

2022 Annual Report to the School Community

School Name: Sandringham East Primary School (4429)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 21 March 2023 at 12:16 PM by Laureen Walton (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 05 May 2023 at 12:24 PM by Scott Bundy (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).

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)

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.

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.

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

School context

Sandringham East is a coeducational primary school located in leafy beachside Sandringham, 15 kilometres south east of Melbourne. Our vision is: "To build an inclusive community where our children are active learners, critical thinkers and creative explorers":

'THINK...IMAGINE...BECOME.'

Our school values are Care, Aspiration and Respect. The school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Sandringham East is a progressive school preparing students for a dynamic future. We have a proud history since 1931 with over 91 years serving the Sandringham community. Our community hub values relationships and a sense of community – a diverse community. Our current total of 501 enrolled students are 254 males and 247 females in 22 classes. Across the school the class average is 22 which is a great ratio for giving students learning opportunities. The school has students with Indigenous backgrounds, PSD funded and inclusion students, with several that we are supporting to be included in Inclusion funding.

Financial commitments invest to improving facilities to cater for modern learning with a high priority on professional learning for staff. The biggest impact on student learning is the quality of the teacher and relationships, and we devote resources for professional learning to improve teacher capacity and efficacy. During the Pandemic our amazing teachers supported students through remote and on-site learning by developing engaging learning activities supported by explicit teaching videos – great resources which are available for parents and teachers today.

Covid took its toll on student enrolments with many moving to Regions and Interstate. Staff also saw changes with more than usual moving closer to home or interstate or taking personal leave for their well-being. The good news is that through some staffing challenges we have a full complement in 2023 with fantastic staff new to our school, who provide Sandy East students with high quality teaching and learning. Shared classes are working well as some teachers opt for part time positions.

The school engages critical friends to work with staff to improve teaching and learning. Adam Voigt from Real Schools has worked with us for four years embedding Restorative Practices and connecting teachers with good practice to develop respectful interactions both within and outside the learning spaces. Tracey Ezard provides our leaders with strategies to work within their teams. The Walker Learning Approach is implemented, connecting students to their learning through interest and play based activities in Investigation and Inquiry Learning culminating in an Educational Research Project. Misty Adoniou is our Writing guru who inspires and guides us with our writing program. Maths Guru Di Siemon is working with us in 2023.

Sandringham East prides itself on a diversity of programs that cater for personalising student learning needs through curriculum programs and Individual Education Plans. Modifications and differentiated learning ensure that students are taught at their point of need. Literacy and Numeracy are essential foundations for student success and a PLC focus as is Engagement & Wellbeing.

Students enjoy our bright, engaging flexible learning environments which cater for a range of learning styles and individual needs. We were thrilled that the school was approved for \$7.8 million to rebuild our facilities. This resulted in eight learning spaces along with a stadium, performing arts / music space, dedicated art room, canteen, staff facilities /workrooms, and student bathroom facilities. The school community have worked tirelessly over many years for this news. It is wonderful to see these great learning spaces available for our school community. Currently we are at the Design phase of Stage 2 which will see another \$3.848 million for 4 classrooms including a STEAM Centre, as well as refurbishment of the Administration areas and landscaping to provide a welcoming entry to the school.

Facilities provide a safe and secure setting, surrounded by a sanctuary, incorporating a walking track, oval, oriental, and indigenous gardens, bountiful vegetable patch, and hens provide eggs for our community. The new buildings have been complimented by wonderful landscaping which students are enjoying. An amazing adventure Playscape was completed and opened in October 2016 which the school community funded. Students enjoy their leisure time playing creatively in this great sanctuary environment with ropes, tunnels, tree platforms, cubbies, sandpit, digging pit, water play and a massive log fort. A Ga Ga game has been installed with students enjoying this active game.

A Play Shed also provides creative play resources for our students during lunch breaks. Student leaders implement this opportunity for students preparing and setting out activities that are interesting and challenging. Our school

kitchen gardener provides opportunities for students - sowing and tending the garden, making use of the pizza oven and barbeque as well as providing produce to the school community.

Financial commitments invest to improving facilities to cater for modern learning with our amazing learning environments. We focus on a high priority on professional learning for staff. The biggest impact on student learning is the quality of the teacher and relationships, and we devote resources for professional learning to improve teacher capacity and efficacy.

