

2023 Annual Report to the School Community

School Name: Laurimar Primary School (5497)



- 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 27 March 2024 at 02:23 PM by Jason McBean (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 05 April 2024 at 08:09 AM by Nikoo Chamani (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

Laurimar Primary School Profile/ Context

Laurimar Primary is now an established school in its 15th year of operation built by the Department of Education (DE) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area. We are incredibly proud of our school and the many things that makes it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual can confidently reach their full potential.

Our school has a current population of 962 students in 2023. The school continues to attract student enrolments due to our positive reputation within the Doreen and wider community and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which have been opened over the past 10 years, create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar Community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
- Two Learning Centres, each comprising ten general purpose classrooms that feature open plan teaching and learning, working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
- Fifteen double, open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
- Arts Centre, (comprising Music room, Visual Arts room, breakout room and kitchen)
- Administration Centre, Staffroom and main Resource / Library Centre
- Full size gymnasium with canteen facility and associated amenities
- Two bike sheds housing 400 spaces for bikes and scooters
- Fully operational OSHC building incorporating Out of School Hours and Vacation Care.

Expansive outdoor recreation areas include a full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student. A focused curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment. Our school is well resourced in the Victorian curriculum.

A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFÉ Reading structure, focussing on the 6+1 Writing traits, SOUNDWAVES spelling and comprehensive numeracy pedagogy.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential through setting personal goals. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.

Our staff are highly valued and respected for the critical role they play and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. There is an extensive range of ICT resources available which are integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.

The school has achieved a great deal over the past decade, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence and rich learning opportunities in Primary Education for all students and will constantly strive for ongoing improvement with our students.

Thank you for your interest in Laurimar Primary School

Progress towards strategic goals, student outcomes and student engagement

Learning

There were a number of learning achievements and highlights for the 2023 school year, to improve our student outcomes. Our major focus areas were the Harvard Data Wise Improvement Cycle, Numeracy and Literacy.

We completed our first full cycle of Data Wise throughout terms 2, 3 and 4. Teachers are more familiar and capable in actioning with the steps in the cycle and understand how it keeps you on track and guides you to ensure you are completing the right work for improvement.

Through the use of the Data Wise Improvement Cycle we had a large concentration on Numeracy improvement. In Curriculum Leader Meetings we increased staff knowledge and understanding of the new Mathematics Victorian Curriculum 2.0. Further to this, based on staff feedback, we had a major concentration on developing staff knowledge and understanding of the Mathematics Proficiencies and how to embed them into daily mathematics sessions and why this is so important. As a part of this teachers completed peer observation to guide each other in this improvement. Data collected from staff saw the majority of people move from being somewhat aware to fully aware or fully aware and implementing.

Continuing our Literacy focus from 2022 where we focused on Reading teaching strategies and increasing staff knowledge and understanding of phonemic awareness and phonics, for 2023, the focus was on the implementation of Little Learners Love Literacy in the Prep and Year One levels. Little Learners Love Literacy supports explicit and systematic teaching of reading and spelling. Teacher knowledge and pedagogy in phonemic awareness and phonics has strengthened and we are now using a more consistent, structured literacy approach. Little Learners Love Literacy also saw the introduction of three new assessments in the Prep to Two level Little Learners Assessment of Reading Strategies, Little Learners Assessment of Spelling Skills and the Test of Phonological Awareness for Little Learners. Teachers have developed their knowledge in administering these tests and are able to diagnose student achievement to a much deeper level and be very clear on their next steps for learning.

Student achievement data supported the success of the program;

- 78% of students achieving at expected level or above in Prep reading,
- 75% in Prep writing,
- 71% in year one reading and
- 68% in year one writing

Wellbeing

Overall, at Laurimar Primary our wellbeing outcomes dropped slightly (latest year 2023) in the student survey, however they remained higher than similar schools and the state average (latest year 2023). Our 4 year average is also higher than similar school and state averages.

