

2023 Annual Report to the School Community

School Name: Queenscliff Primary School (1190)



- 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 02 April 2024 at 12:43 PM by Mathew McRae (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 April 2024 at 11:26 AM by Naomi Stacey (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

Queenscliff Primary School is located in Queenscliff, a coastal regional community located on the Bellarine Peninsula, 34 kilometres from Geelong. Queenscliff Primary School has a current enrolment of 162 students. The school playground overlooks Swan Bay on the Bellarine Peninsula.

Queenscliff Primary School is dedicated to providing a stimulating, inclusive and safe learning environment where every student can thrive academically, socially and emotionally. We aim to equip students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them. Queenscliff Primary School aims to inspire curiosity, encourage independent thinking and instil a lifelong love of learning. Queenscliff Primary School's values of integrity, optimism, gratitude and empathy are embedded into learning and wellbeing programs to build resilience, compassion and understanding in all QPS graduates.

Queenscliff Primary School offers a comprehensive curriculum focused on developing and consolidating literacy and numeracy skills. Students engage in a diverse range of specialist subjects to nurture the discovery of their individual strengths, passions, talents and interests. Students engage in Physical Education, Kitchen-Garden, Visual Arts, Performing Arts, First Nations, Science and Japanese on a weekly basis as part of the specialist curriculum programs and whole school events.

Queenscliff Primary School firmly believes in the importance of developing well-rounded individuals who are not only academically proficient but also possess strong interpersonal skills, resilience, a care for their environment, respect for the First Nations People and a strong connection to the

Queenscliff community. Staff are purposeful in delivering optimal learning experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset.

Over the past five years, Queenscliff Primary School has grown significantly in student enrolments and has stabilised in the past year with 162 students. In 2023, Queenscliff Primary School had 8 classes from Prep to Year 6 with an average class size of 21. Queenscliff Primary School has 8% of students with English as an Additional Language and 0% of students who identify as Aboriginal or Torres Strait Islander.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education students receive at Queenscliff Primary School. Teacher quality is crucial for optimal student achievement, and as a result, staff engage in weekly professional development to improve their literacy and numeracy instructional approaches and evidence-based strategies to support student wellbeing. Staff engage in curriculum coaching with external stakeholders and internal learning specialists to optimise student outcomes, including lesson observations, team planning and data analysis/review workshops. Our school currently has 20 staff employed in both a full time and part time capacity. We do not currently have any overseas students enrolled.

Queenscliff Primary School. Queenscliff Primary School had an Acting Principal for the first 6 months of 2023, until a substantive Principal was appointed to commence in July, 2023.

Queenscliff Primary School is committed to:

- building a culture of high expectations and inclusion.
- empowering all learners to achieve excellence and celebrate their success.
- developing a professional learning community that is focused on the continuous improvement.
- delivering a high quality and rigorous curriculum that meets the learning needs of all students.
- empowering learners to take ownership and be active participants in their learning.
- building resilience and supporting students to be happy, healthy and confident learners.
- engaging with parents, carers and the wider community as genuine partners in learning, striving to achieve the best possible outcomes for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Queenscliff Primary School prioritised achieving consistency in curriculum planning through embedding the Instructional Approach across all curriculum areas and refined processes and procedures for assessment and data analysis to ensure data-informed curriculum planning.

The Queenscliff Primary School Assessment Schedule was reviewed in Semester 2 and refined to target specific learning areas, with the intentions to ensure standardised assessments are carried out to measure growth and to achieve greater consistency across the school. The school introduced SPA Platform to track, monitor and evaluate student growth and to improve staff knowledge and understanding of student data. Staff engaged in professional learning to enhance their ability to use data to inform their teaching practice and curriculum programs, and to ensure differentiation was optimised in all classrooms. The reviewed QPS Assessment Schedule is purposeful and aligned with the focus of improving, monitoring and evaluating teaching and learning. Data obtained from the Assessment Schedule is uploaded to SPA Platform on an ongoing basis to enhance teaching and learning. Teachers engaged in a range of professional learning workshops during PLCs focusing on improving teacher practice for literacy, numeracy and student wellbeing. Teachers engaged in professional learning focused on consolidating a consistent approach to SMART Spelling across the school, and Prep to Year 1 teachers engaged in *Little Learners Love Literacy* professional learning for the introduction of the program in 2024. As a result of ongoing professional learning and classroom observations, the school has achieved consistency in the Instructional approach to spelling.

