

2023 Annual Report to the School Community

School Name: Malvern Central School (1604)



- 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 01 May 2024 at 02:40 PM by Imogen Lippiatt (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 04 June 2024 at 12:02 PM by Andrew Perks (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

Location and history

Malvern Central School is in the City of Stonnington in the south-eastern suburbs of Melbourne, 10 kilometres from the Melbourne CBD. It is a multi-campus school that was established in 1875 as Malvern State School and is the oldest school in the Malvern district. The school is located next to the Malvern Gardens, established in 1888. The second historically significant building on Park Street was established as an Infant School in 1914 where today classrooms are utilised by Foundation to Year 2 students.

School facilities

The school facilities include flexible learning spaces, outdoor play areas, kitchens, soccer ovals, a gymnasium, visual and performing art rooms, library and science laboratory. The school is committed to maintaining and enhancing heritage buildings and student-centred spaces including the playgrounds and gardens.

Enrolments

Enrolment for 2023 is 502 students with the prospect of stable enrolments for the next three years.

SFOE

The Student Family Occupation Education (SFOE) index is 0.0919.

School profile

The school hosts 23 classes this year in straight year levels, enhanced by teams of teachers with excellent curriculum knowledge, expertise and a collaborative approach to planning and assessment. The School Improvement Team leads the direction of the school and oversees curriculum design and delivery, teaching and learning programs and the implementation of the School Strategic Plan (2020 - 2024) and AIP. In 2020 - 2021, despite remote and home learning disruption, we continued on a strong direction of data collection and analysis, continuous and ongoing assessment. Over the last 3 years there has been a strong focus on student wellbeing and a school-wide approach to building resilience, gratitude, empathy and respectful relationships.

Staff profile

The staffing profile of Malvern Central includes a Principal and Assistant Principal, 2 Learning Specialists, 24 classroom teachers, 4.5 specialist subject teachers, 2 Learning Tutors, 8.5 full time equivalent Education Support staff and Admin staff at both campuses.

Key directions for the School Strategic Plan 2020 - 2024:

· Malvern Central School is currently participating in our school review undertaken every four years. Once this process is completed, we will have a new Strategic Plan (2024 - 2028) that guides the future direction of the school.

Curriculum

A comprehensive curriculum is offered from Foundation to Year 6 following the Victorian Curriculum. The school's instructional frameworks in key learning areas are based on the gradual release model with a strong emphasis on explicit teaching of skills and the use of learning intentions and success criteria. To encourage greater agency across the school, learning goals are co-designed and shared with parents to promote greater understanding and visibility of improvement measures. We continue to provide safe, orderly and engaging classrooms and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide personalised learning enhanced by individual learning plans, learning goals and engagement with a range of technology and Science, Technology, Engineering and Mathematics (STEM) programs. Specialist programs include Japanese, visual arts, performing arts and physical education. Students are involved in inter-school sport, camps and house competition events. Student are offered leadership opportunities provided through junior school council, environmental teams, school captaincy, sports house system, performing arts, chess, library and digital technologies.

Additional information

The school is supported by a strong community who share in our values, ethics and mission to produce well rounded, successful and agile learners. We strive to build solid partnerships with our families and provide a school environment that is welcoming and friendly. The School Council consists of both new and long-standing members and is actively involved in school improvement projects and the financial and strategic direction of the school. Over the last three years the Council has delivered major refurbishments to student bathrooms, library and staffrooms, installed new playgrounds and outdoor furniture and developed gardens and streetscapes. The Parents' Club is a committed and dedicated group of parents that contribute each year to school revenue through major fundraising efforts including a bi-annual school fair and MCS Ball, Mother's and Father's Day lunches, parent functions, school discos and sausage sizzles. The school continues to value and appreciate the work of parents and families to support our students and make Malvern Central School a wonderful place to grow and learn.

Progress towards strategic goals, student outcomes and student engagement

Learning

LEARNING PROGRESS:

I am pleased to share with the community our results for 2023 and hope to provide some insight as to how we are tracking toward goals and targets set out in the school's Strategic Plan (2020 - 2024). Malvern Central School has recently completed a School Review, a process undertaken in every Victorian Government School every 4 years. This review offers an opportunity to deep dive into student data, survey results, highlights, successes and where the school needs to improve.

