

2023 Annual Report to the School Community

School Name: Lalor North Primary School (5035)



- 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 25 March 2024 at 04:21 PM by Elizabeth Bryan (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 03 April 2024 at 11:37 PM by Maria Pejoski-Aleksovski (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

Our Geographical Location

Lalor North Primary School is a Prep to Year 6 government school established in 1971 in the residential area of Lalor. The school is located in the northern suburbs of Melbourne (approximately 20 km from Melbourne CBD) and is a member of the Whittlesea Network of schools. Students who attend the Lalor North Primary School are from our school zone, however, there is also a significant number of students who travel some distance to the school from other areas in Melbourne due to the school's official bilingual accreditation.

Our Vision and Values

Lalor North Primary School's mission is to build a culture of high-expectations and ensure our students experience high levels of social, emotional and academic growth. Lalor North Primary School's values are Respect, Honesty, Unity, Success and Resilience. Our vision for all students is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Integral to our vision is a close working partnership with families and to work together to create a safe and well-maintained environment that supports wellbeing, teaching and learning.

Our Social and Enrolment Characteristics

Our school community encompasses a rich multicultural, linguistic and intergenerational heritage with a diverse population. The enrollment in February 2023 was made up of 285 students operating in thirteen classrooms, however our enrolments steadily increased by 10% throughout the year. Lalor North Primary School also welcomed four fee paying international students in 2023. The overall socio-economic profile of the school is in the medium band with Student Family Occupation and Education index of 0.49 for the 2023 school year.

Languages are a strength for every student at Lalor North Primary School. We have approximately 65% of our students with a language background other than English and there is a sense of pride in the linguistic, cultural and social diversity of our community. The learning programs are carefully built on this rich bilingual heritage and identity. The school is especially unique as students are enrolled in one of three curriculum programs.

- The Standard Curriculum Program,
- The Greek Bilingual Curriculum Program
- The Macedonian Bilingual Curriculum Program.

Bilingual Education

Lalor North Primary School leads Victoria in Bilingual Education. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria. Our Macedonian Bilingual Program began operation in 1984 and continues to operate at its highest ever enrolment of 123 students this year. Both of our bilingual programs enjoy tremendous support from local communities as well as being internationally recognised by the governments of Greece and North Macedonia respectively. Approximately 50% of our school population is enrolled in a bilingual program.

The school focus in 2023 was again on continuous improvement delivered through consistency of practice, utilising a common instructional model, and research-based approaches with an emphasis on differentiation to meet student learning needs. The school staff continued to build knowledge and practice in relation to the DET's Professional Learning Communities (PLC) initiative which was first implemented in 2019. This focus ensured staff were using data and the improvement cycle to review and plan for teaching and learning at student point of need.

Staffing Profile

A key feature of our school is our experienced and dedicated stable staffing profile. There is a high level of trust among staff, with a willingness to engage in collaborative approaches to data analysis and curriculum planning through PLCs. In 2023, the school employed 42 staff members with 12 working part time. The staffing profile included 1 Principal and 1 Assistant Principal, 1 Leading Teacher, 3 Learning Specialists, 25 classroom teachers, 12 part-time Education support staff, 1 Business Manager and 1 administrative officer. The school is also provided with 1 part-time Greek seconded teacher sponsored by the Greek Government as part of being a designated bilingual school. Most classrooms are composite grades with the Greek Bilingual classes operating as a 2-grade model of Prep to 2 and 3 to 6 due to enrolment numbers.

Our specialist programs include Physical Education, Visual Arts, Music and the newly introduced STEM class. Italian is our LOTE and is taught to our students in Prep to Year 6 in the Standard Curriculum Program. We also operate a play based Oral Language Program for students in Prep to Year 2. Classroom teachers deliver lessons in Digital Technologies and Library. Student voice is valued through our proactive Student Representative Council (SRC) and student leadership program.

Facilities

The school facilities include three permanent buildings and one double portable building. You enter through the main building, which accommodates the administration areas, library, staff room and eight general purpose classrooms. Another building contains eight general purpose classrooms located around central teacher offices. In the third building is a gymnasium, fully equipped kitchen and specialist classrooms. The school grounds include adventure playgrounds, basketball courts and an oval.