Professional Learning Communities are dedicated to unpacking data, setting high expectations and personalising learning so students achieve to their best.

The school engages critical friends to work with staff to improve teaching and learning. Adam Voigt from Real Schools has worked with us for four years embedding Restorative Practices and connecting teachers with good practice to develop respectful interactions both within and outside the learning spaces. Tracey Ezard provides our leaders with strategies to work within their teams. The Walker Learning Approach is implemented, connecting students to their learning through interest and play based activities in Investigation and Inquiry Learning, culminating in an Educational Research Project. Misty Adoniou is our Writing guru who inspires and guides us with our writing program. Di Siemon is working with us in 2023 on teaching the Big Ideas In Maths.

Several students are supported through the Program for Students with Disabilities. The school employs three experienced support teachers to enhance and challenge student learning particularly in Literacy and Numeracy for 7 days. As part of the Bayside Inclusion Program, we are supporting several students with modified learning and support with the Learning Specialist as well as an Assistant Principal leading these Inclusion applications. An Assistant Principal is focussing on student well being and two Learning Specialists complete the School Improvement Team.

Highly regarded specialist programs include Performing Arts, Physical Education, Visual Arts, and Mandarin / Japanese. Specialists' teachers are each passionate about their craft. As an Asian Literate school, we communicate with our sister schools in Japan and the Philippines. We are currently sourcing a replacement teacher in either/or Mandarin or Japanese. We financially support our sister schools in the Philippines who have experience decimation through disasters, through our SEPS Hunger Busters each Friday.

Science is a focus and we have employed Wilko, the renowned Andrew Wilkinson from Sandringham College, to teach our students three days a week. He is supported by Safety Sue who volunteers her time to support the program - amazing contribution.

Excursions, camps, sports events and swimming provide our students with a well-rounded education.

Despite the financial support required to pay teachers time in lieu we have continued our camping program for level 4 , 5, and 6 students with 2 night, 3 day camps. Student will attend Warrnambool, Ballarat and Philip Island this year. We participate in the i Sea, i Care Dolphin Project for students who are passionate about science and sustainability and have enjoyed a great experience swimming with dolphins.

Technology provides students with knowledge and tools, and robotics resources give challenge to employ coding expertise which is taught to students. Our 1:1 computer program for students in levels 3 – 6 sees around 95% of students with their own device.

We value our links and partnership with Sandringham College, located adjacent to Sandringham East. Mutual benefits are gained from this relationship as well as a positive transition to secondary schooling.

The school encourages community as part of the process of schooling through School Council and our Class Parent Program, which is incorporated within the Parents and Friends Association. The school sees parents as vital partners in a child's education. The school links with staff and community to provide extra-curricular activities for students through lunch clubs, including Sporting Schools Program, Instrumental music, Choir, Sandy Stars, Chess, Chinese and may other Lunch Clubs. Before and After School Care is provided by Their Care.

We value partnerships with community in Lions, Rotary and the Japanese Saturday College. We host the Japanese Saturday College each week who offer 21 classes for around 310 students. Parent participation and support for our school from local community play a major role that is valued and encouraged.

Professional Learning Communities (PLC's) are dedicated to unpacking data, setting high expectations and personalising learning so students achieve to their best.

In 2023 we are looking forward to our next School Review and after this will develop a new Strategic Plan for the following four years to ensure that Sandy East continues to thrive and flourish for our students.

Community support has been our strength, of and as for all schools we are working on bringing this wonderful vibe back after the disruptions of the last two years. We have seen positive signs with the Welcome Picnics, Mother's and Father's Day breakfasts, as well as our coffee van every morning.

The FISO priority for our school is Building Practice Excellence; encompassing teaching and learning, with a focus for students to: Think...Imagine...Become...

Please see the school website for further information about our wonderful school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy

Our Teacher Judgements at the end of Semester 2 showed the following percentage of students across the school made a year or more growth: Reading 94%, Writing 88% and Speaking and Listening 97%.

NAPLAN 2022 showed that the following percentages of students were working at and or above the expected level: L3 Reading 82%, Writing 80%, G&P 80% and Spelling 80% and L5 Reading 76%, Writing 75%, G&P 53% and Spelling 72%. L5 writing has maintained its growth trend in Writing unlike the other areas which have fallen, and is the only area that has improved from L3 to L5. Our NAPLAN data in L3&5 Reading also improved in the areas of our 2021 PLC work in word knowledge and Word Talks.

