

# 2022 Annual Report to the School Community

School Name: Kangaroo Flat Primary School (0981)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 12:45 PM by Kim Saddler (Principal)

- This 2022 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 28 April 2023 at 04:48 PM by Leticia Laurien (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Kangaroo Flat Primary School is located 5 kilometres south west of the Bendigo CBD and is considered to be the southern gateway to this regional city. Our school's vision is to prepare young people to become active, engaged and responsible citizens capable of successfully interacting and learning in our local and the wider global community. Our school's mission statement is to be an outstanding primary school that empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

School enrolment growth was a feature in 2022 with our school increasing by almost 20 children. Our 284 students (132 females & 152 males) are at the centre of our learning community and the decisions we make. Our school values of- Respect, Teamwork, Responsibility and Being Your Best capture the spirit of the way we go about our work and our commitment to continuous improvement.

Our student demographic continues to grow in cultural diversity – with 17.0% of our student population having EAL (English Additional Language) status, mostly from refugee backgrounds (Karen and Afghani) and 13% of our student population identifying as Aboriginal or Torres Strait Islander. We also have a large student support base with 6% of our students receiving additional support through our PSD/Disability & Inclusion model. Our Student Family Occupation and Education index (SFOE) index was considered high at 0.68

In 2022, our school had the full time equivalent of 19.9 teaching staff, which included two Principal class school leaders and 1 Learning Specialist. We also employed a full time tutor through the Department of Education's Tutor Learning Initiative aimed at addressing the learning needs identified as a result of remote learning. We also had 11.5 FTE Education Support Staff; including 0.6 Chaplain, 0.4 wellbeing support, 0.6 Mental Health & Wellbeing Coordinator, 0.2 Art Therapist, 0.4 Speech Pathologist, 0.6 Cooking classes/canteen manager, 0.4 English Additional Language Teacher and 2 Multicultural Education Aides (0.4 Karen & 0.2 Afghani) combined to make one effective and collaborative team.

Key teams within our school interact and collaborate to ensure each student has the best opportunity to reach their potential. In 2022, Kangaroo Flat Primary School had 13 classrooms operating, as well as the specialist areas of Physical Education, Art, Classroom Music and Chinese. Our school structure is founded on "Neighbourhood thinking" every teacher within a Neighbourhood has a responsibility to every learner and each other. We have strong PLC (Professional Learning Communities) practices and each PLC works collaboratively to analyse student outcomes data and then plan accordingly to meet the needs of their students.

Our School's Learning Mantra is "Imagine, Believe, Achieve". Work done in classrooms during our 'KFPS Quality Beginning/Start Up' program delves into what our school values and Learning Mantra means and how we can embrace them to be our very best. Our Kangaroo Flat Primary School Quality Beginning program provides each class with the chance to explore and set up their learning protocols to be sent home for parents to read and sign. Our School Improvement Team supported best practice thinking and translated this into action across the school. Ongoing professional learning is a key school priority and was actioned through online workshops and is actioned through peer observations, a whole staff professional learning program and learning partnerships with other schools. Our Learning Specialist supported the Professional Learning Communities (PLC) model where an inquiry approach was developed to target a common problem of practice.

The '4th R' in our school is to develop and foster opportunities to support and grow resilience and relationship skills in every learner enabling them to thrive socially and emotionally. Using the School Wide Positive Behaviour Supports Framework along with explicit wellbeing protocols and procedures, we work hard to ensure that every face has a place! Our Primary Wellbeing Officer, School Chaplain and Art Therapist provide additional skills and expertise to support whole school wellbeing. Our school is a Lead School in the 'Rights, Resilience and Respectful Relationships' curriculum. Two staff are trained to support the development of the RRRR curriculum in our school as well as supporting and delivering professional development in other schools. Our school continued its involvement as a pilot school in the Mental Health in Primary Schools initiative. As part of our commitment to MHiPS our school employs a 0.6 EFT Mental Health & Wellbeing Coordinator (MHC). Our involvement in this initiative has provided our school with professional development, a stronger capacity to identify the various conditions of mental health in young children and the opportunity to commence the initial development of referral pathways for students at risk. Our teachers monitor students using the mental health continuum and track progress.

