

# 2023 Annual Report to the School Community

School Name: Yarra Junction Primary School (3216)



- 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 04 March 2024 at 05:21 PM by Lisa Rankin (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 21 March 2024 at 10:26 AM by Jessica Newell (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

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').

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## 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

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## School context

Yarra Junction Primary School is a co-educational Primary School located in the Yarra Valley, 65.8 km North-East of Melbourne CBD. At Yarra Junction Primary School our school's vision is to develop each child's social, emotional, and academic growth by nurturing our students to become creative, curious and critical thinkers within an engaging and connected learning environment. As school staff; "We care, we inspire and we achieve". We hold the belief that all students can achieve personal, social and academic growth. The school values that our school community embraces are: High Expectations, Respect, Resilience and Collaboration. We embed our own learning links that are informed by the Curriculum capabilities; Apply Best Effort, Curious Questioning, Multiple Approaches and Feedback. Our values and learning links provide us with the framework for the way we achieve our vision.

Talented and passionate staff work collaboratively from Foundation to Year 6 to provide a rich and varied curriculum to promote children to develop high academic, personal and social skills. Yarra Junction Primary School offers rich Numeracy and Literacy learning, and classes in Visual Arts, Physical Education, Community Studies and Performing Arts.

The instructional model of gradual release - I do, We do and You do, is the teaching and learning approach that teachers use across the curriculum to promote engagement and learning outcomes. Parents strongly endorse the teaching and learning program at Yarra Junction Primary.

We are proud to facilitate effective intervention programs within literacy (LEAP), tutoring and High Abilities Classes (Performing Arts, Visual Arts, Podcasting). These classes support meeting the differentiated learning needs of our students.

Our emphasis on developing the whole child is promoted through our whole school wellbeing lessons that are informed by; The Resilience Project, Respectful Relationships and our students Wellbeing data. Furthermore, we facilitate peer support programs and Wellbeing targeted sessions.

Teachers are active learners at Yarra Junction Primary School. Professional Learning Communities foster collaborative learning for teachers. Student learning data, observations and professional literature are central elements of these learning communities.

Professional learning both internally and externally is engaged with by staff. Yarra Junction Primary School was a lead PLC school in 2023, (and will continue this role in 2024) to support outer east schools with embedding effective PLC practices.

Our school has strong structures to monitor and embed effective teaching and learning, to enhance innovation, to welcome staff voice/agency and to set/achieve goals. These structures include: Consultative Committee, School Improvement Team, Communities of Practice, Professional Learning Communities, Junior School Council and School Council.

Community and inclusivity are vital within our school. We have students with a diverse range of disabilities and social/emotional needs who attend our school, and we work to ensure that the learning experiences and environments cater to the needs of all students.

We have embedded opportunities for student voice and agency within our school through the development of our Junior School Council, student leadership roles and various clubs facilitated at our breaks.

We have beautiful school grounds and welcoming learning spaces within our school buildings. Staff and students take great pride in our school.

In 2023, the school's end of year enrolment was 219 students, divided into 10 grades. 3% of the student cohort identify as Aboriginal or Torres Strait Islander. 8 students are funded on the Program for Students with Disabilities. Our schools SFO index was 0.4037 which is in the Low-Medium band. The staffing profile was made up of Principal, 10 classroom teachers, 4 Specialist teachers, 2 intervention teachers, 1 tutor, a Wellbeing Coordinator, a Chaplain, 9 Educational Support Officers, 2 part time Bursars.

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

### Learning

Students at Yarra Junction Primary School engage in learning across the curriculum areas of: Literacy, Numeracy, Visual Arts, Music, Drama, Physical Education, Geography, History, Civics and Citizenship and Language. Planning across the curriculum is data informed and we embed the gradual release model of 'I do, We do, You do', into our teaching. We are extremely proud of our students' achievements in NAPLAN. NAPLAN Year 5 Reading: 31% in the exceeding level, 44% in strong level, 19% in Developing level and 6% in needs additional support level. Our reading results are higher than similar schools and the outer east network schools. We achieved only 2% lower than the state in Reading for year 5. NAPLAN Year 5 Writing: 16% in the exceeding proficiency level, 65% in the strong level, 19% in the developing level. Our writing results are well above that of similar schools and outer east network schools and the state. NAPLAN Year 5 Numeracy: 6% in the exceeding level, 55% in strong level, 35% in developing level and 4% in needs additional support level. Our numeracy results for year 5 are above similar schools and the outer east network

