

2023 Annual Report to the School Community

School Name: Mount Blowhard Primary School (2037)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 March 2024 at 12:56 PM by Robert Walsh (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

To be attested by 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

Mount Blowhard Primary School is approximately 15 kilometers north of Ballarat and is an integral part of the local community. Our well-resourced school is set on large grounds with room for our students to run and play. Our learning programs and school events respect the history and traditions of our rural community. The school is in a wonderful position to provide the best of both worlds – a rural education within reach of the city. Our School Vision is to ensure that all students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our School Values are supported by our School Rules: Be Honest, Be Safe, Be Nice, Be Positive, and Be a Learner.

Mount Blowhard Primary School has a proud history spanning 140 years. From a small rural school, we attract enrolments from a wider area, reflecting housing growth on the outskirts of Ballarat. We value and promote strong home-school partnerships and connections within the wider community. There were 77 students enrolled for the commencement of 2023, and 81 by the end of the school year. The school structure was organised into four classrooms consisting of F, 1/2, 3/4 and 5/6. Staffing consisted of 1 principal class, 4 full time classroom teachers, 4 part-time specialist teachers, 1 part-time business manager and 2 part-time Education Support Staff (ESS).

The school is committed to evidence-based best practice. Our literacy and numeracy program align with evidence-based teaching practices and delivers excellent results for all students. The science of learning, science of reading, cognitive load theory and explicit direct instruction inform our pedagogy, classroom practice and professional learning.

The well-being of all students, families and staff is greatly valued. We have many practices in place to ensure an inclusive, caring and safe school environment for all. Mount Blowhard Primary School implements the 'School Wide Positive Behaviour Support' framework. This approach focuses on identifying, teaching and rewarding the behaviours we want to see in students. Our school has a positive and accepting culture where effort is valued, and all students know the importance of trying their best. Each class engages in wellbeing lessons. These lessons incorporate content from the Resilience, Rights and Respectful Relationships program. There is also a focus on practicing gratitude, empathy and mindfulness. Part-time specialist teaching staff ensure a balanced and well-rounded curriculum, delivering programs in Physical Education, Art and Chinese. MARC Van provides a fortnightly library service for borrowing and returning of literature and the delivery of History lessons. We also provide Multisensory Structured Language (MSL) intervention.

We believe in developing leadership skills in our students. Juniors are inspired to learn from older students as they lead assemblies, speak in public, greet visitors, thank guests, and perform in public.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Annual Implementation Plan (AIP) goal in 2023 was to improve literacy and numeracy outcomes for all students. The Key Improvement Strategy (KIS) was to embed an Instructional Model consistently across the school. The action was to narrow the variance in instruction and ensure evidence based best practice is implemented.

One of the highlights of the year was the staff collaborating with two other schools to continue to develop their capacity and share best practice. This work was facilitated by educational consultant, Bron Rylie Jones. Her area of expertise being coaching, explicit instruction and responsive teaching. Professional learning days across the year included a Master Classes to ensure a level of understanding around how we learn, responsive teaching approaches and codifying of specific teaching techniques. Incredibly, this partnership resulted in many staff being in classrooms and receiving feedback on responsive teaching practices. This is a credit to the staff from all schools who were so open and willing to have teachers from multiple schools observe and provide direct feedback. This would have been daunting, but they are all so committed to best practice for the students and being the best versions of themselves.

Importantly, this work hit the ground-being the classroom, and continued the traction in place. It also informed our Professional Learning Community (PLC) work (refining and codifying techniques such as check for understanding, cold call and mini whiteboards) with a focus on adult learning. This work also ensured we continued to develop our instructional playbook and eventually videos of exemplary practice.

This work also ensured we continued to implement explicit direct instruction:

*Define and embed practices related to 'TAPPLE': teach first, ask a question, pause, pair share and point, pick a non-volunteer, listen to the response and effective feedback.

*Define and embed practices related to 'student engagement norms': pronounce with me, track with me, read with me, gesture with me, pair-share, attention signal, whiteboards (chin it) and complete sentences.

