

# 2022 Annual Report to the School Community

School Name: East Bentleigh Primary School (4837)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 24 April 2023 at 10:46 AM by Susan Jackson (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 24 April 2023 at 04:08 PM by Helen Woodruff (School Council President)

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## 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).

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)

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### 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.

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### 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.

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### 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

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## School context

**School Vision:** East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students can achieve their full academic, creative, and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

### School Values:

- Respect – for ourselves, for each other and for our environment
- Empathy – the ability to understand and share the feelings of others.
- Optimism – Hopefulness and confidence about the future, or the success of something.
- Confidence – A feeling of trust and firm belief in yourself or others, to pursue goals and face situations with an open mind.
- Perseverance – The ability to stick at something despite difficulty or delay in achieving success.
- Teamwork – Getting things done as a group and at the same time maintaining good relations within the group.

East Bentleigh Primary School is in the South-Eastern Region of Victoria. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. The addition of the BER building in 2011 and the building of a new Performing Arts Centre and classrooms (completed in June 2020) are testimony to the steady growth in the school. In 2022, the enrolment of 383.8 students at census day in February, included 32 students receiving support from the Program for Students with Disabilities and 7 students receiving funding through DIP (Disability and Inclusion Program) with the level of funding for these students ranging from Level 1 to Level 4. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse. The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as several specialist staff such as instrumental, craft, dance and eurythmy teachers. The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs including the Stephanie Alexander Garden program, Sport and Physical Education programs, Languages Other Than English (LOTE) – French, Performing Arts, Music/Drama, Art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels where possible. Classes currently consist of 11 Steiner classes and 7 Mainstream classes. Additionally, the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously. Having a unique situation in place at our school because of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum.

The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6, where they are immersed in practical, hands-on activities involved in gardening and cooking. Digital technologies are embedded through all the mainstream year levels with a range of devices, such as iPads and interactive screens, to support the development of students' capabilities.

In the Steiner stream the Victorian Curriculum is taught through a creative, artistic and hands on approach which is focused on the development of the whole child. The Foundation child's school days are filled with

creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical, and play-based experiences. In the second semester students are supported in their transition to Year 1 by the introduction of formally organized instruction. Through Prep and Year 1, letters and sounds are introduced imaginatively through stories and pictures. In the older grades much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. Learning a stringed instrument from Class 3 onwards is a compulsory component of our Steiner stream Parents of students in our Mainstream can also access instrumental classes as well as the performing arts program offered to Mainstream students.

Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three. Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony, community and wellbeing reflected in the behaviour and demeanor of students. All students participate in the Respectful Relationships Program.

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

### Learning

#### MATHEMATICS

In 2022, **Rich Challenging Task** approach was embedded throughout EBPS. (staff more confident in teaching and using online resources)

- Consistent approach of inquiry and mastery teaching in each classroom
- Successful use of MAV Consultant
- Staff explored enabling and extending within classrooms using prompts
- Increasing consistency with common way of teaching mathematics at EBPS
- Maths extension for highly able students: maths games day MAV gr 4-6
- Staff engaged in Peer Learning Observations
- Essential Assessment data improved in every year level from 2021 collected data
- EA – Junior Grades have most students above **VC (Victorian Curriculum)** level and least students below **VC**
- Engaged with MAV to assist in facilitating Semester 2 Inquiry Cycle looking at using Rich Challenging Tasks as summative assessment - This will include coaching and observations.
- Organised extension teams from Grade 4, Grade 5 and Grade 6 to attend the MAV Maths Games Days (in term 3) to extend students learning in extra-curricular activities.
- Maths SIT leaders went to MAV Leaders Conference to upskill knowledge in leading Maths and how to implement change within the new PLC model

**NAPLAN** results did not meet **SSP Target** of students in top 2 bands. *By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50%*

- **2022 NAPLAN Top 2 Bands - Gr 3 = 38%, Gr 5 = 31%**

NAPLAN results did not meet SSP Target for Gr 5 students in bottom 2 bands *By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5%*

- **2022 NAPLAN Bottom 2 bands - Gr 5 = 9% (lowest no. for 3 years), Gr 3 - 3%**

Formative Assessment, and using formative assessment for goal setting and student feedback did not get the priority in Term 4 that was planned (due to other school priorities and Consultant illness)

**Tutor Learning Initiative** has run through term 3 and 4 with a focus on students with low growth in 2021 in Maths. Our focus is on Grade 2 and 4 in Term 4 in readiness for NAPLAN in March 2023. Learning and intervention SIT team established with meetings on a weekly basis to coordinated individual learning programs for students.