Looking at our 2022 NAPLAN results in Writing we developed a PLC cycle for term 4 2022 around sentence structure and punctuation. We will also use our analysis to plan for specific / targeted teaching in Grammar and Spelling. As we developed this cycle we found that students were struggling to come up with ideas to write about so also looked at 'quick plan, quick writes'.

All staff F-6 are now using Scriibi for assessment and to supplement planning. Staff have attended additional online PD provided by Scriibi to support teaching and learning - beginning writing for Level F-1 teachers. Our Literacy PLC have used knowledge from earlier in the year to adapt the rubrics and have seen better data elements to analyse for future planning. The PLC discussed the benefits of using Scriibi and how we would like to build our understanding of the program.

Staff have participated in PD with Misty Adoniou - the use of mentor texts for reading and writing. Staff have continued to integrate Misty's approach of using mentor texts into our planning and are using Scriibi to identify new texts and ideas to use.

Learning Specialist time continued to be used for supporting the use of Scriibi, the 6+1 Traits of Writing, Misty's approach and Spelling in the Level 4 and 5 areas. We used the South Australian Spelling Test from June and December to work out the spelling patterns that needed to be taught throughout Semester 2 and into 2023.

The Literacy Planner was updated to include the 6+1 Traits of writing so it was visible at all times. TLI - continued support sessions for students in Level 2 and 4 during Terms 3 and 4 and are focusing on the skills identified in the 2022 NAPLAN data that had 60% and below achievement. Use of Scriibi data was also used to inform which students and skills accessed the support.

Numeracy

We are still dealing with some of the impacts of being in lockdown in 2020 and 2021 where students were supported by parents who, at times, exposed students to approaches in maths that don't necessarily result in deep understanding and flexibility with numbers.

The numeracy PLC used a range of data to identify areas of focus to improve the learning and teaching of mathematics.

The 2022 NAPLAN numeracy data showed SEPS students achieved scores that were below 'similar' schools in mathematics but were above the state average.

2022 Numeracy	SEPS % in top 2 bands	Similar Schools % in top 2 bands	State % in top 2 bands
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Year 3	52%	55%	39%
Year 5	29%	38%	27%

To address the gap in our Level 5 numeracy results, in 2023, the Numeracy PLC will work on developing the skills of multiplicative thinking. The PLC will work on setting up a whole school scope and sequence of expectations that addressed a developmental continuum of skills.

2022 saw the introduction of the Maths Olympiad and Maths Games for our L5 and L6 students. Two teams of 30 students who were working above benchmark were entered into the competition. We also enrolled 78 level 3-6 students (18 more than last year) in the Australian Maths Competition. SEPS students performed extremely well and we look forward to enrolling students to compete again in 2023.

In 2023, we will continue to use data to address the needs of our students as well as equipping our teachers to provide engaging, challenging and hands on maths experiences for students at SEPS.

In 2023, thirty-six Level 3 and Level 5 students have been targeted to receive additional numeracy support through the Tutor Initiative program. A new role has also been created that targets students for enrichment. Students working just above benchmark have been identified and receive additional support to further enhance their skills.

Wellbeing

Wellbeing PLC 2022

Focusing on enhancing the wellbeing and engagement of all students, our Professional Learning Community utilised the three key targets from our strategic plan as a basis for our PLC cycles. AToSS and Bayside Youth Resilience Survey data saw the PLC identify *student voice and agency*, *sense of connectedness* and *teacher concern* as our key focus areas.

Based on data collected by Adrienne Hornby health and wellbeing consultant, staff identified that a consistent approach beyond restorative practices was needed at SEPS. Utilising a number of models from both primary and secondary schools, input from our visiting Inclusion Outreach Coach and data collected from staff we identified key trends of concern across the school. Our work in this area continues in 2023 as the Wellbeing PLC look to embed the positive behaviours we display each day at SEPS and communicate with the school community the processes we follow if negative behaviours occur and repeat.

Wellbeing has been a focus away at SEPS but after COVID we were more aware of anxiety and concerns by students. Our work by our welfare counsellor is certainly kept busy. The SEPS families were also supported last year by the work with CASEA – Alfred Hospital.