Teachers have demonstrated strong evidence of differentiated learning and adjustments to their curriculum planning documentation as a result of professional learning. In teachers' weekly planners, specific adjustments for students on IEPs and with additional needs are outlined and there is evidence of differentiation through ability grouping and modified learning tasks. As a result, Queenscliff Primary School achieved solid growth in the Student Attitudes to School Survey for Stimulated Learning, from 82% (2022) to 86% (2023), reflecting the improvement in curriculum planning and differentiation.

In 2023, Queenscliff Primary School implemented the Tutor Learning Initiative to cater to students who were working towards year level benchmarks in literacy and numeracy. 35 students from Prep to Year 6 participated in the Tutor Learning Initiative in 2023. Students engaged in three-30 minute sessions per week with an expert teacher in a small group setting focused on reading, spelling and numeracy. Queenscliff Primary School achieved solid growth in reading and writing with students involved in TLI, with 0% of students in Year 3 achieving within the *Needs Additional Support* category. These students have shown growth by achieving Developing and Strong in Writing and Reading in Year 3 NAPLAN results in 2023. Students in Year 5 have shown increased engagement and participation in learning. However, they have shown steady growth at below expected year level achievement in writing and numeracy. Based on the Year 5 and Year 3 NAPLAN results, 0% of students are achieving in the *Needs Additional Support* category and the school has achieved sound growth in the *Developing* category.

The school has prioritised on improving teachers' capacity in developing target Individual Education Plans (IEPs) for students who are below year level expectations and/or with additional needs. Staff participated in professional learning to enhance their ability to form SMART goals linked with the English and Mathematics curriculum. The school developed a new IEP template that was more user-friendly for staff and families and to ensure data is paramount to the formation of student SMART goals. New school-wide processes were implemented to ensure IEPs are developed in a timely manner for students and families and new systems to promote teacher accountability were introduced. Staff receive feedback and coaching on their student IEPs from the Wellbeing Learning Specialist.

The Learning Specialist for Numeracy led school wide professional development on revising, and improving teacher understanding of the Instructional Model and teachers are beginning to embed the approach into their curriculum planning. The Learning Specialist has commenced work on developing a whole school problem solving scope and sequence from Prep to Year 6. Common Assessment Tasks for Numeracy have been identified in the Assessment Schedule and will be an area of focus in development and implementation in 2024, as well as improving teacher understanding and knowledge of the new Mathematics curriculum. Queenscliff Primary School has met, exceeded and partially met the NAPLAN data targets for 2023. In Year 5 NAPLAN results, 33% of students achieved in the top 2 bands, achieving over the target of 20%. In Writing, 33% of students achieved top 2 bands, above the 32% target. In Reading, there significant growth with 67% of students achieving in the top 2 bands, which exceeded the 30% target. This was similar results to the Year 3 NAPLAN reading results, with 73% of students achieving in the top 2 bands, exceeding the target of 58%. Overall, the school has achieved 4 of the 6 NAPLAN targets for 2023 in improving the percentage of students who achieved in the top 2 bands and reduced the number of students in the *Needs Additional Support* category.

Wellbeing

Queenscliff Primary School prioritised action to improve student and staff wellbeing in 2023, with a focus on continued implementation of School Wide Positive Behaviours (SWPBS) framework, Respectful Relationships curriculum and measures to support students with additional needs.

Student Support Group meetings with parents and support services were conducted termly for all required students and minutes from the meetings were confidentially recorded and communicated to key stakeholders. The school was successful with eight Disability Inclusion Profile (DIP) Meetings in 2023 for students with additional needs, and as a result has achieved Tier 3 Funding for those students. The Assistant Principal has engaged in professional development to understand the new Disability Inclusion Funding model and has supported staff to enhance their understanding of adjustments to curriculum to support the DIP process.

There has been a significant reduction in negative student behaviour incidents both in the playground and classroom based on teacher observations, Compass Pulse data and record keeping. Teachers are consistent in recording negative student behaviours when they occur using Compass Chronicles and this information is used to communicate incidents to School Leadership. Compass Pulse data is reviewed by school leadership on a termly basis and further adjustments are made to accommodate the needs revealed in the data.