The 2023 school year saw significant improvements in many subjects, but in particular Writing and Number & Algebra, two areas that have been a major focus over the last two years, since the disruption to schooling from remote learning in 2020 and 2021. Post 2021 we were faced with the enormous task of getting, not only our students and teachers back on track, but to bridge the considerable gap in student results to reach our targets by the end of 2023. By no means were we on our own, as many Principals and schools in our region were faced with a similar dilemma. Our Strategic Plan outlined three very specific academic targets by the end of 2023.

To increase the percentage of students assessed as ABOVE age expected level through Teacher Judgement in:

- Reading & Viewing from 63% (2019) to 70% (2023)
- Writing from 55% (2019) to 60% (2023)
- Number & Algebra from 57% (2019) to 60% (2023)

TEACHER JUDGEMENT:

Our final results at the end of 2023 have revealed some areas of great strength in the school and some areas that will require some attention in the next Strategic Plan (2024 – 2028), however it does tell a story of determined focus and dedication by an entire community to 'get back on track'. Whilst we fell short on two of the three strategic plan targets, the recovery from the 2021 results have been astonishing.

	2019	2020	2021	2022	2023	Strategic Target
Reading and Viewing	63%	58%	57%	63%	67%	70%
Writing	55%	48%	41%	49%	57%	60%
Mathematics (Number & Algebra)	57%	61%	58%	66%	74%	60%

This improvement has been possible due to a variety of improvement strategies employed across the school led by the School Improvement Team, including the Principal, Assistant Principal, Literacy and Numeracy Learning Specialists and the School Wellbeing Leader. In consultation with the teaching teams and curriculum teams, improvement strategies included:

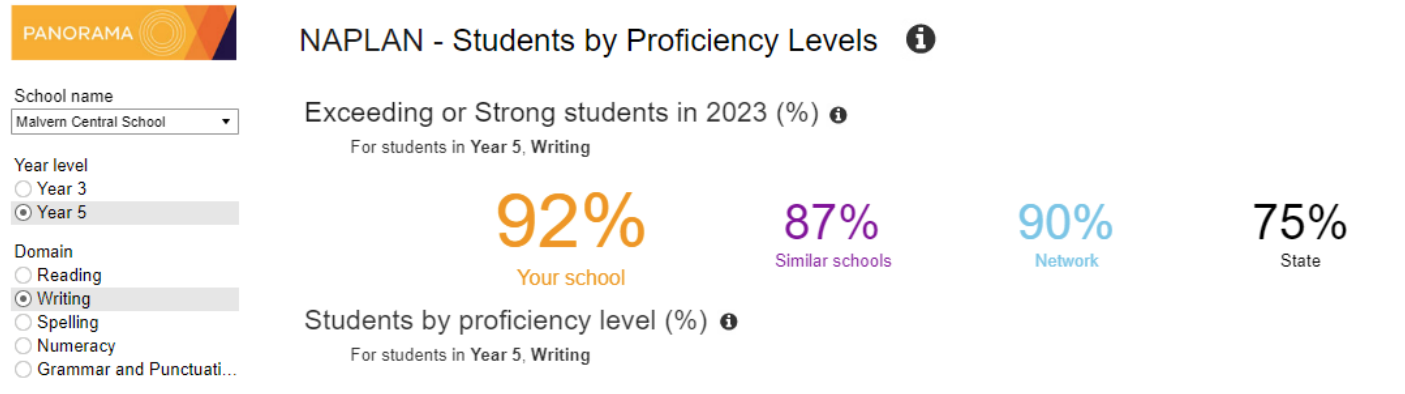
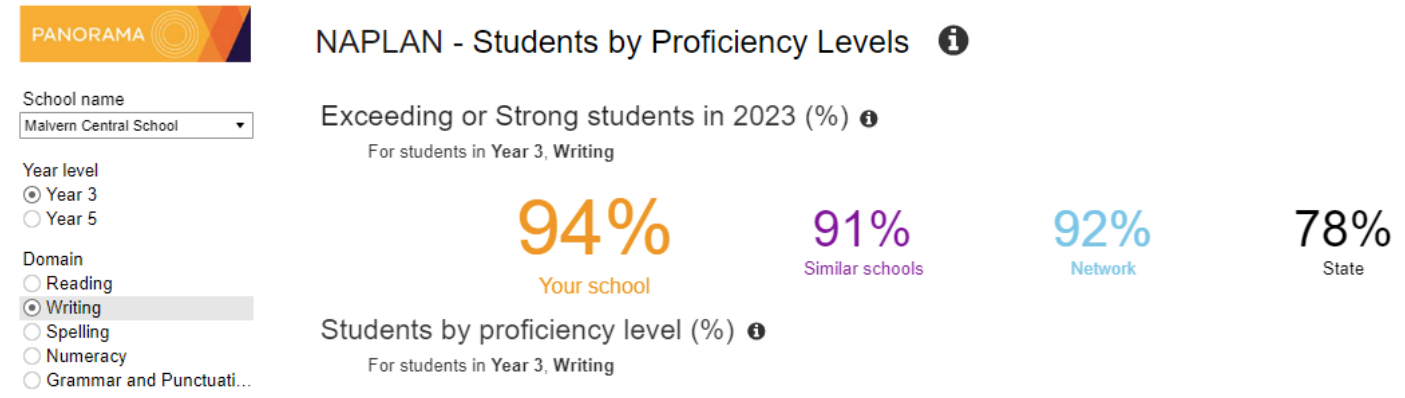
- increased high quality instruction
- consistent use of high-impact teaching strategies and reflection protocols
- peer Observations and Learning Walks
- feedback processes and coaching
- targeted professional development in Writing and Mathematics
- writing conferencing and student writing goals
- authentic, real-world examples of different kinds of writing
- Learning Specialists attending planning and supporting differentiation
- use of data to inform learning programs
- instructional models for consistent delivery of lessons
- use of Learning Intentions and Success Criteria
- explicit and targeted teaching
- teaching to the point of need for all students