Staff wellbeing has been led by Adrienne Hornby. She has trained staff and leaders over 12 months, resulting in a well-being vision and action plan.

The wellbeing PLC has focused on the Restorative Practice approach and are currently refining and developing further understandings and actions.

The school employs a Welfare Officer/ Counsellor three days a week who supports many families for educational, wellbeing and family issues.

Social and Emotional Learning is a focus in our AIP with the school nominated as a Lead school in the RRRR program and working with schools in the cluster to engage students in respectful ways.

Play is the Way teaches students resilience and self-management through the lessons presented by teachers, empowering students to:

- Treat others as you would like them to treat you
- Be Brave – participate o progress
- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- It takes great strength to be sensible
- Be the Master not the victim of your feelings.

Engagement

Student engagement is critical to the students learning and academic growth. Feeling happy, interested and safe at school ensures students engage in school life.

The Upstanders program became a major drive across our school in Term 3. Data from AToSS indicated we needed to continue to focus on student voice and agency alongside a sense of connectedness. These key movements were evident in the action plan work implemented by the Bayside Upstanders. The common language of identifying that that we are all Upstanders and what an Upstander looks like at SEPS became a great success.

Term 2 saw the PLC work with staff on developing student personal goals. PLC members used AToSS data to identify that students needed support in developing their sense of self. We began to work on developing personal goals with students that were not academic based. Students became better able to identify what a personal goal is, name their own personal goal, identify key strategies they can use to help them achieve their personal goal and also discuss why their personal goal was important to them.

Facilities at our school provide a safe and secure setting, surrounded by a sanctuary, incorporating a walking track, oval, oriental, and indigenous gardens, bountiful vegetable patch, and hens provide eggs for our community. The new buildings have been complimented by wonderful landscaping which students are enjoying. An amazing adventure Playscape was completed and opened in October 2016 which the school community funded. Students enjoy their leisure time playing creatively in this great sanctuary environment with ropes, tunnels, tree platforms, cubbies, sandpit, digging pit, water play and a massive log fort. A Ga Ga game has been installed with students enjoying this active game.

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Specialists also engage students in their passions. with lessons weekly in Performing Arts, Visual Art, Physical Education, LOTE and Science.

Other highlights from the school year

Our school has continued to thrive after our full year back on site after the challenges of lockdowns due to the pandemic. The outstanding staff at SEPS had a continual focus on our student's well-being and academic growth. We are proud of the efforts of teachers to focus on the whole child to adjust back into the life and culture of Sandy East. It was lovely to see our school community back on the school grounds supporting their children's return.

Celebrating the 90th birthday of SEPS eventually happened after the hiccups due to the pandemic, which the alumni enjoyed. Key to this which we were finally able to do through a beautiful alumni morning tea with invited VIPs in May, and a movie night to enjoy the spectacular production featuring all students. Students enjoyed celebrating with old fashioned games, dress ups in old clothes, and learning as they did 90 years ago. The history was displayed in the stadium with alumni enjoying finding themselves.

School Council and its committees continued to work to ensure that the school places its emphasis on all areas for the benefit of our students and school community. Our dedicated School Council and PFA- Events do an amazing job and we thank each member for the commitment they show to Sandy East.

We finished last year's School and Community Partnerships report with a promise that our focus 2022 on bringing the SEPS community spirit back to what it was, pre-pandemic. And we've worked hard to build our community spirit through all of the work we've done.

Community spirit is heading in the right direction with the relaunch of the coffee cart, fantastic turnouts at both Mother's and Father's Day Breakfasts and recent Welcome picnic.

After reviewing the house names in 2022 and the potential to empower the students to lead a process to change them to names that resonate with them, it was incredible to have the grade 6 leaders present the new names to School Council. We've since designed new logos for each house and hope to see these on news SEPS' house uniforms and banners over the coming months.

While re-building the community spirit behind the gates with our current parents and students, we've continued to ensure we're building a strong future community at our wonderful school. We grew our social media channels, designed new school billboards and moved them around the community, strengthened connections with local kindergartens, and had a

photoshoot day featuring the diverse and real SEPS students and teachers in their inspiring learning environments. We look forward to showing off these photos in future communications including the new-look newsletter, expanded social media, promotional materials and new website.

Our amazing school facilities continue to offer students and community the very best.