Teachers have revised and updated the School's Behaviour Management and Pastoral Care Plan incorporating SWPBS strategies to support greater student engagement and participation in the learning. Teachers have a clear and consistent framework to follow to support their ability to engage and re-engage students with their learning and to seek support when required when managing student behaviours and creating a calm and inclusive learning environment for all students. The school introduced five key pillars to underpin the School's values, including *Show Respect, Safe Spaces, Value the Opportunity, Personal Best and Right to Learn*. The Pillars were introduced to make the School's values more tangible and explicit for students and to support teachers using a consistent language to address student behaviours. The Behaviour Matrix was revised, simplified and updated using the new School Pillars. The Behaviour Matrix is displayed in all classrooms and teachers deliver explicit lessons promoting positive behaviours using the matrix within their wellbeing lessons.

Queenscliff Primary School formed a new SWPBS Team, involving Learning Specialists and teachers. They have engaged in professional learning focused on Classroom Systems Training and have developed a SWPBS Action Plan outlining key strategies and professional development for 2024.

The school has achieved sound improvement in the Attitude to School Survey results for Resilience, Sense of Confidence, Motivation and Interest and Attitude to Attendance. The school has achieved reduce the number of students identifying as having low resilience, from 47% (2022) to 30% low (2023), and increased the number of students who identify as having normal resilience, from 51% (2022) to 61% (2023). The AToSS results for Sense of Confidence achieved 84%, Motivation & Interest - 82% and Attitude to Attendance - 86%, all showing improvement towards the School Strategic Plan targets for 2024.

The Assistant Principal has developed an online confidential student information portal using Compass where IEPs, specialist reports and additional information about student needs, adjustments and wellbeing can be accessed by teachers and ES staff. Our school is in the process of developing Learning Profiles for every student who have receiving Disability Inclusion funding. Learning Profiles are a snapshot document that outlines the student's diagnosis or needs, strengths, ES staff members and support services and specific strategies and adjustments for the classroom and playground to support their engagement in learning. The purpose of the Learning Profiles is to improve staff knowledge and understanding of student needs, abilities and adjustments required to create a learning environment where the student can thrive and engage.

One hour a week is allocated to the explicit teaching of SWPBS and RRRR curriculum focused on enhancing students' wellbeing. There have been steady improvements on student attendance data in 2023 and the school has developed new processes to streamline and support improved attendance. The school has developed new systems using Compass to notify parents of unexplained absences at the beginning of the day and school leadership and administration follow up with families if absences are consecutive.

Queenscliff Primary School implemented a comprehensive transition program for Kinder students entering Prep in 2024, students moving up to the next year level and for Year 6 students transitioning into high school. The Prep Transition program consisted of 8 transition sessions from Term 3 until Term 4. Future Prep students visited the school to meet the classroom teacher for 2024 and specialist teachers and were accompanied by their parents and grandparents. An interview was held with the Prep Teacher for 2024, parents of the kinder student and school leadership in Term 4 as a measure for the school to learn more about the incoming student, including their interests, passions, talents and learning needs. Queenscliff Primary School implemented a thorough transition program for students moving up to another year level in 2024. Classes were formed based on academic, social and emotional needs of students as well as student preferences. All students had at least one student preference in their 2024 class. Teachers engaged in a handover meeting with this year's teacher and next year's teacher to share information related to each student, including assessment data. Students participated in a 'Step Up Day' at the end of Term 4, whereby they spent the day with their 2024 teacher and class in their new classroom. As a result, students from 2023 class to 2024 was smooth and the comprehensive transition program supported students' ability to cope with change from year to year.

Engagement

2023 was a very successful year for Queenscliff Primary School, with engagement, growth and improvement shown across all areas of the school.

Queenscliff Primary School implemented numerous strategies to increase student engagement and participation in learning. The School introduced Attendance Awards/Trophy for students and classes who achieved full attendance for a term and these awards were presented to students in class or at assembly. The school introduced new processes to monitor and review student attendance data on an ongoing basis. The school achieved an attendance rate of 87% in 2023, with an average student absence of 25.7, which is a reduction from 2022 (27.4). There has been significant growth in the attendance rate of students less than 20 days of absence, from 47% (2022) to 72% (2023). Additionally, there has been a reduction in the number of students absence from school for more than 30 days, 26% (2022) to 12% (2023).

