

2023 Annual Report to the School Community

School Name: Bacchus Marsh Primary School (0028)



- 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 29 April 2024 at 09:10 AM by Melinda Williams (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 02 May 2024 at 06:51 PM by Nicholas Brody (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

Bacchus Marsh Primary School is located in the Central Highlands, South West Victoria Region, approximately 60 kilometres northwest of the Melbourne Central Business District. The school opened on May 13 1850, and maintains a proud connection to its historical place in the community.

The school consists of ten main buildings, including four single story modular 5 structures that contain two classrooms with a small shared learning space. The buildings accommodated 33 classes in 2023, along with specialist spaces to accommodate the teaching of science, kitchen, visual arts, performing arts, design thinking and Mandarin Chinese. A stand-alone gymnasium and a range of outdoor courts including a basketball/netball court and synthetic grass courts support physical education and sport. A range of covered play areas, sandpits and playground equipment are features of the outdoor play space. During 2023 with the support of a minor capital works grant our upgraded science room was completed. The school also adjoins and accesses community recreational space, Masons Lane.

Full time enrolment in 2023 was 795 students with a projection of approximately 780 students for 2024.

Throughout 2023 our school values kindness, respect, learning and teamwork were heavily promoted through well-being circles being embedded into the start of each day in every classroom. Our vision is to develop self-sustaining, life-long learners in a recognised centre of educational excellence and is enhanced through our Pedagogical Model which reinforces the DE vision: 'all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning, which equip them with the knowledge, skills and disposition for life-long learning and shaping the world around them.'

Our current mission is to provide, in a nurturing environment, a quality education that challenges all students to strive for, and attain their most aspirant goals academically, socially, creatively and physically.

The Student Family Occupation (SFO) index was 0.39 in 2023, with 166 students attracting equity funding and 280 receiving physical, cognitive, sensory and social/emotional adjustments as evidenced via Nationally Consistent Data Collection.

The staffing profile of BMPS included a non-teaching principal, 3.0 assistant principals, supporting daily organisation, teaching and learning, disability inclusion, engagement and well-being leadership. There were 62.8 EFT staff including principal leadership, learning specialists, tutors, classroom teachers and education support staff.

The school offers a very well supported Out of School Hours Care Program onsite before and after school which includes a holiday program and a breakfast club three mornings per week facilitated by the well-being team.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was a strategic review year for Bacchus Marsh Primary School and a commitment to staff professional learning, quality resourcing, scope and sequence documentation and intervention and enrichment for students was evident. Specifically, the embedding of PLC (Professional Learning Community) practices to enhance data literacy and teacher instruction stood out via meeting norms, data protocols and consistent rolling agenda's that enhanced the Framework for Improving Student Outcomes (FISO) teacher inquiry process.

The majority of inquiry cycles were mathematics focused in line with regional priorities and three Numeracy Learning Specialists were supported with weekly release time to guide this work. A numeracy learning tutor supported intervention across three terms for targeted year 1 2 and 3 students. The plan to undertaken numeracy professional learning in partnership with 'Learning Through Doing' took place and financial resources were committed to 'hands on learning' materials to enhance student engagement and the impact of quality questioning. On demand teacher professional learning through the 'Learning Through Doing' online resource tools were a significant support for quality planning that translated to more consistent, higher quality lesson delivery.

- Teaching staff judged 83% of students to be at or above age expected standard for Mathematics which was slightly below similar school percentages in 2023.
- Year 3 NAPLAN - Numeracy percentage of students in Exceeding or Strong Proficiency levels was slightly above state percentage at 68% with Year 5 percentage slightly below state and similar schools at 66% Exceeding or Strong Proficiency.

With ongoing professional learning and resource commitment extending to Year 2 in the area of phonics, phonemic awareness and 'explicit instruction - responsive teaching' we now have consistent Tier 1 practices in reading instruction and knowledge-building Foundation to Year 2. DIBELS - (Dynamic Indicators of Basic Early Literacy Skills) was implemented Foundation to Year 6 to inform an overview of every student in the 5 components of reading. Commitment to annually fund the use of quality home-school

resources such as Reading Eggs, Reading Eggspress, Storybox Library and DRA (Decodable Readers Australia) access, enhanced highly valued home-school partnerships. Commitment to the Fountas and Pinnell SOSA (Systems of Strategic Action) framework for teaching comprehension remained in 2023 with ongoing reflection taking place in the area of comprehension assessment for students no longer requiring decodable reading material.

