

2023 Annual Report to the School Community

School Name: Cranbourne East Primary School (5518)



- 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 22 March 2024 at 12:55 PM by David Muzyk (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 26 April 2024 at 08:56 AM by Roz Coles (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

Situated within the Hunt Club Estate, Cranbourne East Primary School was established in 2011 at 2 Bowyer Avenue, Cranbourne East. The school shares its grounds with Cranbourne East Secondary College, Marnebek Senior Campus, the Hunt Club Sports Complex, and the Hunt Club Kindergarten and Maternal Health Centre.

Our primary goal at Cranbourne East Primary School is to cultivate motivated and self-reliant learners. We achieve this through a diverse array of engaging and tailored learning activities. Employing best practices in education, we harness students' innate curiosity and critical thinking skills, fostering a lifelong love for learning.

At the heart of our vision is a commitment to creating a safe, joyful, and technologically enriched learning environment. Through explicit teaching methods and data-informed teaching and learning, our dedicated teaching teams ensure that every student's needs are met.

Central to our mission is the nurturing of lifelong learners and responsible citizens. We foster a culture of professional development, teamwork, and inclusivity, ensuring a warm and supportive school community.

Embedded in every aspect of school life are our core values, encapsulated in the '5Rs': Respect, Responsibility, Resilience, Rigour, and Relationships. These values form the foundation of our School-Wide Positive Behaviour Support (SWPBS) approach, which includes explicitly teaching, acknowledging and rewarding positive behaviours related to our school values. We as a school acknowledge the School climate score is short of the state average; therefore, our commitment to SWPBS will see not only the framework used to drive our 2024 Annual Implementation Plan, but our Strategic Plan moving forward.

The school facility is designed around open learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are Performing Arts, Science and Sustainability learning spaces, a Library Learning Resource Centre, Music studio, Digital Technologies/ STEM resource hubs (notebook computers, robotics, iPads, iPods and interactive TVs), a sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds, an inclusive playground, also a Pirate Ship playground with a sandpit and environmental wetlands. The school facility was built and is serviced under the Partnerships Victoria in Schools Project (PViS).

The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with student enrolment at 1043 with 526 females and 517 males. The school will likely continue to maintain a high student enrollment. The overall school socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. This school's socio-economic band value is: Medium. 62% of students speak a language other than English at home and 1% of students identify as Aboriginal or Torres Strait Islander. In 2023, the school workforce plan comprised: 1 Principal, 3.6 Assistant Principals (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant, 5 Office Administration Education Support (ES), 1 First Aid Officer (ES), 5 Learning Specialists, 11 Specialist Teachers, one Auslan Specialists, 5 Tutors (5 part-time), 1 Learning Enrichment Specialist (part-time), 7 Integration Aides (ES), 1 part-time Library (ES), 1 Information and Communication Technologies (ICT) Technician and 56 Home Group Teachers. The workforce plan (combination of full-time and part-time employees with some staff in shared roles) totalled 95 staff. The school does not have any staff that identify as Aboriginal or Torres Strait Islander.

Our workforce comprises a dedicated team of professionals committed to student success. Through co-teaching models and Professional Learning Communities (PLCs), we ensure continuous improvement in pedagogy and curriculum delivery.

At Cranbourne East Primary School, we uphold a standard of excellence by setting high expectations for academic achievement and behaviour. Through personalised learning approaches, we empower each student to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

There were significant disruptions to our Tutor Learning Initiative (TLI) as we were forced to draw upon Tutors to cover daily staffing shortages throughout the year. Despite these challenges, our staff and students showed incredible resilience and supported one another to achieve the best possible learning outcomes for our students.

2023 Teacher Judgements showed 83.5% of students were working at or above age-expected standards in English and 79.2% in Mathematics, both of which were an improvement of 4-5% from the previous year.

NAPLAN Reading results for Year 3 indicated 54.2% of students in the Strong and Exceeding bands, while 65.8% of Year 5 students also achieved this milestone, placing us slightly below similar schools for both Year 3 and Year 5 Reading. The percentage of students in the Strong and Exceeding bands for Numeracy was 48.6% in Year 3 and 56.4% in Year 5, again both slightly lower than similar schools. As NAPLAN data is reported differently to 2021, therefore, there is no comparative data available to measure NAPLAN Learning Gain.

