

2023 Annual Report to the School Community

School Name: Niddrie Primary School (5410)



- 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 17 April 2024 at 02:38 PM by Sarah Dalton (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 24 April 2024 at 08:26 AM by Sarah Armstrong (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

Niddrie Primary School provides a safe, respectful, inclusive and supportive learning environments for all. With a focus on continuous improvement, we maintain high expectations for all learners achieved through strong engagement and community partnerships where all voices are valued. We hold four clear values that assist us to maintain our school ethos, they are Respect, Resilience, Learning, and Inclusion. We are focused on delivering a comprehensive learning program to our students that is differentiated at each child's point of need. Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established area is adjacent to the Calder Freeway and is well-served by public transport. Niddrie Primary School shares land titles with the adjoining Essendon Keilor College (EKC) Niddrie Campus. The School facilities include an administration block and staff room, a Professional Learning Community (PLC) room, thirteen air-conditioned and heated classrooms, three mod-5 portables, well-equipped specialist areas for Art, Italian and Physical Education, a multi-purpose hall, a canteen, an all-weather oval and a shade covered basketball court. In 2023, extensive renovations are being undertaken to the main administration block and classrooms. This will deliver ten modern classrooms, break-out spaces, toilet blocks, and a modern administration office.

The 2023 school population was 322 students. 3% of students identified as Aboriginal or Torres Strait Islander, and 8% identified as having English as an Additional Language (EAL). Enrolments within our school zone are steady, reflecting population growth and urban development trends in Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has a Student Family Occupation and Education (SFOE) index of 0.29 which is low-to-medium. Niddrie Primary School has a rich mix of students from varying backgrounds and attracts International students through word of mouth. International students are paired with a buddy for their schooling and regular and consistent communication with families is prioritised whereby additional supports are identified. Students are provided with additional English language support through the tutor learning initiative and through small group instruction in their regular classroom. Individual Education Plans are co-constructed with families to ensure the best learning experience for all International students.

Organisationally, the school is structured in professional learning communities (PLCs): Foundation, Year 1/2, Year 3, Year 4, Year 5, and Year 6. In 2023 our staffing profile consisted of a Principal, two acting Assistant Principals, one Learning Specialist, 21.4 full time equivalent (FTE) teachers and 3.2 (FTE) education support members. None of our staff identify as Aboriginal or Torres Strait Islander. Our teachers work in highly effective PLC teams, planning for the success and learning of every child in the school. The timetable is designed to support each team with at least one period of PLC time together during the school day. The professional learning schedule is structured with PLC meeting time after school one afternoon per week. All professional learning times are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus to support the achievement of our long-term school goals. An emphasis on curriculum, instruction, assessment and feedback is evidenced through the use of the Niddrie Instructional Model. The School Wide Positive Behaviour Strategies (SWPBS) framework and the Resilience, Rights and Respectful Relationships (RRRR) program promote positive relationships, security and a sense of belonging for all and are supported by inclusion of The Resilience Project. Specialists' programs in 2023 include Italian, Physical Education, Science, and Visual and Performing Arts.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Niddrie Primary School focused on the Department-led priorities goals which encompassed two parts, Learning and Wellbeing.

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2023, the school continued to dedicate a large amount of our resources into building our whole school capacity in Numeracy. With dedicated professional learning with a Mathematics consultant, and sufficient time allocated for staff collaboration, new learning has been able to be applied into classrooms immediately. Staff are understanding and planning using the learning trajectories for concepts (Big Ideas) in Number and Algebra and students are engaging positively with mathematics. There is a common language now being used, and teachers and students are speaking and thinking mathematically with higher complexity and understanding. Staff are using data collected in Professional Learning Community (PLC) inquiry cycles to form small focus groups and provide regular explicit teaching in a recognised area of need. Staff are sharing their inquiry cycle learnings with each other through PLC presentations, and this is informing planning across the school. Modelled best practice and staff peer observations have become

commonplace, and there is an increasing staff willingness to observe and be observed. Two staff members have engaged in the Teaching Excellence Program (TEP) through the Victorian Academy of Teaching and Leadership with a focus on Numeracy and have shared their expertise in guiding the whole school approach to numeracy.

