

# 2023 Annual Report to the School Community

School Name: Williamstown Primary School (1183)



- 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 26 April 2024 at 01:28 PM by Mathew Montebello (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2024 at 09:12 AM by Jason Holandsjo (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

#### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

#### NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Williamstown Primary school is in the historic bayside suburb of Williamstown, on the land of the Bunurong people, situated in the local government area of Hobsons Bay.

The school is strongly linked with its community where its history is celebrated and leveraged in creating a strong positive learning culture, with strong partnerships between the school and its families.

The school's purpose is to provide all students with an education to succeed in a complex, changing world, which is further supported by a vision that all students will develop to be responsible, happy, resilient, and socially adept.

2023 marked the school's 150th anniversary which is testament to the school's place within the community and the positive impact it has had on so many students and families. We are very proud of our rich history, our strong community connections, and our traditions. Above all, we are very proud of our Willy Kids.

At Williamstown Primary, we work hard to ensure our high student achievement occurs within an environment that celebrates the whole child. We continue to emphasise our commitment to the development of positive social skills through the Willy Kids program; a successful whole-school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Throughout 2023 Williamstown Primary operated with twenty-one classes catering for Foundation (Prep) to Year 6 students. The school saw a small drop in enrolments with **500** students (233 female & 267 male) enrolled in 2023, compared to 516 in 2022. This is largely due to a larger Grade 6 cohort transitioning to high school in comparison to Foundation enrolments, as Williamstown as a suburb is seeing a decrease in school aged children. 7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Our school had an SFOE (Student Family occupation Education Index) of 0.1503

The staffing profile to support all students consisted of 2.0 Principal class, 1.0 Leading Teacher and 2.0 Learning Specialists. In addition, we had 1.8 Tutor Learning Support staff (teachers) and up to 12 Non-Teaching Staff (of various time fractions), whose roles include Education Support (Integration Aides), Educational Support Officers (Admin).

The 2023 calendar year saw the following major milestones, events, and initiatives:

**150th anniversary-** In partnership with the parent community the school celebrated this huge milestone with a broad range of events. The school produced a school history coffee book and documentary, while three key events consisting of a student celebration day, night gala and open day rounded off the major celebratory items. All students received a commemorative pin and certificates as part of a celebration show.

**Seaside Fair-** It had been 4-years since the school was able to hold its Seaside Fair and fitting into the school's 150 year meant the event was embraced by all. Not only was the event a huge success from a community engagement perspective but it raised in excess of \$90,000 which is a huge effort by all involved.

**School Review-** In November the school undertook its 4-year school review in preparation of the development of its next strategic plan. The review was highly successful allowing strong celebration of achievement, while also creating clear goals and focus for the next 4-years.

**Disability and Inclusion Reforms-** The school transitioned from the Program for Students with a Disability Management System (PSDMS) to the new Disability and Inclusion. This new model was led by the school's assistant principal and supported with the appointment of a school's Disability and Inclusion Support Officer.

The School had a parent satisfaction came in at 79.6% positive endorsement rate compared with state average of 82.8%

The School climate of positive endorsement for staff was 85.1% compared with the state average of 78.1%

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

### Learning

In the area of learning there are a range of data sets that the school utilises in assessing the impact of teaching and learning practices.

#### Teacher Judgement.

Teacher judgment data is the collated from the school's semester two student reports. Data is a representation of teacher judgement against the Victorian Curriculum. English is a collective summary of Reading, Writing, and Speaking and Listening, while mathematics is a collective summary of Number & Algebra, Measurement & Geometry, and Statistics & Probability

#### English Years Prep-6

Williamstown Primary 89.1%  
Similar Schools 93.9%  
State Average 87.2%

**Mathematics Years Prep-6**

Williamstown Primary 91.8%  
Similar Schools 95.5%  
State Average 86.4%

**NAPLAN**

In 2023 NAPLAN reporting moved from reporting against bands to proficiency standards. This update meant that growth data could not be tracked from previous years. The NAPLAN performance data below are the percentage of the school's students who performed in the strong and exceeding category with comparisons to state averages.