The school has an effective transition program that operates to school, within school and beyond Kangaroo Flat with approximately 95% of Grade 6 students moving across the road to Crusoe College. We have forged a strong partnership with our local pre-schools; including the participation in shared professional learning. This has strengthened our transition process for both our pre-schoolers and their families as they commence the journey to 'Step Up to Prep'. After 2 years of interrupted transition for our pre-schoolers, we were pleased to be able to once again provide a strong transition and orientation program to our pre-schoolers. A Virtual School tour is available on our website for families to view and we held four onsite orientation mornings with children rotating through learning activities so as to get a 'taste' of our primary school setting.

We are proud of our community and our students. We openly and actively celebrate our achievements and the achievements of our students via our weekly school community assemblies, our newsletter, school app, website and local media. Friday school assemblies showcase weekly highlights under the leadership of an outstanding student Assembly Team. Through parent opinion surveys, our community continues to show a strong level of satisfaction around the work that we do. We know our community well. We embrace our community to ensure every member has every opportunity to thrive! Community counts at kfps!

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

### Learning

Our school improvement journey continued to provide us with positives to celebrate as well as a clear direction for improvement. Our School Improvement Team (SIT) is well established with vast experience in both Literacy and Numeracy practice. This team continued to review the Assessment Schedule for F- 6 to ensure our school was implementing a purposeful assessment program that provided both students and staff with formative and summative assessment data that could inform everyone on how to best shift our reading and mathematics data. Both our Leadership Team and our School Improvement Team led our PLC Inquiry cycles where each PLC team analysed their student outcomes data and worked on a problem of practice to shift data.

In June 2022 we commenced a 2 year partnership with MAV (Mathematical Association of Victoria) and commenced regular online professional learning sessions with MAV in the second semester. The Numeracy Team, led by our Numeracy Leader, undertook Learning Walks and Peer Observations within classrooms to ensure a consistent approach was taken in the teaching of mathematical concepts. Our Literacy Team began looking at our writing data and commenced research in the lead up to our school review as to what other writing approaches may need to be implemented to support school improvement in this curriculum area. NAPLAN testing in 2022 provided our school with a clear picture of student achievement levels. Our Grade 3 data indicated that 38% of students were in the Top 2 Bands of NAPLAN for Reading – slightly better than our Similar Schools group (36%) In terms of the Top 3 Bands of NAPLAN in Reading, we had 65.6% of our Grade 3 students achieve at this level which exceeded our 'Like Schools' group (57.7%) but below the state average of 76.6%. Our 4-year average for Year 3 Reading in NAPLAN remained consistent.

Our Grade 3 Numeracy data indicated that 13% of students achieved in the Top 2 Bands of NAPLAN. This was lower than our similar schools group (19%) and well below the state average of 39%. In terms of the Top 3 Bands of NAPLAN in Numeracy we had 43.3% of students achieve in this category marginally outperforming similar schools (42%) and 20.7% below the state average of 64%.

Our Grade 5 Reading data indicated 32% of students were in the Top 2 Bands of NAPLAN - our strongest performance in the 5 year trend and marginally higher than our Similar Schools group (25%) but below the state average of 44%. In terms of the Top 3 Bands of NAPLAN in Reading, we had 55.9% of our Grade 5 students achieve at this level, marginally better compared to our 'Like Schools' group (50.6%) but below the state average of 70.2%

Grade 5 Numeracy data indicated that 19% of students achieved in the Top 2 Bands of NAPLAN We were above our Similar Schools category(10%) but below the state average of 27%. In terms of the Top 3 Bands of NAPLAN in Numeracy we had 31.3% of our Grade 5 students achieve in this category and very much aligned with our Similar Schools group (30.2%) and significantly below the state average of 54.2%.

Our Teacher Judgements of student achievement levels indicated that our students were achieving better academic results in English than in Maths. Our Teacher Judgement of Student Achievement (Foundation - Grade 6) in English indicated that 71.5% of students were at or above age expected standards. This was marginally better than our Similar School's group ( 68.3%) but significantly lower than the state average (87%) Our Teacher Judgement of Student Achievement (Foundation - Grade 6) in Mathematics indicated that 63.2% of students were at or above age expected standards. This was below our Similar School's group ( 67.2%) but significantly lower than the state average (85.9%)

The continuation of the Tutor Learning Initiative in 2022 was a great success with identified students who did not make the expected learning growth in the previous year of 2021 (due to COVID related reasons) having the opportunity to participate in the tutoring program. Students received tutoring 3 times per week in the area of the curriculum that was identified through the data. Our school was fortunate to be able to continue the tutoring initiative throughout the 2022 year as we did not experience staffing shortages in this area.