Students are receiving feedback during focus group sessions regarding how they have gone with their learning. Student voice is encouraged by allowing students to reflect on their learning and learning ladders/Bump It Up walls are making the learning visible for all students. Individual student goals are created/co-created with students in alignment with learning ladders and Bump It Up Walls to ensure continuous monitoring of learning and the development of self-regulation. The school continues to share learning with our school community in a variety of ways. Termly overviews are published each term and placed upon the school website, with feedback requested to ensure the documents are able to be understood and utilized by families. Through Individual Education Plans and Student Support Group meetings families are understanding expected outcomes for learning growth. Staff are holding discussions with parents about what we've been learning in the classroom and further on-going communication in the fortnightly newsletter about learning in each area of the school is published.

The carefully orchestrated shift to the Science of Learning and Reading principles that has happened in the Early Years over the past two years has produced some pleasing results in NAPLAN with our Year 3 students in 2023. Our Reading results at Year 3 indicate 81% of our students are in exceeding or strong, which placed them above State (70%), similar schools (74%) and the network (76%). Our Writing results indicate 87% of our students are in exceeding or strong, which placed them above State (78%), similar schools (83%) and the network (85%). Our Spelling results indicate 79% of our students are in exceeding or strong, which placed them above State (61%), similar schools (62%) and the network (71%).

The school continues to produce academic results in Literacy and Numeracy that are on par with similar schools and the State in many areas. Our year 5 students were well-aligned with Similar schools, Network and State in many areas. A highlight was our Year 5 Grammar and Punctuation results which indicated 76% of our students are in exceeding or strong, which placed them above State (64%), similar schools (68%) and the network (75%). Mathematics continues to be an area for further growth to be demonstrated. The school provided a small group tutoring program to students identified as requiring additional support or extension throughout 2023. This was supported by the Tutor Learning Initiative funding. As tutoring was a priority, the school also utilised additional SRP funding to provide additional hours of teaching support to the program. The composition of students in the tutoring program was reviewed on a termly basis, with students entering and exiting the program according to achievement of identified goals. Tutor Learning and small group interventions have become more targeted and timelier. Tutors and our Learning Specialist are working alongside teachers to share learning and intervention goals that are being included into Individual Education Plans and monitored in termly cycles.

Many students were identified at year 5 to participate in the Victorian High Ability Program in 2023. The school also provided further opportunities for high-ability students through robotics incursions and a partnership with Essendon Keilor College to run a High Ability Mathematics termly program.

Wellbeing

2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Niddrie Primary School is recognised within the greater community for the care and support we provide to all children and their families. We have worked diligently to maintain that status in 2023 and will continue to do so in 2024, guided by best-practice and current research. As always, the school encouraged all families to reach out to school staff with any concerns around mental health and general wellbeing throughout the year. We pride ourselves on being approachable and willing to learn from families. Schoolwide data sets and prior knowledge of learners were used to identify students 'at risk' or 'vulnerable' and additional supports and referrals were implemented accordingly. Our online notification portal, Compass, was used to share resources with our school community and to maintain up-to-date communication. Daily wellbeing check-ins and social and emotional learning were timetabled as a priority in 2023. The school continued our learning with The Resilience Project to deliver social and emotional literacy and explicit wellbeing instruction. This was in addition to our whole school SWPBS approach and the Resilience, Rights and Respectful Relationships curriculum already being embedded. Students completed the Resilient Youth Survey and staff utilised the data to understand trends and the perspectives of our students. Snippets of de-identified information were shared with the school community through the newsletter, and strategies on how to best support wellbeing published alongside. Parents were encouraged to participate in the Parent/Carer hub and invited to attend several live TRP sessions focused on improving family wellbeing. School staff became more familiar with the multi-tiered model of supporting student wellbeing, and our professional learning program reflected dedication to understanding Universal and Targeted supports. Tier 1 and Tier 2 supports for every classroom were implemented and monitored for consistency and effectiveness.