## ENGLISH

- All staff were provided with an orientation of the literacy resources on the literacy shelves and conference room in early term 1.
- Teacher resource books were allocated to teachers and borrowed on the library system.
- New resources purchased - Heggerty blue and yellow books for Foundation- Year 2 teachers, decodable reader sets and take-home decodable readers.
- There will need to be ongoing PD and discussion about 6 traits next year and discussion about how to incorporate the traits into the writing program so they are an integral part of the writing cycle used for relevance to genre and not stand alone lessons.
- The 5-6 week writing cycle was embedded in teacher planners.
- Professional development by the Literacy team was provided and feedback from staff was requested.
- The Literacy @ East Bentleigh document will need to be updated in early 2023 in line with the current assessment schedule and changes in practice in 2022.
- Mentor texts were well used and more will be purchased for 2023.

## DIP - (Disability and Inclusion Program)

In 2022 we established an **Inclusion and Intervention Strategic Intent Team**. We also employing a DIP co-ordinator to manage funding applications. They completed **DET training** around implementation of DIP. Our Inclusion Leader facilitated DIP Profile meetings and developed documentation to record information required for potential funding applications. The DIP leader provides support in classrooms to teachers for students with additional needs in their class. The DIP team has assisted in developing Student Profiles for the teachers/aides of students with additional needs. As part of their role description our DIP leader delivered Professional Learning around IEPs. They supported staff with writing SMART goals for IEPs. They developed documents to triage teacher requests for access to SSSO Coordinator. The Inclusion leader was a point of contact for parents regarding inclusion and intervention. Tier 2 literacy intervention programs were developed, including upskilling Education Support staff. **(Green Zone)** - a supervised indoor/outdoor social skills area was established.

## GENERAL

Leadership established negotiated accountability measures to ensure Syndicate Teams worked with an Inquiry Cycle focus. Professional Development was followed up in Syndicates with scaffolded questions to facilitate professional discussion from evidence/data collected (syndicate minutes added as an attachment). This has allowed Syndicate to more readily moderate work samples and discuss student learning/next steps. Our Learning Specialists developed a **Graduate Framework** for graduates and mentors to develop collective understanding of Literacy and Numeracy frameworks and accountability measures. Graduates are working through a Coaching Cycle with Learning Specialists. Coaching focus was based around an agreed HITS(High Impact Teaching Strategies)/area of practice that was co-designed by Graduate, Mentor and Learning Specialist .

## Wellbeing

One of the main goals of our wellbeing program is to support the recovery of students following the years of COVID, including lockdowns. The school began its training and implementation of the Berry Street Education Model (BSEM) in 2022, and all classrooms consistently apply student check-ins throughout the day beginning with morning circle. In addition, classrooms include positive primers and regular brain-breaks throughout learning sessions to facilitate continued engagement and stamina.

Respectful relationships continue to be promoted throughout the school community through both the RRRR teaching and learning resource and through the BSEM relationships domain. In addition, the school promotes the East Bentleigh Primary school values through; assemblies and daily classroom value discussions and expectations, regular classroom activities, weekly assembly items and regular newsletter articles, including student voice and examples of work. EBPS is a RRRR Lead school.

The school has a wide range of books and resources around Wellbeing topics including respectful relationships and consent, kindness, friendship and relationship skills, self-awareness and self-management, gratitude and empathy and compassion. These have recently been audited cleaned and organised for ease of use. Through its annual student wellbeing budget, the school continues to purchase appropriate books and materials to support the teaching and learning of wellbeing topics in the classroom.

Teachers in the Senior school have been up-skilling in Sexuality and consent programs through the attending professional development on the topic and exploring the 'Catch them Early' teaching and learning resource on FUSE.

Each classroom has a 'Be You' folder within their classroom with hard copies of The RRRR, Bounce Back, Positive Education, Dealing with Anxiety resources. All material and more is available on the school's Google drive.

As part of our focus on managing and supporting students who may have, or may be experiencing trauma, the school is working with School Focused Youth Services to provide a tailored art therapy program for select students. The focus will be social skills, behaviour management/ emotional regulation, and resilience. The details of this program are still to be finalised. In addition, Jac Van Velsen, from Wellbeing in Schools Australia (WISA), will be addressing staff and parents around the topic of Student Engagement and Parent attitudes to school.