Student Support Group meetings continued to be held each term for our PSD funded and Out of Home Care students and held each semester for our Aboriginal students. Student Support Group meetings continued to enhance our home-school partnership not only with our families but also with critical agencies who support our families. Learning Improvement Plans were written, discussed with students/families and adjusted/reviewed each term in line with the students' needs. Care Team Meetings and Student Support Group meetings were held regularly in 2022. Most PSD students met their goals outlined in their Individual Education Plans across the year.

## Wellbeing

Wellbeing continued to have a strong and proactive focus at our school during 2022. The Wellbeing Team effectively case managed health and wellbeing needs across the school. Although there were no school closures in 2022, the impact was still felt amongst families with an increase in fatigue and anxiety around the ongoing nature of the pandemic.

The work of the Chaplain (0.6), Wellbeing support (0.4) Mental Health & Wellbeing Coordinator (0.6), Speech Pathologist (0.4) and Art Therapist (0.2) included targeted small group intervention work for students with similar wellbeing/ speech needs. Cooking was also offered to students as part of a suite of opportunities for children who may have needed a different program. With the challenge of COVID, health and wellbeing took on a different meaning and context. Our school took on many different roles within our school community. Additional support to families was a key feature of our wellbeing team with food hampers being arranged for an array of families. Extra phone calls and communication was a hallmark of our wellbeing agenda.

In 2022, our school continued in the Mental Health in Primary Schools pilot which is a partnership between the Department of Education & Training, Murdoch Children's Research Institute, and the Melbourne Graduate School of Education. As part of the pilot we were provided with funding to employ a Mental Health & Wellbeing Coordinator 3 days per week. Staff each term track students along the mental health continuum and used the care pathway tool to identify and refer students at risk to the Wellbeing Team. Coinciding with our MHIPS pilot participation, was our regional representation on the State Mental Health Reform Reference group responsible for providing guidance to DET around the new Mental Health menu for schools. Drum Beat, social & emotional groups and our school wellbeing dog, Bonnie, were all hallmarks of our wellbeing support across the school.

Our Aboriginal students connected with a local Aboriginal artist, each fortnight to connect with country and to create a mural to place on one of our buildings. We will continue to this partnership in 2023.

As a lead school in the Respectful Relationships (RRRR) curriculum, we continued to engage students in the learning of mindfulness activities as well as learning tasks in the social and emotional curriculum. The 2022 Attitudes to School Survey indicated that: \* 90% students are happy to be at our school. \* 80.8% students feel a sense of belonging or connection to our school. \* 81% feel safe and believes that our school manages bullying. \* 92% students felt a sense of inclusion. All these dimensions rated higher than our Similar Schools category and the state average.

In 2023, Wellbeing will continue to have a strong focus and agenda at Kangaroo Flat Primary School where 'every face has a place'.

## Engagement

School Attendance continued to be a priority in 2022 as our 4-year trend showed us that we continue to have an absence rate above the state level. However, when drawing comparisons for the 2022 year, our school was only marginally above the state average when it came to the average number of student absence days.

On average our student's attendance rate was 87%, with the average number of absences sitting at 25.6 days. Our Similar Schools average of 28.4 days of absence along with the state average of 23.3 days, highlights the continuing effects of COVID and the government guidelines that if you had COVID or were a close contact of a person with COVID then you were expected to be in an isolation/quarantine period of 2 weeks. By the end of 2022, this guideline had relaxed to only 5 days of quarantine. When students were well enough in their quarantine period to undertake schooling, our school provided work packs.

Daily SMS messaging, individual attendance plans, phone calls, parent meetings, case management meetings, letters & postcards mailed home along with home visits all supported the key message that 'It's Not OK to be Away!' The Wellbeing team, specifically our school Chaplain phoned families twice per week for students with high absence rates and discussed supports required to encourage a change in attendance behaviours.

It was noted that there was an increase in anxiety levels exhibited by some students during the year which impacted on their general attendance. This was particularly noted in our junior areas of Foundation and Grade 1 whose parents indicated that they 'erred' on the side of caution when it came to their child's health. Our Wellbeing Team undertook a PLC Inquiry with regional support to dig deeper into the absences and the "why" behind it.