Two staff members continued to undertake professional learning through the Master of Inclusive Education and continued to lead

the improvement of our skill sets to support students with diverse learning and wellbeing needs. Staff have been able to collect and analyse wellbeing data with more accuracy and implement strategies and supports to ensure success at school for all of our learners. Students have been encouraged to voice their concerns, to suggest solutions that will help them, and use their developing knowledge of emotional literacy to understand their emotions and actions.

The school continues to work closely with the Student Support Services, Health and Wellbeing Key contacts, and external allied health providers, to improve the opportunities and supports for all of our students. In 2023 the school transitioned to Disability Inclusion and undertook significant professional learning around functions of behaviour and supportive interventions for different functional behaviours, Individual Education Planning, Inclusive environments, neurodiversity, and implementing reasonable adjustments. This wonderful work will continue into 2024 and beyond.

Our Sense of Connectedness results indicate 79% of our students feel happy, proud and enjoy coming to school at Niddrie PS, which was above State (77%), similar schools (77%) and equal with the network (79%) measures. Our Managing of Bullying results indicate 78% of our students feel safe, know where to get help, and know that bullying situations will be appropriately managed, which was above State (75%), similar schools (76%) and the network (76%) measures. We aim to improve on these results further in 2024.

Engagement

Niddrie Primary School has continued to increase engagement in learning within the community. Each class has a designated Parent Representative/s that communicates with the teacher and Community Engagement in Learning Leader to encourage Parent Helper participation in the classroom, along with parent involvement in various fundraising and social opportunities. A dedicated accessible Parent Helper online training course was developed to assist parents to understand how to help students with learning in the classroom and all classroom helpers complete an OH&S and Child Safety induction prior to assisting.

Engagement in learning has been elevated with the use of learning ladders and 'Bump it up Walls' in the classrooms. Students understand and articulate their learning goals and know the next steps for learning, facilitated through regular 2-way feedback conversations with teachers. Staff work closely in their Professional Learning Communities to create learning ladders that explicitly demonstrate the graduated steps of a particular skill acquisition to enable all students to be successful in their learning. As students progress through their schooling years, they work with teachers to co-construct learning ladders and rubrics for assessment.

Student Leadership continues to expand and grow at the school. In 2023, our 3-6 students attended the GRIP Leadership conference and were passionate about how they could influence and lead opportunities throughout the school. They organised lunchtime events aimed at including all students, undertook some fundraising for charities, The Royal Children's Hospital and The Asylum Seeker Resource Centre, and continued the process of renaming and launching our four school houses after animals that are native to the Moonee Valley area. Through student surveys and forums, and consulting with Wurundjeri elders and Uncle Bill, they translated the names of the house mascots into local language. Our four houses and mascots chosen are: Red house - Wombat = warin (waa rin), Blue house - Blue-Tongue Lizard = duroop (do roop), Yellow house - Cockatoo = ngayarnong (nay yar nong), and Green house - King Parrot = uu gup(oo goop). The student leaders will continue with this work in 2024. The student leaders engaged a local indigenous artist to create visual logos with mascots for each of these new house names and we look forward to these being completed in 2024.

We continue to support students entering their next year of schooling through our 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning and achievement data. Students and parents are provided with opportunities to provide feedback and learning partner requests for the new year ahead. School tours and formal transition programs are offered to all new Foundation students entering the school and this process begins early in term 2 each year. Our parent opinion results indicated that 87% of families were happy with the support provided for their children to move into their next year of schooling or their next stage of learning, which was noted above State (82%), similar schools (82%) and the network (75%) measures.

Attendance has continued to be a priority at Niddrie Primary school in 2023, with information regarding the importance of attendance featuring each fortnight in the newsletter. Teachers are proactively communicating with families when students are absent from school via phone call or email. Unfortunately, in 2023, our absence data indicated 17% (57 students) were absent for 20-29.5 days and 18% (62 students) were absent for 30+ days. Whilst this is an improvement on 2022 data, we will continue to prioritise attendance in 2024 and beyond. Much of this data reflected extended family holidays, illness, and some persistent trends from COVID-era isolations. Reducing student absences to below 15 days continues to be a priority. The school managed to reduce unexplained absences from 6.7 (2022) to 3.9 (2023) through an increase in communication with families, and attendance notifications being sent home.