The school is part of the Alannah and Madeleine eSmart school cluster and the Wellbeing coordinator attends cluster meetings and has also attended several webinars around wellbeing and student safety. Sam Cobb, our regional contact, will be visiting the school in 2023 to determine other eSmart programs the school may find supportive. In addition, in 2022 students the Senior students completed the eSmart digital licence as part of our cyber safety protocol.

## Engagement

Our **Student Absence Days** data spiked last year with the average number of absence days recorded at 29.0 days. This was an increase of 9 days from the average over the last 4 years. This data was reviewed by leadership, and we found that many families took the opportunity to travel overseas and interstate during school time after being locked down and unable to travel over the previous two years. The impact of COVID was also contributing to our absence data with many children and families having COVID or COVID related illnesses. Our daily process consisted of Ann Tsiaves (Office Manager) ringing families after 10.00am if we had not heard why their child was absent. In July 2022, we installed COMPASS so parents could enter in reasons why their child was absent from school. We also added an Attendance Officer to assist Ann in the follow-up of families. This program also sends a text to parents if their child is not marked present at school. This has alleviated the time Ann spent ringing parents and hopefully our data will improve in this area in 2023.

Student Agency at East Bentleigh is demonstrated in the following way:

- Students set SMART goals in Literacy and Numeracy - areas they need to work on.

- We hold Student Led Conferences in Term 4 where students talk through their learning goals with their parents/guardians and reflect on their learning.
- We have a vibrant leadership program for our Year 6's. They all can demonstrate leadership qualities through the following leadership roles:
  - School Captains
  - Sports Captains
  - Environment Leaders
  - Digital Leaders
  - Wellbeing Leaders
  - Assembly Leaders
  - Library leaders
  - Community Leaders

One of the main goals of our engagement program is to support the recovery of students following the years of COVID, including lockdowns. The school began its training and implementation of the Berry Street Education Model (BSEM) in 2022, and all classrooms consistently apply student check-ins throughout the day beginning with morning circle. In addition, classrooms include positive primers and regular brain-breaks throughout learning sessions to facilitate continued engagement and stamina.

### Other highlights from the school year

Our many highlights of 2022 are listed below:

- First and foremost – our students were back onsite and learning in the classrooms. Our Kitchen/Garden Program resumed along with Eurythmy with Kate and Jozef, Dance with Rosie for Steiner classes and Footsteps for Mainstream classes. We were able to have parents back on-site and watching these dance performances.
- Steiner Ensemble returned in August, highlighting the musical talents of our Year 3 – 6 students.
- Mid-winter Festival in June – lantern walk and family picnics around a supervised and fenced off fire drums – many thanks to Scott Maunders (parent)
- Our inaugural “Carols' Night in December featuring all grades and our amazing musical talents in both Mainstream and Steiner
- All our Grade 3 – 6 students attended camps throughout the year.
- We once again hosted and catered for Claire O’Neill Awards in December thanks to the efforts of our kitchen teacher - Nikki Gordon.

### Financial performance

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school’s purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students.

The Bentleigh Farmers’ Market, on the back of very hard work from many parents and staff, continued to add to the school’s finances, allowing the valuable programs such as the Stephanie Alexander Kitchen Garden Program (SAKGP) to be staffed and resourced. Our financial processes were undertaken by Libby Mason as



our Business Manager for the first 6 months of the year. These processes were impacted by Libby's extended sick leave in the second half of 2022. The month by month advise impacted our ability to plan for a longer-term replacement. Fortunately, Jane Keen, our retired BM (Business Manager), was available to assist with the financial management tasks in a targeted part-time capacity – working a 5-day fortnight – during Libby's extended absence. Her assistance, as well as the support of Ann Tsiaves and Jane Ross, ensured we kept our heads above water, Our office manager, Ann Tsiaves, continued her hard work with all other administrative duties, ably assisted by Jane Ross who added Attendance Officer to her duties.

The major focus for expenditure in the future will continue to be in ensuring our students have access to the latest, most evidence-based resources to support their learning, as well as maintaining the efficient operation of the SAKG program for students in Year 3-6. We will continually upgrade and maintain our ageing facilities and provide the diverse range of engaging programs throughout the school.

# 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 383 students were enrolled at this school in 2022, 185 female and 198 male.