In 2023, the school has undergone remarkable transformations leading to a significant increase in school pride among students, staff and the community. These improvements have fostered a greater sense of belonging and enthusiasm within and beyond our school. One significant improvement has been our new school website and school signage which now identifies the school and the bilingual programs we offer.

We have invested heavily in upgrading the school's physical infrastructure. This included the refurbishment of the library, outdoor areas to improve student play areas, modernised classrooms and advanced our technology with a newly renovated STEM facility. These improvements have not only created more conducive learning environments but also boosted the overall aesthetic appeal of the school, as well as improved cultural safety.

The journey of our school's improvements and the surge in school pride has been transformative. It's not just the physical changes but also the collective spirit, dedication, and commitment of our school community to achieve this result. Our proactive School Council, Student Representative Council and Student Leaders have been supportive of these improvements and the feedback from the school community is extremely positive.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lalor North Primary School is committed to continuous improvement in the delivery of student focused learning, underpinned by research based instructional strategies. A quality and relevant curriculum program is implemented with a focus on differentiation in Mathematics and English. Our goal is to provide high quality teaching practice that extends capabilities and grows each individual child in all three of our curriculum programs (Standard Curriculum Program, Greek Bilingual Program and Macedonian Curriculum Program).

In 2023, Lalor North Primary School entered its final year of the School Strategic Plan (2019-2023). We continued our focus on maximising the learning growth for each student in Literacy and Numeracy and to strengthen student engagement, voice, agency and leadership in their learning. A review of our strategic plan was scheduled and completed at the very end of the 2023 school year.

Teacher judgement against the Victorian Curriculum achievement standards indicates strong growth across the school. In Literacy 90.9% of students from Prep to Year 6 are working at or above age expected level which is above similar schools (80.1%) and state averages (87.2%).

In Numeracy, 86.2% of students from Prep to Year 6 achieved at or above expected level, which is above similar schools (78.3%) and state averages (84.4%). These results indicate that our professional learning and focus on student data to drive our curriculum implementation has had an impact. All students on the program for Students with a Disability have shown solid progress towards achieving individual learning goals.

In 2023, NAPLAN was updated to report against proficiency standards as percentage of students in the strong or exceeding proficiency levels.

Our 2023 NAPLAN assessment of Year 3 shows that 41.2% of Year 3 students are performing in strong and exceeding in Reading compared with the similar school average of 58.1%. In Numeracy, 25.7% of Year 3 students are performing in the strong or exceeding range with similar schools averaging at 51%.

Our 2023 NAPLAN assessment of Year 5 shows that 46.7% of Year 5 students are performing in strong and exceeding in Reading compared with the similar school's average of 69%. In Numeracy, 30% of Year 5 students are performing in the strong or exceeding range with similar schools averaging 56.6%.

In the 2023, Annual Implementation Plan continued to focus on student learning with an increased emphasis on numeracy throughout the school. We continued to work with our external Numeracy Data Coach as well as increased regional support to delve into data to further strengthen our analysis and interpretation of whole school numeracy data. Mathematics planning was informed by the PLC cycles of inquiry and professional learning focused on the four proficiencies in Mathematics in the Victorian Curriculum.

Further work included using rich sources of student data to inform planning and teaching, collaborative work to develop the numeracy continuums and a focus on triangulating numeracy assessment data. Throughout the year teacher teams engaged in rigorous PLC collaborative work which has led to significantly improved planning, delivering challenging tasks and meeting the learning needs of all students.

Wellbeing

At Lalor North Primary School, we work together to build a safe and stimulating learning environment for every student to thrive physically, emotionally, socially, and academically. We are a multicultural community and support students to build a strong sense of identity, pride and personal agency. Our school values underpin all that we do and are embedded through a shared language.

In 2023, we continued to work closely with our school community and engage with our families to promote and strengthen a sense of connectedness to support student wellbeing. Through regular special whole school events and activities, we have continued to embed a culture of trust across all our curriculum programs where we all come together under the value of UNITY.