Our reflections as a school after the 2021 COVID year enabled us to meet the needs of students and families during 2022 family quarantine periods with greater consistency. The school worked with external agencies such as Anglicare, BDAC, Centre for Non Violence and Bendigo Community Health to identify and acknowledge when families required a 'wrap around' approach to attendance as it became a fairly sound indicator if there were underlying difficulties occurring within the family home.

The communication with parents via parent portal, phone and class dojo continue to have a positive impact on the home school partnership. Three staff undertook ongoing professional learning with the Quaglia Institute for Student Voice and Aspirations throughout the 2022 year and we hosted a regional professional learning day at our school with the USA presenters from the Quaglia Institute which was well received. These online workshops strengthened our understanding of what true student voice and



agency looked like within a school. We made a strategic effort to provide opportunities for students to have an authentic voice within our school. We look forward to continuing this work in 2023.

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## Other highlights from the school year

In 2022, our school held its 4-yearly school review process, convened by an independent school reviewer. This process ensures that schools review their data sets and other evidence to form a collective view of areas of strength and areas of improvement. This review process informed the direction of our school's 2022-2025 Strategic Plan.

Our school was honoured to be recognised at the 2022 Victorian Education Excellence Awards, winning the category of 'Outstanding Primary Principal'.

Our school hosted a visit in July of the Education Minister, the Hon Natalie Hutchins MP, who announced the introduction of the new Mental Health menu available to regional schools. The minister spoke at the school's assembly, visited classrooms and observed a number of our school's suite of wellbeing initiatives and programs in action.

Each year, our Grade 6 classes participate in the National Wakakirri Eisteddfod. Our students choose the category that our school will participate in, brainstorm ideas and then help write the storyboard for this Eisteddfod. In 2022, our school was acknowledge with a nomination for a national festival award: Animal Welfare story award. Our school was commended for its excellence in performance teamwork, construction and clarity, overall hair and make-up and our minimal use of sets, props and costumes. Kangaroo Flat Primary School partnered with the City of Greater Bendigo to host a Family Fun Day to promote Kangaroo Flat as a great place to 'live, work and play'. Fifteen community groups attended the day to promote the work that they do within our wider community. This was a free community event that saw 1000 people attend the day.

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## Financial performance

Our school is in a financially sound position. Our school receives significant Equity funding (\$796,134) which we used to support additional staffing within our school. This include the funding of allied health staff such as speech pathologist, SPAIDE, Art Therapist, including professional development for staff around wellbeing, diverse learners and mathematics.

Our school spent \$ 45,000 on iPads, laptops and the upgrade of our network server. Our school accessed \$62,000 in grants such as the Sporting Schools and Active School funding. This provided our school with a new 1/2 court basketball court and volleyball area. Our annual contracts, including photocopier lease, air conditioning maintenance, waste services, testing & tagging, cleaning contract, gardening & maintenance and Essential Safety Measurements compliance (ESM) cost the school in the vicinity of \$ 177,670.

Our school has set aside \$339,600 to replace cooling/heating system across the school, to carpet/paint Rooms 11-14, CCTV installation, fit out Room 18/19, create a learning space for TLI program, create a kitchen garden and eating/learning outdoor space for Ironbark neighbourhood and a native garden space. We are investing in long term outdoor spaces for our students to enjoy.

**For more detailed information regarding our school please visit our website at**  
<https://www.kangarooflatps.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 284 students were enrolled at this school in 2022, 132 female and 152 male.

17 percent of students had English as an additional language and 13 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).