Niddrie Primary School has noted some increases in measures in the Attitude to School Survey in 2023 compared to 2022. In 2023 increases were noted in key student health and wellbeing measures including advocate at school, not experiencing bullying, school stage transitions, managing bullying, and respect for diversity. Staff spent many hours looking at the data, and understanding trends, then asking students for their opinions on how to improve their experiences of school. The data was discussed with students

in the upper school throughout the year, with many students noting a lack of understanding of the questions. Staff continue to work with students to make the survey more accessible and to ensure they understand how their opinions matter in making the school better. Staff completed a wellbeing inquiry cycle throughout the year and focused on components of the Attitudes to School Survey relevant to their group of learners.

Parent satisfaction with the school continues to rate well-above State measures and in 2023 96.2% of parents surveyed positively endorsed our school. School pride and confidence at Niddrie in 2023 had 96% positive endorsement, compared to State (83%), Network (76%) and Similar Schools (84%) indicating strong parent confidence in our school. Our Community Engagement in Learning Leader continued to engage families through various means. We hope that more families will take up the opportunity to complete the survey in 2024.

School Staff Survey data notes a 77% positive endorsement to School Climate measures which is a small decrease from the previous year. Staff at Niddrie Primary School continue to highly endorse several measures including a collective focus on student learning (91% positive endorsement), collective responsibility (95% positive endorsement), and staff trust in colleagues (93% positive endorsement). We continue to work hard to ensure Niddrie Primary School is a great place of employment and a place of on-going learning and development for all staff.

Other highlights from the school year

In 2023 Niddrie Primary School participated in the Wakakirri Story-Dance Festival. The group performed 'Return of the Frogs' at the Clock Tower in Moonee Ponds and were invited back for the State Awards. The Wakakirri team then went on to receive a highly commended award at the National Awards. Our year 3 and 4 students participated in the 'Juniorkirri' program, giving them the opportunity to learn and perform in front of audiences ahead of their Wakakirri years.

A team of enthusiastic students and staff participated in the Energy Breakthrough challenge in Maryborough again in 2023, with our year 4 and 5 students also attending a day excursion to witness the positive racing and competition environment. Overnight camps were another highlight for our students, with year 3 and 4 students attending Camp Wyuna, and year 5 and 6 students attending Lord Somers Camp. Both camps involved students staying two nights, with a multitude of activities happening throughout the days.

We celebrated many events throughout 2023. At the end of the school year we hosted a community breakfast involving entertainment, stalls and food. Our community breakfast continues to draw a large amount of families into the school each year, and is heavily supported by the school staff and parent group members. We pride ourselves on being a welcoming and inclusive community, and this was displayed throughout Harmony Week in 2023. Bookweek continues to be a wonderful celebration of literature and our Bookweek Parade was well-attended by members of the community, with students dressing as their favourite book characters. Italian Day provided an opportunity for the community to come together to celebrate the language, culture and food of Italy.

Students were involved in many and varied sporting activities throughout 2023 including interschool sports, regional competitions, GALA days, footy day, and additional Sporting School Victoria opportunities organised by our Health and Physical Education teachers.

Financial performance

Whilst noted as a deficit in the attached performance summary, the school's overall position after reconciliation was that of surplus and a full operating reserve. The financial position of the school at the end of the year was positive due to diligent budget monitoring and planned spending. In 2023, the School contributed \$105,000.00 to Capital Works being undertaken to improve the canteen facilities at the school. The school purchased many items to support the implementation of Disability Inclusion, and further resourcing classrooms to support our numeracy focus.

The school received Equity Funding, Student Wellbeing Boost funding and Tutor Learning Initiative funding as part of the School Resource Package. Equity funding was used to ensure students had access to all the learning materials and additional extra-curricula opportunities on offer. The School used the Tutor Learning Initiative funding to provide a small group tutoring program to students identified as requiring additional support or extension throughout 2023. Student Wellbeing Boost money has been rolled into 2024 and will be committed to providing required supports throughout the school as determined by school level wellbeing data. Through dedication and continuous fundraising, the fundraising sub-committee successfully raised in excess of \$50,000 which will be utilised to build a new playground in the future. Due to the significant cost of playgrounds, these fundraising endeavours will continue throughout 2024.