One of the highlights has been the increase in the positive endorsement for Stimulating Learning in the Attitudes to School Survey (ATSS) all Years 4-6 students participate in annually. Over the years there has been an upward trend: 73%, 77%, 83% and 84% in 2023.

Our open morning around best practice was a huge success with staff attending from a variety of government, catholic and independent schools, as well as university lecturers. The feedback from those who attended was extremely positive. They were all very grateful for the opportunity to see our pedagogy in action. The common theme from those who attended was the quality of the teachers and the programs in place, and the engagement of the children.

Our extremely strong NAPLAN data validates the core work we are doing as a learning community. As a staff, we are extremely proud of our effective and inclusive approaches. This is reflected below in the percentage of MBPS students attaining strong or exceeding compared to similar, network and state schools:

Year 3 NAPLAN

- Reading-above similar schools and network schools (Central Highlands) and equal to the state
- Writing-well above similar schools, network schools (Central Highlands) and the state
- Spelling-well above similar schools, network schools (Central Highlands) and the state
- Numeracy-above similar schools, network schools (Central Highlands) and the state

Year 5 NAPLAN

- Reading- above similar schools, network schools (Central Highlands) and the state
- Writing-well above similar schools, network schools (Central Highlands) and the state
- Spelling-well above similar schools, network schools (Central Highlands) and the state
- Numeracy-above similar schools, network schools (Central Highlands) and the state

The Attitudes to School Survey (ATSS) also demonstrated that Differentiated Learning Challenge and Effective Teaching Time are areas of strength. Both areas were above the state, network and similar schools for the percentage of students who gave a positive endorsement to the related questions. That being, they agree or strongly agree.

Wellbeing

Following COVID, a state-wide priority goal based around continuing to focus on student learning and student wellbeing was mandated. We implemented a couple of Key Improvement Strategies (KIS) to provide learning support, with an action to develop multi-tiered response to meet students' individual learning needs.

Tutoring (intervention) commenced in early March, with 14 children participating in three sessions per week across the year. Students deemed at risk were identified based on a variety of data sources. Two of the groups received intervention based on Multisensory Structured Language (MSL), following our MSL lesson structure. All the groups follow the principles of MSL. The Foundation children receive a 'double dose' of their classroom phonics program.

The intervention program had a narrow focus of capturing the P-2 at risk early. Preferably in Prep. With some places available for those who enter the school in years 3-6. A highlight of the program this year was working closely with the Prep teacher and her progress monitoring data to identify students who would benefit from a short period of time in intervention. One student identified as being well-below benchmark was above benchmark and the standard expected by the end of the year. This was a highlight for the classroom teacher and the tutor.

Based on a variety of data sources, student Individual Education Plans (IEP) were developed for all students deemed at risk. With each student receiving three IEP cycles for the year. The IEPs demonstrated well developed SMART goals and described adjustments to meet student needs. Formative and summative assessment tools utilised demonstrated student learning growth and celebrate achievements. Student Support Group (SSG) meetings were scheduled each term to support vulnerable students. Where pertinent, these meetings were supported by Allied Health workers. Allied Health workers also provide services on site. The school has formed positive relationships with all Allied Health workers and are always willing to discuss and implement suggestions. Several identified students participated in the Victorian High Abilities Program (VHAP). This was a positive experience for them and enriched their learning experiences in both literacy and numeracy.

Another Key Improvement Strategy (KIS) was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. With an action to enhance the social and emotional well-being of all students.

The Mental Health Fund provided the financial resources to be able to access Healthy Minds. The staff curriculum day focused on staff and student wellbeing, with those in attendance providing positive feedback about the practical key messages from the presentation.

The parent forums that followed were also received positive feedback, with the onsite session being extremely well attended. Some of the key takeaways included:

- The distinction between 'normal' and 'clinical' anxious states.
- 5 things everybody needs to know about anxiety.
- The 'Great Mistake' (the most common obstacle that impedes a robust psychology).
- How two core ingredients can overcome anxiety in any individual.
- The fundamental link between overcoming anxiety and building confidence.