**Reading****Year 3**

Williamstown Primary 83.8%  
Similar Schools 82.7%  
State Average 69.6%

**Year 5**

Williamstown Primary 90.1%  
Similar Schools 89.4%  
State Average 76.9%

**Writing****Year 3**

Williamstown Primary 89%  
Similar Schools 89%  
State Average 78%

**Year 5**

Williamstown Primary 76%  
Similar Schools 85%  
State Average 75%

**Numeracy****Year 3**

Williamstown Primary 75.8%  
Similar Schools 82.1%  
State Average 67.4%

**Year 5**

Williamstown Primary 76.8%  
Similar Schools 81.5%  
State Average 67.9%

Due to the change in NAPLAN measurements, we were unable to make comparable measures against the school's targets and goals from our strategic plan. This was noted by the panel in the school's review in Term 4.

The school continues to achieve results well above state averages in both teacher judgement and NAPLAN. While measures against like schools vary year to year as has been the trend.

**Mathematics Professional Development**

The school continued its work with maths consultant, Michael Minas, to strengthen teacher understanding of the mathematics curriculum and whole school instructional model. This work saw Michael work with year level teams for half a day in terms 1 and 3. The professional development involved modelling, reflection and planning.

**Structured Synthetics Phonics Program Foundation-One**

2023 saw the full implementation of the school's structured synthetics phonics program which utilises the Little Learners Love Literacy resources. The school invested heavily into reading material to ensure that all students from foundation to year one could access accordingly.

**Student Excellence and Extension Programs**

The school provided a broad range of learning enrichment programs for high achieving students.

GATEWAYS service students in years 1-5, offering extension opportunities once a term within a whole day workshop format, with each term targeting a different curriculum focus. These consisted of literacy, mathematics, science, and critical and creative thinking. Many students in years 5 & 6 accessed the online Victorian High Abilities Program. This program was supported and overseen the school's Leading Teacher. Further learning extension opportunities were provided to year 6 students through the school based

Creative Minds program. The program looks to challenge students through project-based problem solving. The program has now been delivered in its current format for 10 years and continues to be highly successful with the end of year expo a highlight. In 2023 a year 4 maths extension program was implemented by one of the school's learning specialists. The program was designed to create further extension opportunities for identified year 4 students.

### **Tutor Program**

The school's tutor program saw a full-time literacy tutor who delivered support across the whole school 5 days a week for identified students. While in mathematics students were supported two days a week with the employment of two 0.4 tutors. One designated to years 1-3 and the other years 4-6.

For the first time the school introduced a Kitchen Garden Program as part of its specialist programs. The program saw all year levels undertake the specialist classes once a week for 1 term. The program which was highly engaging was extremely popular. Additional linked programs consisting of Garden Club and a Cooking Social Skills Group were also hugely successful. The implementation of this program was part of the school's engagement and wellbeing strategies and we are looking forward to this program continuing.

## **Wellbeing**

The school's Willy Kids Program continues to be at the centre of building our students' social and emotional capacity. Supported by the Respectful Relationships and Child Wise curriculum, The Willy Kids Program continues to be at the core of what we do as a school in supporting our students. The school's Wellbeing team continues to support staff in supporting students as key physical and human resources were managed to meet the emotional needs of identified students. The school's expressive arts therapy program continues to be highly successful in supporting students.

Through the attitude to school survey undertaken by students from years 4-6, "school connectedness" was at 76.8% positive endorsement this is above the school's 4-year average of 75.1%.

Comparatively similar schools were 73.9% and state average was 77%.

In the area of "managing bullying" the positive endorsement rate by students of Williamstown primary was 78.1% compared with the 4-year average of 78.4%.

Comparatively similar schools were 72.5% and state average was 75.1%.

The 5/6 teaching team continued the use of the PIVOT student wellbeing survey. This survey which built upon the PIVOT teaching and learning survey, gives students weekly opportunities to let their teachers know how they were tracking with their mental health and wellbeing. This provided teaching staff a weekly 'pulse check' of their class and individual students, while also providing school leadership with an overview understanding of student wellbeing.

Student wellbeing will be further supported in 2024 with the introduction of the Mental Health and Wellbeing Leader as well as the establishment of a student Wellbeing and Inclusion Hub, which aims to build upon the huge success of the school's Bluestone Lounge.

The Bluestone Lounge which was established at the start of 2023 and has been highly beneficial in providing students with additional needs; a quiet and calm breakout space that supports emotional regulation. The lounge is sensory sensitive and gives access to a range of tools and resources for students as required.

To further support students' wellbeing the school now accommodates allied health professionals' access to students through the allocation of a designated space. Selected students can access their private occupational therapists, speech therapists and psychologists on site at school. This helped strengthen partnerships with allied health professionals and families in building a shared plan of support.