17 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

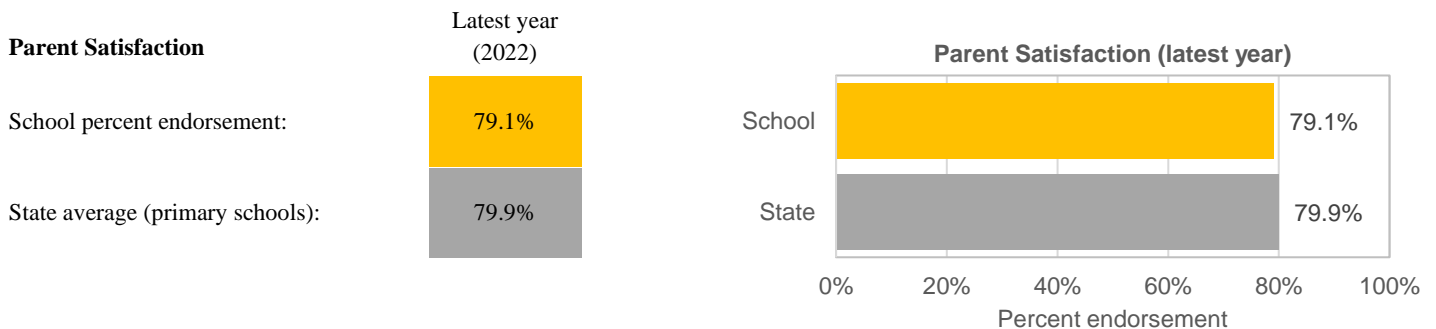
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

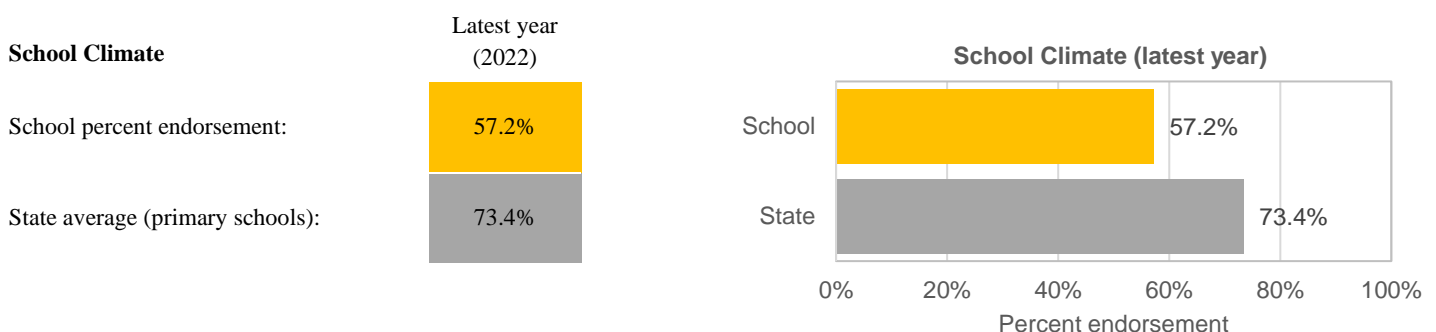


### School Staff Survey

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:

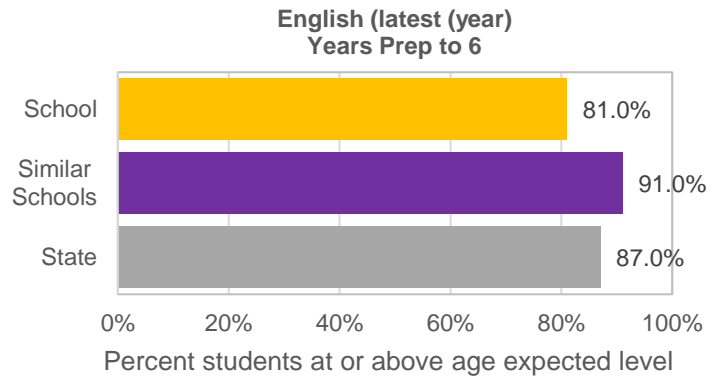
81.0%

Similar Schools average:

91.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

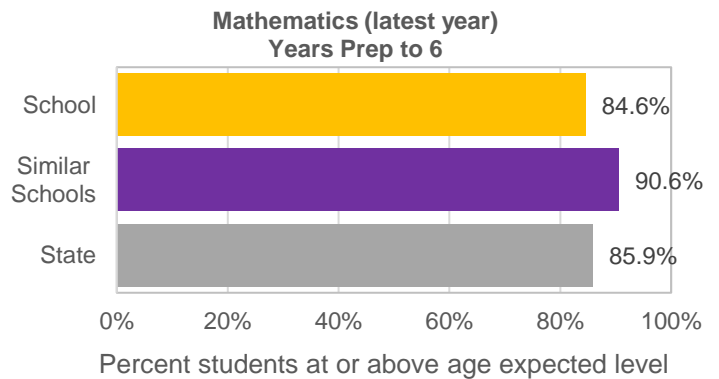
84.6%

Similar Schools average:

90.6%

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.