In its sixth year of implementation, the School Wide Positive Behaviour Framework continues to be a strong part of the school culture when managing student behaviours. Combined with our school values (which have been revisited and visually highlighted) and weekly Resilience, Rights, and Respectful Relationship lessons, our school is making excellent progress in empowering students and developing resiliency.

Student wellbeing has been especially prioritised in 2023 to create learning environments to promote greater engagement, inclusivity, collaboration, and flexible seating options for students. We saw classroom spaces transform and significantly improve to meet the academic and wellbeing needs of our students. As a result, student engagement and strategies to support regulation have improved. School pride and sense of belonging has been a particular highlight.

In 2023, our wellbeing team developed beyond our initial wellbeing Leading Teacher. We employed an Assistant Principal as the whole school Wellbeing Leader, a Speech Pathologist to work directly with students and teachers, and additional wellbeing Educational Support Aides to work with students. Overall, strengthening the wellbeing team has impacted our ability to respond to and support students as well as work with families to support the referral process.

As indicated in the Students Attitudes to School Survey, 71.4% of students in Year 4 to 6 feel a sense of connectedness to school, this is slightly below similar schools which sits at 77.5%, although our four-year average almost aligns us to both state and similar schools. In relation to Management of Bullying, 68.4% of students in Years 4 to 6 feel that its managed well, compared to 75.1% of similar schools and state means.

Lalor North Primary School continues to have partnerships with; The Smith Family, Life Education, Repurpose IT, Food Bank, Good360, Playgroups Australia, State School Relief, Foundation House, Glasses for Kids, Stephanie Alexander Kitchen Garden, Bunnings, Smile Squad and Village OSHC for Before and After School Care.

Engagement

Lalor North Primary School recognises that creating and maintaining a positive and engaging school culture that values diversity and promotes prosocial behaviour is vital to school engagement. We have student engagement strategies across the school which include universal, targeted, and individual strategies as well as staged responses with appropriate support.

We recognise that in addition to parent and community engagement and home background factors, teacher effectiveness has the largest impact on student learning outcomes. Improving the quality of teaching at our school has been a critical factor in moving students to the next level of learning. The school aims to ensure that all students have a smooth, planned, and logical progression through the stages of learning as well as being supported through our transition processes from year to year.

The engagement measure takes into consideration the attendance data of the school. In 2023, improving attendance continued to be a focus for our school and is monitored by the leadership team. The data informs us that the average number of student absence days was 27.4 days, which is higher than similar schools which sit at 22.4 days and much higher than the state average which is 20.5 days.

In 2023, with a consistent approach of following up attendance and communicating daily with our families we managed to improve our attendance by reducing the students that had more than 30 days absent by 10%. With many students in our community attending extended family holidays, we ensure all students have an absence learning plan with relevant learning activities for the duration of the absence. The school will need to continue to build on the relationships developed with parents and carers to further understand the value of attending school, especially in the early years. Identifying authentic ways in which parents and carers can engage with the school and their children's learning will assist in creating a sense of urgency and importance regarding attending school every day.

To support engagement and attendance, a wealth of special days is organised throughout the year, with different themes to celebrate the wonderful diversity of our community, showcase student learning, celebrate achievements, acknowledge charities and groups. The special days that occur during school times bring our whole school community together and are wonderful opportunities for multi-age learning and interaction. Students mix with all age groups and can enjoy activities together and learn new things about one another.

In 2023, we celebrated Harmony week, Carnevale Italian Activities, held a Greek Bilingual Concert and a Macedonian Bilingual concert to showcase the bilingualism to our families. School Captains and Vice Captains undertook significant leadership roles in the school, hosting and helping to plan weekly assemblies and a range of special events in the school.

Other highlights from the school year

Lalor North Primary School experienced an exciting year of positive improvements and celebrated the following highlights throughout the school year.