A common theme was the 'great mistake', being that children are shielded and overprotected from the things that make them anxious and adults avoid the things that make them anxious. We (children and adults) need to do the opposite to develop a robust psychology. Not avoid, but habituate.

The School Wide Positive Behaviour framework continues to be implemented across the school. This year, the senior students commenced creating short videos of examples and non-examples of expected behaviours from the School Wide Behaviour Matrix. These videos were viewed at assembly to ensure narrow behaviour expectation for the fortnight and to provide clarity. The videos are also engaging and a light heartened moment, especially when viewing the non-examples! If staff wish to redirect a behaviour of concern, the videos allow them to show the behaviour rather than always telling.

Respectful Relationships lessons continue to be implemented across the school. A variety of mindfulness activities were planned for in the wellbeing scope and sequence and are evident in every classroom across the school.

The Cafs (Child and Family Services) Co-location Program was a success, providing a great opportunity for them to form positive partnership with the school and the community. This program resulted in families being connected with services in an efficient and effective manner. This program proved to be an invaluable resource for supporting vulnerable families and students.

One of our greatest leavers for ensuring positive student wellbeing and mental health is the academic success our students obtain, including our most vulnerable. This has been achieved through structured and predictable classrooms and lesson delivery, and adaptative and responsive teaching techniques. The inclusive practices for our tier 2 and 3 students and the success they achieve has been a highlight.

The Attitudes to School Survey (ATSS) demonstrated that Sense of Inclusion is an area of strength. Being above the state, network and similar schools for the percentage of students who gave a positive endorsement to the related questions. That being, they agree or strongly agree. While Teacher Concern, Advocate at School, School Connectedness and Respect for Diversity were the same or above state, network and similar schools for the percentage of positive endorsement from students.

Engagement

The school was able to once again resource and ensure quality specialist classes in PE, Art, Chinese and MARC Van. The ensured a balanced program with a variety of learning areas to engage our students in across the year.

Extra-curricular opportunities for the children were once again abundant. Our wonderful Years 5/6 students attended Melbourne Camp. The days were action packed, with many highlights. The itinerary included: MCG tour, IMAX, Sky Deck, Queen Victoria Market, Old Melbourne Gaol, dinner on Lygon Street, a couple of playgrounds, plenty of walking and a few train rides. Pleasingly, there were many comments about the delightful manners of the children.

The Creswick-Smeaton Anzac Day Service acknowledging those who sacrificed so much. Our school leaders read a poem and laid a wreath during the service. They were excellent ambassadors for the school and themselves. They even received praise from strangers at the service.

We were blessed with beautiful weather and scenery at Cave Hill Creek. The children participated in many activities, and thoroughly made the most of all the opportunities provided. It was a very successful camp. One of the kitchen staff members took the opportunity to acknowledge how considerate and well behaved the children are.

The Junior School Stay Back was enjoyed by all, with many happy children! The day consisted of a gymnastics session, a trip to the Ballarat Wildlife Park and then back to school for fruit and a play. There was a movie, pizza and ice cream to finish off the evening.

The boys had a great day of cricket, including cheering on the girls and providing some atmosphere! The team gave their all in a very strong competition, managing to get a win on the board in one of their three games. A great reward for effort and persistence. Selected students participated in an interschool golf competition at Mt Xavier Golf Course. The students gave their all, played with a smile and encouraged each other.

Selected class representatives from the senior room took part in an interschool netball tournament at Selkirk Stadium. These students represented our school with pride and respect throughout these games, showing sportsmanship and determination. The group was lucky enough to win all matches and progressed to the finals. After a huge win in the semis, we made it to the grand final where we battled it out to overtime!

We were fortunate enough to have the Learmonth oval bathed in sunshine for the annual Years 3-6 cross country event. There were many personal best efforts, and everyone made it from start to finish as best they could. As always, there was plenty of encouragement, support and everyone rising to the challenge.

It was a glorious day for our athletics carnival. All the children gave their best and supported each other ensuring an inclusive and fun atmosphere for all. We also managed a few age group champions!