In 2023, we provided Literacy tutoring to 97 students and there were 114 students that received Numeracy tutoring as part of our Tutor Learning Initiative (TLI). Over the year, our TLI Program was significantly impacted due to redeployment of tutors into classes to cover unprecedented levels of staff absences as well as Tutor illness/absence. Some of our Tutors were also permanently removed from the TLI and placed in Home Group teaching roles to cover vacancies due to the state-wide staffing shortages. As a result, we unfortunately did not see the same levels of student growth in the TLI as we have in previous years.

Despite these many challenges, on average, 59% of the students on the TLI Program made expected or greater than expected growth in Reading, with 66% in Number & Algebra. Students on the program reported increased levels of confidence and engagement as a result of their tutoring.

A team consisting of three teachers, a leading teacher, and an assistant principal actively engaged in the Primary Mathematics and Science Initiative (PMSSI). This dedicated team participated in various professional learning sessions, both in-person and online, as part of the PMSSI. Using the insights acquired from these sessions, they implemented the new learning into their teaching approaches. Additionally, they reviewed and enhanced Numeracy resources and documents based on their newfound knowledge and insights.

Throughout the year, the entire school dedicated its efforts to prioritising writing. The introduction of the 6+1 Writing Traits served as a cornerstone, with teachers engaging in professional development sessions to understand the qualities of good writing, how to use good mentor texts and how to identify the strengths and weaknesses in student writing. Collaborative efforts among year level teams during weekly Professional Learning Community (PLC) meetings further enriched this learning experience. Together, they crafted units of work aimed at refining students' writing skills.

Teaching staff provided a differentiated learning program for all students and made reasonable adjustments for individual students, particularly those on the Program for Students with a Disability (PSD program) and completed Individual Learning Plans for students at risk while also conducting termly Student Support Group Meetings with the Team Around the Learner Model. Education Support staff provided additional support for all students, including PSD students as part of our Inclusive Support Model.

Wellbeing

In 2023, a significant milestone was achieved with the School receiving Blue status and provisional Bronze status by the Department of Education for work in the School Wide Behaviour Framework. This initiative involved comprehensive professional development for all staff members across the school, an SWPBS team that met each term, year level SWPBS data meetings and a whole school reward system. The school was asked to present in the Casey South Schools network to showcase our approach to behaviour and the use of data-informed decision-making. Parents and carers were surveyed at the end of the year with a positive result of 82.9% of parents reporting they had a good understanding of the SWPBS reward system. At the end of the year, the school was able to celebrate reductions in minor behaviours by 26%, which correlated with an increase of 100% of staff rewarding students. An integral aspect of this approach was the explicit teaching of these behaviours, facilitated through dedicated teaching sessions integrated into the school timetable. These sessions offered opportunities for the entire school community to focus on specific behavioural goals and expectations collaboratively. Furthermore, support was provided to staff members to enhance their capacity in identifying, analyzing, monitoring, and addressing the needs of students with complex behavioural challenges using the whole school Prevent, Teach & Reinforce model.

To address the broader needs of students and families, the school continued connections with various allied health and mental health services, including the Primary Nurse Program, Free Dental Van Service, Visiting Teaching Services for the Deaf, Windermere, ELMHS, SECASA, DFFH, and the ACE Foundation, which offered services such as free eyeglasses for students in need. Additionally, the school collaborated with State School Relief to provide uniform items, books, and stationary packs to families facing financial difficulties.

In addition to the implementation of SWPBS, Cranbourne East Primary School continues to try and strengthen a sense of connection within the school community through a series of engaging events such as the Colour Explosion Fun Run, Mother's and Father's Day Stalls, Book Week, Athletics Carnival, Outdoor Family Movie Night, as well as camps, excursions, and swimming programs, the school successfully fostered a greater sense of belonging and connection among students and families. One particular highlight was the students inviting parents and carers into the school to participate in the games students created at school. Despite these events, our sense of connectedness dropped in 2023 to 67.5% - we believe this is due to the teacher shortage faced by our school; students' relationships with teachers are the foundation of feeling safe and thriving in a school environment, therefore unfortunately we believe poor connectedness data can be contributed to the statewide shortage of teachers and the impact on Cranbourne East Primary School.