With these strategies on board and a laser-like focus of tracking student progress and data we are pleased to present Malvern Central School's results against the State average and also against Similar Schools average in English and Mathematics. In both instances we have scored above both measures by 2.6% in English and 2.4% in Mathematics. Our short, and long term intention is to remain ABOVE both of these measures in these two essential learning domains.

NAPLAN

The results provided to Victorian schools remains somewhat of a mystery as the test has been revised once again and no there is no longer a comparison to previous years. The results presented in this Annual Report refers to scores for 2022, measuring the top three bands in NAPLAN, whereas the scores for 2023 now measure results for the Strong or Exceeding proficiency levels which do not correlate with Teacher Judgment measures of Below, At, Above and Well Above age expected level.

The results presented for 2023 NAPLAN however do tell a story that we trail our Similar School counterparts by an average of 1.5% in the percentage of students in the Strong to Exceeding proficiency level. NAPLAN testing has changed in the last two years in many ways. The move to online testing has its technical challenges and student error when touching a screen is a significant possibility, especially if anxious or rushing. From 2022, the tests are now adaptive, not standardised, so they increase in difficulty the more correct answers there are and finally the tests have four different pathways so students sitting next to each other should have different sets of questions. It is a level of variability that is complex to fathom, however the school is provided with data sets that allows us to explore where our students are succeeding and where there are gaps in our teaching and learning programs. The school will continue to investigate where these gaps are to ensure that in the coming years we can lift this standard in the testing. Many school 'teach to NAPLAN' as in prepare their students entirely from NAPLAN workbooks and previous tests which may have its benefits but is not very engaging for students. Malvern Central does have a period of 'preparation', which includes; familiarity with the testing materials, timed and independent assessments, vocabulary and awareness of extended, worded problems in Numeracy and practise of both narrative and persuasive texts for Writing. Doing a deeper dive into the Reading and Numeracy tests will illuminate where we need to adjust our teaching and learning programs for next year ahead of NAPLAN 2024. Unfortunately, the Annual Report does not include the NAPLAN data for Writing, for which Malvern Central exceeded against State and Similar Schools averages. See below for our NAPLAN Writing results for Year 3 and Year 5, a reflection of exceptional work by students and teachers over several years.



Wellbeing

WELLBEING PROGRESS:

The Wellbeing Team began the year with a focus on embedding the Respectful Relationships curriculum into all year level planners. Teachers worked in teams to make decisions about where and when to teach each element of the curriculum and to consider where content crosses over with other curriculum areas (Specialists, Social and Emotional Capability and Health for example). Each year level developed a Wellbeing planner, with the expectation of timetabling at least one hour of Wellbeing each week, which would incorporate RRRR, Circle Time and Zones of Regulation. The implementation of 'Kind Minds' program across the school has been a simple way to encourage children to be kind to each other and to recognise kind behaviour in the yard and in Specialists' classes

particularly. The student Wellbeing Captains were in charge of making Kind Mind badges in House colours, which were presented to children at assemblies and the children proudly wore their badges on their school uniforms. By earning a 'Kind Minds' badge after receiving 5 points, was an incentive for students to look for ways they could do random acts of kindness, building a culture of kindness at the school. The school continues a strong focus on zero-tolerance for bullying and manages student conflict effectively, when it arises. We offer a variety of events and activities to engage students in their school. We encourage students to 'live out' the school values and reward them with Values certificates at assembly, acknowledge performance and perseverance with learning and connect them to one another through school productions, school fairs, buddy programs, house events and competitions. Student feedback tells us that students love school wide events like the Colour Run, Footy Colours Day, The Amazing Race, discos, dress up days, interschool sport, camps and excursions. These events alone help students work together, learn together and stay connected to one another in a fun, supported environment.