Our Book Week celebration was an amazing morning and great opportunity to come together as a school community to celebrate literature. The school gymnasium was full of parents, grandparents, and special guests. The children looked amazing in their costumes as they paraded and then informed the audience of their character and book. One of the highlights was the opportunity for our guests to complete Book Week activities in the classrooms with the children.

With virtually the whole school in attendance and dressed for disco, the evening was a huge success! It has been a little while since we've been able to have a whole school disco, but we sure brought it back with a BANG! Our fluoro disco was a huge hit. The children all looked fantastic and danced up a storm!

It is fair to say the first Art Show in a number of years was a hit! We had many families attend and enjoy the exhibition. The children were clearly proud of their creative works and thoroughly enjoyed sharing their pieces. The Art program produced wonderful art works and this was evident in the wonderful exhibition for all to enjoy.

In a first, our House Leaders ran a very success whole school cooking experience. Sushi, rice paper rolls and pancakes were on the menu. Well-done staff and students, and JSC for the suggestion.

Spring Fete was very well attended and supported. A huge well done to the Grade 5/6 students on their stalls. They all put in so much effort and did a great job of running the activities. Thank you to the families for supporting the preparation and running of each stall too.

We were once again the Kinston Show Rural School Challenge champions. Back-to-back! The students once again demonstrating outstanding teamwork!

Our attendance data demonstrated improvement from the previous year and remains positive based on various data measures. The overall average attendance rate across the school increased from the previous year. A positive for the year was the number of students with significant absences being more than halved from the previous year. Pleasingly, the Department of Education measure of the percentage of students with 20 or more absent days was below similar, network and state percentages.

The annual Parent Opinion Survey results were extremely positive. The results consist of very high positive endorsement (agree or strongly agree responses). I have been endeavouring to increase the participation rate over the years to gain an accurate reflection of community perceptions. Pleasingly, participation has increased from 6 families to 9 families, 17 families last year and 23 last year. Being approximately 50% of families. Below is a snapshot of some of the survey results:

- Parent / Caregiver / Guardian participation and involvement 97% positive endorsement
- School communication 97% positive endorsement
- General satisfaction 96% positive endorsement
- Teacher communication 91% positive endorsement
- Physical environment 100% positive endorsement
- School improvement 98% positive endorsement
- School pride and confidence 96% positive endorsement
- High expectation for success 100% positive endorsement
- Stimulating learning environment 93% positive endorsement
- Student agency and voice 96% positive endorsement
- Confidence and resiliency skills 98% positive endorsement
- School connectedness 96% positive endorsement
- Promoting positive behaviour 98% positive endorsement

Other highlights from the school year

Once again, Parents & Friends were amazing at connecting with the community and making new and returning families feel welcomed. There were celebrations and milestones acknowledged (staff and families) and support provided to others in a time of need. While raising funds is one priority, your capacity to contribute to a positive learning environment and community is greatly appreciated.

We had fantastic turn out for our welcome to the school year barbecue. The weather was kind, allowing us to enjoy the evening in barmy conditions. Many established and new families had the opportunity to mingle, while the children enjoyed running around, playing on the playground, or having a kick of the football. The evening was a lovely opportunity to relax and connect.

The movie night was a wonderful opportunity for the community to come together and enjoy an evening of entertainment. Parents and Friends, various volunteers, and staff ensured the evening ran smoothly and was a success.

The Mother's Day tradition continued as we once again celebrated a delightful afternoon tea with the mums and significant others in the community. Parents and Friends once again did a power of work behind the scenes. The family photos were a lovely touch! The Father's Day "Dads, Dinner & Dodgeball" event was once again a fantastic night. It was made even more special with the added contribution of our photo back drop made by the Learmonth Skills Shed.

Musical Bingo was a great night of family entertainment, once again Parents and Friends did the leg work organising the evening. The Book Week celebration was an amazing morning and great opportunity to come together as a school community to celebrate literature. The school gymnasium was full of parents, grandparents, and special guests. The children looked amazing in their costumes as they paraded and then informed the audience of their character and book. One of the highlights was the opportunity for our guests to complete Book Week activities in the classrooms with the children. The morning tea provided by Parents and Friends provided the chance for everyone to mingle!