Engagement

In 2023 we saw students and staff return and significantly fewer cases of COVID-19 and the flu were being reported; this resulted in a decrease of average days missed, 24.7, in contrast to 2022's: 27.8 days absence. 24.7 days missed aligned with similar schools' experiences. Consequently, attendance rates improved to 88%. Staff proactively followed established procedures to address unexplained absences, predominantly attributed to illness or extended family holidays, as families seized the opportunity to reunite after three years of COVID-19 travel constraints. As a school, we focused on trying to reduce the number of days missed for families with 20+ more days by engaging with new attendance services such as the 'School Assistance Support Program', Department of Education support and hosting early intervention meetings with families. As a result we saw a reduction of 7% of students missing 20+ more days. At Cranbourne East Primary School, student voice and agency are highly valued. Our Three-Tiered Approach to Feedback fosters student engagement, with teachers welcoming insights into effective teaching methods from the student's perspective. The Student Representative Council (SRC), comprising elected students from Year 2 to Year 6, led by School and House Captains, meets weekly with teachers to discuss learning, engagement, and well-being. They regularly communicate with the Principal and school leadership, collecting peer feedback to guide decisions on extracurricular activities, SWPBS model implementation, community support partnerships, and organizing student-led fundraising events. House Captains were given the responsibility of running our SWPBS house reward system by choosing activities, counting rewards stickers and supporting rewards days. A sustainability leaders student group was created and was responsible for the creation and maintenance of our sustainable garden; all students in the school now have access to this garden as a supervised mindfulness area.

Other highlights from the school year

Cranbourne East Primary School takes great pride in our commitment to supporting our families and the wider school community. In 2023, we were proud to continue our Community Food Pantry and Free Fruit Program, in collaboration with the Food Bank. Throughout the school, all classes receive regular deliveries of fresh fruit boxes, a hit among students. Additionally, the Food Bank generously supplies us with a variety of pantry staples like bread, condiments, cereals, and pasta, which stock our Community Pantry. Parents and carers are actively encouraged to utilise the pantry as needed, a service that is highly valued by many. Furthermore, we provide food hampers to families requiring extra support with groceries on a case-by-case basis. In line with our dedication to fostering community partnerships and assisting our families, we continued work with Communities For Children (CFC). This program, supported by the Australian Government in collaboration with Windermere Child and Family Services, aims to empower families in supporting their children's mental health at home. With this funding, we engaged the expertise of Registered Psychiatric Nurse, Bryan Jeffrey from MOAT Mental Health Services. Bryan provides invaluable in-school support for both students and teachers, alongside conducting a series of mental health information sessions for parents and the wider community within our local school network. The feedback from these sessions has been overwhelmingly positive. The school was very excited to open our inclusive playground, which was funded through the VSBA through the Inclusive Schools Grant. The school received \$200,000.00 and with the addition of extra funds, were able to provide a playground that all students can access via wheelchair ramps that promotes inclusivity.

Financial performance

The operating surplus has significantly increased to \$1,512,409.00 as a result of the challenges the school has faced in filling staffing vacancies due to the current staffing crisis. This has resulted in the Student Resource Package (SRP) not being fully utilised for staffing wages and the depletion of the school's cash reserves as the school was required to increase expenditure for Casual Replacement Teachers (support services) to manage the staffing vacancies. This has resulted in the schools cash reserves falling below the required operating reserve and the school will need to draw on the SRP surplus to replenish the cash reserve levels.

The increased expenditure in this area was also attributed to high rates of staffing illness in 2023 and staff recommencing travel post covid therefore accessing Long Service Leave. The expenditure incurred towards replacing staff on Long Service Leave was offset through Leave Reimbursement claims, with the school claiming reimbursement from the department of \$116,094.52 (approximately 260 Long Service Leave days claimed).

Equity funding (social disadvantage) during 2023 was targeted to support learning through:

- The continuation of our Tutor Learning Initiative (TLI) program with the school contributing \$85,500.00 above the Department funding provided.
- The continuation of student support services such as occupational therapy, speech therapy and oral language.
- The employment of a full time Student Counsellor to offer additional support services to students.
- The continuation of SWPBS including professional development of staff and school-wide resources.

Additional sources of funding included the Accessible Buildings Grant, EAL Contingency Funding, Early Years Koorie Literacy and Numeracy Program funding and an increase in the full fee paying International Students enrolled at the school.

The school successfully received Primary Maths & Science Specialists funding to enable 3 teachers to engage in high-quality tailored professional learning to become numeracy specialists in order to build sustainable improvements in mathematics and numeracy for our students.