MAJOR UPGRADE FOR SANDRINGHAM EAST PRIMARY

The Andrews Labor Government is making sure students at Sandringham East Primary School have better learning environments, with a huge investment to deliver a major upgrade for the growing school. Member for Southern Metropolitan Region Enver Erdogan today announced the *Victorian Budget 2022/23* invests \$3.8 million to deliver upgrade works at Sandringham East Primary School.

The funding will deliver the final stage of the school's masterplan, including upgrades to the Administration building and Prep learning area. This builds on the \$7.8 million allocated to the school in the *Victorian Budget 2018/19*. Students with special needs should receive the same opportunities as every other student in our state. Alongside upgrading mainstream schools like Sandringham East Primary School, this Budget will upgrade 36 special schools.

In 2022 it was decided that the PFA and Fundraising committees should combine to form a new SEPS Events Team.

The Mother's Day and Father's Breakfast were both successful events with a large turnout of parents and students. This year saw the inclusion of activities for the parents and students to enjoy, such as nail painting, dress ups and craft tables. One major change this year was the use of pastries, provided by Paul at Bakers Delight Hampton, instead of the hot food provided in past years. This was done to limit the volunteers needed to assist with cooking and serving.

The Grade 6 2022 Graduation was held with a lunch celebration and the graduation ceremony in the evening. The students enjoyed a pasta truck for lunch with dessert, drinks and afternoon tea organized by the parents. A carols event ended the year with the Christmas feeling surrounding our community.

Financial performance

Sandringham East Primary School completed the first full year of learning onsite since COVID-19. The overall financial position of the school continued to improve, with an operating surplus of \$84k (2021 result \$191k). This is a good result considering the increase in operating costs during the year. The school remains in a strong cash position with cash balances slightly decreasing from \$1,050k in 2021 to \$1,016k in 2022. The major reason for the decrease in the cash balance was the due date of curriculum contributions for 2023 being pushed out until January 2023. In 2021 we had revenue in advance of \$222k compared to only \$34k as at December 2022.

The finance committee ensured that strong financial governance continued with school budgets, income and expenses closely monitored each month. Finance reports were reviewed at each school council meeting and curriculum and building programs still progressed over the year.

INCOME

Total income for the year was \$1,280k, up from \$1,182 in 2021 and against budget of \$1,083k for 2022. The increase was due to Government Grants being up by \$173k compared to budget of \$378k. Income from hire of school facilities and equipment was also up by \$30k compared to budget. The Walkathon was a success raising \$12,742.69 for the school. Other contributions were below budget at \$67k (budget \$84k) but

compared to \$53k in 2021 was a good increase. These contributions supported additional services in first aid, grounds, the library and buildings and provide a more comfortable, safe and secure environment for our students. We are grateful for these contributions and continue to encourage families to support these beneficial programs.

EXPENSES

Operating expenditure for 2022 was favorable to budget with a total of \$1,196k compared to budget of \$1,404k (2021: \$991k). The year-on-year increase in expenses was driven by the school operating onsite for the full year.

Overall, the above-budget operating was a very pleasing result and a reflection of the strong financial management maintained in a challenging year by the SEPS staff and the continued support of parents.

On a final note, on behalf of my fellow finance committee members, I would like to thank Wendy Franks for her excellent work throughout the year.

Olivia Darcy and Kylie Griffin - Treasurer

For more detailed information regarding our school please visit our website at
www.sandringhameastps.vic.gov.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 506 students were enrolled at this school in 2022, 243 female and 263 male.