School Improvements to Promote School Pride

In 2023 we saw the transformation in the physical environment at Lalor North Primary School. The school implemented a range of changes to enhance school pride among students, staff, and the community. These included new furniture, carpet and creating new spaces to support student learning and engagement. Our street appeal was also improved with the development of an entrance which provided much required directionality for visitors to the school.

Improved Online Presence and School Promotion

The launch of the new school website showcasing our academic emphasis and inclusive environment, together with the improved newsletters have rebranded the school. School signage has acknowledged the school's bilingual programs, and the new redesigned promotional material has strengthened our school profile resulting in a boost in enquiries and a 10% increase in enrolments.

Strength in Teacher Collaboration

The school prioritised time and support for PLC teams to collaborate about data to inform their teaching practice. Teachers learning together and sharing their practice led to greater curriculum knowledge and collective emphasis on student learning growth. In the 2023 School Staff Survey (SSS), the school achieved 95 per cent positive endorsement for the factor of 'Collective focus on student learning', which was above the state average.

Technology Advancements

In 2023, we created a plan to heavily increase our bank of student devices across the school as well as introduce a STEM program as a specialist subject. The school heavily invested in resourcing the program and refurbishing the STEM facility. Student, parent, and staff feedback indicated that technology advancements had significantly improved student engagement.

Student Leadership

The establishment of a Student Representative Council (SRC) and other student leadership roles was a strength for the 2023 school year. Students actively engaged in leadership roles and proactively supported many school led projects and experienced many student led projects.

Security and Safety

In 2023, the school heavily invested in key areas to improve the school environment to increase safety and security. This included, new fencing, locked gates and entrances, safer car park areas, safety signage, resurfacing, general repairs, renew locks and overall general improvements throughout the school which improved features of health and safety for our whole school community.

Further highlights included...

- Our successful Greek Bilingual Concerts and Macedonian Bilingual Concerts
- A Successful grant – Schools Upgrade Grant \$25,000
- A Successful grant - Inclusive Playground Grant \$281,000
- Successful application of Teaching Innovation Fellowship as part of the Teaching Excellence Program \$25,000
- Tutor Learning initiative was successfully implemented for three terms.
- High Abilities Program continued with our cohort of students.
- The Kitchen Garden Project was established and supported by East Link, Repurpose It, Stratco and Bunnings.
- Our 2023 School Review engaged our whole school community in term four to establish our key direction for the New Strategic Plan.

Financial performance

The school remains in a sound position with a net operating surplus in 2023. A well-planned annual budget ensured the school's resources supported its educational priorities and goals. Financial commitments were met within expected timelines and finance reports to facilitate the monitoring of the school's expenditure each month were carefully managed with improvements and adjustments made along the way as required.

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The school is well positioned, completing the school year with a surplus of \$144,743.

In 2023, the school received Equity funding totalling \$281,915 for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable the building of teacher capacity to improve instructional practices and wellbeing supports to address the learning needs of the students as well as to provide smaller class sizes. The school receives additional funding from the DET for being accredited as a Bilingual School.

In summation, all funds received from the Department of Education, or raised by the school, have been expended to support the social, emotional and academic achievement of educational outcomes and other operational needs of the school consistent with Department policies and School Council Approvals. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

For more detailed information regarding our school please visit our website at
lalornorthps.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 271 students were enrolled at this school in 2023, 123 female and 148 male.

54 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).

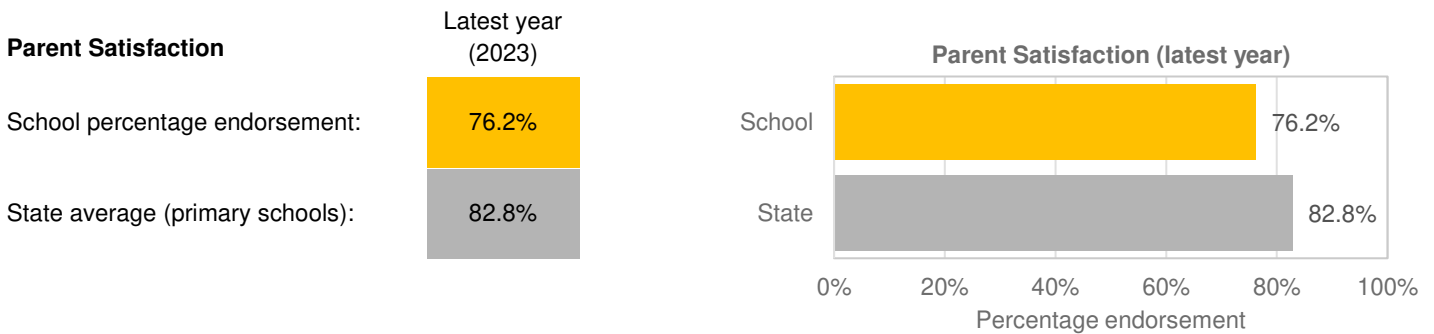
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