Tier 2 support programs, such as STRIVE; SOAR (Literacy intervention for students 18mth or more behind), SPARK (Social skill & wellbeing intervention), STAR (tutoring in literacy), LEAP (language intervention for students with moderate to severe language delay) and AIM (numeracy intervention), are a highlight from the last few years. They provide evidence based explicit teaching that covers literacy, numeracy, social development, emotional regulation and language, as well as an opportunity for students who have similar needs to learn together in a supported environment and make strong connections to similar peers. This support space has become a hub for students to feel safe and access individual support, as well as teachers to access professional knowledge and resources as needed or through coaching sessions. These specialists include a special education leader, speech pathologist and occupational therapist. The STRIVE space has also supported parent involvement and connectedness, through high levels of communication, SSGs each term and consistent relationships as their child moves through school.

2023 Parent/Caregiver/Guardian opinion survey indicated 95% positive responses regarding promoting positive behaviour and 88% positive responses regarding respect for diversity. This suggests that parents feel student behaviours are well supported and diverse cultural and neurological needs are being acknowledged and met to a high standard.

Georgina Pazzi (Transforming Behaviours that are challenging consultant) was another positive in the wellbeing space who worked closely with leadership and the grade 4 lighthouse team to support the school in transforming challenging behaviours. This prompted us to begin the process of becoming a school wide positive behaviour school in 2024.

Engagement

2023 Student Attendance

In the post COVID era, our trend with school attendance continues to gain a higher rate of absence days in line with similar schools and state averages. Our school result of 18.6 is lower than similar schools average of 19.3 days and almost 2 days lower than state which is 20.5. Our Prep cohort within the school leads the way at 92% with improvement needed in the grade 4 cohort at 89%.

Student Engagement & Wellbeing has been a continued focus at Laurimar Primary School in 2023. Our school has continued to develop and build capacity with staff to support student growth and agency. We are able to support our Tier 1, Tier 2 and Tier 3 students with the opportunities we provide as a whole school.

Opportunities through rich learning experiences in the classroom is a prime focus for our staff and direction as a leadership team at LPS. Linked to our Tier 1 students (all students) are the experiences through learning, incursions such as the 'Mathematics' Show and excursions such as the MCG Sports Museum experience, Bundoora Park Animal Farm visits (Prep) Circus Nexus (Grade 2). Our whole school camping program from Prep (Trek) to Grade 6 (Rumberg) also continues to be a highlight of the commitment to engagement and wellbeing at our school. We are able to effectively organise these opportunities through the leadership model of the school and collaboratively work with PLTs through Operations and Wellbeing Leaders at each year level. Our students also had the opportunity to attend the famous Somers Camp on the Mornington Peninsula for 9 days and create lifelong memories.

Our Tier 2 students are supported by targeted programs including AIM (Achievement in Maths), Tutoring, STRIVE, Spark, Soar, Leap & Star. These are targeted at specific students to support social, emotional and academic growth. Classroom teachers and staff of these programs work together to support our students during these programs.

Our extended extra curricular activities (student choice) are targeted towards academic, social, emotional, physical and cultural growth, through opportunities inside and outside of the classroom. Examples of these include the Junior Rangers (STEM) and Energy Breakthrough program for students in Grade 4-6 where we have 90 + students participate every year. We also provide opportunities for 50 students in Grade 5/6 to participate in a 'Melbourne Grand Prix' experience which also focuses cross curricular areas in particular STEM through our connection with Quantum. The Clubs Program is also an opportunity for student choice to be engaged in interest during break times. In 2023, the introduction of our Indigenous 'Maloga Art Mentoring Program' was a phenomenal success where it engaged students and improved attendance rates.

Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life and we certainly take pride in providing the best opportunities possible for all of our students at Laurimar Primary School.