For more detailed information regarding our school please visit our website at
<https://niddrie.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 320 students were enrolled at this school in 2023, 178 female and 142 male.

8 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

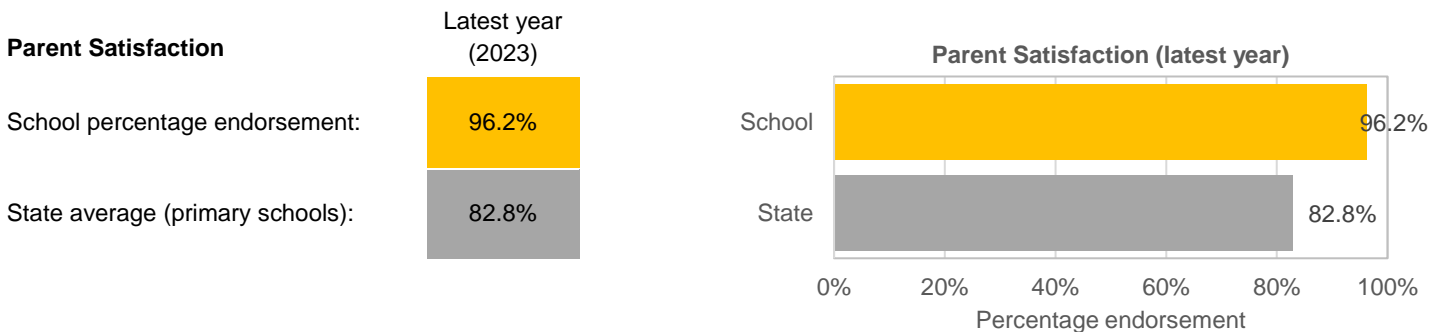
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

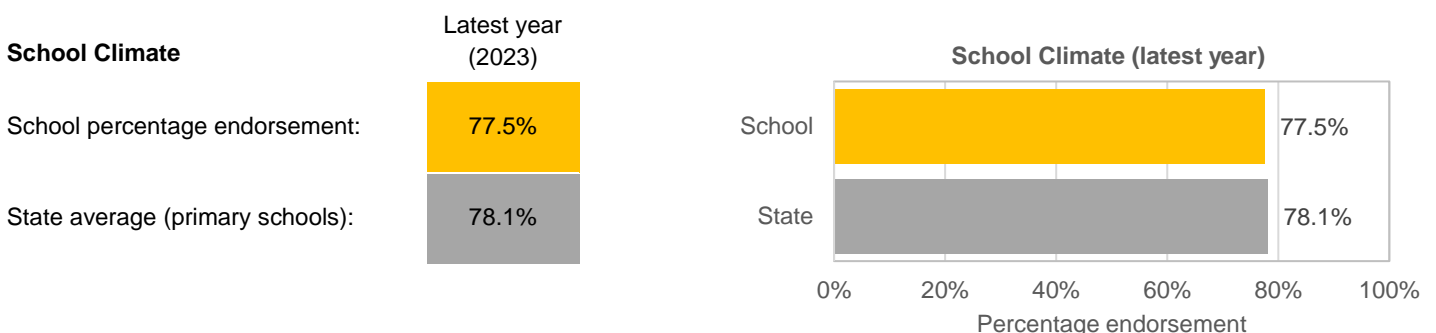


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

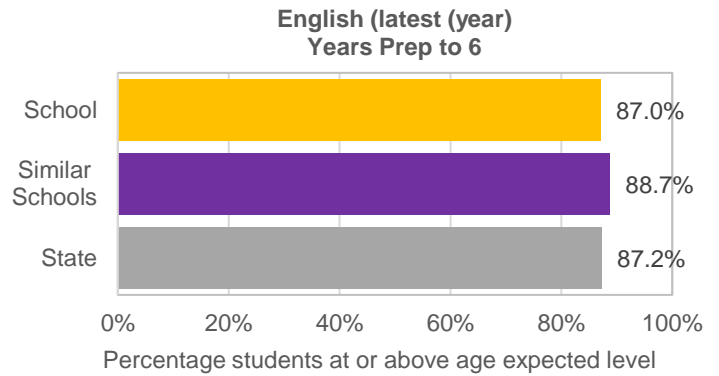
87.0%

Similar Schools average:

88.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

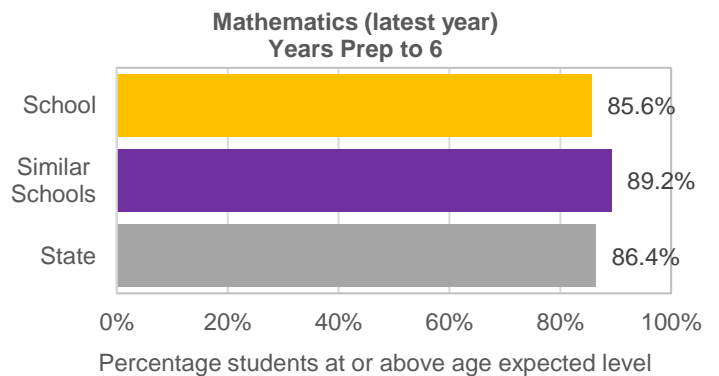
85.6%

Similar Schools average:

89.2%

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:

81.3%

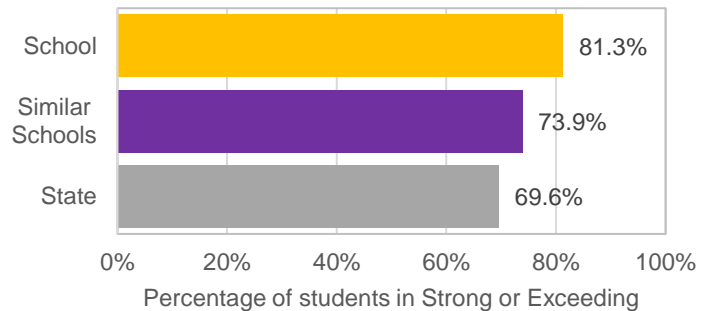
Similar Schools average:

73.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.9%

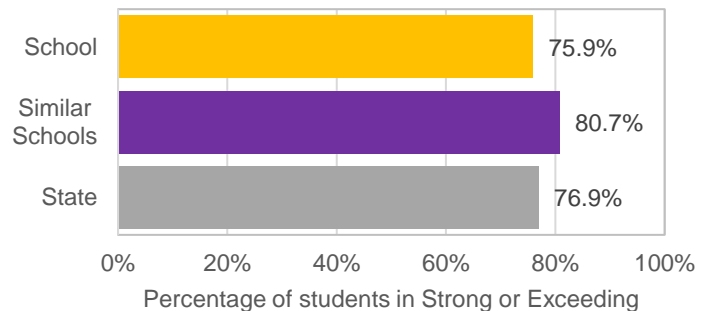
Similar Schools average:

80.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.8%

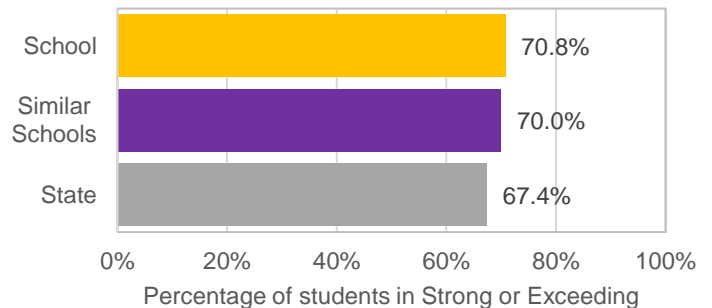
Similar Schools average:

70.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.3%

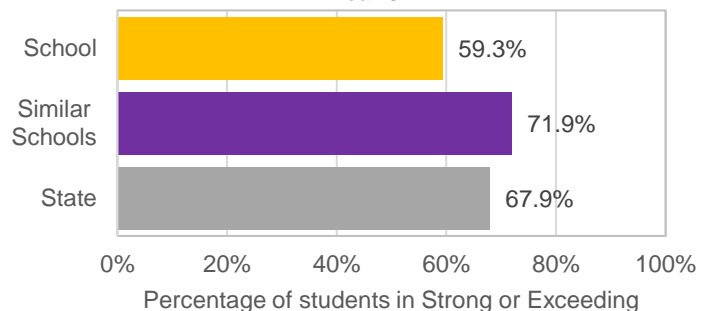
Similar Schools average:

71.9%

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%

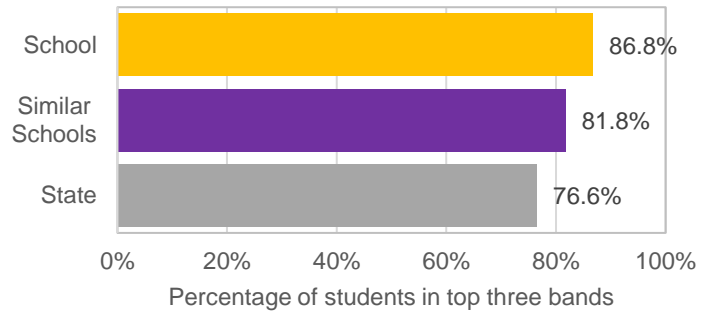
Similar Schools average:

81.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

72.9%

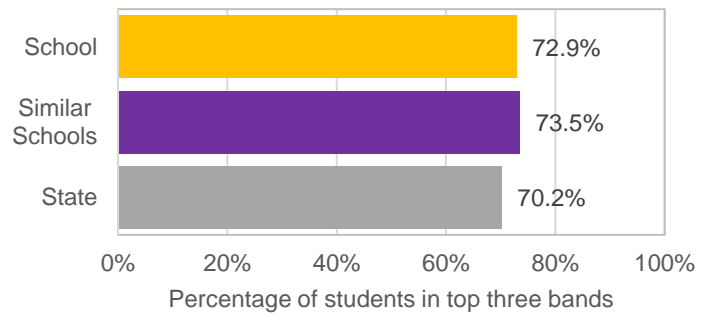
Similar Schools average:

73.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.8%

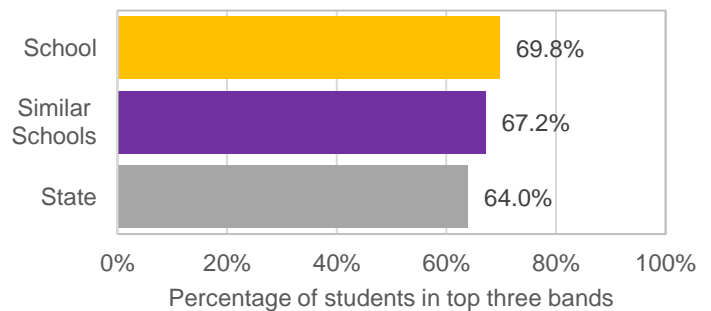
Similar Schools average:

67.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.4%

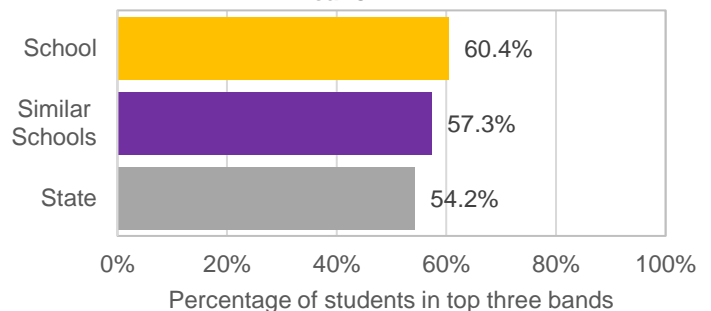
Similar Schools average:

57.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

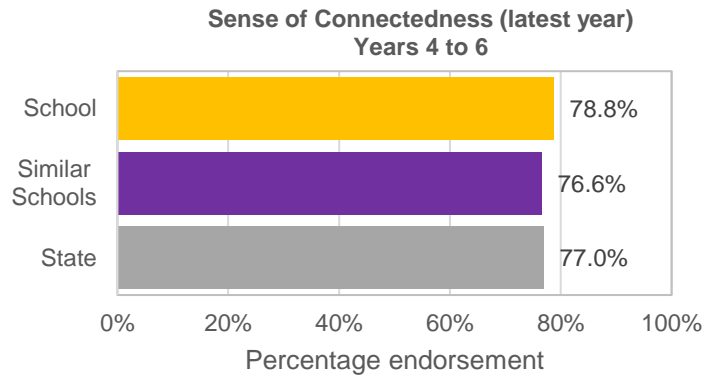
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 78.8% | 81.2% |
| Similar Schools average: | 76.6% | 77.4% |
| State average: | 77.0% | 78.5% |