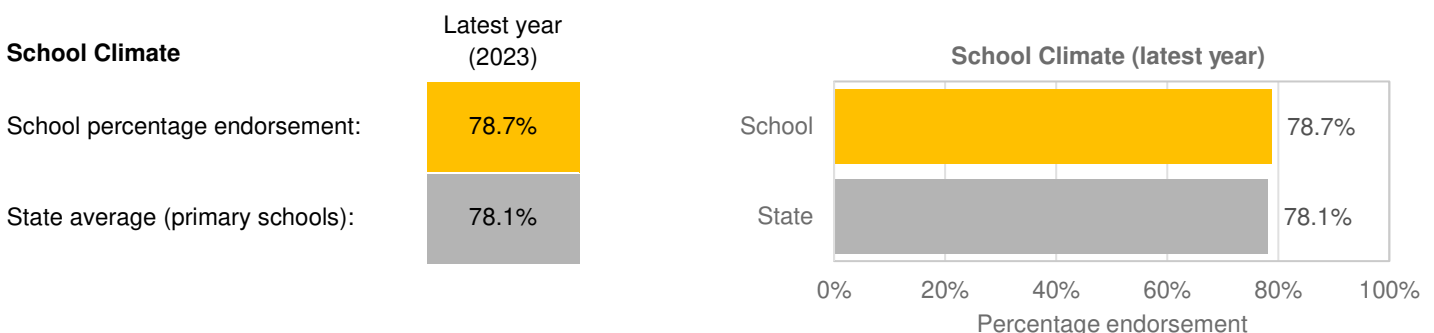


School Staff Survey

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:

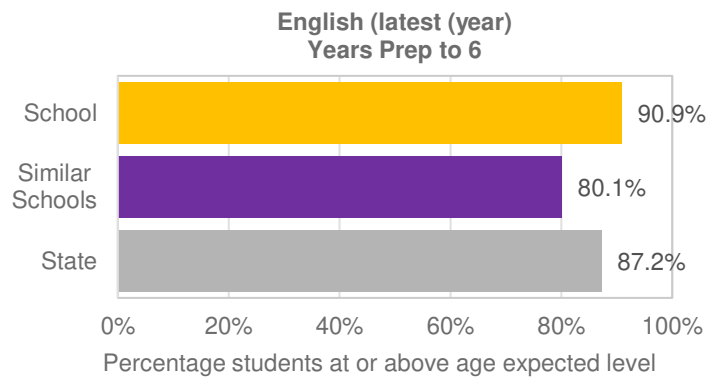
90.9%

Similar Schools average:

80.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

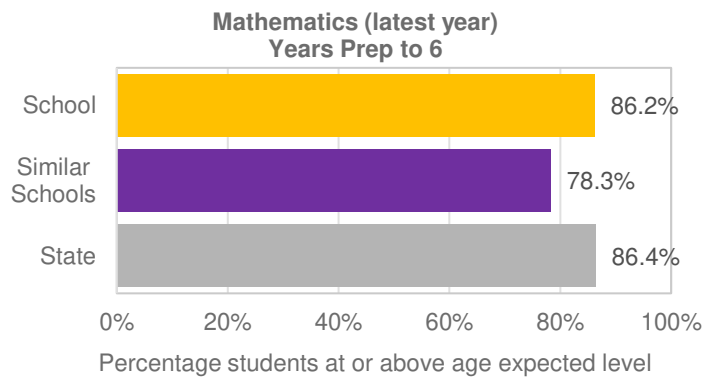
86.2%

Similar Schools average:

78.3%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.2%

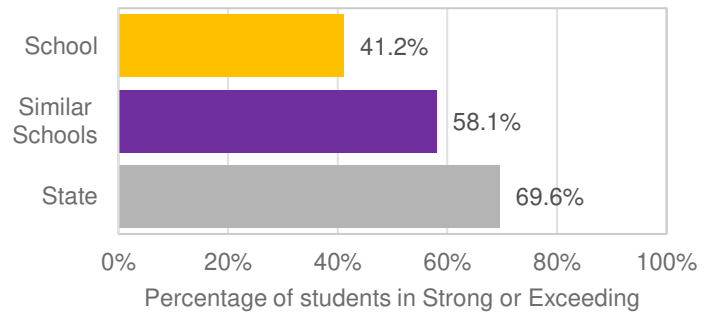
Similar Schools average:

58.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.7%

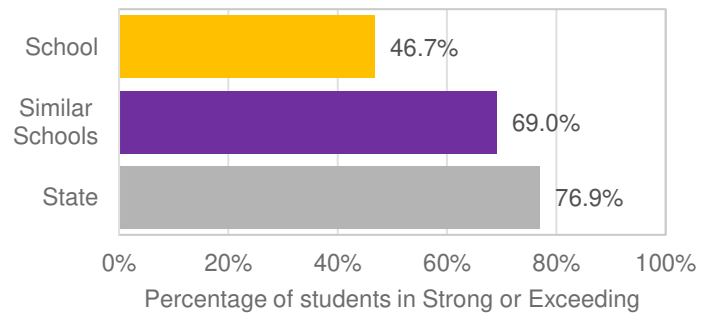
Similar Schools average:

69.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

25.7%

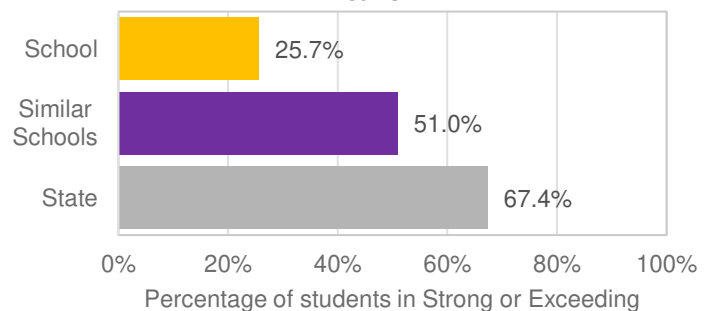
Similar Schools average:

51.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.0%

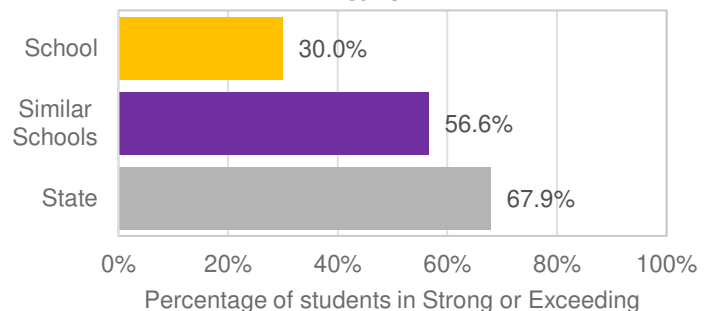
Similar Schools average:

56.6%

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:

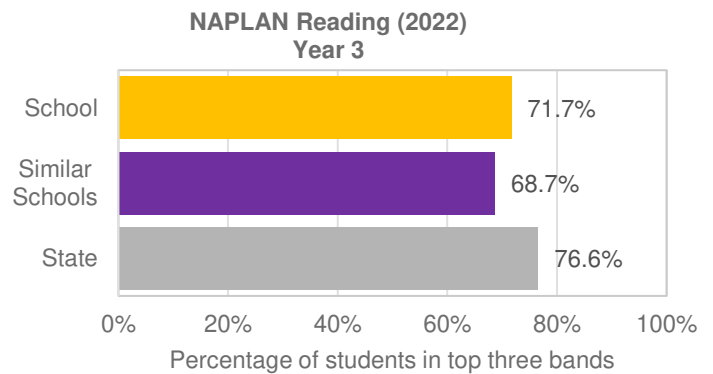
71.7%

Similar Schools average:

68.7%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

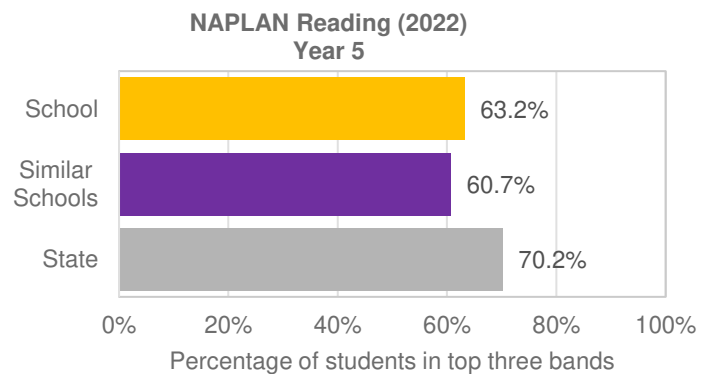
63.2%

Similar Schools average:

60.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

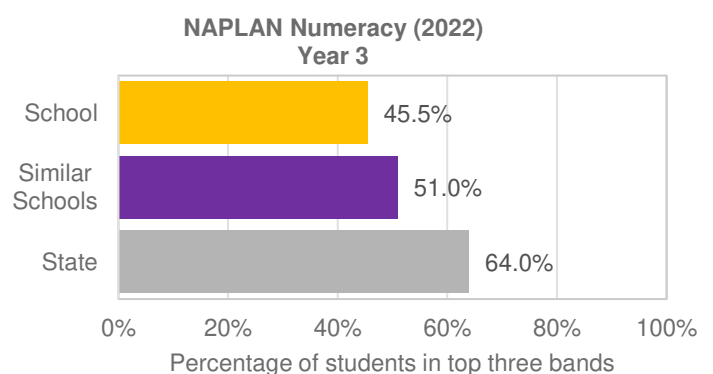
45.5%

Similar Schools average:

51.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

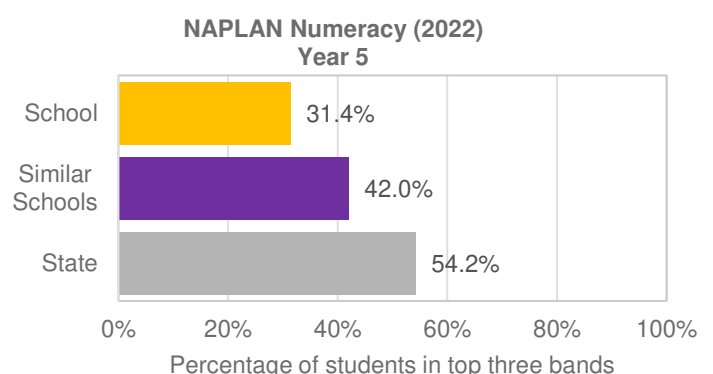
31.4%

Similar Schools average:

42.0%

State average:

54.2%



WELLBEING

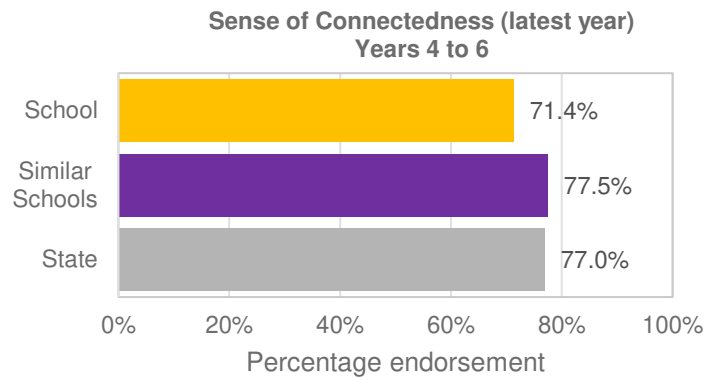
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 71.4% | 78.0% |
| Similar Schools average: | 77.5% | 79.7% |
| State average: | 77.0% | 78.5% |