In summary the school prides itself on the emotional wellbeing support it provides for its students. It continues to grow its inclusion and wellbeing team to ensure the school is meeting the needs of its students.

## **Engagement**

Williamstown Primary continues to have strong attendance data when compared with the state, while being in line with similar schools.

### **Williamstown PS**

2023, 17.7 days.

4-year average 13.8 days

### **Similar School's**

2023, 17.5 days

4-year average 14.3

### **State Average**

2023, 20.5 days

4-year average 18.1 days

As is the case across the state and similar school's these averages are above the 4-year averages.

When school attendance data is broken up across year levels the following data for Williamstown Primary as a percentage of days attended the data is as follows:

Prep - 93%, Year 1 - 92%, Year 2 - 90%, Year 3 - 91%, Year 4 - 92%, Year 5 - 90%, Year 6 - 90%.

The school continued to work with families where student attendance was of concern, to access a range of Department resources. The school does often have many families who travel during school time and the school acknowledges that these types of experiences enrich children's lives.

Through the school's 2023 Attitude to School Survey data there were several key improvements from 2022 which highlight school engagement.

- Stimulated Learning: 2023 – 78%, 2022 – 68%
- Attitude to attendance: 2023 – 88%, 2022 – 81%
- Sense of Connectedness: 2023 – 79%, 2022 – 71%
- Sense of Inclusion: 2023 – 88%, 2022 – 82%
- Teacher Concern: 2023 – 70% - 2022 – 59%

Student voice and agency continued to be a major focus as teaching teams ensured aspects of voice and agency was built into curriculum delivery. This is scaffolded across the years and increases into the senior year levels. Students benefited from a broad range of learning approaches to ensure student stimulation. A balance of excursions, incursions and a now deeply embedded inquiry approach has had a significant positive impact.

The school continued to leverage data from the PIVOT teaching and learning survey. This information which provided teachers key information about students and their learning environment was utilised to continually reflect and enhance the learning experience for our students.

Key events such as the school's 150th celebrations and Seaside Fair were great opportunities to engage students and their families.

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## Other highlights from the school year

### 150 Celebrations

The school oversaw the following initiatives, activities and events to commemorate this historic 150th Anniversary Initiatives & Activities

- Student photo competition.
- 150 aerial drone photo of the school grounds and all students and staff.
- The production of a 150 History History Book.
- Production of a School Documentary
- Distribution of commemorative pins and certificates to all students and staff

#### Events

- Friday 4th August - School community, Birthday Celebration Day.
- Friday 18th August – 150 Celebration Gala, Williamstown Town Hall
- Saturday 19th August – School Open Day for the community.

The milestone was an exceptional opportunity to celebrate as not just a school community but an extended community. Past students and staff came together with current students and families to celebrate the school and its place. A page on the school's website has been dedicated to this milestone and will host a range of artefacts and media items to remember the and acknowledge the celebrations.

### Seaside Fair

The Seaside Fair which had not been undertaken since 2019 was an additional opportunity to connect with the community. Raising in excess of \$90,000 the event was overseen by a passionate parent team that delivered a fair for the ages. The fair was highly attended with approximately 5000 people attending throughout the day.

### School Review

The school undertook its scheduled school review which takes place every 4-years. The Review which saw the panel component take place in late November was highly valuable with a new 4-year strategic plan created. The panel which comprised of a lead reviewer, School Education Improvement Leader, Two local Principals and Williamstown Primary School's leadership team acknowledged the strong work the school had undertaken and the accomplishments it had achieved.

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## Financial performance

Williamstown Primary continued to maintain a healthy financial position throughout the 2023 school year. The school met all budget requirements due to the strong parent payment commitment to the school's curriculum and voluntary contributions by our families. These contributions ensure our school's capacity to provide a breadth of additional experiences and opportunities for our students, specifically, themed events and celebrations, access to key learning resources including digital devices and tools.

The school received \$20,060 in equity funding, and \$97,750 in tutor learning funding. The school contributed additional funds to the tutor program to increase student access to the program. This was well received by families, although this may not be financially viable beyond 2024.

School's SRP ended the year with a surplus of \$205,199. This credit component of the budget is utilised for staffing.

The school's end of year financial position saw the school bank accounts hold a healthy \$401,282. This total included funds raised by the Willy Parents & Friends Association through key fundraising events such as the Easter raffle, Mothers and Fathers day stalls and the Seaside Fair. In total the Willy Parents and Friends Association raised \$100,132, with \$92,964 coming directly from the Seaside Fair. It should be acknowledged that these type of figures are extraordinary and the work of our parent community should be commended and celebrated.