9 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

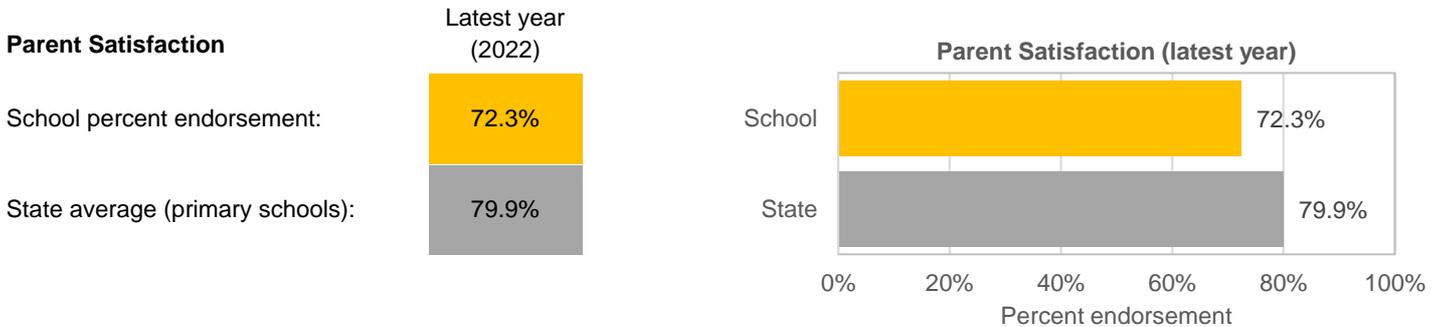
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

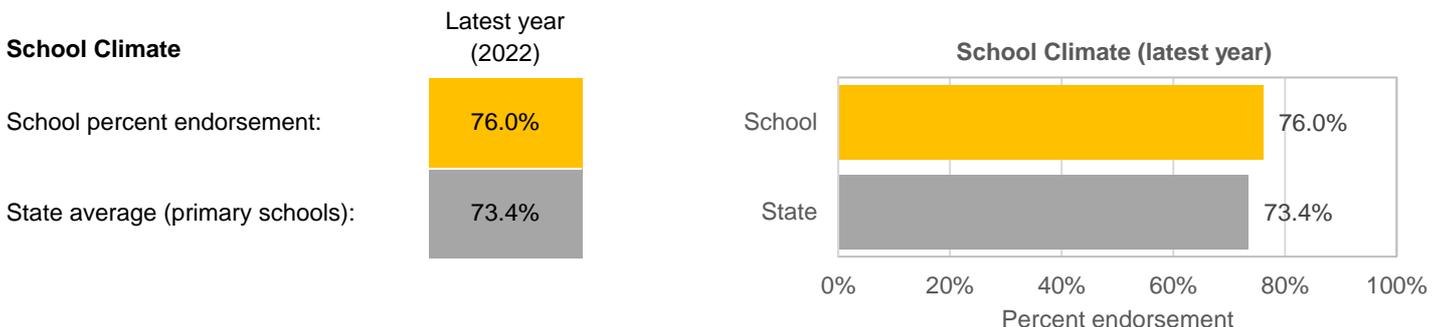


School Staff Survey

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:

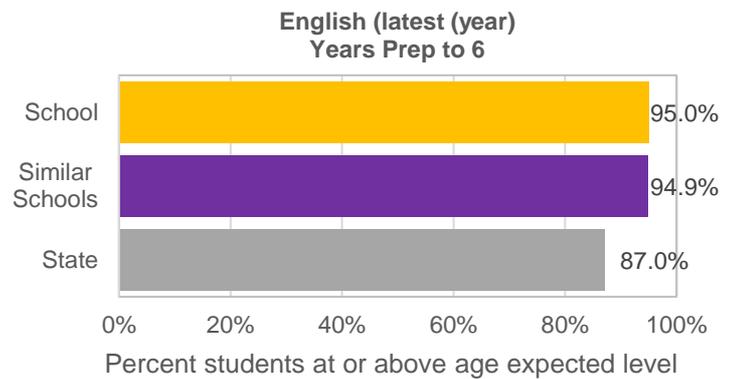
95.0%

Similar Schools average:

94.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

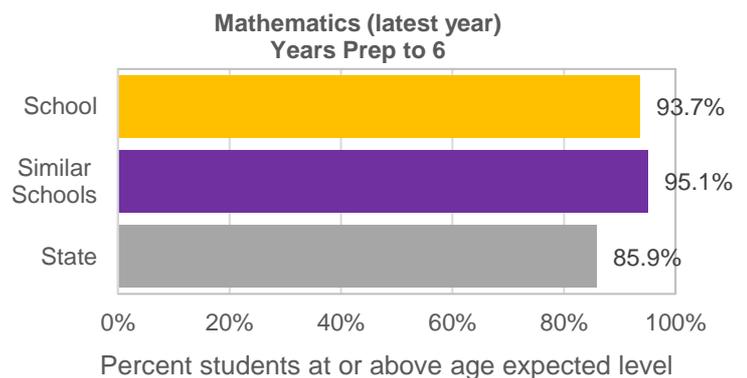
93.7%

Similar Schools average:

95.1%

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.