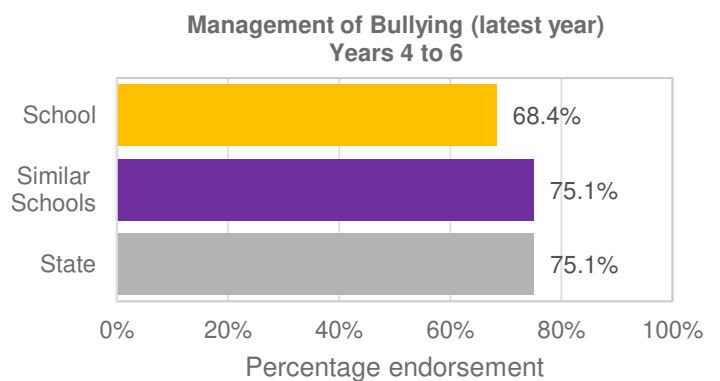


Student Attitudes to School – Management of Bullying

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: | 68.4% | 74.7% |
| Similar Schools average: | 75.1% | 77.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

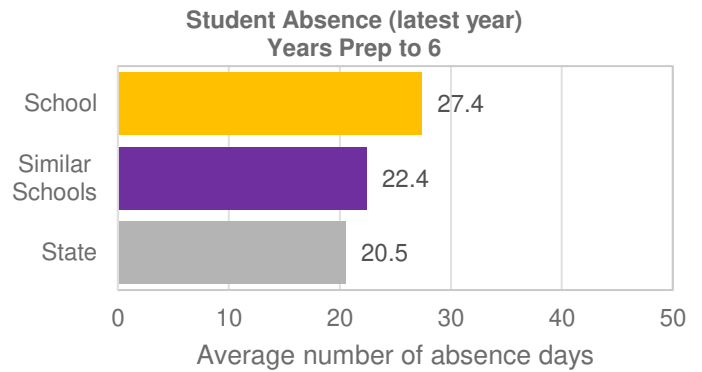
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 27.4 | 25.3 |
| Similar Schools average: | 22.4 | 20.5 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 89% | 89% | 83% | 88% | 84% | 85% | 84% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,487,268 |
| Government Provided DET Grants | \$523,869 |
| Government Grants Commonwealth | \$3,465 |
| Government Grants State | \$0 |
| Revenue Other | \$24,321 |
| Locally Raised Funds | \$161,196 |
| Capital Grants | \$20,000 |
| Total Operating Revenue | \$4,220,119 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$281,915 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$281,915 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,243,310 |
| Adjustments | \$0 |
| Books & Publications | \$2,286 |
| Camps/Excursions/Activities | \$64,880 |
| Communication Costs | \$9,306 |
| Consumables | \$89,510 |
| Miscellaneous Expense ³ | \$24,639 |
| Professional Development | \$18,371 |
| Equipment/Maintenance/Hire | \$146,943 |
| Property Services | \$286,615 |
| Salaries & Allowances ⁴ | \$309,880 |
| Support Services | \$62,475 |
| Trading & Fundraising | \$43,265 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$43,381 |
| Total Operating Expenditure | \$4,344,862 |
| Net Operating Surplus/-Deficit | (\$144,743) |
| 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 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 | \$176,349 |
| Official Account | \$20,301 |
| Other Accounts | \$0 |
| Total Funds Available | \$196,649 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$137,169 |
| Other Recurrent Expenditure | \$26,073 |
| Provision Accounts | \$8,400 |
| Funds Received in Advance | \$28,092 |
| School Based Programs | \$85,410 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$285,144 |

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.