It was a beautiful morning at the Begonia Festival and a fantastic opportunity for our students to be part of the parade. Gum Loong looked amazing, and all the children did a superb job parading him. First prize for the school entry once again!

Financial performance

The strategic management of finances ensured the school operated within the Student Resource Package (SRP) allocated. The school did not operate at a deficit in 2023.

Equity funding was largely dedicated to providing staff with dedicated time to complete curriculum documentation. It also provided us with the opportunity to collaborate with two other schools and an education consultant on an ongoing basis throughout the year.

Disability Inclusion funding allowed the school to employ two teacher aides to support students in F-6. The Mental Health Fund funding allowed the opportunity to connect with the expertise of Healthy Minds.

Parents and friends continued work hard fundraising for the school and connecting students, families, and the community. Parents and Friends raised funds throughout the year from events such as the Easter raffle, Bunnings Barbecue, Ascot Hall dances, Burrumbeet Cup clean up, our annual Movie Night, the end of year concert raffle, Musical Bingo nights at Hop Temple and the Ballarat Health Services Social Club Christmas party barbecue.

For more detailed information regarding our school please visit our website at

<http://www.mountbhps.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 77 students were enrolled at this school in 2023, 29 female and 48 male.

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

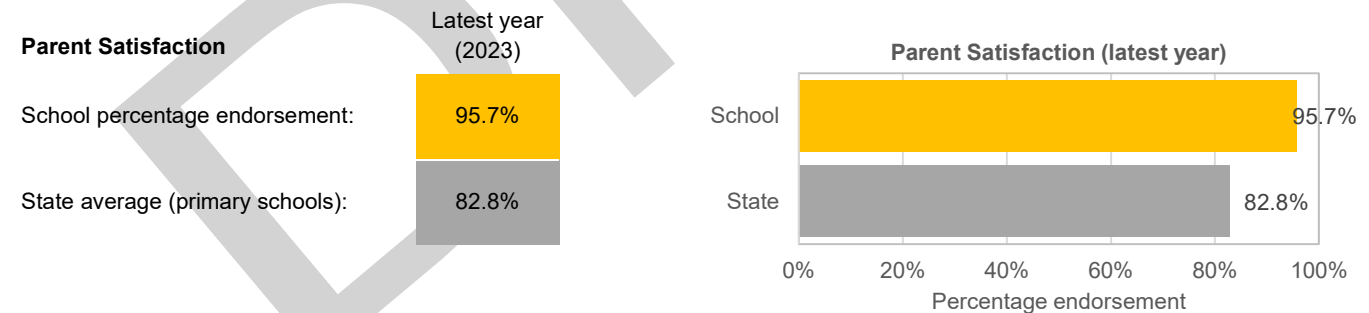
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

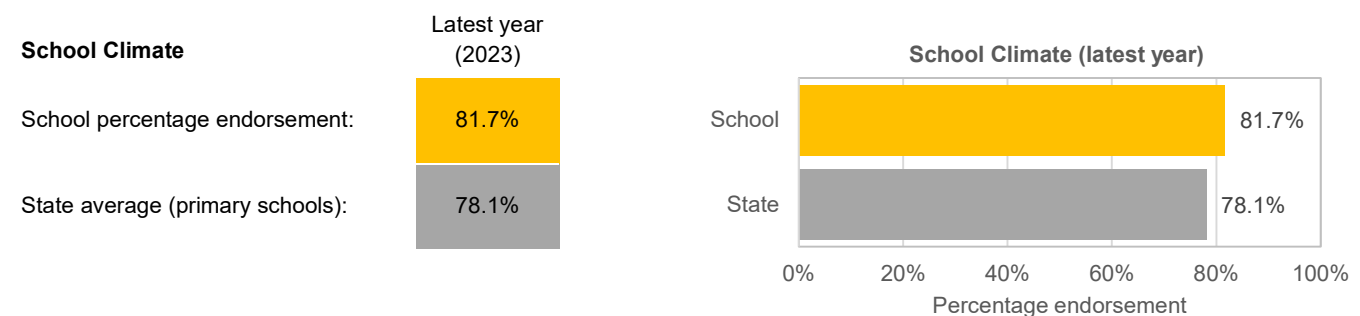


School Staff Survey

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:

87.7%

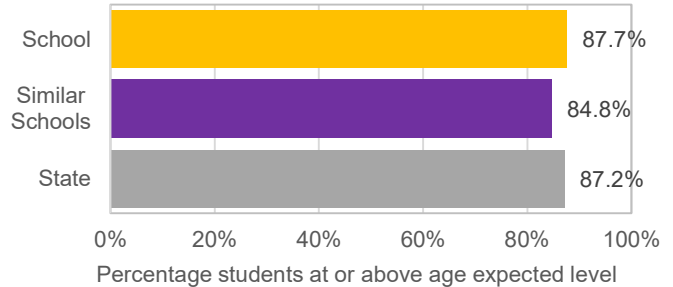
Similar Schools average:

84.8%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

88.5%

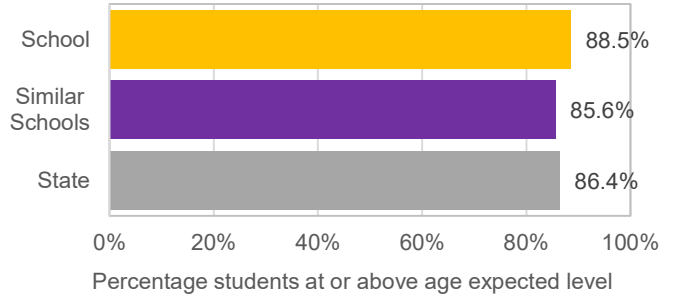
Similar Schools average:

85.6%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

69.2%

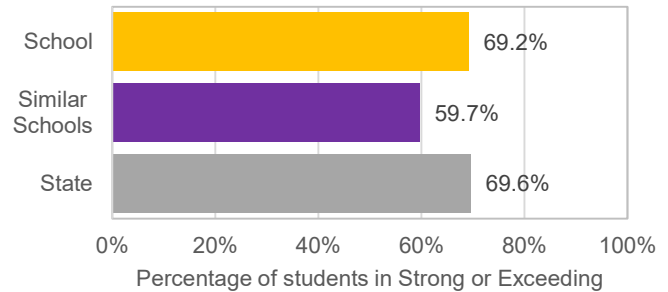
Similar Schools average:

59.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.5%

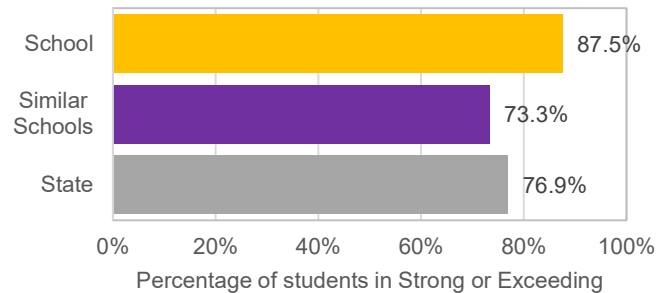
Similar Schools average:

73.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.2%

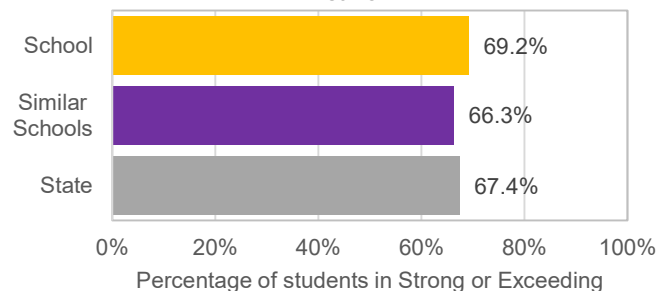
Similar Schools average:

66.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

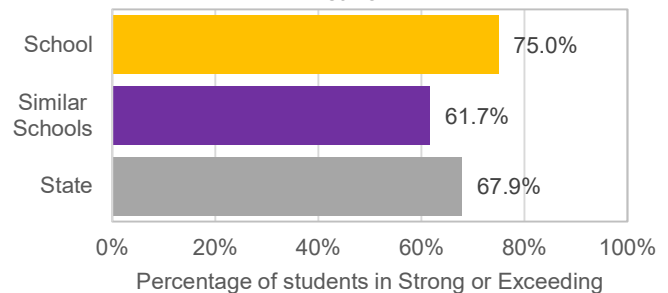
Similar Schools average:

61.7%

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.*

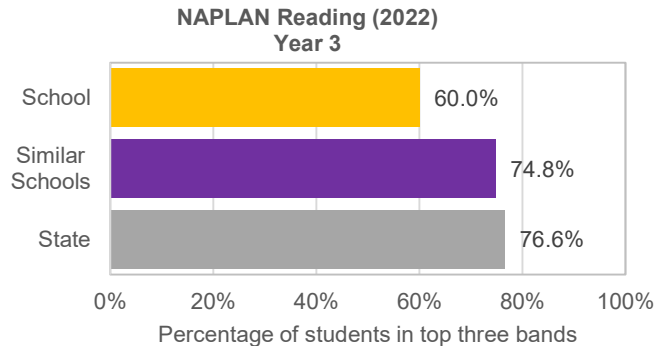
NAPLAN 2022

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.

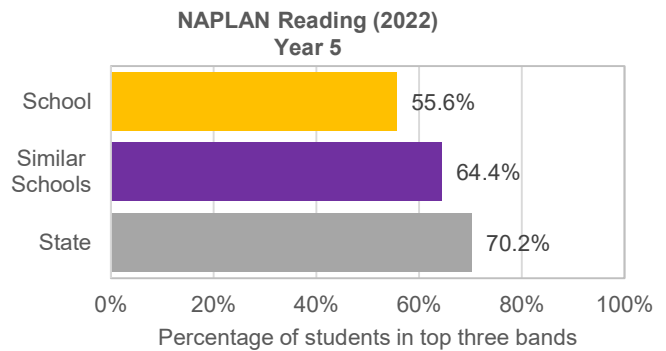
Reading Year 3

	Latest year (2022)
School percentage of students in the top three bands:	60.0%
Similar Schools average:	74.8%
State average:	76.6%



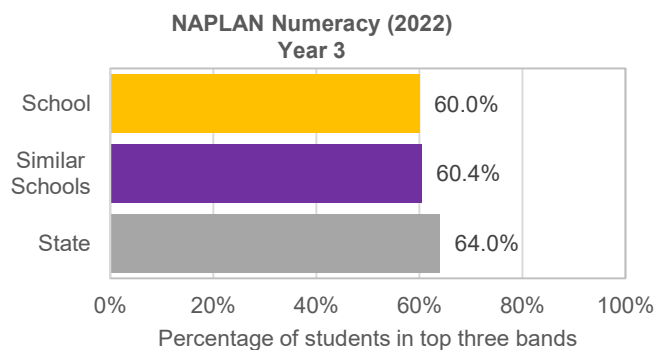
Reading Year 5

	Latest year (2022)
School percentage of students in the top three bands:	55.6%
Similar Schools average:	64.4%
State average:	70.2%



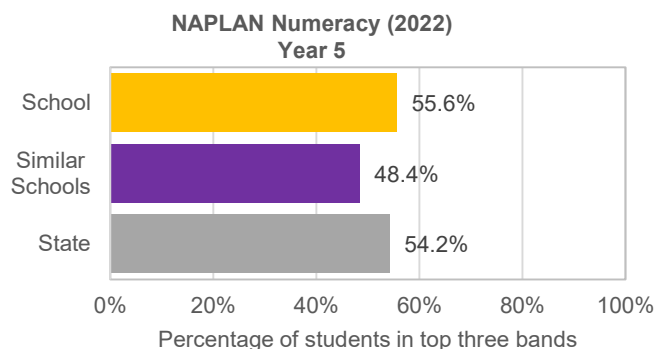
Numeracy Year 3

	Latest year (2022)
School percentage of students in the top three bands:	60.0%
Similar Schools average:	60.4%
State average:	64.0%