The school also successfully applied for a Communities for Children (CFC) Grant which delivers a capacity building model for parents to improve their knowledge and skills in the areas of student mental health and behaviour support. Under this grant, the school has hosted regular family and parent information presentations that have been attended by the families of Cranbourne East Primary School and other schools within the wider Cranbourne area.

A highly effective partnership based on a collaborative and solution-based approach continued between the Principal, School Council, School Council Finance committee, Leadership team and Business Manager. The Business Manager support by DE was a sound source of knowledge resulting in the effective implantation of the Student Resource Package (SRP) aligned to improving student learning outcomes taking into consideration the current staffing climate. The school remained in a healthy financial position of surplus while resourcing the school workforce plan and all curriculum and school budgets.

For more detailed information regarding our school please visit our website at
<https://www.cranbourneeastps.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 1043 students were enrolled at this school in 2023, 526 female and 517 male.

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

Overall Socio-Economic Profile

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

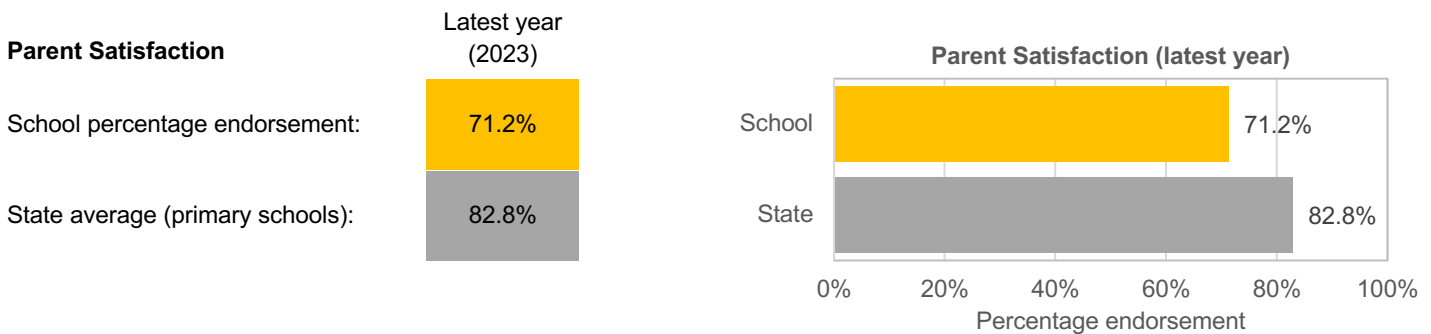
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

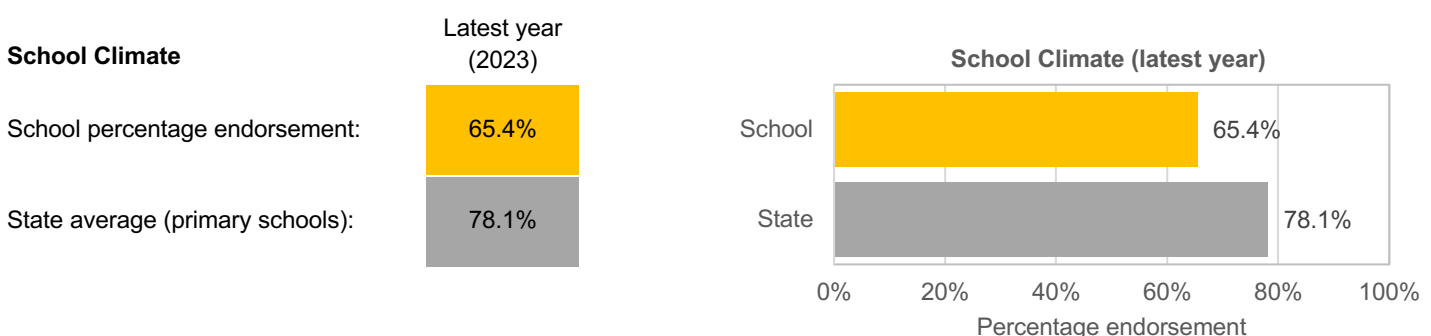


School Staff Survey

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:

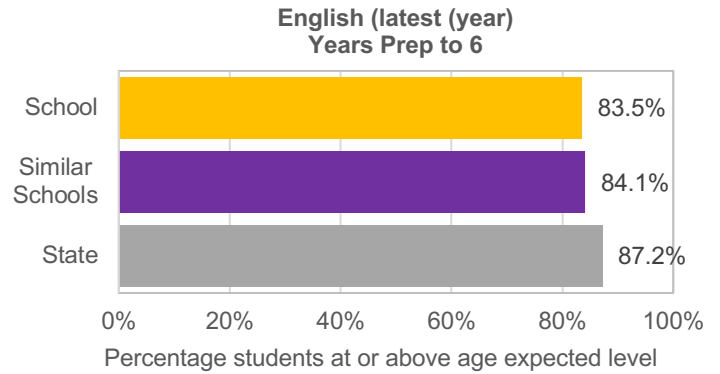
83.5%

Similar Schools average:

84.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

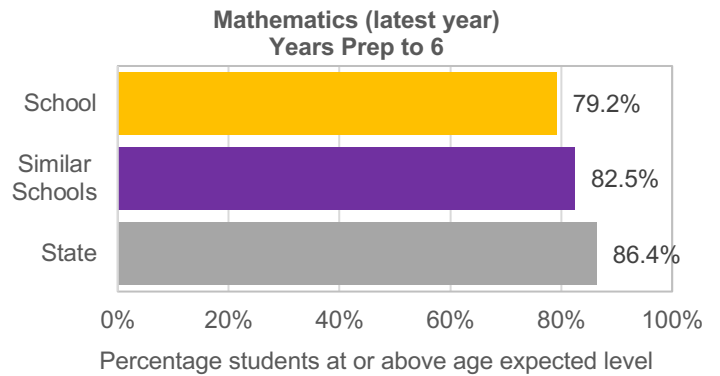
79.2%

Similar Schools average:

82.5%

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:

54.2%

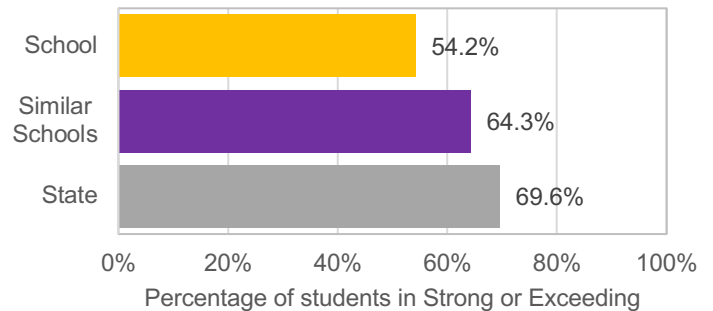
Similar Schools average:

64.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.8%

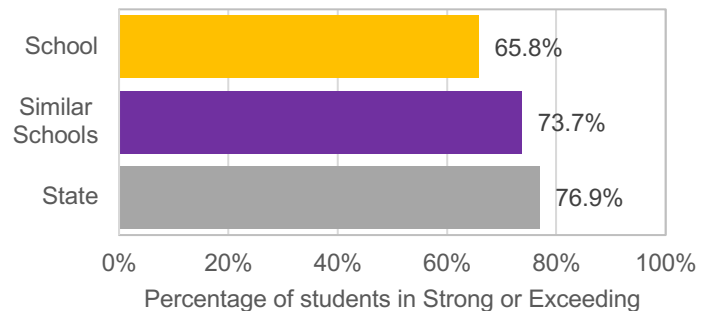
Similar Schools average:

73.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.6%

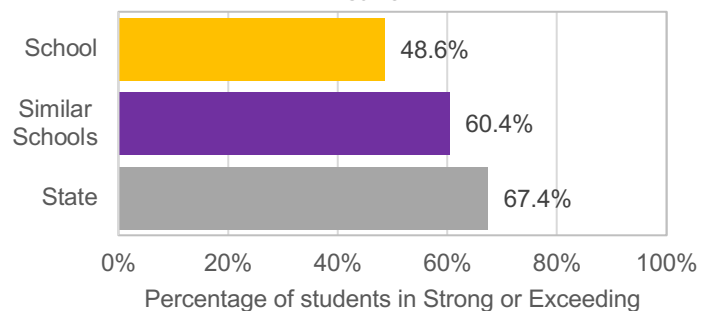
Similar Schools average:

60.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.4%

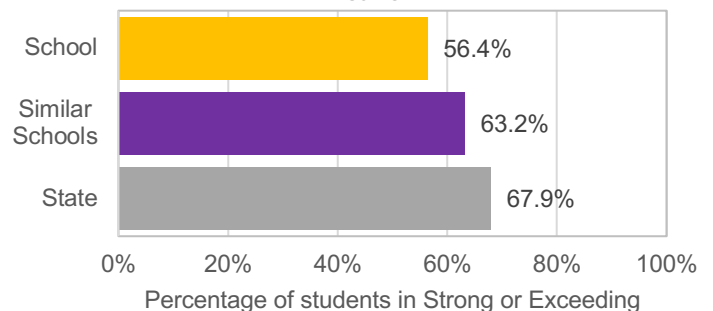
Similar Schools average:

63.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

72.1%

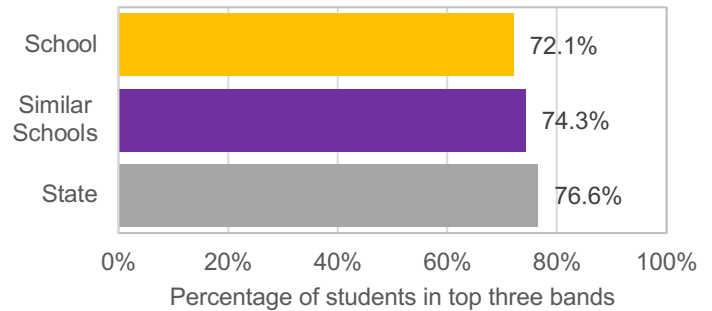
Similar Schools average:

74.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

59.6%

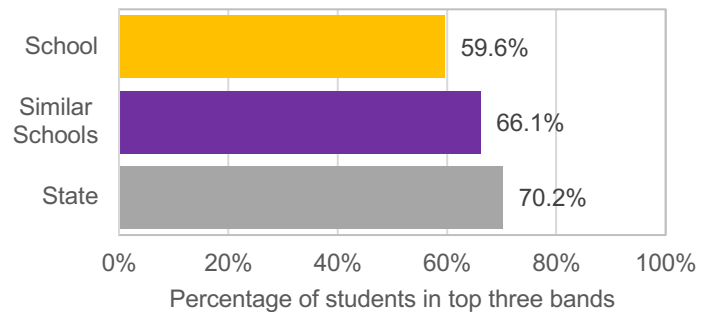
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

51.3%

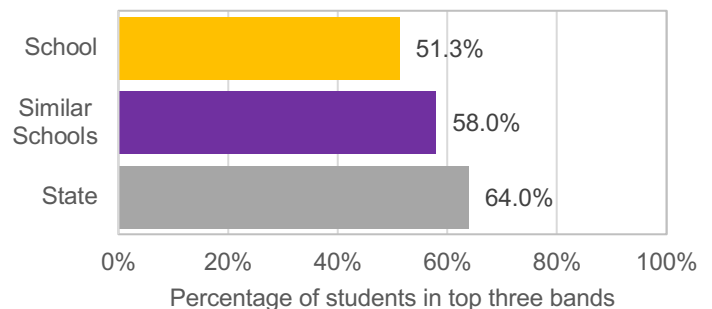
Similar Schools average:

58.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

44.2%

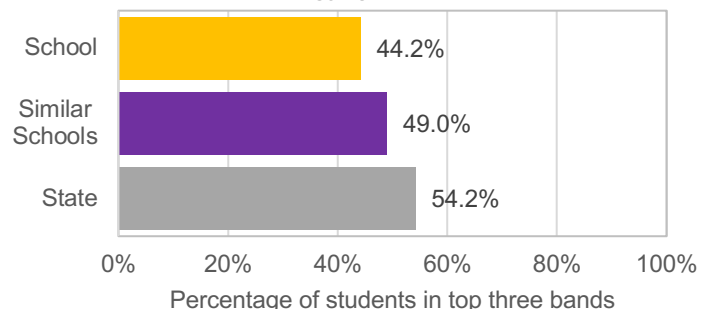
Similar Schools average:

49.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

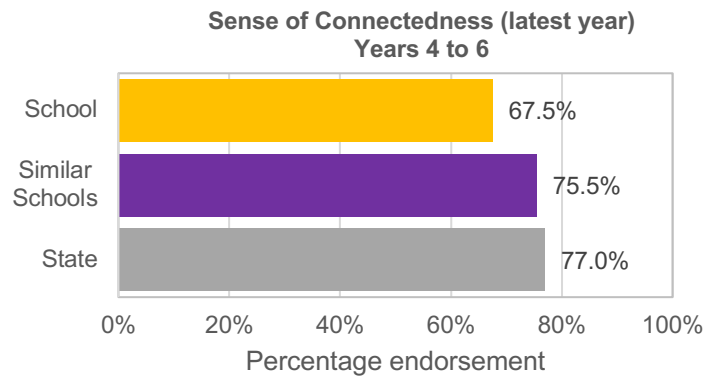
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	67.5%	74.5%
Similar Schools average:	75.5%	78.3%
State average:	77.0%	78.5%

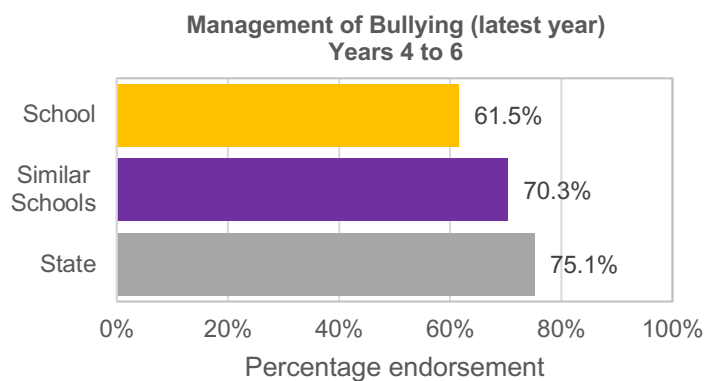


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	61.5%	71.6%
Similar Schools average:	70.3%	73.5%
State average:	75.1%	76.9%



ENGAGEMENT

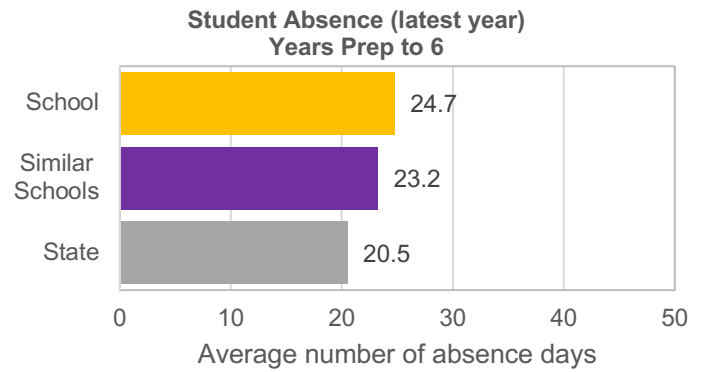
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.7	19.9
Similar Schools average:	23.2	20.4
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):	88%	87%	88%	88%	87%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,992,695
Government Provided DET Grants	\$1,136,350
Government Grants Commonwealth	\$12,213
Government Grants State	\$0
Revenue Other	\$51,416
Locally Raised Funds	\$384,211
Capital Grants	\$0
Total Operating Revenue	\$12,576,884

Equity ¹	Actual
Equity (Social Disadvantage)	\$376,076
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$376,076

Expenditure	Actual
Student Resource Package ²	\$9,447,774
Adjustments	\$0
Books & Publications	\$3,417
Camps/Excursions/Activities	\$199,801
Communication Costs	\$10,616
Consumables	\$140,048
Miscellaneous Expense ³	\$34,235
Professional Development	\$37,033
Equipment/Maintenance/Hire	\$166,380
Property Services	\$21,512
Salaries & Allowances ⁴	\$12,107
Support Services	\$868,933
Trading & Fundraising	\$29,099
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$13,012
Utilities	\$80,507
Total Operating Expenditure	\$11,064,476
Net Operating Surplus/-Deficit	\$1,512,409
Asset Acquisitions	\$99,849

- (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	\$166,469
Official Account	\$34,243
Other Accounts	\$186
Total Funds Available	\$200,898

Financial Commitments	Actual
Operating Reserve	\$266,522
Other Recurrent Expenditure	\$14,224
Provision Accounts	\$0
Funds Received in Advance	\$24,349
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$153
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$81,091
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	\$386,339

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.