STUDENT ATTITUDES TO SCHOOL:

There are two factors that are reported on that align well to overall student wellbeing; Sense of Connectedness and Management of Bullying. These two factors are extracted from the Attitudes to School Survey which is an online survey taken by all Year 4 to Year 6 students around July each year. This survey tells us a lot about how our students feel about many aspects of school life and is a good 'happiness' measure.

For these two factors we outweighed our Similar Schools and State schools quite significantly in both the 2023 measure, and the 4-year average measure. It is a result we are enormously proud of and will continue to work hard in this space to ensure students feel connected to their school, their learning and to each other. Other ways in which we have supported the Wellbeing actions this year were through:

- National Day of Action Against Bullying
- NAIDOC Week
- Cyber Safety
- Mind Masters
- Press Pause - emotional literacy performance
- Safer Internet Day
- Respectful Relationships, Zones of Regulation and Circle Time for Emotional Literacy
- Updating Positive Student Behaviour Support Plans
- Whole staff PL sessions
- Youth Mental Health First Aid course
- Appointing a Wellbeing Team

Engagement

ENGAGEMENT PROGRESS:

This section of the Annual Report is a commentary on attendance and measures the average number of student absence days. Our average for 2023 was 16.6 days, which is slightly lower than Similar Schools and considerably lower than the State schools. Student absence can include a variety of circumstances which are counted in this data, including family holidays, illness, medical or dental appointments, ongoing therapy, bereavement, cultural celebrations, parent choice and unexplained absence. Many families took extended holidays throughout 2023 and with a flu outbreak and a gastro outbreak at the Park St campus last year, data indicates that half of the Foundation and Year 1 cohorts took between 5 and 10 days to recover from these illnesses. Unexplained student absence is uncommon at Malvern Central School and teachers and Principals will follow up with families if we haven't seen a student for two or three days without explanation.

With student absence correlating with engagement, we have ensured over the 2023 school year that students are engaged with their learning and with their peers. Along with offering a variety of extra curricula and school events throughout the school year, daily engagement with lessons and learning programs is imperative. Teachers work particularly hard to differentiate each lesson to ensure all students are being catered for at their level. We are particularly proud of our intervention programs that assist students to 'catch-up' and reconnect them with their learning. We continue to offer a reading intervention program in Foundation to Year 2 with a dedicated literacy teacher catering to 35 - 45 students over the year and a similar program in Years 3 - 6 assisting slow progress readers. In 2023, with a focus on Writing, many students were identified who would benefit from small group coaching with a literacy trained teacher to progress their writing and embed important skills.

Also in 2023, there were many integrated studies units that involved students producing a final product and then presenting these to parents. In particular, the Year 6 'Spirits of our Nation' was a highly engaging, interactive presentation with students dressed as famous Australians, along with their life history, claims to fame, Q & A opportunities and QR codes for more information. It was a wonderfully engaging program, new to 2023 and a testament to teachers who look to go the extra level for their students.

Other highlights from the school year

In 2023, we held our bi-annual school fair which was a highly successful event for our community. Overseen by our Parents' Club it brought together a huge body of volunteers to ensure this was a smooth and safe operation. On the day we were lucky to have beautiful Spring weather which brought vast numbers of visitors and school families to the Park St campus and surrounding parklands. There was a wide range of food stalls, entertainment and activities for children. The huge amount of preparation that went into the Fair, prior to the event meant that everything was logistically well prepared and planned. The school raised over \$102,000 which was above expectation. This money has helped significantly to fund school projects that under normal circumstances the school couldn't afford. Funds went towards new AV equipment in the refurbished gymnasium, a new rock retaining wall at the Spring Rd campus and repair and painting of the entire Park St main building. Notwithstanding the important fundraising aspect of the School Fair, it was a great community gathering seeing so many of our families volunteer time and energy into making this fair the most successful and engaging in many, many years.