Queenscliff Primary School achieved strong results in the AToSS exceeding three of the four targets, with the data showing a growth in Sense of Confidence (84%), Motivation and Interest (82%) and Attitude to Attendance (86%) and is on target towards achieving the School Strategic Plan goals for 2024.

According to the 2023 Student Attitudes to School Survey:

- 86% of students believe they are in a stimulated learning environment
- 87% of students believe the school promotes goal setting and self-regulation
- 84% of students feel they have a sense of confidence
- 84% of students feel a strong sense of connectedness to the school and community
- 86% of students believe they feel a sense of inclusion within the school
- 97% of students believe the school promotes a high expectations for success environment
- 88% of students believe they have an advocate at school
- 86% of students believe the school respects diversity

According to the 2023 Parent Opinion Survey:

- 87% of parents believe the school promotes student connectedness
- 85% of parents feel that school communicates strongly
- 89% of parents have a strong general satisfaction with the school
- 86% of parents believe the school promotes pride and confidence within students
- 83% of parents feel the school promotes confidence and resiliency skills
- 84% of parents believe the school promotes a high expectations for success environment

According to the 2023 School Staff Survey:

- 90% of staff feel the school has a collective responsibility for learning
- 100% of staff believe the school uses evidence to inform teaching practice
- 86% of staff collaborate to plan curriculum
- 86% of staff believe student engagement is key
- 86% of staff believe peer feedback improves their practice

Other highlights from the school year

Students in Year 3 to 6 participated in overnight camps in 2023, providing students with an opportunity to connect with their peers and teachers and build skills in resilience, communication, independence and teamwork. The school camps encouraged students to form a greater appreciation of the natural environment and gain a deeper connection to Country. Students in Year 4/5 went on a two-night camp in May to Sunnystones Camp in Bacchus March, Year 3 went on a two-night camp to Anglesea Discovery Camp in December, 2023. Year 6 went on a two-night camp to Log Cabin Camp located near Ballarat. Students participated in a range of outdoor activities including giant swing, orienteering, hut building, canoeing, damper making, archery, bike riding and rock climbing. In Term 3, Queenscliff Primary School held a 'Tech for Trivia' fundraising event aimed at raising funds to purchase iPads for the Prep to Year 2 classrooms. Over 160 parents and community members attended the event, raising over \$12,000. As a result, 21 iPads were purchased for the school to enhance the digital technology curriculum programs.

In Term 3, the school held a musical production of 'The Little Mermaid' over two nights. The musical production was the culminating performance within the Performing Arts specialist program over Term 2 and Term 3. The musical production involved all students from Prep to Year 6 singing, dancing and acting. The musical production was directed by the Performing Arts teacher and supported by teachers and parent community.

In Term 4, the school organised a parent working bee focused on improving the grounds and gardens. As a result of the working bee, a new garden was established at the front of the school made up of indigenous plants native to the Queenscliff environment. Three flag poles were installed to display the Australian, Aboriginal and Torres Strait Islander flags.

In 2023, Queenscliff Primary School was successful in its application for the Greener Government Schools Grant for the installation of solar panels in 2024. Queenscliff Music Festival provided a financial donation of \$10,000 to the school to go towards the upfront

costs of the solar installation and as a measure to reduce their emissions from the festival, reflecting their commitment to sustainable practices.

In 2023, a group of Year 5/6 students competed in the Tournament of the Minds competition and made it successfully through all rounds of competition and competed in the International Final held at La Trobe University.

In 2023, Queenscliff Primary School had the student and staff toilets refurbished as a result of a Department of Education capital works grant.

Financial performance

Queenscliff Primary School has continued to maintain a sound financial position throughout 2023.

After the careful and considered allocation of funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year in 2023 in surplus. The school continued to strategically manage the allocation of financial resources to support high quality teaching and learning programs, staff professional development, wellbeing initiatives and continue our sharp & narrow focus on improving student learning outcomes.

In 2023, Queenscliff Primary School received funding for a toilet refurbishment, Tutor Learning Initiative, Mental Health in Primary Schools, Schools Mental Health Fund, Equity Funding and Disability Inclusion funding. The school received a significant donation from the Queenscliff Market, Queenscliff Music Festival and student bursaries from the Lions Club, Mens Shed and Ocean Grove Rotary Club. Queenscliff Primary School held a trivia fundraiser to raise money for the school to purchase new iPads for the Prep to Year 2 classes.

