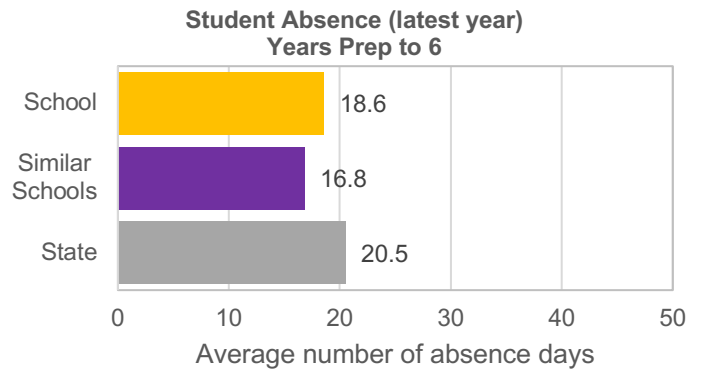
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	15.7
Similar Schools average:	16.8	13.5
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%	90%	91%	90%	91%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,450,914
Government Provided DET Grants	\$637,363
Government Grants Commonwealth	\$14,123
Government Grants State	\$0
Revenue Other	\$58,406
Locally Raised Funds	\$975,140
Capital Grants	\$0
Total Operating Revenue	\$7,135,946

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,359,875
Adjustments	\$0
Books & Publications	\$8,947
Camps/Excursions/Activities	\$235,025
Communication Costs	\$6,420
Consumables	\$113,586
Miscellaneous Expense ³	\$120,533
Professional Development	\$61,213
Equipment/Maintenance/Hire	\$109,870
Property Services	\$153,367
Salaries & Allowances ⁴	\$182,366
Support Services	\$337,889
Trading & Fundraising	\$153,990
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,478
Total Operating Expenditure	\$6,906,556
Net Operating Surplus/-Deficit	\$229,390
Asset Acquisitions	\$269,579

- (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

Funds available	Actual
High Yield Investment Account	\$852,687
Official Account	\$19,875
Other Accounts	\$349,412
Total Funds Available	\$1,221,974

Financial Commitments	Actual
Operating Reserve	\$235,891
Other Recurrent Expenditure	\$24,699
Provision Accounts	\$5,612
Funds Received in Advance	\$93,666
School Based Programs	\$45,984
Beneficiary/Memorial Accounts	\$216,358
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$392,300
Capital - Buildings/Grounds < 12 months	\$171,808
Maintenance - Buildings/Grounds < 12 months	\$35,656
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,221,974

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.