Also in 2023, we completed an extensive refurbishment of our gymnasium which was looking very tired and damaged. We initially won a Minor Projects Grant in 2021 through the Victorian Schools Building Authority but saw this projected halted for at least a year, and meanwhile costs increased and the project was re-scoped many times. Despite some major setbacks and frustrations, we were finally handed over the building in mid December last year after we expressed our long-awaited need to use this space in time for our Year 6 Graduation. We are delighted that a below \$500,000 project delivered so much and now the students are enjoying an updated facility including new bathrooms, extra storage space, refreshed interior and netball court and a larger new deck external to the building. We recently installed three new flag poles close to the gym and it now looks and feels like a formal space for our school to come together.

Other works within the school grounds included the demolition of old, non-compliant ramps and the installation of two new sets of ramps and a small elevator to assist the equitable movement of students with disability around the school. This was funded through an Inclusive Education Grant required to update our facilities with no cost to the school. This has made a considerable difference to students with disabilities, their families, carers and aides so they can access all school programs along with their peers.

Financial performance

The school's overall financial position:

MCS ended 2023 in an improved position, off the back of a successful School Fair along with careful and managed budgeting for classroom provisions and equipment. Savings have been made on a large scale by changing stock providers and seeking better deals on bulk items and reducing unnecessary spending.

MCS currently has hire agreements held with: Fit4Kids Co, Football Star Academy, Malvern Central Netball Club, Michelle Lewit (violin), Tennis Australia, TheirCare, Music Melodies, Red Notes and Code Camp.

MCS did not have an extraordinary expenditure, however, we did record extraordinary revenue in the form of fundraising to the value of \$102,000 from the School Fair in November 2023.

There were no Special Grants received in 2023.

For more detailed information regarding our school please visit our website at www.malvern-central.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 502 students were enrolled at this school in 2023, 256 female and 246 male.

8 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).

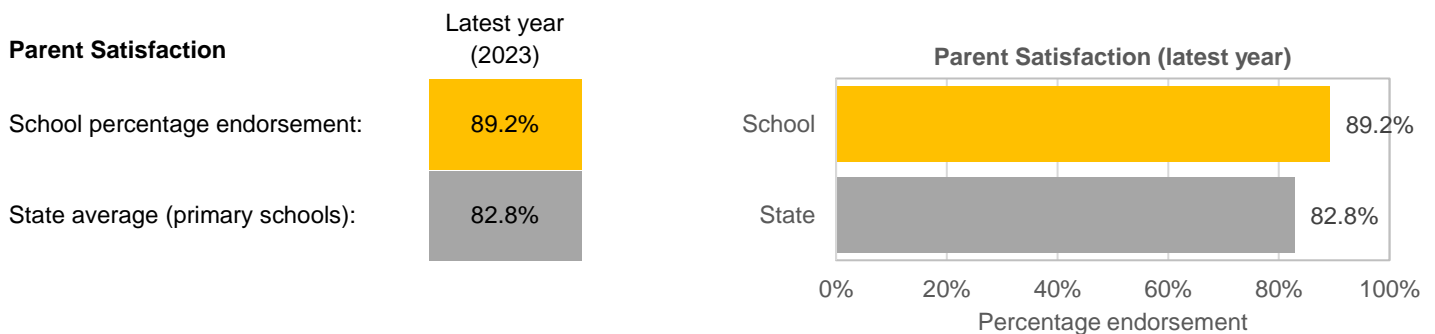
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

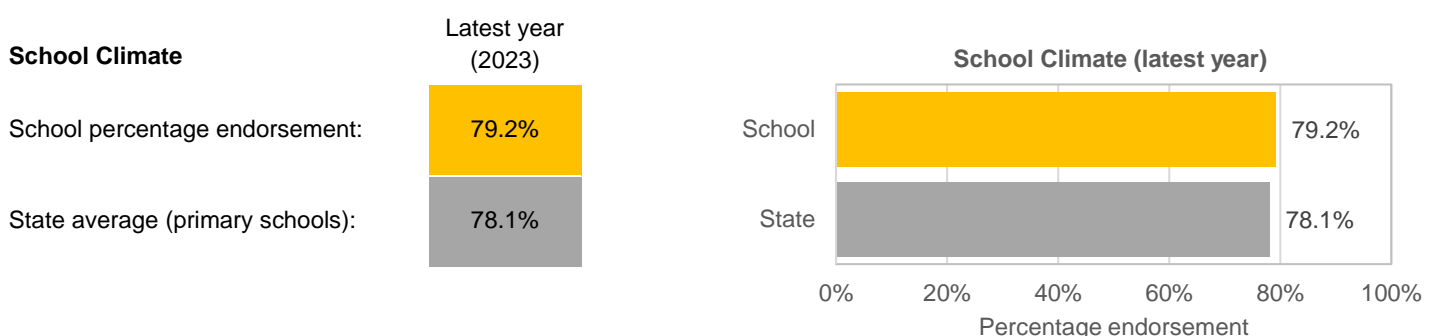


School Staff Survey

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:

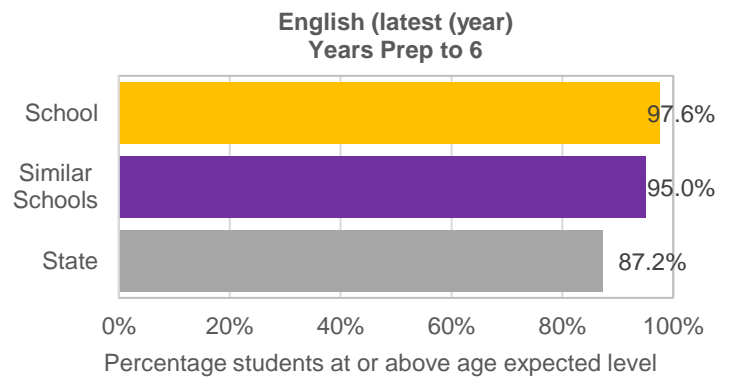
97.6%

Similar Schools average:

95.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

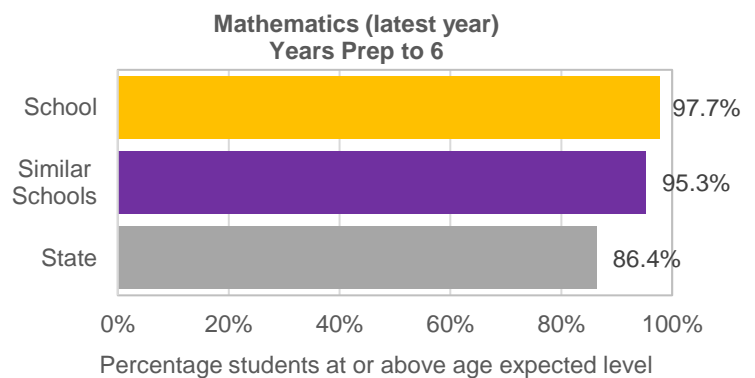
97.7%

Similar Schools average:

95.3%

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:

84.3%

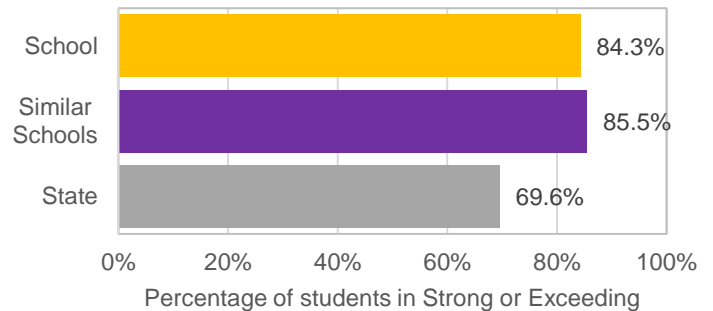
Similar Schools average:

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:

88.2%

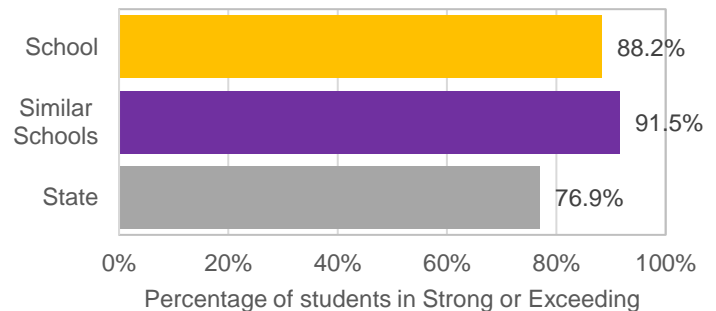
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.9%