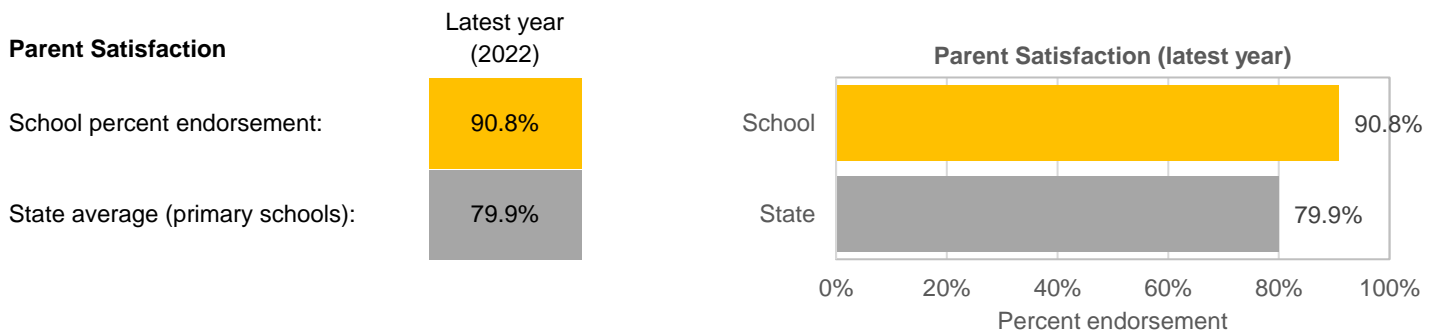
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

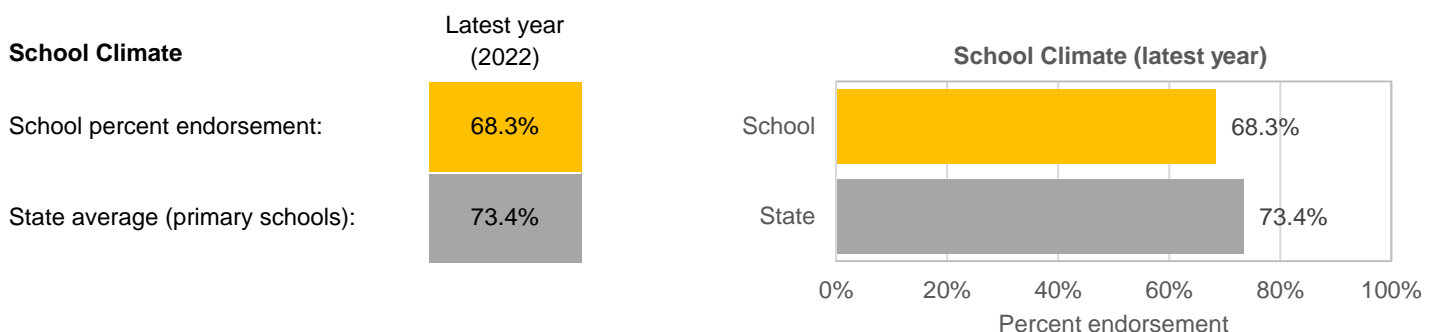


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

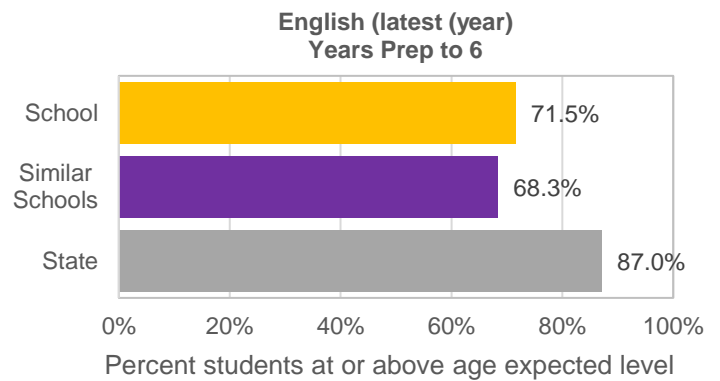
71.5%

Similar Schools average:

68.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

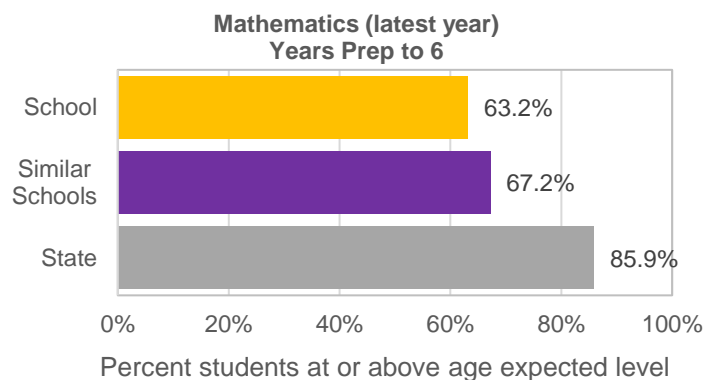
63.2%

Similar Schools average:

67.2%

State average:

85.9%



## 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.

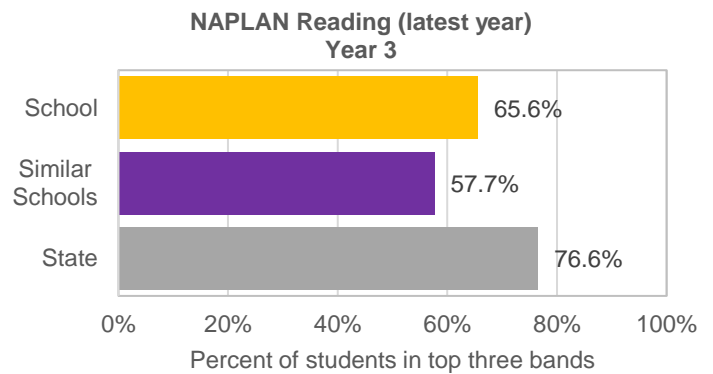
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

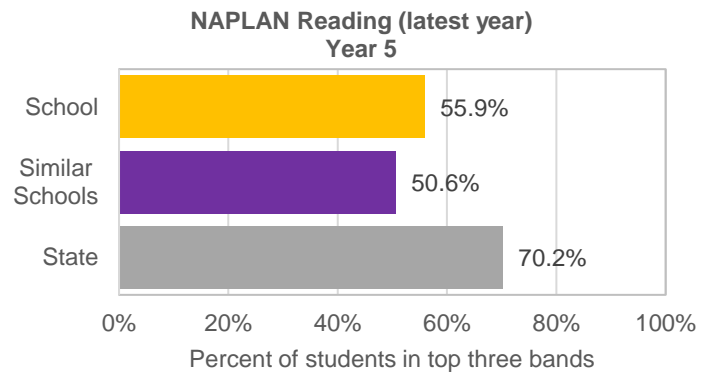
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.6%	66.0%
Similar Schools average:	57.7%	59.8%
State average:	76.6%	76.6%



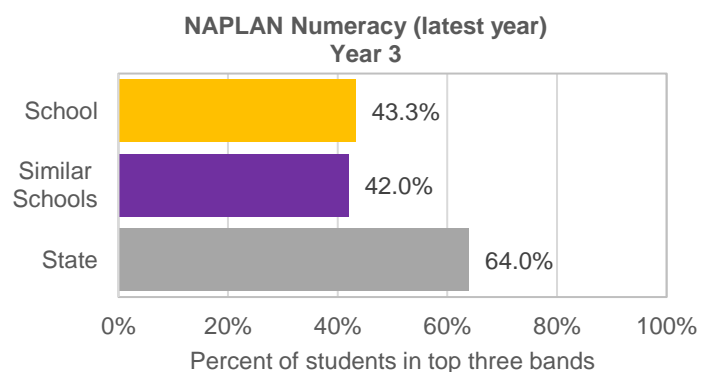
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.9%	54.8%
Similar Schools average:	50.6%	51.9%
State average:	70.2%	69.5%



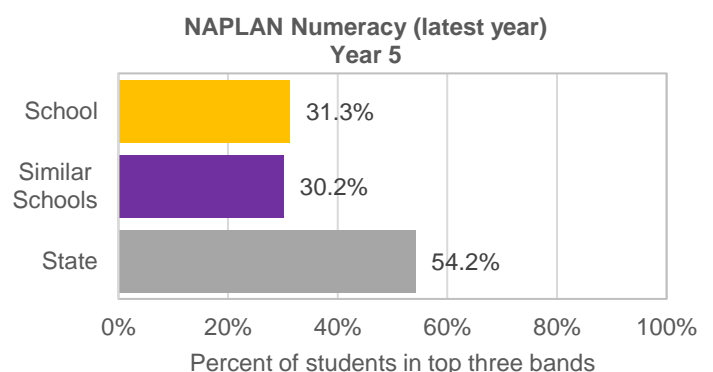
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.3%	52.9%
Similar Schools average:	42.0%	45.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.3%	33.3%
Similar Schools average:	30.2%	36.1%
State average:	54.2%	58.8%