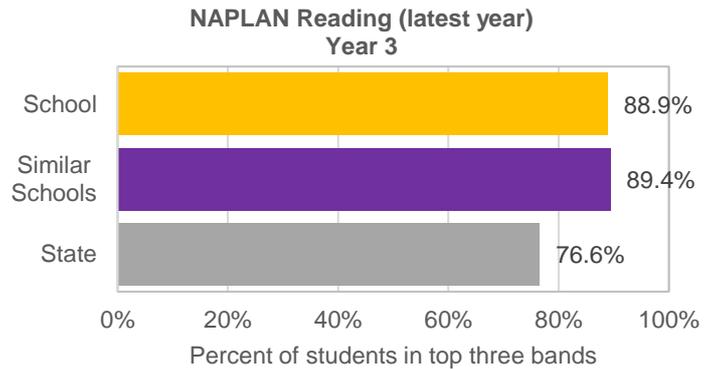
NAPLAN

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.

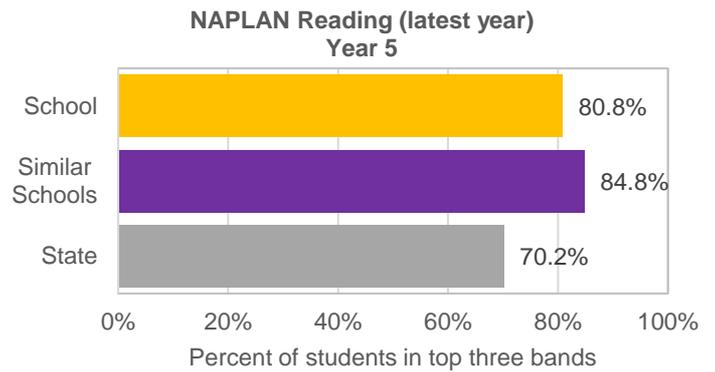
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	93.2%
Similar Schools average:	89.4%	89.8%
State average:	76.6%	76.6%



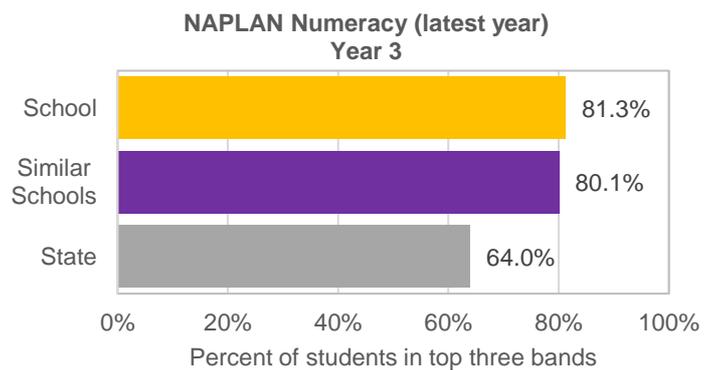
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.8%	83.9%
Similar Schools average:	84.8%	84.4%
State average:	70.2%	69.5%



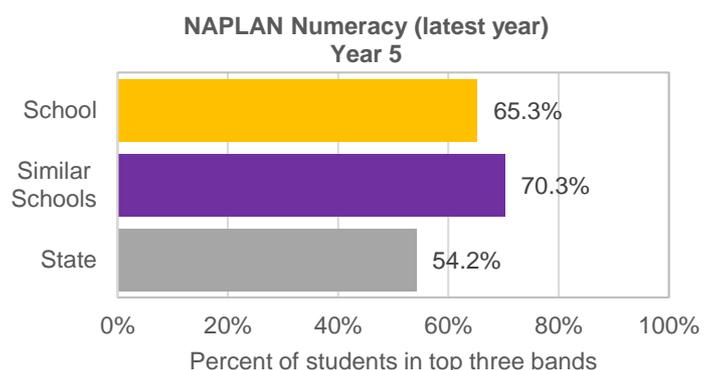
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	85.4%
Similar Schools average:	80.1%	82.9%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	78.2%
Similar Schools average:	70.3%	75.6%
State average:	54.2%	58.8%