The musical performance of 'The Little Mermaid' brought revenue for the school through ticket sales and photography. All proceeds from the musical have been invested into improving Performing Arts resources, including a new PA system for assemblies and PA/bell system (including loudspeaker) for the school.

To ensure the continued financial stability of the school, considerable time has been spent on the creation of a long-term plan to allocate funds to future projects and upgrades, in particular a focus on improving the school's grounds and gardens. Students, staff, and the wider school community take great pride in having well-resourced teaching and learning spaces, with the school being an important feature within the Queenscliff community.

For more detailed information regarding our school please visit our website at
<https://www.queenscliffps.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 162 students were enrolled at this school in 2023, 86 female and 76 male.

NDP percent of students had English as an additional language and 0 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).

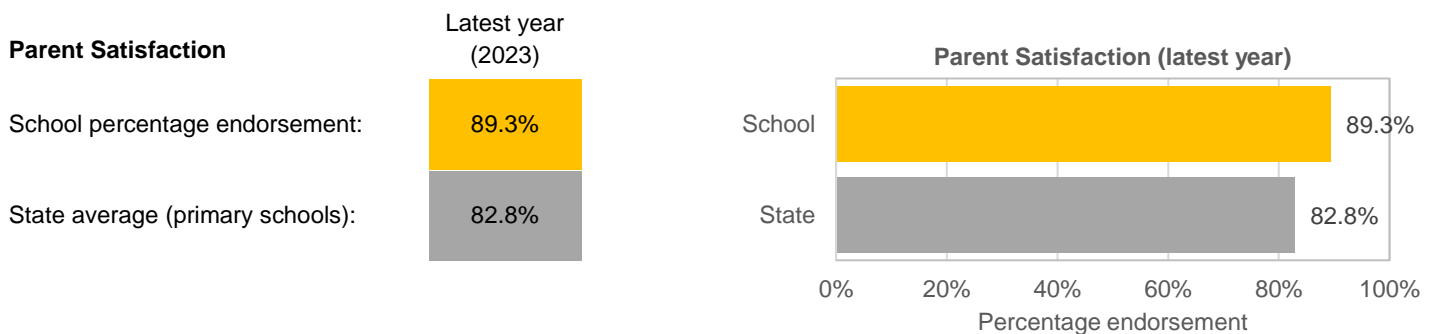
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

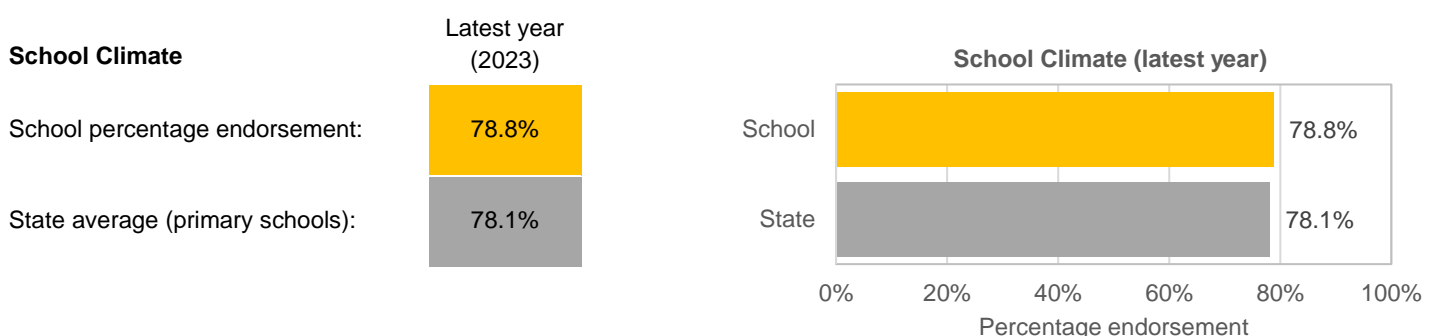


School Staff Survey

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:

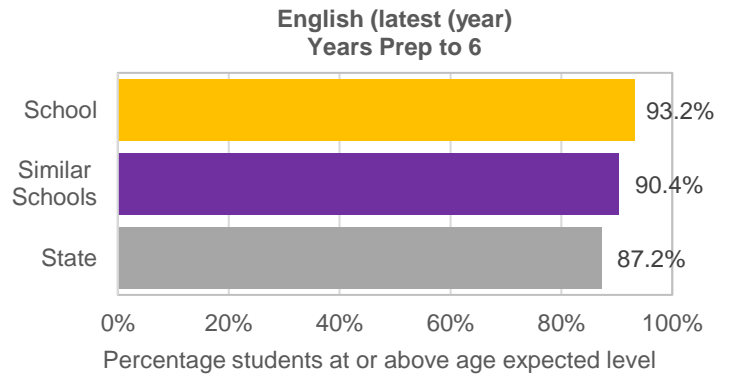
93.2%

Similar Schools average:

90.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

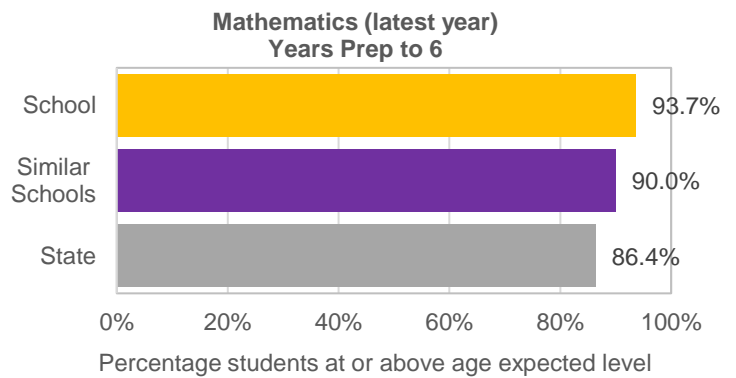
93.7%

Similar Schools average:

90.0%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

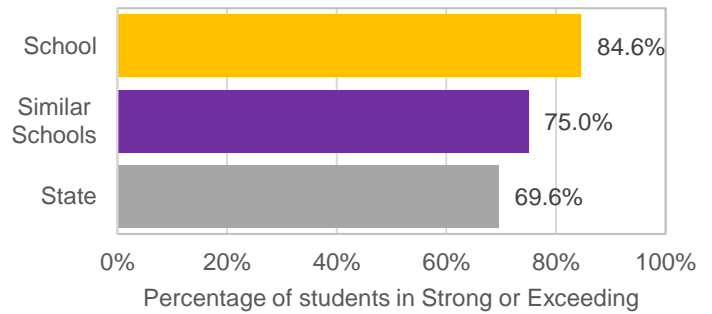
Similar Schools average:

75.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

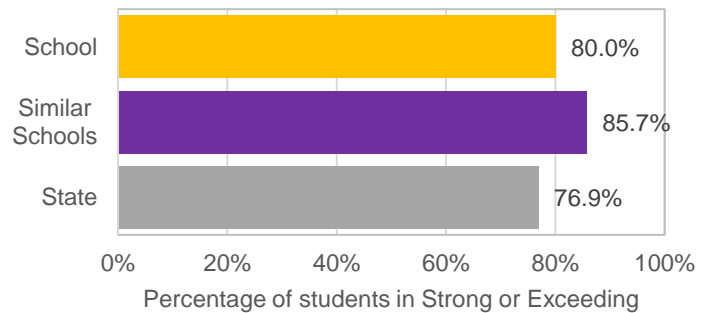
Similar Schools average:

85.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

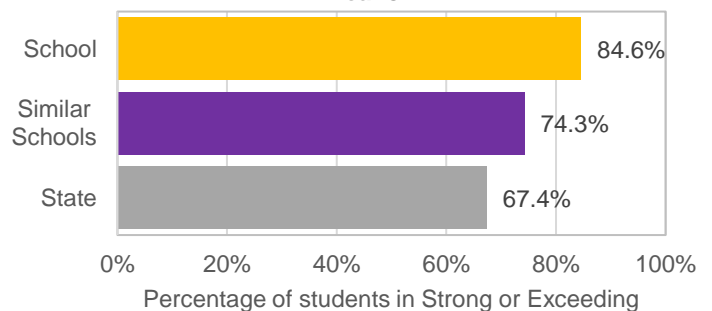
Similar Schools average:

74.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

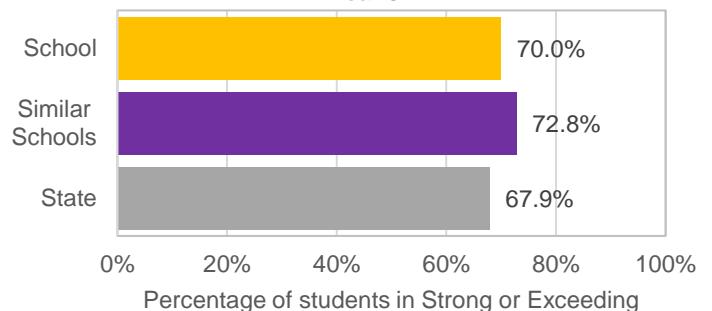
Similar Schools average:

72.8%

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:

87.9%

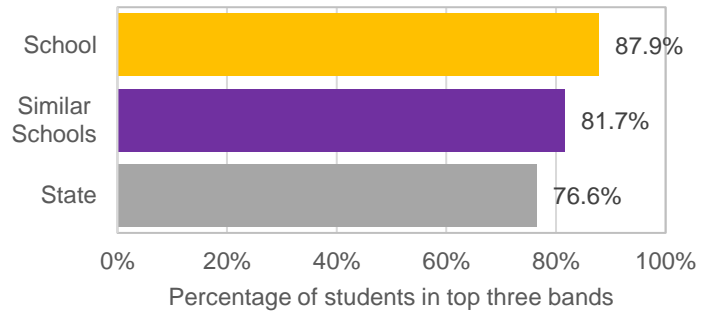
Similar Schools average:

81.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.7%

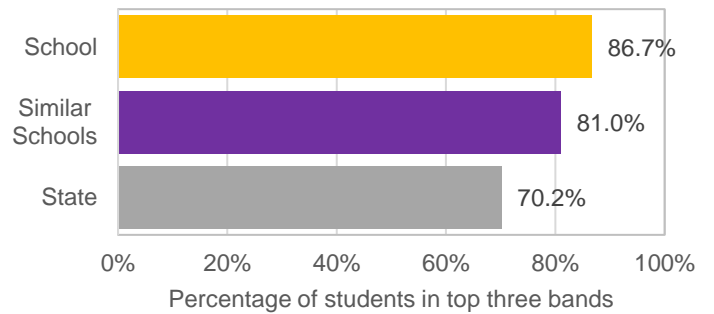
Similar Schools average:

81.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.6%

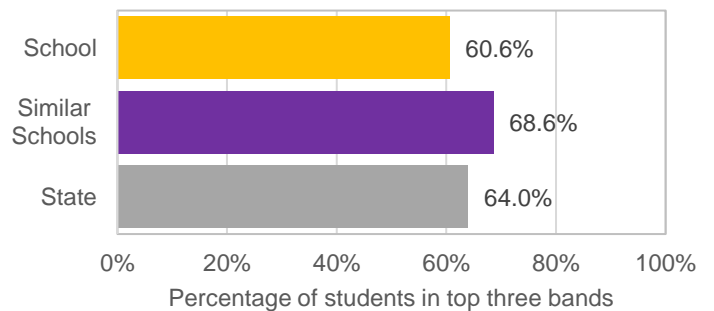
Similar Schools average:

68.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.3%

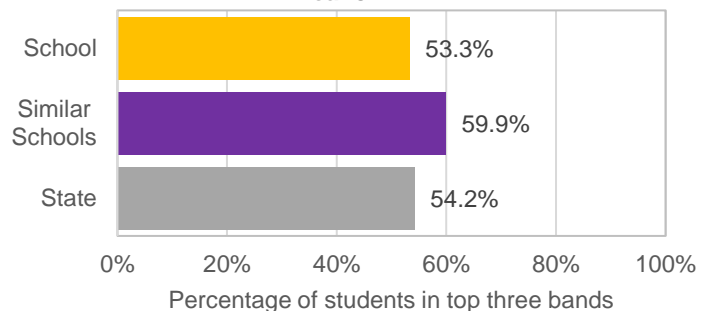
Similar Schools average:

59.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

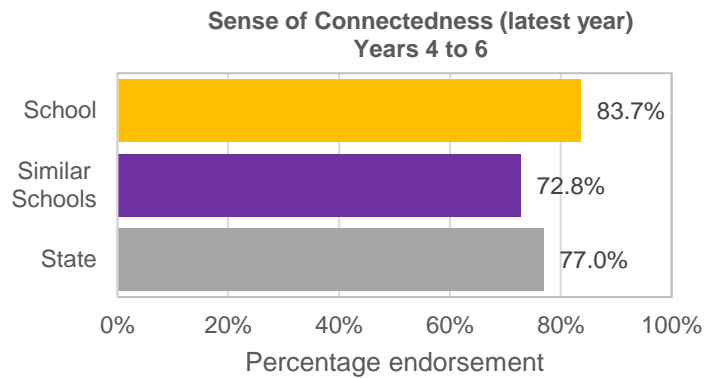
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	83.7%	84.5%
Similar Schools average:	72.8%	75.6%
State average:	77.0%	78.5%

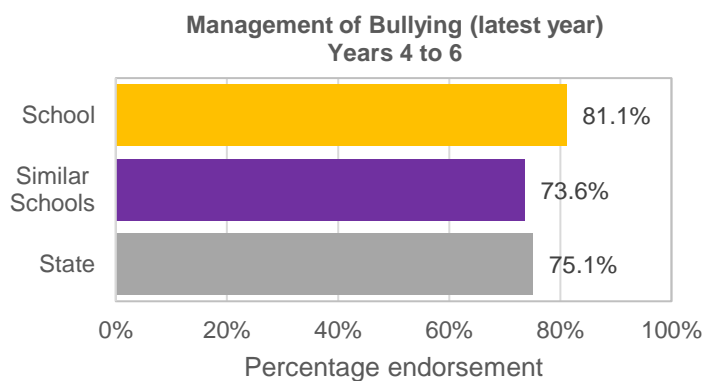


Student Attitudes to School – Management of Bullying

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:	81.1%	84.7%
Similar Schools average:	73.6%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

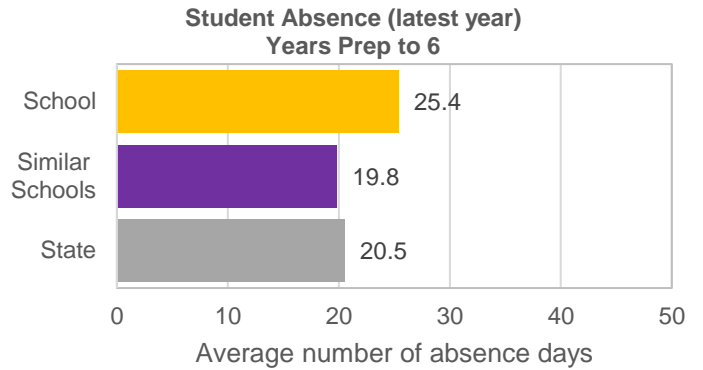
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.4	21.1
Similar Schools average:	19.8	17.2
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):	89%	89%	86%	89%	87%	86%	82%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,797,334
Government Provided DET Grants	\$288,164
Government Grants Commonwealth	\$7,800
Government Grants State	\$4,999
Revenue Other	\$11,011
Locally Raised Funds	\$192,264
Capital Grants	\$0
Total Operating Revenue	\$2,301,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,213
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,213

Expenditure	Actual
Student Resource Package ²	\$1,627,763
Adjustments	\$0
Books & Publications	\$261
Camps/Excursions/Activities	\$37,450
Communication Costs	\$1,006
Consumables	\$65,321
Miscellaneous Expense ³	\$16,817
Professional Development	\$5,209
Equipment/Maintenance/Hire	\$59,770
Property Services	\$21,779
Salaries & Allowances ⁴	\$65,090
Support Services	\$118,539
Trading & Fundraising	\$8,945
Motor Vehicle Expenses	\$861
Travel & Subsistence	\$0
Utilities	\$13,347
Total Operating Expenditure	\$2,042,157
Net Operating Surplus/-Deficit	\$259,415
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$86,246
Official Account	\$3,133
Other Accounts	\$0
Total Funds Available	\$89,379

Financial Commitments	Actual
Operating Reserve	\$70,268
Other Recurrent Expenditure	\$8,025
Provision Accounts	\$705
Funds Received in Advance	\$23,010
School Based Programs	\$8,144
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$120,153

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.