Other highlights from the school year

Our school highlights for 2023 include;

- Each year, our ANZAC Day Dawn service and Remembrance Day Service are conducted here at our beautiful memorial and is a significant community event run by the Doreen RSL and Laurimar Primary School with many schools and community organisations represented. It is a very moving service for the entire Doreen and wider community with 12 local Primary and Secondary Schools involved.
- 2023 Whole School Production. Every second year, Laurimar Primary School engages all students in a whole school production across 3 memorable nights at Plenty Ranges Arts and Convention Centre. In what is always an absolute highlight of the year, to see almost 1000 students get up on stage under performing Arts is another experience of their schooling life that they will all look back on with fond memories.
- Student Leadership at LPS was further enhanced across the school through regular symbolic presence at assemblies and students having a greater role in running these whole school events. House banners for every assembly were introduced and proudly visible. Students attended the National Young Leaders Day in the city once again in 2023. We expanded our student leadership qualities through our leaders having guest speakers and attending leadership forums.
- School camps and excursions; In 2023, Laurimar Primary School was able to complete the full compliment of our sequential camping program from our Prep Trek, Grade 1 Dinner and Disco, Grade 2 School Sleepover, Year 3 Billabong Ranch, Echuca Camp, Year 4 to Phillip Island, Year 5 to Camp Kangarooie in Warrnambool and Year 6 Camp to Rumberg in Wilsons Promontory. The lifelong memories that these experiences create for our whole school make the camps program such a rich, engaging and worthwhile experience.
- Another year in 2023 of outstanding results at the Energy Breakthrough event held in Maryborough. All 3 teams finished top 10 in the race (3rd, 5th and 7th), top 5 in the Design & Construction component of the event (1st, 2nd and 5th) and 2 teams finished top 10 in Display & Presentation component, (1st and 7th). **Overall, our teams came 1st (Phoenix), 2nd (Dragons) and 4th (Griffins) out of 56.** That all said, the results were not the biggest success of the program. The growth and development made by participating students in the 6 month lead up was. When selecting the 39 participating students, we ensure a range of abilities and personalities are in the group. These students learned about concepts including global warming and climate change, health and wellbeing (including diet & nutrition, sleep habits, exercise), team work, social

skills, resilience, persistence, leadership and reward for effort. Students also worked with their community to secure sponsorships, arrange fundraisers and promote the key message of the Energy Breakthrough - making positive change in our community. Once again, with this diverse range of student with varying abilities, EB acted as both the school's most holistic support AND extension program.

- Environmental programs included daily Walk and Talks, Bird Watching, Junior Rangers Program, Ride and Ramble, Walk and Ride to School Days which exposed our students to rich learning experiences about their environment and future leadership and responsibility by taking action around our global footprint.

Financial performance

At the conclusion of the 2023 school year, Laurimar Primary School was left in a sound financial position. Our school generated a healthy net operating surplus as outlined in the Financial Performance and Position report. The result is due to careful management of the financial resources with particular to staffing resources, both locally raised funds, and School Resource Package (SRP) credit funds. The school managed its finances in line with DoE processes and guidelines. Laurimar Primary effectively kept within objectives, safeguarded assets and aligned compliance with applicable regulations. There was a clear segregation of duties to ensure that prudent checks and balances were in place regarding budgeting, receipting and expenditure of funds. The School Council, whilst responsible for overseeing the program and provision of timely reports, has been supported by the Principal and Business Manager to provide financial leadership.

Expenditure of budgeted funds has aligned to the School Strategic Plan goals and student outcomes. Disability Inclusion Tier 2 funding, Tutor Learning Initiative and Equity funding received was used to provide Human and Physical resources to provide support and intervention to students. Staff development has also been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement.

For more detailed information regarding our school please visit our website at
<https://www.laurimarps.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 966 students were enrolled at this school in 2023, 457 female and 509 male.