Authentic writing opportunities were an ongoing focus with the Moorabool Young Writers Awards continuing to be a significant opportunity for our students. In addition to the formal DET High Ability Writing Program for Year 5 and 6 students' enrichment was also facilitated for Year 1, 3 and 5 students with the support of Academic Excellence funding and passionate teachers taking on writing, reading, design thinking and numeracy enrichment opportunities.

- Our teaching staff judged 81.2% of our students to be at or above age expected standard averaged across Reading, Speaking and Listening and Writing which was below state and similar school percentages in 2023.
- Year 3 NAPLAN - Reading, percentage of students in Exceeding or Strong Proficiency levels was slightly above network percentage at 67%, below similar schools and slightly below state. Year 5 percentage was below state and similar schools and slightly below network schools at 69%.
- Year 3 NAPLAN - Writing, percentage of students in Exceeding or Strong Proficiency levels was below similar schools, slightly below state and well above network schools at 76%. Year 5 percentage was similar to state and similar schools and well above network schools at 73%

Across English and Mathematics our 4 key questions, what am I learning?, how am I going?, how do I know?, and what are my next steps? will continue to inform our continuous improvement decisions in partnership with the introduction of the Bacchus Marsh Primary School Gradual Release of Responsibility Model in 2024.

Wellbeing

Student well-being core learning at Tier 1 and learning and supports at Tier 2 and 3 continued to evolve to meet the growing complex needs of our students and their families. Ongoing development of the well-being team and allied health expertise strengthened support in this area. The Chaplain (Well-being Educator) was increased to a five day position in partnership with the Psychologist, Learning Specialist focusing on inclusive practices for diverse learners (Nurture and Art Therapy) and two Assistant Principal's leading well-being and engagement curriculum, (DIP) Disability Inclusion Profiling and management of the classroom based Education Support staff. In addition to the specific work taking place with targeted students through our trauma informed practice space (Nurture Room) this approach extended to provide intensive support and provision of a calm, welcoming space at recess and lunchtime for students seeking such a space.

More regular and detailed Student Support Group (SSG) meetings enhanced Individual Education Plans, Safety Plans and Behaviour Plans to target the monitoring of academic and social-emotional learning, and enhanced home-school partnerships and comprehensive reporting to parents and carers. The Digital Developmental Portrait provided whole school social-emotional learning data sets to enhance targeted teaching strategies and intervention at Tier 1, 2 and 3.

PEEC, Positive Education Enhanced Curriculum, Restorative Practice and Restorative Circles enhanced the well-being and social-emotional learning approach at a Tier 1 level and the addition of daily circles and 4 R's behaviour management expectations displayed in all classrooms assisted consistency and enhanced teacher/student relationships within and across classrooms. In 2023, effective communication and relationship development continued to be enhanced between the leadership and well-being team which continues to enhance partnerships between parents and carers, classroom teachers, education support staff, internal and external allied health professionals and regional staff, enabling a raft of strategies, approaches and all important referrals to take place in the best interests of our students.

In 2023, 95% of our students had high expectations for success, along with 92% expressing a positive sense of inclusion in our Attitudes to School Survey. 79% of our students expressed a positive sense of connectedness to school, which was above all primary school percentages and an increase from the previous year on all measures.

Engagement

The Bacchus Marsh Primary School strategic review undertaken in 2023 highlighted that expectations for lessons were evident in most classrooms and included visual aids for students to support learning and use of feedback strategies by teachers, particularly in the upper grades. Evidence of class goal setting was present through regular assessments and goals were monitored through small groups conferences.

To build from this base the use of feedback strategies to support students to refine their understanding at various points in the learning sequence commenced in 2023 with the early development and trialling of a new Instructional Model - Gradual Release of Responsibility and an ongoing focus on responsive teaching techniques to deepen students' understanding of their learning journey.

The Marrung Education Plan and related classroom and whole school activities continued to promote awareness of ATSI culture and connect our Aboriginal and Torres Strait Islander students with passionate, trusted, student and staff allies.

Enrichment and leadership opportunities in the areas of writing, mathematics, design thinking, visual and performing arts, science, physical education, Chinese, kitchen garden, student voice, school and house captaincy and first nations perspectives, including reconciliation action, enabled some stand out projects to be undertaken throughout 2023. All projects and activities were celebrated with parents electronically via Seesaw or with the whole school community via extensive weekly updates using Compass and all are available for viewing on the school website.