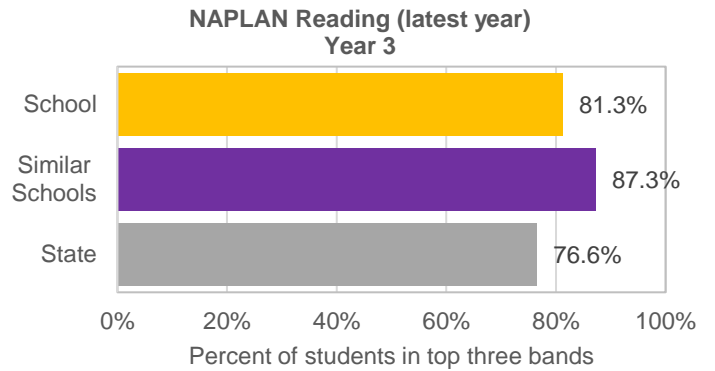
**NAPLAN**

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.

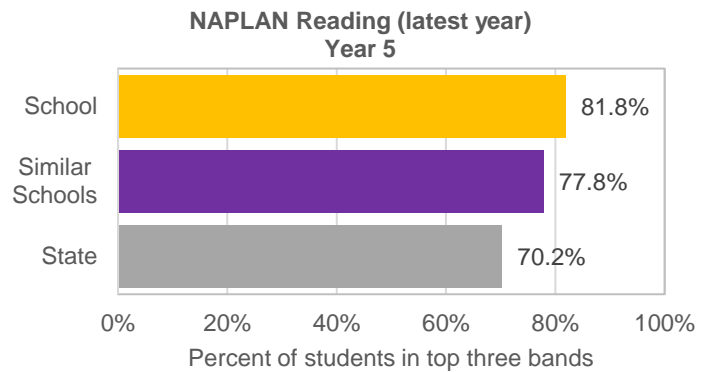
**Reading Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	80.3%
Similar Schools average:	87.3%	85.7%
State average:	76.6%	76.6%



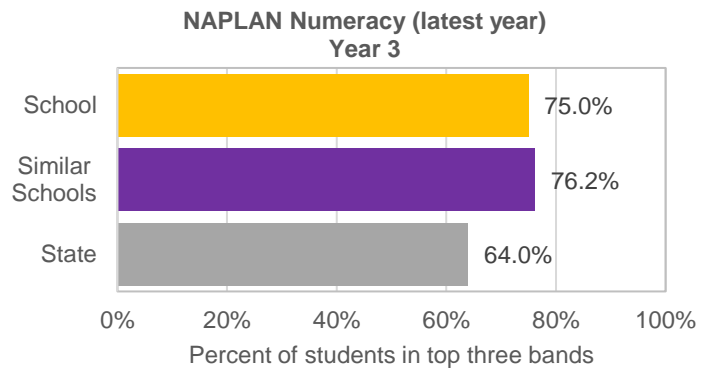
**Reading Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	78.8%
Similar Schools average:	77.8%	78.4%
State average:	70.2%	69.5%



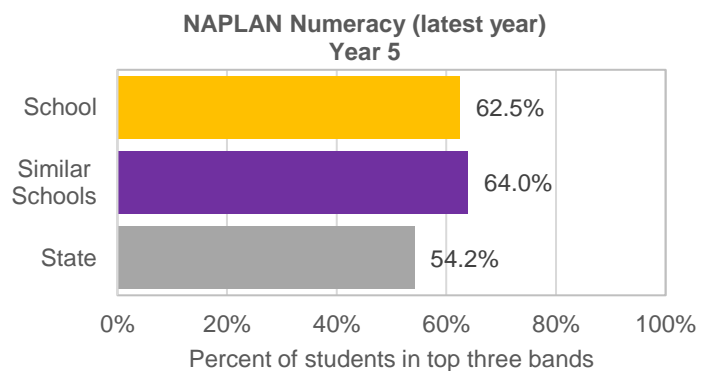
**Numeracy Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	80.0%
Similar Schools average:	76.2%	76.8%
State average:	64.0%	66.6%