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

Overall Socio-Economic Profile

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

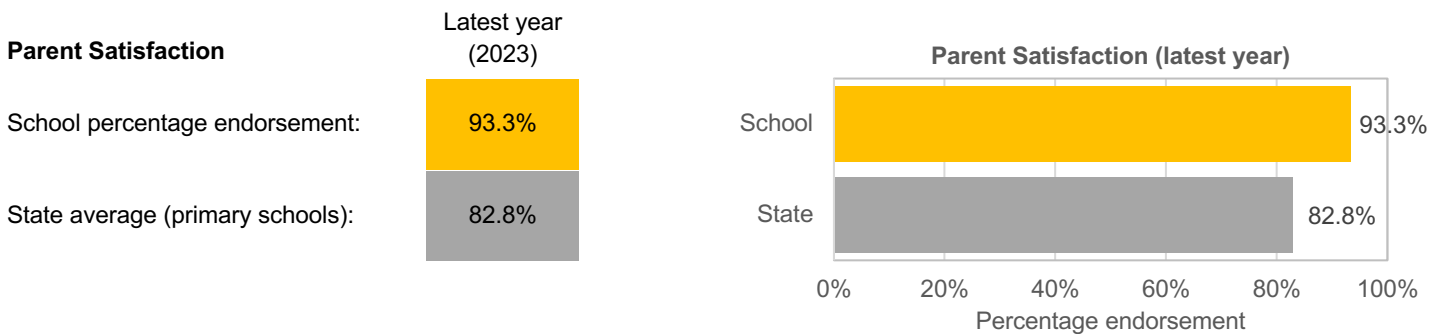
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

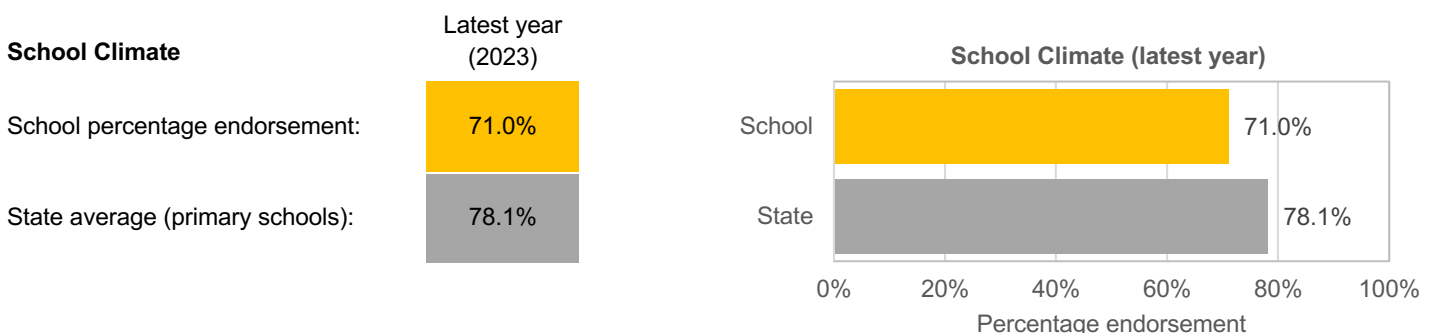


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

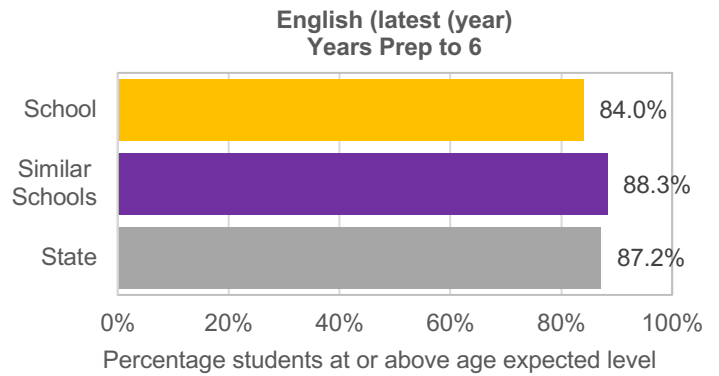
84.0%

Similar Schools average:

88.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

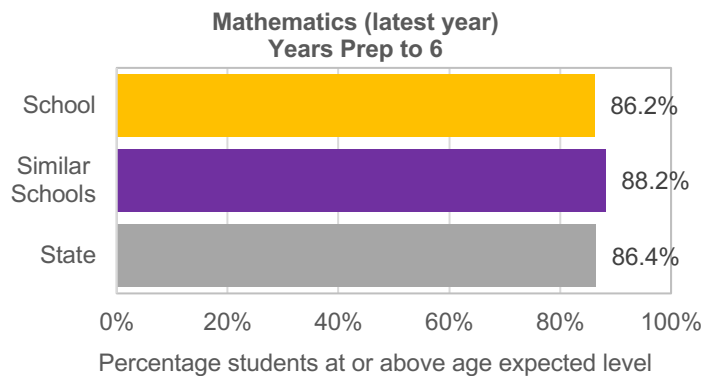
86.2%

Similar Schools average:

88.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.0%

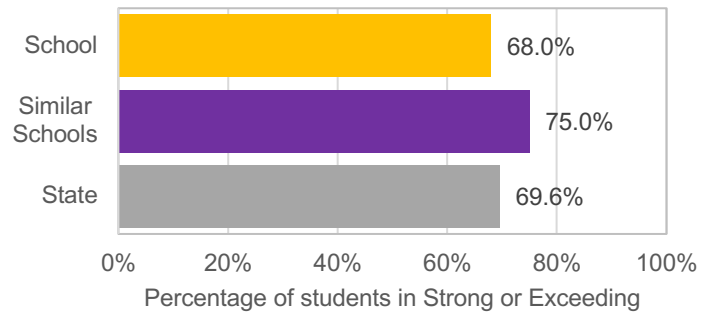
Similar Schools average:

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:

81.8%

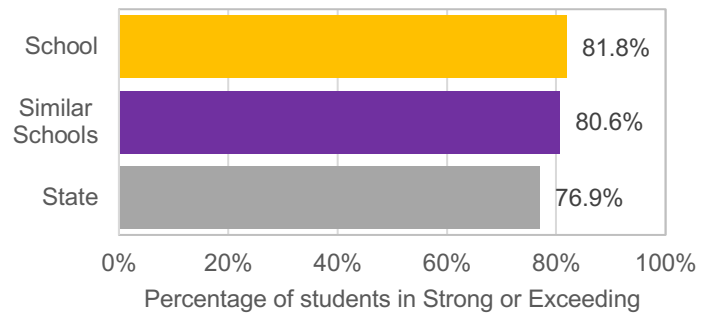
Similar Schools average:

80.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.4%

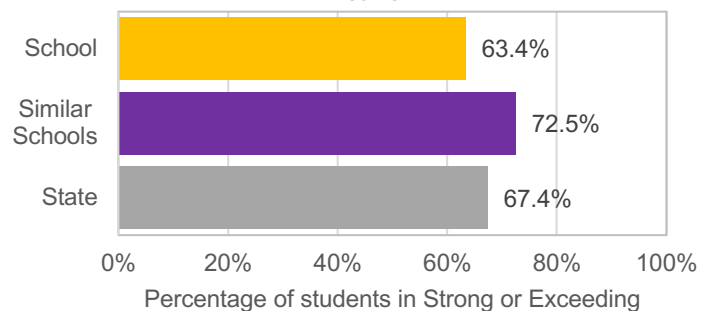
Similar Schools average:

72.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.4%

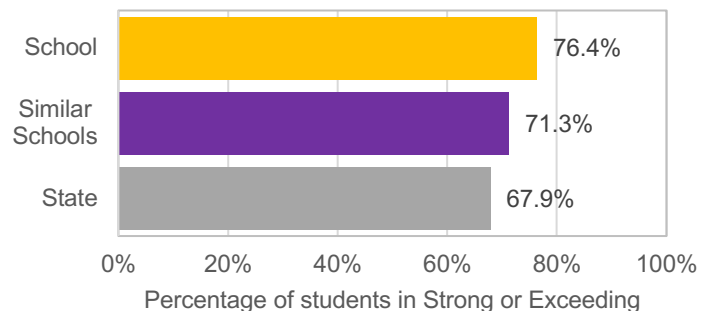
Similar Schools average:

71.3%

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:

82.1%

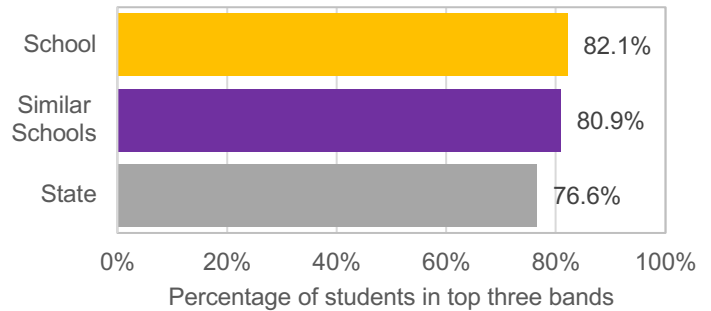
Similar Schools average:

80.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

62.6%

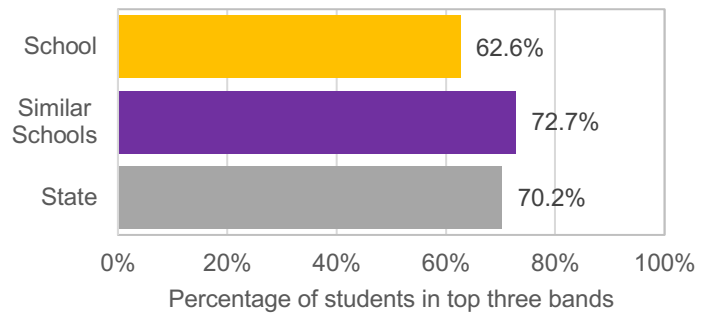
Similar Schools average:

72.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

63.4%

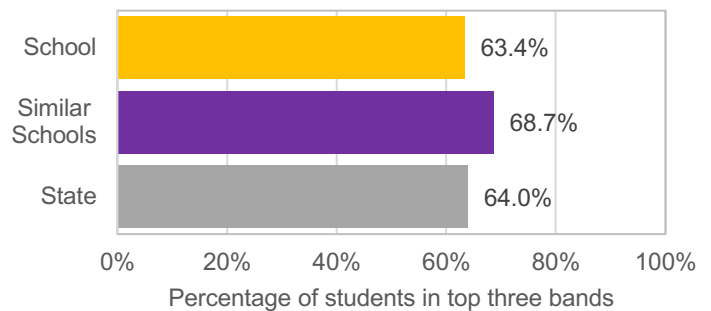
Similar Schools average:

68.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

48.9%

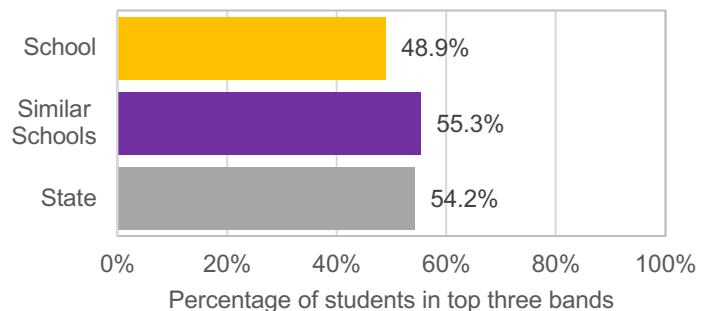
Similar Schools average:

55.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

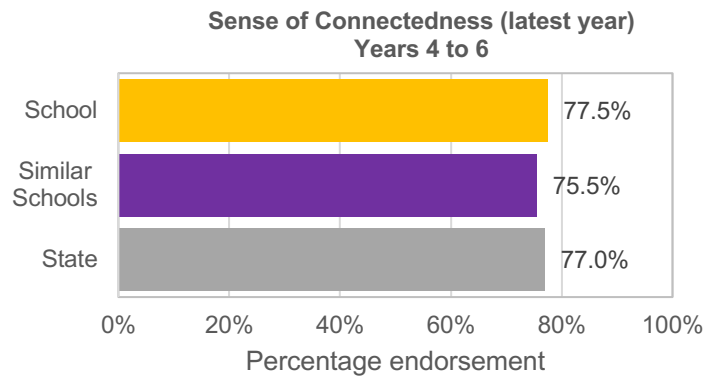
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.5%	81.5%
Similar Schools average:	75.5%	78.5%
State average:	77.0%	78.5%