## WELLBEING

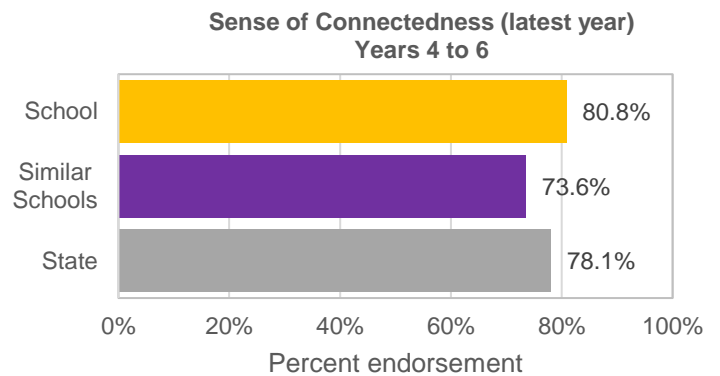
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	80.8%	80.1%
Similar Schools average:	73.6%	75.9%
State average:	78.1%	79.5%

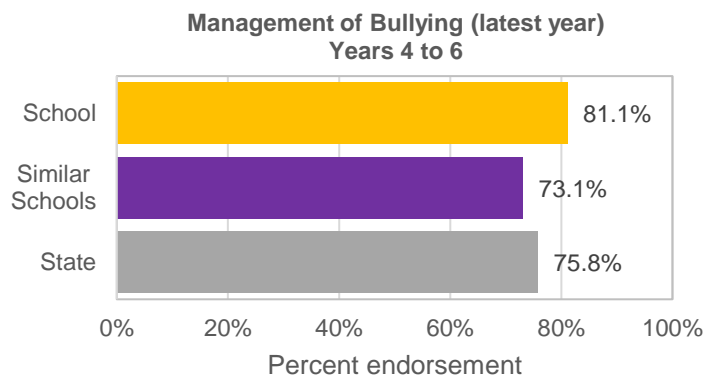


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	81.1%	84.0%
Similar Schools average:	73.1%	75.6%
State average:	75.8%	78.3%



## ENGAGEMENT

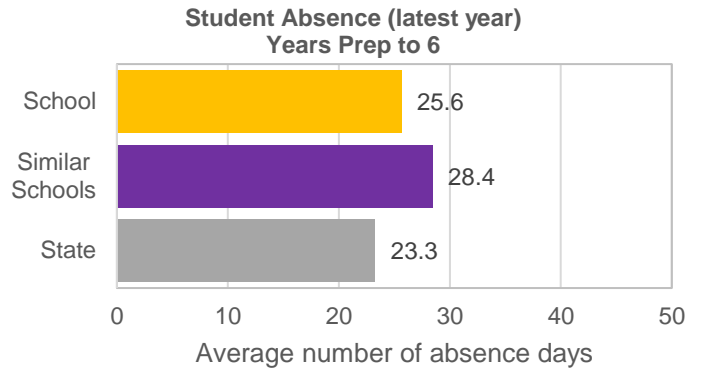
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	25.6	22.9
Similar Schools average:	28.4	22.8
State average:	23.3	17.0



### 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 (2022):	86%	88%	87%	88%	89%	85%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,665,017
Government Provided DET Grants	\$869,268
Government Grants Commonwealth	\$32,565
Government Grants State	\$0
Revenue Other	\$67,618
Locally Raised Funds	\$116,096
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,750,563</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$796,134
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$796,134</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,279,073
Adjustments	\$0
Books & Publications	\$2,878
Camps/Excursions/Activities	\$41,544
Communication Costs	\$8,798
Consumables	\$65,020
Miscellaneous Expense <sup>3</sup>	\$26,260
Professional Development	\$18,366
Equipment/Maintenance/Hire	\$87,870
Property Services	\$89,808
Salaries & Allowances <sup>4</sup>	\$337,828
Support Services	\$171,094
Trading & Fundraising	\$35,423
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,610
Utilities	\$37,215
<b>Total Operating Expenditure</b>	<b>\$4,202,789</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$547,774</b>
<b>Asset Acquisitions</b>	<b>\$8,952</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,080,615
Official Account	\$24,756
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,105,371</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$148,004
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$38,387
School Based Programs	\$91,047
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,680
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$177,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$339,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$809,718</b>

*All funds received from the Department, 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.*