**Numeracy Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	68.7%
Similar Schools average:	64.0%	69.0%
State average:	54.2%	58.8%



## WELLBEING

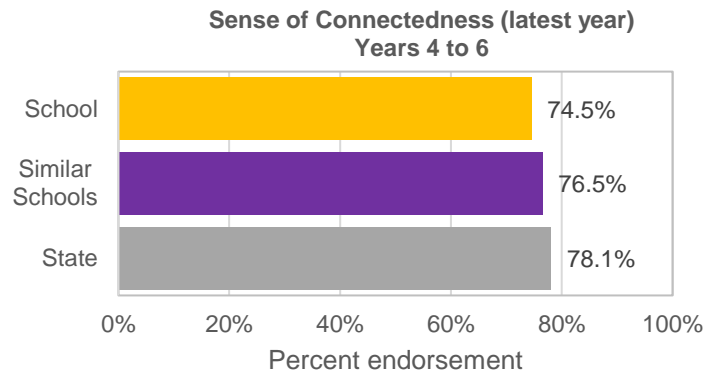
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	74.5%	79.9%
Similar Schools average:	76.5%	78.7%
State average:	78.1%	79.5%

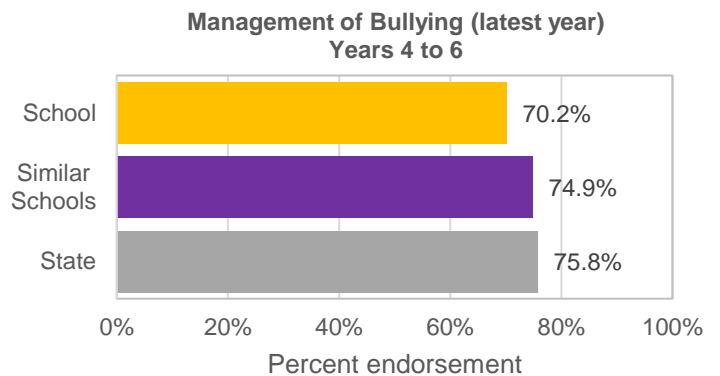


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.2%	76.9%
Similar Schools average:	74.9%	78.0%
State average:	75.8%	78.3%



## ENGAGEMENT

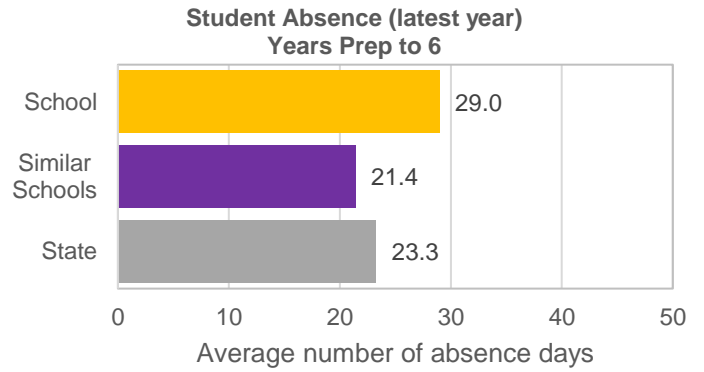
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

**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:	29.0	20.9
Similar Schools average:	21.4	15.1
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):	88%	85%	85%	84%	84%	86%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,233,731
Government Provided DET Grants	\$378,361
Government Grants Commonwealth	\$16,800
Government Grants State	\$0
Revenue Other	\$13,479
Locally Raised Funds	\$613,876
Capital Grants	\$19,968
<b>Total Operating Revenue</b>	<b>\$5,276,215</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,172
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,172</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,957,526
Adjustments	\$0
Books & Publications	\$8,222
Camps/Excursions/Activities	\$137,287
Communication Costs	\$2,765
Consumables	\$98,139
Miscellaneous Expense <sup>3</sup>	\$56,634
Professional Development	\$19,901
Equipment/Maintenance/Hire	\$55,972
Property Services	\$61,297
Salaries & Allowances <sup>4</sup>	\$588,613
Support Services	\$16,620
Trading & Fundraising	\$25,321
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,801
<b>Total Operating Expenditure</b>	<b>\$5,066,097</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$190,150</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$327,491
Official Account	\$7,302
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$334,794</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$176,921
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,805
School Based Programs	\$52,069
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$334,794</b>

*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.*