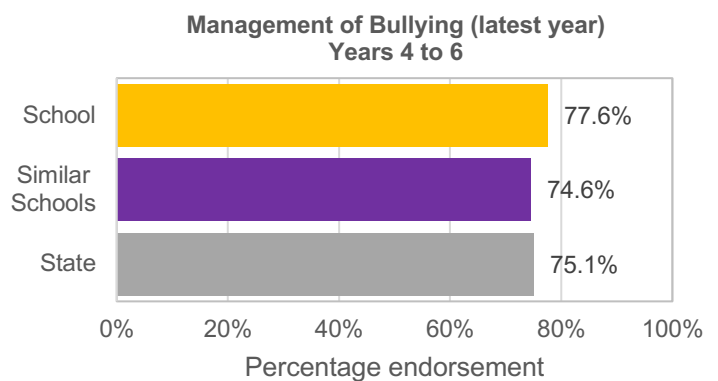


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.6%	80.5%
Similar Schools average:	74.6%	77.7%
State average:	75.1%	76.9%



ENGAGEMENT

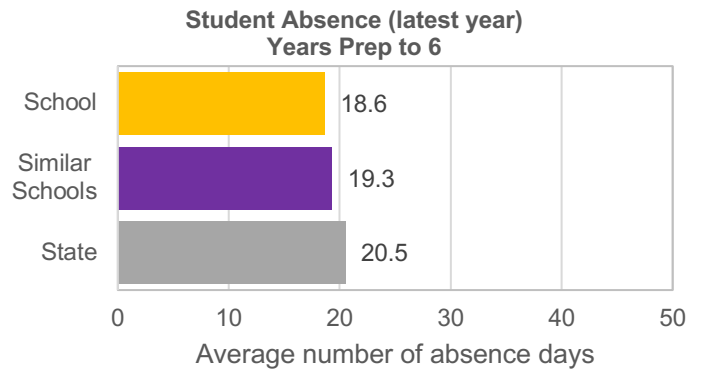
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	18.6	17.2
Similar Schools average:	19.3	16.6
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	91%	91%	90%	89%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,794,480
Government Provided DET Grants	\$1,269,368
Government Grants Commonwealth	\$536,283
Government Grants State	\$0
Revenue Other	\$91,534
Locally Raised Funds	\$1,065,030
Capital Grants	\$0
Total Operating Revenue	\$11,756,695

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,565
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,565

Expenditure	Actual
Student Resource Package ²	\$8,145,769
Adjustments	\$0
Books & Publications	\$3,112
Camps/Excursions/Activities	\$470,030
Communication Costs	\$9,599
Consumables	\$251,345
Miscellaneous Expense ³	\$33,411
Professional Development	\$112,853
Equipment/Maintenance/Hire	\$195,697
Property Services	\$251,991
Salaries & Allowances ⁴	\$1,447,627
Support Services	\$93,478
Trading & Fundraising	\$116,925
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,065
Total Operating Expenditure	\$11,182,902
Net Operating Surplus/-Deficit	\$573,793
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	\$994,605
Official Account	\$34,705
Other Accounts	\$0
Total Funds Available	\$1,029,310

Financial Commitments	Actual
Operating Reserve	\$467,929
Other Recurrent Expenditure	\$881
Provision Accounts	\$0
Funds Received in Advance	\$23,823
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,414
Capital - Buildings/Grounds < 12 months	\$8,000
Maintenance - Buildings/Grounds < 12 months	\$418,263
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,029,310

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.