Numeracy Year 5

	Latest year (2022)
School percentage of students in the top three bands:	55.6%
Similar Schools average:	48.4%
State average:	54.2%



WELLBEING

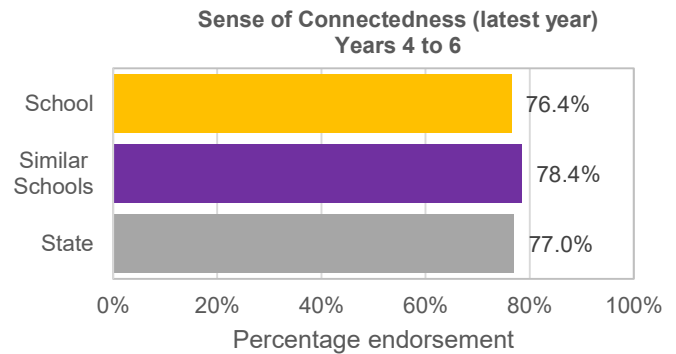
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.4%	78.5%
Similar Schools average:	78.4%	79.6%
State average:	77.0%	78.5%

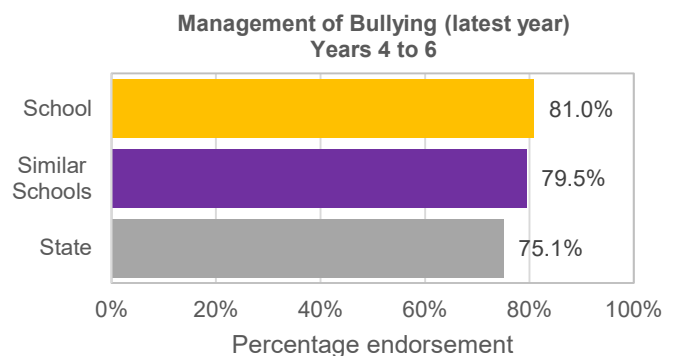


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.0%	81.9%
Similar Schools average:	79.5%	81.4%
State average:	75.1%	76.9%



ENGAGEMENT

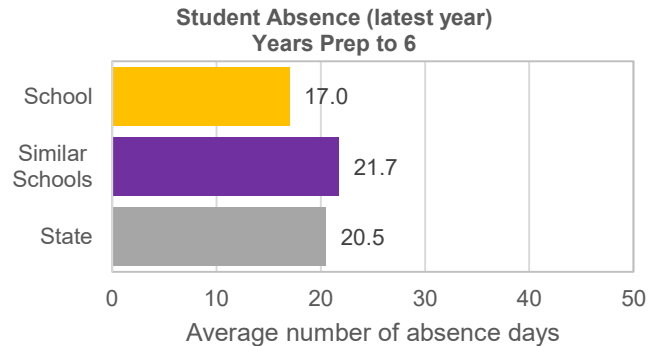
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.0	15.2
Similar Schools average:	21.7	20.0
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%	88%	92%	92%	96%	91%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,056,056
Government Provided DET Grants	\$230,753
Government Grants Commonwealth	\$1,114
Government Grants State	\$3,100
Revenue Other	\$21,827
Locally Raised Funds	\$53,960
Capital Grants	\$0
Total Operating Revenue	\$1,366,809

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,357
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,357

Expenditure	Actual
Student Resource Package ²	\$844,239
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$22,774
Communication Costs	\$1,443
Consumables	\$24,199
Miscellaneous Expense ³	\$11,995
Professional Development	\$7,491
Equipment/Maintenance/Hire	\$10,846
Property Services	\$36,556
Salaries & Allowances ⁴	\$46,102
Support Services	\$15,781
Trading & Fundraising	\$69,339
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,565
Total Operating Expenditure	\$1,099,329
Net Operating Surplus/-Deficit	\$267,481
Asset Acquisitions	\$29,341

- (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	\$224,117
Official Account	\$32,277
Other Accounts	\$0
Total Funds Available	\$256,394

Financial Commitments	Actual
Operating Reserve	\$39,731
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$31,574
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	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$21,460
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$102,765

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.