Whole school assemblies continue to have a clear aim to set the scene for the week, promote special events, incursions and excursions, give performing arts a platform to entertain, celebrate academic achievements and to generally promote our values and character strengths and recognise excellence in these areas via student of the week and kindness presentations.

As an ongoing response to a larger than desirable number of student absences along with the number of students arriving late to school, a focus on our attendance strategy was at the forefront. Rigour coding attendance information by teachers and administration staff is now an embedded practice. Attendance letters continue to be sent out termly regarding students with attendance below 70%. Teachers facilitate weekly follow up with parents and carers via Seesaw, phone or face to face meetings with the support of leadership and well-being staff where required. Parent, carer, well-being staff and teacher attendance plan meetings which include goal setting are an embedded process.

Behaviour data tracking and behaviour planning was a feature of care-team support for some Tier 2 and all Tier 3 students. Students experiencing separation anxiety increased in number and strategies at Tier 1 2 and 3 were put into place in a relational approach involving students, parents and carers, teachers, education support staff, and allied health professionals including our therapy dog team.

Members of our well-being team trained to facilitate BUGK, Bringing Up Great Kids and ran three, four week programs for parents, carers and grandparents across 2023.

Additional cyber safety support was introduced for all students as a non-negotiable component of the curriculum and parents, carers and the wider Bacchus Marsh Community were invited to attend information sessions face to face or online to enhance their knowledge, skill and understanding in managing their children's online skills and developing habits and relationships.

At the conclusion of 2023, 36% of our students, 10% less than 2022 had 20 or more absence days which was very close to similar schools, the same as state schools and slightly better than schools in the network.

Our attitudes to school survey, undertaken with our Year 4-6 students indicated that 89% of their attitudes to attendance were positive, 84% were positive to stimulated learning, motivation and interest was at 78% positive and 91% felt their differentiated learning was catered for. All of these measures were a significant improvement on our 2022 survey.

Our approach to student voice and agency continued to focus on academic learning in 2023 through teacher collaborative planning around clearly intended learning intentions, active responsive teaching techniques and active promotion, support for, and clear next steps for students to strive for. In 2023, 69% of our Year 4-6 students were positive in their response to student voice and agency which was a 9% increase on 2022 and leaves much room for improvement as we continue to work in this academic space.

An Inclusion Coach joined our well-being team one day per week in 2023 in a network response to enhancing inclusive classroom practises. Much of our coach work was focused on our Year 2 cohort supporting the consistent implementation of Zones of Regulation and this work will be extended in 2024 with our coach again school funded 0.2 days per week.

Other highlights from the school year

Due to changes to the AEU agreement for staff the Bacchus Marsh Primary School camp program was modified to maintain experiences for all students at Year 2,3,4,5 and 6 while managing the Time-In-Lieu requirements of the agreement. Year 2 and 3 moved to day camp experiences, Year 4 maintained a 2 night camp, Year 5 was reduced to 2 nights and the Year 6 Canberra Tour remained consistent at 4 nights and 5 days.

Our Year 6 production moved back to an original piece performed live by all students over two nights. Circus Spectacular was a wonderful community event and a credit to the staff, students, parents and carers who devoted the time, energy and creativity required to make it a success.

The whole school concert took place on our newly refurbished outdoor stage and was a magnificent community event on our 2023 calendar.

Buddy program connections across year levels were a significant strategy enabling students from varying year levels to work closely with a buddy across the year. This developed safe and trusting relationships that were relied upon in the yard, classroom and wider community.

Reconciliation actions in partnership with our Aboriginal and Torres Strait Islander parents, carers, students and allies remained at the forefront. A set of didgeridoo's are now available to our boys to continue to learn to play and a yarn space is available for ongoing yarning, education for all, and general connection to people and place.

A wonderful 15 year anniversary of the Kitchen Garden program took place in Term 2 with a whole school celebration and afternoon tea acknowledging volunteers, staff and supporters from across the 15 years.

The refurbished Science Room, completed with the support of a minor capital works grant was completed in Term 4 2023 and classes will commence from the new building in Term 1 2024.