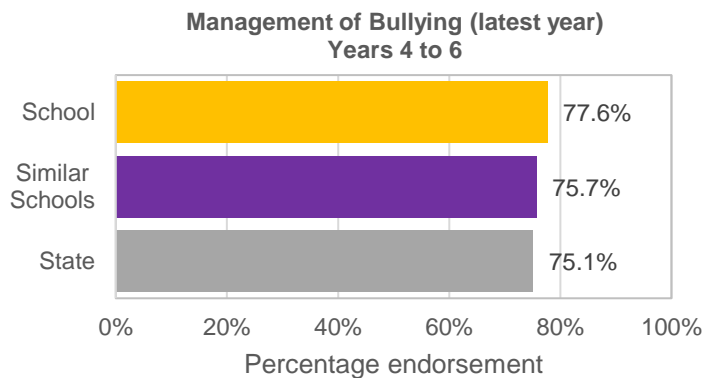


Student Attitudes to School – Management of Bullying

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: | 77.6% | 79.4% |
| Similar Schools average: | 75.7% | 76.7% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

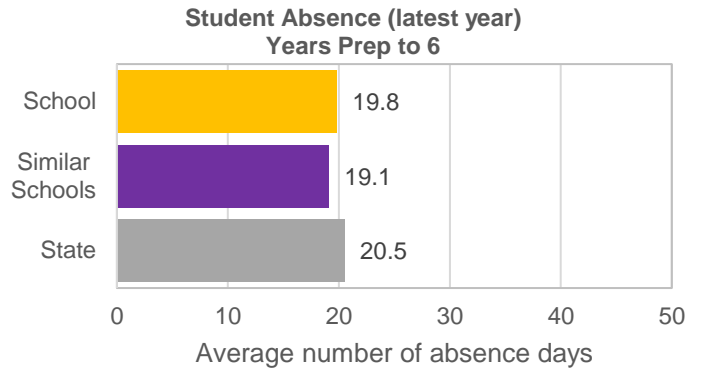
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 19.8 | 16.4 |
| Similar Schools average: | 19.1 | 16.8 |
| 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): | 92% | 91% | 90% | 89% | 91% | 89% | 90% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,078,265 |
| Government Provided DET Grants | \$358,298 |
| Government Grants Commonwealth | \$12,305 |
| Government Grants State | \$0 |
| Revenue Other | \$50,211 |
| Locally Raised Funds | \$408,324 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,907,404 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$48,935 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$48,935 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,019,401 |
| Adjustments | \$0 |
| Books & Publications | \$1,440 |
| Camps/Excursions/Activities | \$139,117 |
| Communication Costs | \$4,510 |
| Consumables | \$137,956 |
| Miscellaneous Expense ³ | \$111,455 |
| Professional Development | \$30,759 |
| Equipment/Maintenance/Hire | \$13,683 |
| Property Services | \$89,395 |
| Salaries & Allowances ⁴ | \$220,583 |
| Support Services | \$43,992 |
| Trading & Fundraising | \$53,984 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$45,010 |
| Total Operating Expenditure | \$3,911,285 |
| Net Operating Surplus/-Deficit | (\$3,881) |
| Asset Acquisitions | \$11,360 |

- (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 | \$402,552 |
| Official Account | \$25,944 |
| Other Accounts | \$0 |
| Total Funds Available | \$428,496 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$135,444 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$7,566 |
| Funds Received in Advance | \$7,930 |
| School Based Programs | \$192,808 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$85 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$23,764 |
| Capital - Buildings/Grounds < 12 months | \$58,606 |
| Maintenance - Buildings/Grounds < 12 months | \$2,292 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$428,496 |

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.