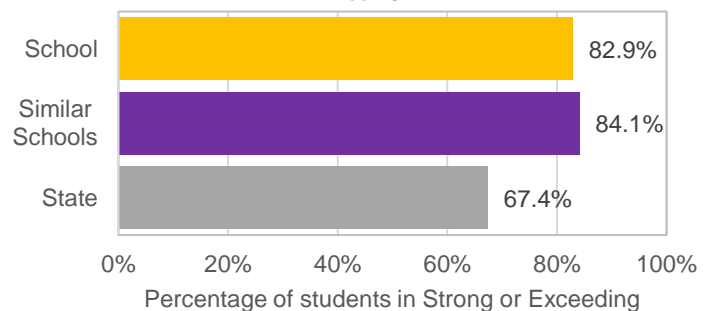
Similar Schools average:

84.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

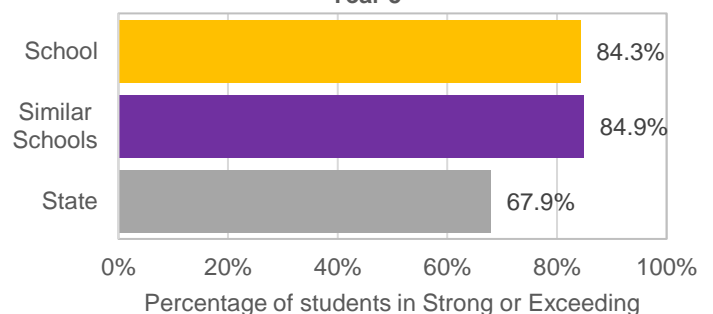
Similar Schools average:

84.9%

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:

86.8%

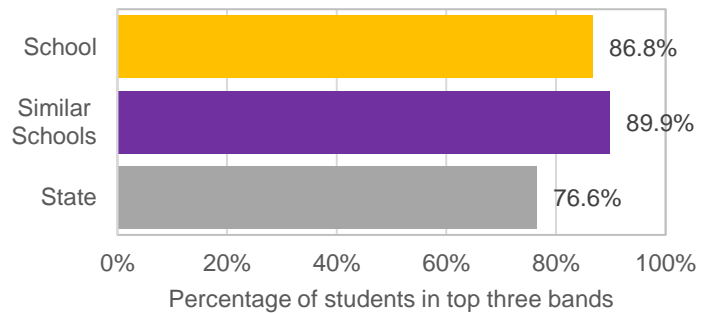
Similar Schools average:

89.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.0%

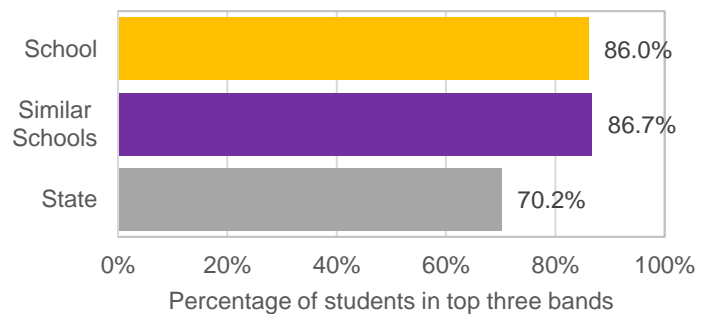
Similar Schools average:

86.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

84.4%

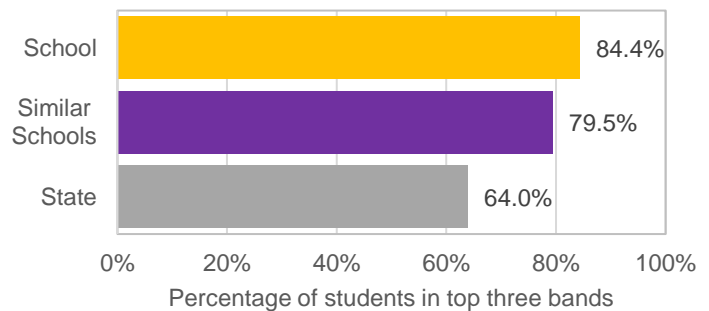
Similar Schools average:

79.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

79.1%

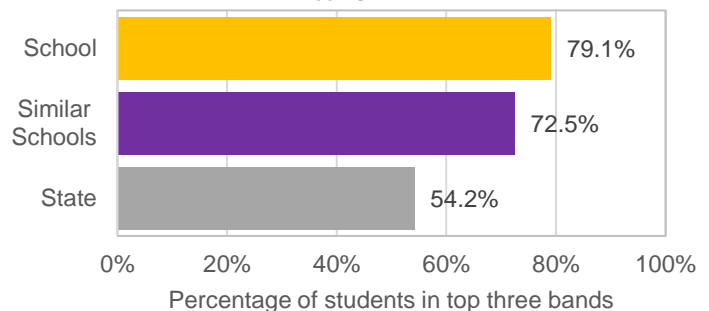
Similar Schools average:

72.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



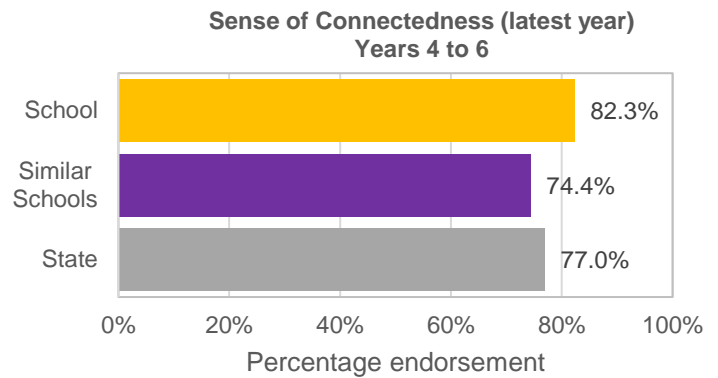
WELLBEING

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).

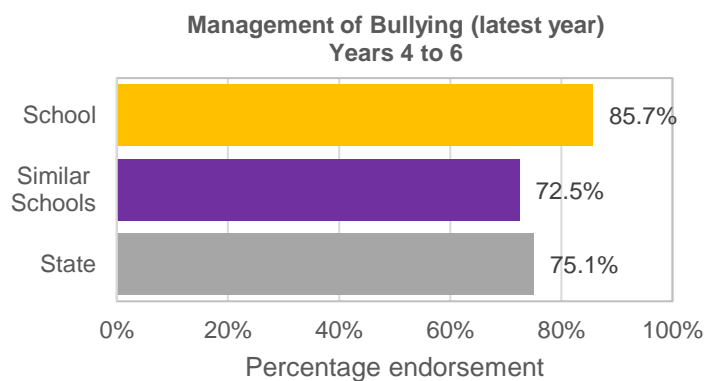
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	82.3%	82.9%
Similar Schools average:	74.4%	76.3%
State average:	77.0%	78.5%



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:	85.7%	83.3%
Similar Schools average:	72.5%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

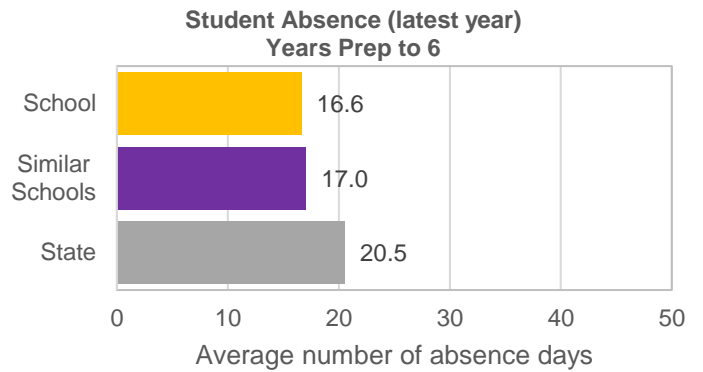
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.6	13.8
Similar Schools average:	17.0	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%	92%	93%	91%	90%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,685,106
Government Provided DET Grants	\$445,947
Government Grants Commonwealth	\$5,471
Government Grants State	\$0
Revenue Other	\$47,223
Locally Raised Funds	\$899,642
Capital Grants	\$0
Total Operating Revenue	\$6,083,389

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,946
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,946

Expenditure	Actual
Student Resource Package ²	\$4,400,242
Adjustments	\$0
Books & Publications	\$1,510
Camps/Excursions/Activities	\$169,643
Communication Costs	\$5,696
Consumables	\$121,122
Miscellaneous Expense ³	\$36,267
Professional Development	\$24,011
Equipment/Maintenance/Hire	\$111,103
Property Services	\$118,903
Salaries & Allowances ⁴	\$33,127
Support Services	\$307,968
Trading & Fundraising	\$112,417
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,637
Total Operating Expenditure	\$5,496,647
Net Operating Surplus/-Deficit	\$586,742
Asset Acquisitions	\$31,389

- (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	\$508,275
Official Account	\$44,538
Other Accounts	\$44,120
Total Funds Available	\$596,934

Financial Commitments	Actual
Operating Reserve	\$167,189
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$167,189

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.