Through focus groups facilitated as part of our Strategic Review in 2023 parents gave feedback that they valued the sense of community and belonging, the nurturing, personalised environment and social-emotional learning programs. Strong well-being support for students with additional needs along with targeted intervention and support was valued. A Highly supportive and welcoming principal, leadership and positive teachers who are approachable and provide a supportive environment for students was noted. Teachers and Education Support Staff establishing bonds with the students and knowing them well along with good behaviour support and strong processes for anti-bullying were communicated by parents and carers. An inclusive community celebrating ATSI culture and many opportunities to be involved in events and learning such as classroom reading, mentors, running workshops on sustainability and environmental issues, tree planting, the kitchen and garden program along with camps and excursions were specifically provided as feedback.

Financial performance

Bacchus Marsh Primary School's confirmed SRP position is a managed deficit of \$177,219.00 and a cash surplus of approximately \$373,858.00 which includes total funds held for future years and the recommended operating reserve. The \$450,000 capital works grant to restore the STEM space in the North East corner of the grounds was finally completed in 2023. Remaining contingency funds will support the landscaping of this space.

The Library and Buildings and Ground funds were well supported through voluntary contributions from parents and carers in 2023 and enabled the upgrade of library furniture in junior and senior libraries along with the purchase of library books for interest reading.

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

<https://bacchusmarshps.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 793 students were enrolled at this school in 2023, 387 female and 406 male.

4 percent of students had English as an additional language and 4 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).

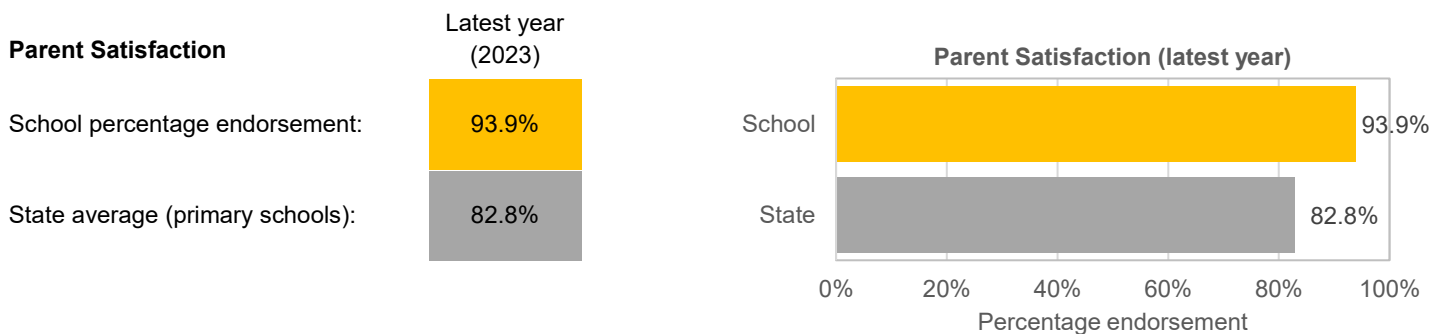
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

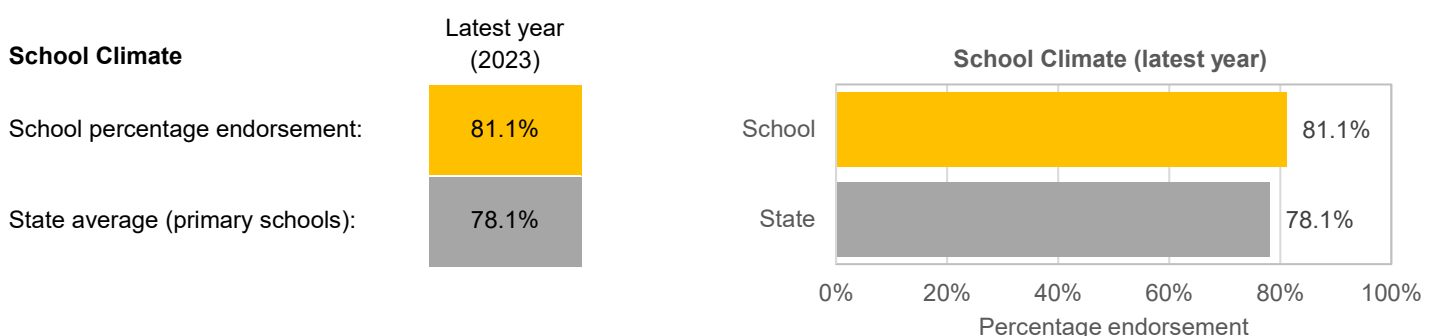


School Staff Survey

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:

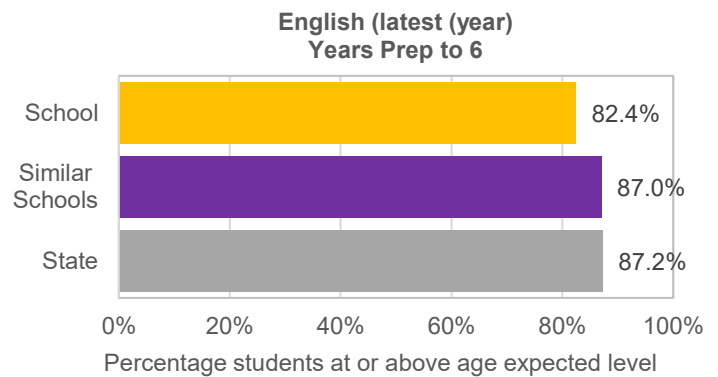
82.4%

Similar Schools average:

87.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

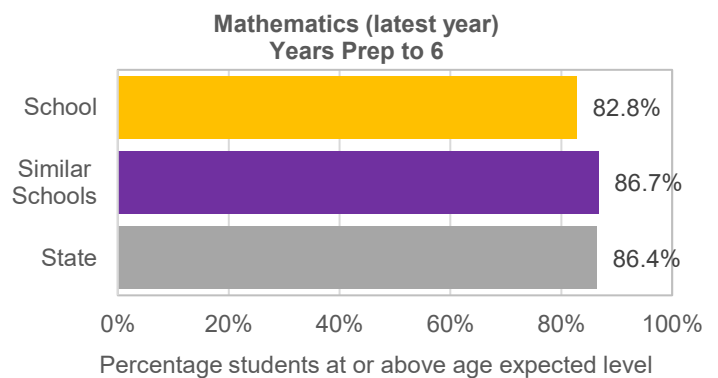
82.8%

Similar Schools average:

86.7%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

66.9%

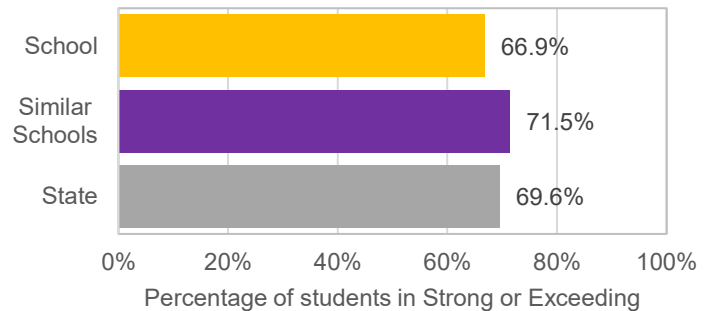
Similar Schools average:

71.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

69.0%

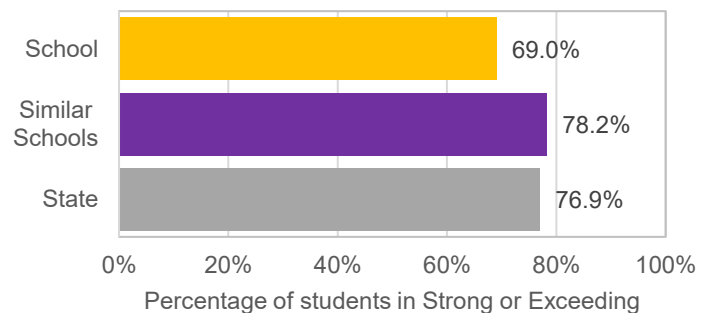
Similar Schools average:

78.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

67.7%

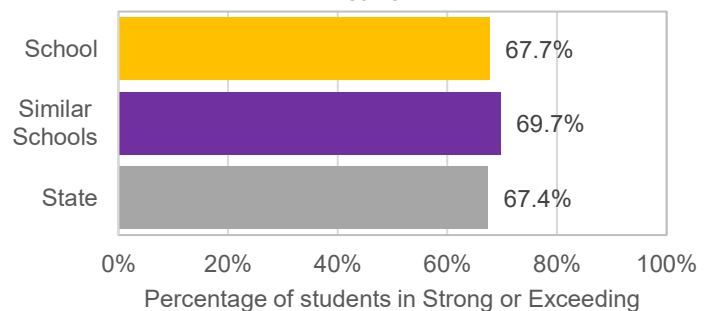
Similar Schools average:

69.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

65.6%

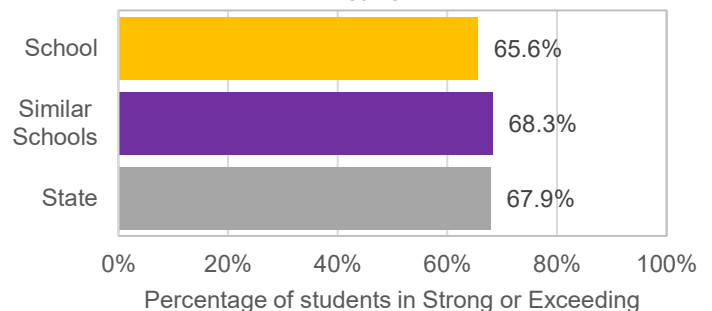
Similar Schools average:

68.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

77.5%

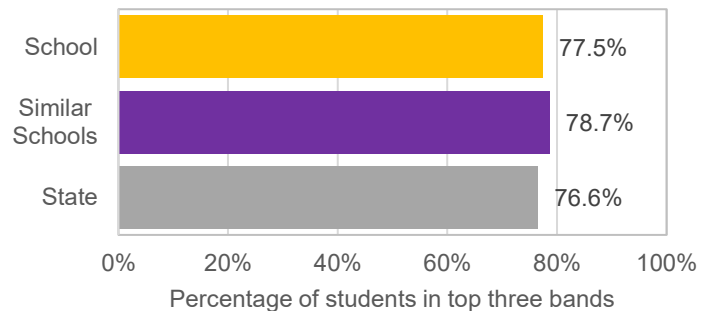
Similar Schools average:

78.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

62.7%

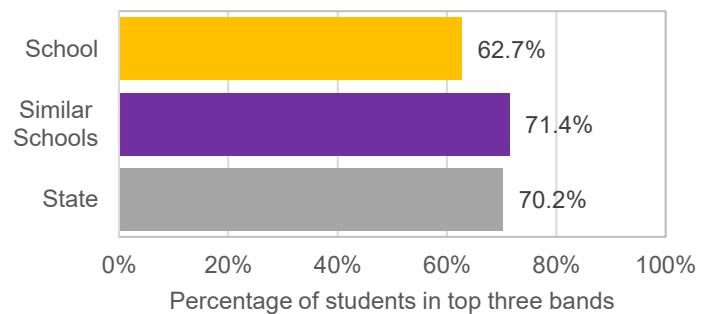
Similar Schools average:

71.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

71.8%

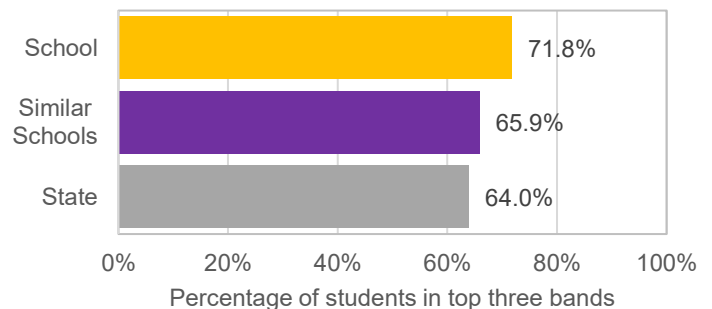
Similar Schools average:

65.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

50.9%

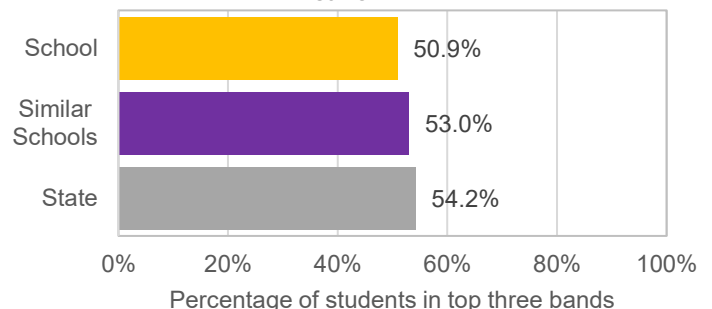
Similar Schools average:

53.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

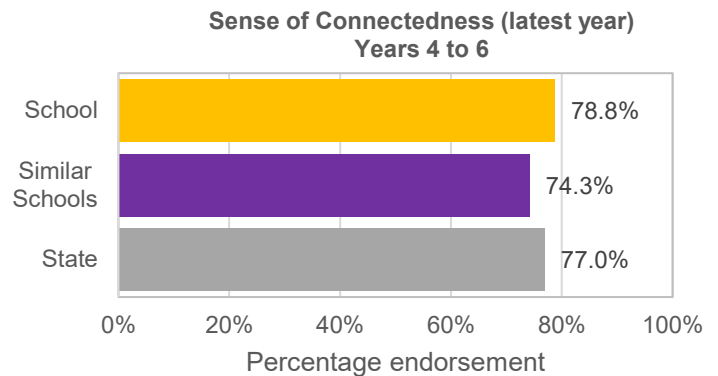
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.8%	77.5%
Similar Schools average:	74.3%	77.3%
State average:	77.0%	78.5%

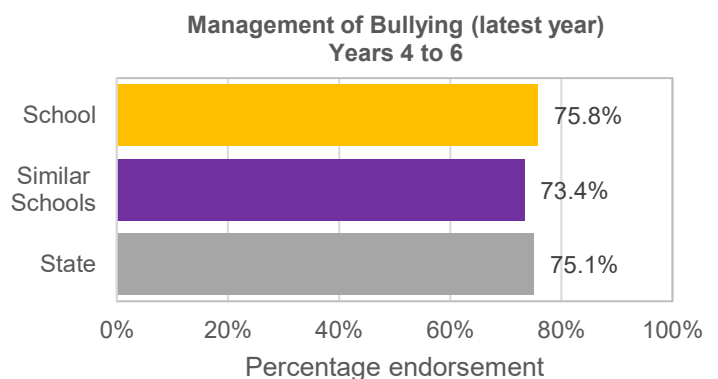


Student Attitudes to School – Management of Bullying

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:	75.8%	76.3%
Similar Schools average:	73.4%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

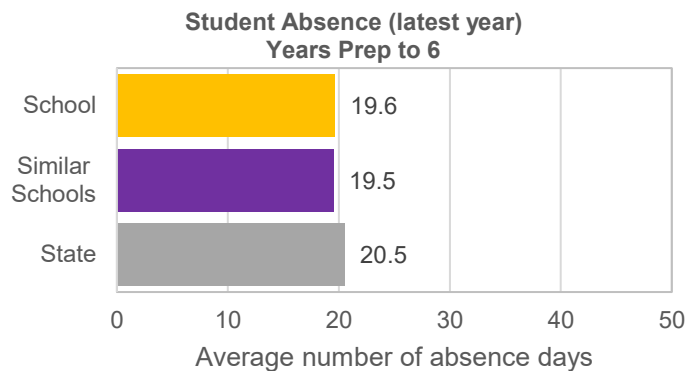
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.6	18.2
Similar Schools average:	19.5	17.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	91%	90%	90%	88%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,623,022
Government Provided DET Grants	\$1,088,349
Government Grants Commonwealth	\$9,944
Government Grants State	\$0
Revenue Other	\$73,053
Locally Raised Funds	\$511,250
Capital Grants	\$0
Total Operating Revenue	\$9,305,618

Equity ¹	Actual
Equity (Social Disadvantage)	\$138,367
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$138,367

Expenditure	Actual
Student Resource Package ²	\$7,567,522
Adjustments	\$0
Books & Publications	\$4,347
Camps/Excursions/Activities	\$351,195
Communication Costs	\$7,359
Consumables	\$120,266
Miscellaneous Expense ³	\$90,895
Professional Development	\$46,042
Equipment/Maintenance/Hire	\$110,079
Property Services	\$330,173
Salaries & Allowances ⁴	\$356,582
Support Services	\$72,901
Trading & Fundraising	\$50,366
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,363
Total Operating Expenditure	\$9,172,091
Net Operating Surplus/-Deficit	\$133,527
Asset Acquisitions	\$53,690

- (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 16 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	\$810,064
Official Account	\$89,477
Other Accounts	\$13,494
Total Funds Available	\$913,035

Financial Commitments	Actual
Operating Reserve	\$239,695
Other Recurrent Expenditure	(\$1,676)
Provision Accounts	\$0
Funds Received in Advance	\$4,335
School Based Programs	\$246,817
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	\$489,172

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.