Major expenditure included cycle painting (\$14,200), Playground Edging (\$13,100), Classroom Packs (\$14,380)

For the first year the school implemented a kitchen garden Program. An annual budget of \$13,000 was set to establish the program and its cooking and garden resources.

The addition of Disability and Inclusion funds were utilised to establish the Bluestone Lounge (Sensory Room), the appointment of a Disability and Inclusion Support Officer and additional teachers for the tutor program.

A continued major expense is for Casual Relief Teachers at a annual expenditure of \$157,792.

**For more detailed information regarding our school please visit our website at  
<https://www.williamstownps.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 500 students were enrolled at this school in 2023, 233 female and 267 male.

7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

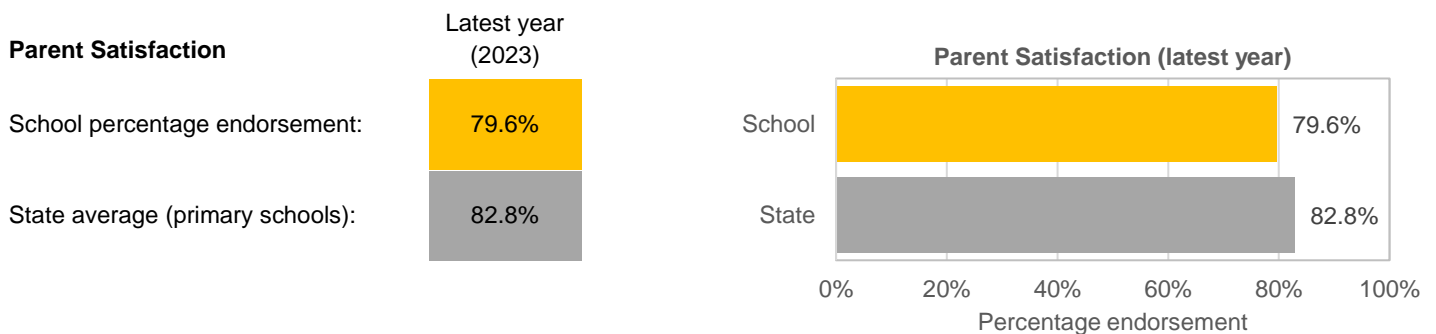
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

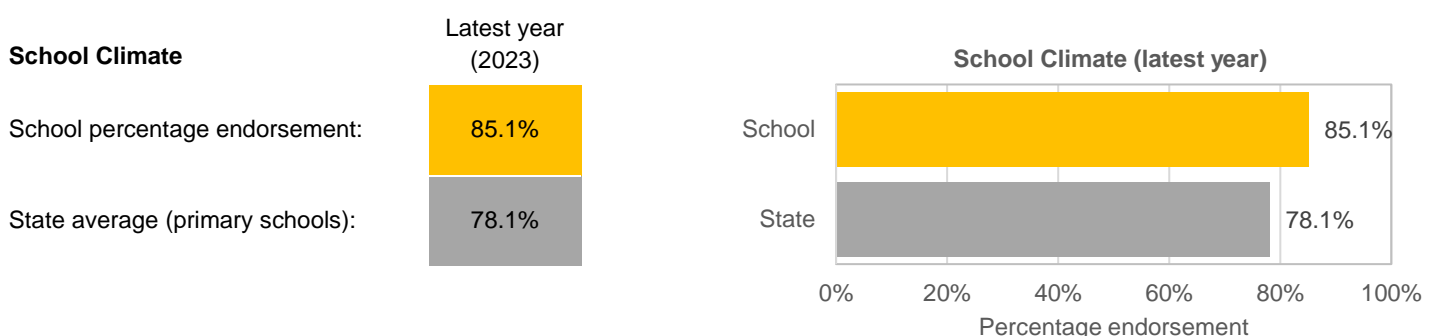


### School Staff Survey

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:

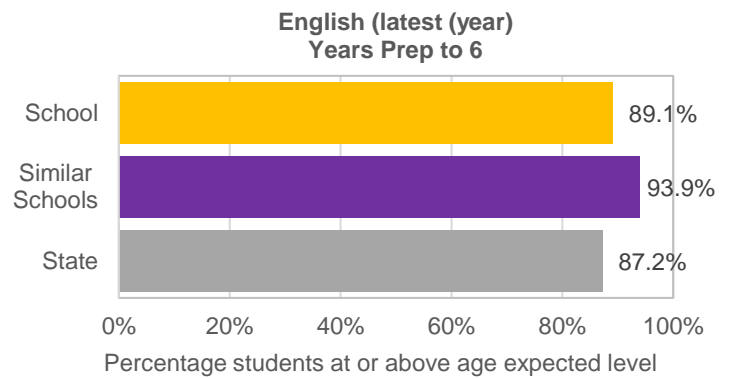
89.1%

Similar Schools average:

93.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

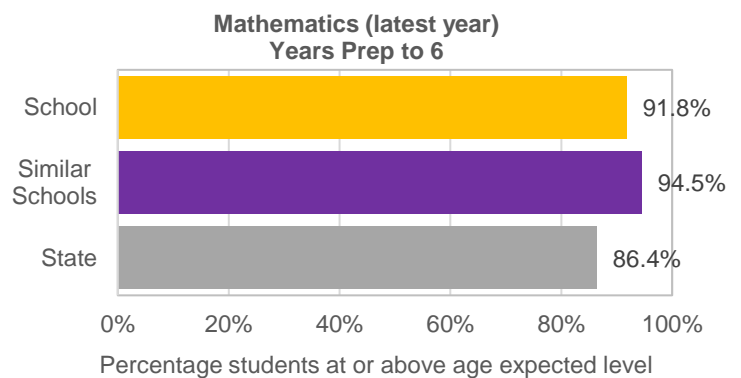
91.8%

Similar Schools average:

94.5%

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:

83.8%

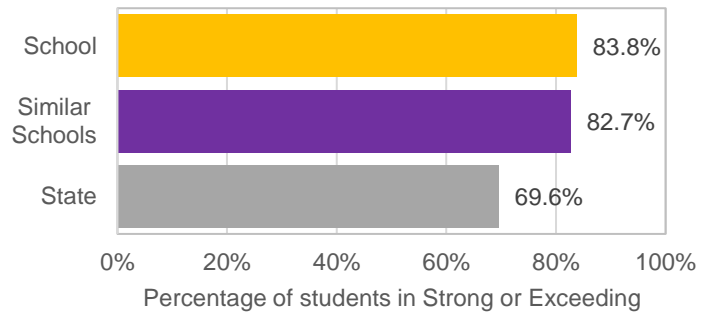
Similar Schools average:

82.7%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

90.1%

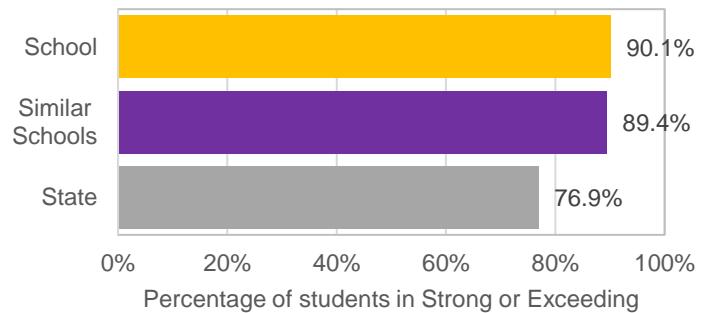
Similar Schools average:

89.4%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

75.8%

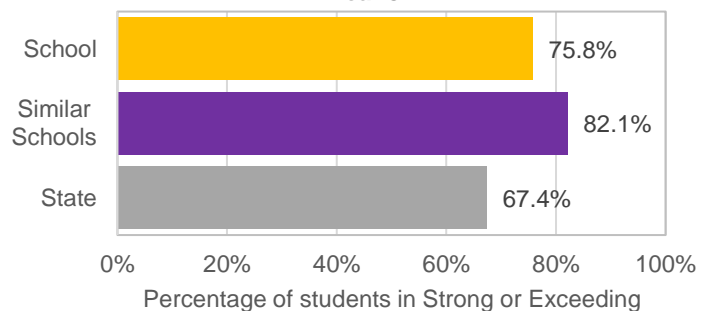
Similar Schools average:

82.1%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

76.8%

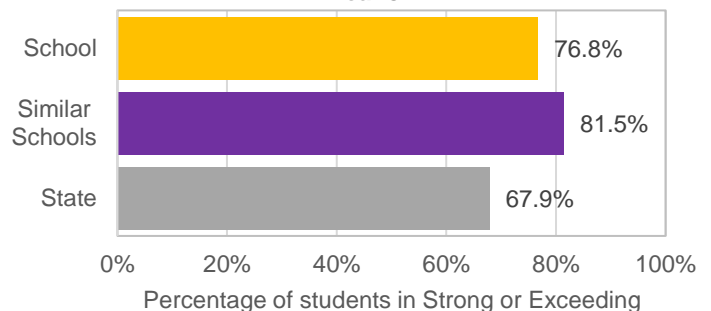
Similar Schools average:

81.5%

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:

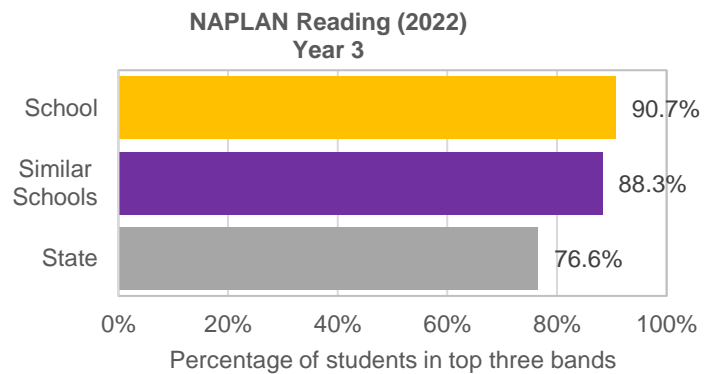
90.7%

Similar Schools average:

88.3%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

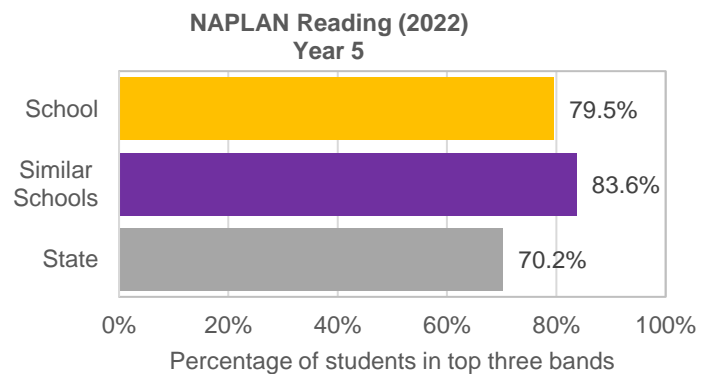
79.5%

Similar Schools average:

83.6%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

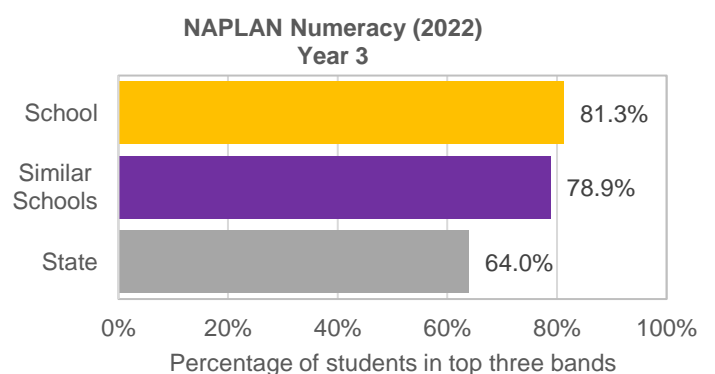
81.3%

Similar Schools average:

78.9%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

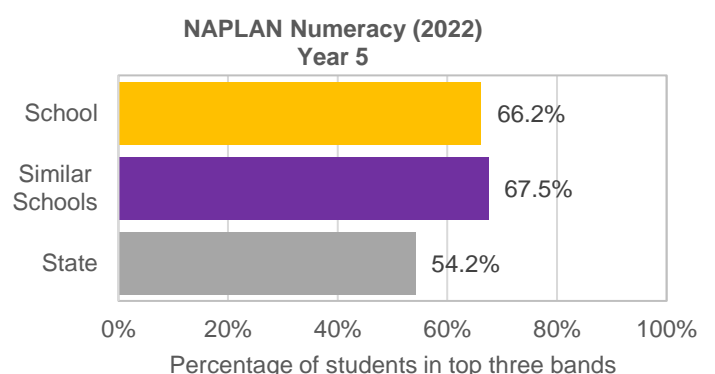
66.2%

Similar Schools average:

67.5%

State average:

54.2%



## WELLBEING

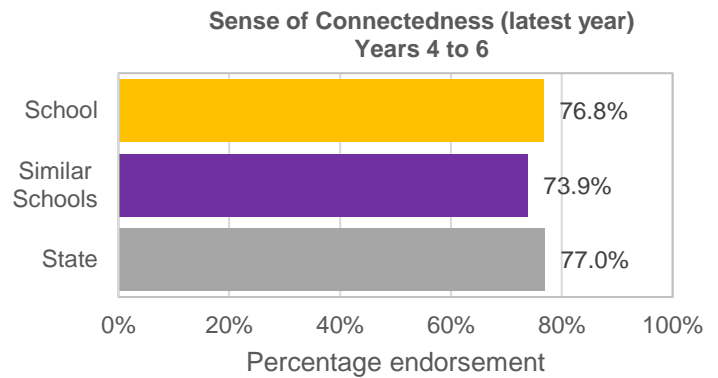
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	76.8%	75.1%
Similar Schools average:	73.9%	76.5%
State average:	77.0%	78.5%

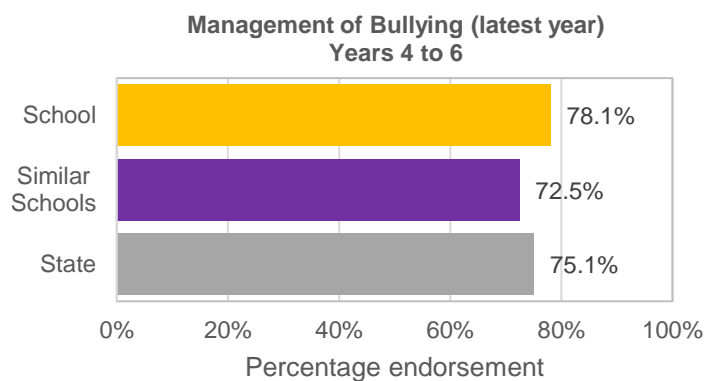


### Student Attitudes to School – Management of Bullying

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:	78.1%	78.4%
Similar Schools average:	72.5%	75.2%
State average:	75.1%	76.9%



## ENGAGEMENT

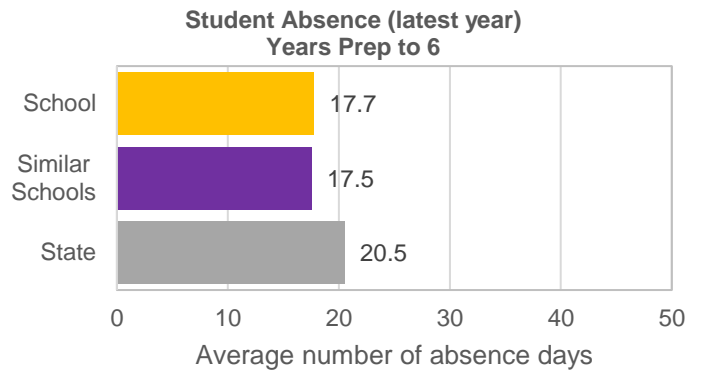
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.7	13.8
Similar Schools average:	17.5	14.3
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):	93%	92%	90%	91%	92%	90%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,752,600
Government Provided DET Grants	\$531,284
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$32,011
Locally Raised Funds	\$661,269
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,980,563</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,811
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$40,811</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,531,184
Adjustments	\$0
Books & Publications	\$2,131
Camps/Excursions/Activities	\$242,950
Communication Costs	\$4,439
Consumables	\$115,140
Miscellaneous Expense <sup>3</sup>	\$53,875
Professional Development	\$13,754
Equipment/Maintenance/Hire	\$27,294
Property Services	\$134,899
Salaries & Allowances <sup>4</sup>	\$259,801
Support Services	\$44,288
Trading & Fundraising	\$125,155
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,713
<b>Total Operating Expenditure</b>	<b>\$5,580,625</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$399,938</b>
<b>Asset Acquisitions</b>	<b>\$5,718</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 18 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$349,954
Official Account	\$18,613
Other Accounts	\$32,715
<b>Total Funds Available</b>	<b>\$401,282</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$155,411
Other Recurrent Expenditure	(\$10)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$2,510
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$232,700
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$401,111</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*