WELLBEING

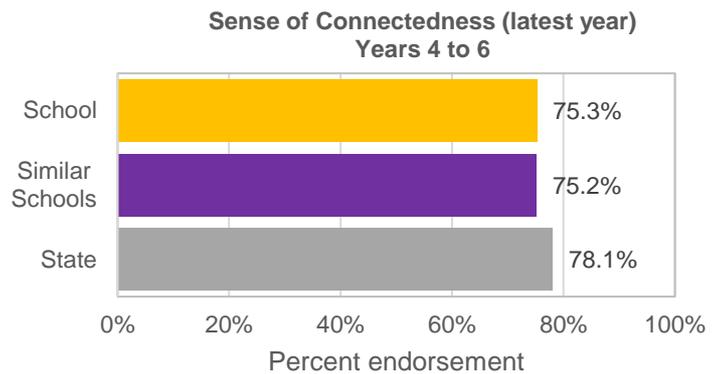
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	75.3%	73.8%
Similar Schools average:	75.2%	78.0%
State average:	78.1%	79.5%

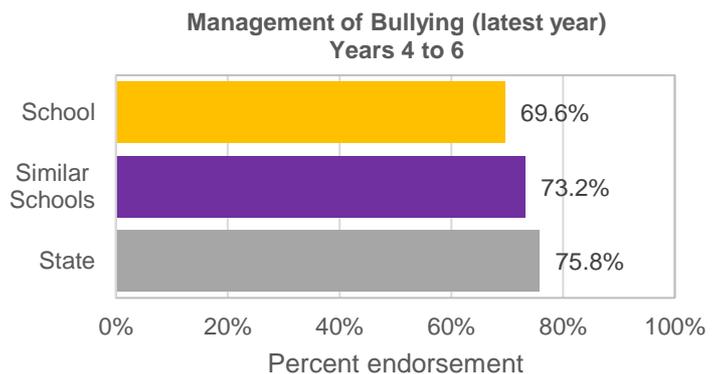


Student Attitudes to School – Management of Bullying

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:	69.6%	72.3%
Similar Schools average:	73.2%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

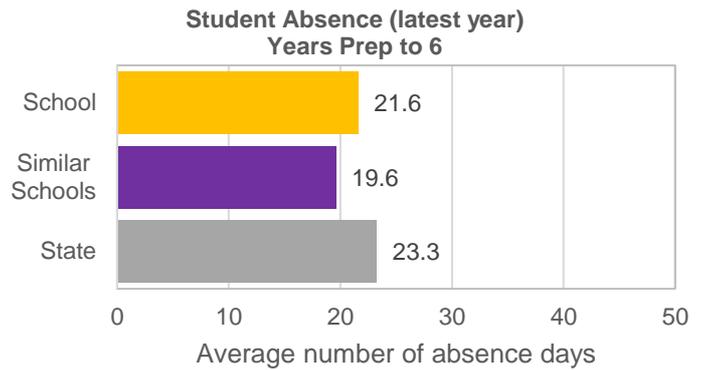
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.6	13.8
Similar Schools average:	19.6	13.1
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):	90%	91%	91%	89%	88%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,366,867
Government Provided DET Grants	\$552,177
Government Grants Commonwealth	\$14,122
Government Grants State	\$20,000
Revenue Other	\$19,943
Locally Raised Funds	\$674,122
Capital Grants	\$0
Total Operating Revenue	\$5,647,231

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,464
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,464

Expenditure	Actual
Student Resource Package ²	\$4,043,931
Adjustments	\$0
Books & Publications	\$8,952
Camps/Excursions/Activities	\$309,080
Communication Costs	\$7,333
Consumables	\$101,199
Miscellaneous Expense ³	\$26,472
Professional Development	\$29,630
Equipment/Maintenance/Hire	\$58,319
Property Services	\$58,272
Salaries & Allowances ⁴	\$208,590
Support Services	\$304,826
Trading & Fundraising	\$39,035
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,605
Total Operating Expenditure	\$5,240,246
Net Operating Surplus/-Deficit	\$406,985
Asset Acquisitions	\$39,005

- (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

Funds available	Actual
High Yield Investment Account	\$926,338
Official Account	\$36,318
Other Accounts	\$54,122
Total Funds Available	\$1,016,778

Financial Commitments	Actual
Operating Reserve	\$194,543
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$194,543

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.