schools, and 7% below state. NAPLAN Year 3 Reading: 22% in exceeding level, 52% in strong level, 22 % in developing level and 4% in needs additional support level. Our Reading results are higher than similar schools, outer east network schools and the state for year 3 Reading. NAPLAN Year 3 Writing: 68% in top two bands, 32% in middle bands and 0% in bottom two bands. Our Writing results are higher than similar schools, outer east network schools and the state. NAPLAN Year 3 Numeracy: 55% in top two bands, 41% in middle bands and 4% in bottom two bands. Our Numeracy results are higher than similar schools, outer east network schools and the state. We are proud of our students achievement in NAPLAN and also value the growth data that we collect, evaluate and use to plan for weekly lessons. To promote academic achievement in 2023 we embedded Professional Learning Communities where goals and actions were set to improve teacher's professional knowledge and practice informed by student learning data. In 2023, Yarra Junction Primary School was appointed as a Lead PLC school for the outer east, this role gave us opportunities to refine our PLC practices and work with other schools to implement effective PLC practices and documentation. In 2023, a Literacy and Numeracy learning specialist was appointed. These specialists led the work of monitoring and evaluating our planning documents, assessment schedules and facilitated Professional learning sessions and supported teacher knowledge within these curriculum areas. YJPS, embedded data informed planning for whole class, intervention classes and High Ability classes. Furthermore, we embedded our schools learning links: Apply Best Effort, Give, Receive, Apply Feedback, Curious Questioning and Multiple Approaches into our whole school language and goal setting. We embedded our Sunflower Model for improvement that incorporates a Consultative team, Professional Development Plans for staff, PLC's, School Improvement Team, School Council and Junior School Council. Across the school we embed Teach Like a Champion techniques to improve our practices, these techniques are frequently evaluated and form part of our staff's professional observation expectations. In 2023, we commenced a staff coaching program, where staff could opt in for professional coaching sessions to build their professional capacity.

## Wellbeing

Yarra Junction Primary School continued to implement aligned practices with the Student Engagement Policy to promote the health and wellbeing outcomes of every student. In 2023, we employed a new chaplain to YJPS to support students both individually and within small groups. We timetabled a weekly wellbeing block into our teaching and learning schedule for a Wellbeing lesson. We formed a Community of Practice with teachers from across the school to develop a Wellbeing Scope informed and resourced by The Resilience Project and Respectful Relationships lessons and action plan. We have embedded the Resilience Project language of Gratitude, Empathy and Mindfulness – GEM into our whole school language. All our staff have completed training in Respectful Relationships and Youth Mental Health. Wellbeing of students transitioning into school continued to be a priority with the embedding of 'soft start' at the commencement of each day to provide teachers an opportunity to check in with students and an opportunity for students to merge into school whilst engaging in sensory activities. In 2023 our Annual Implementation Plan set the target of increasing our positive scores in the Attitude to School Survey data against the following element related to optimising health and wellbeing outcomes of every student: **Emotional Awareness & Self-Regulation** remained constant from 70% in 2022 to 70% in 2023, **Resilience** increased from 61% in 2022 to 65% in 2023, **Managing Bullying** increased from 75% in 2022 to 78% in 2023, **Sense of confidence** decreased from 75% in 2022 to 72% in 2023, **Teacher Concern** decreased from 75% in 2022 to 72% in 2023. In 2023 our Annual Implementation Plan set the target of increasing our positive scores in the Parent Opinion Survey against the following elements related to optimising health and wellbeing outcomes for every student: **Managing Bullying** increased from 64% in 2022 to 76% in 2023, **Promoting Positive Behaviour** increased from 76% in 2022 to 97% in 2023, **Respect for Diversity** increased from 75% in 2022 to 98% in 2023, **Confidence and Resiliency** increased from 83% in 2022 to 97% in 2023. At the end of 2023, we created a sensory garden, with the inclusion of a sensory path, sensory equipment and sensory shelter.

## Engagement

We are proud of the school culture at Yarra Junction Primary School that is built upon our school values and Wellbeing Programs (resourced by Resilience Project and Respectful Relationships). Our core values are : Respect, Resilience, High Expectations and Collaboration. We reviewed our Wellbeing and Inclusion Policy informed by staff and school council to create a whole school approach to wellbeing, engagement, inclusion and positive behaviour. Our behaviour management process - "Steps to Success", promotes students to develop personal and social skills through accepting responsibility for their actions and engaging with restorative communication. In 2023 our Annual Implementation Plan set the target of increasing positive scores in the Attitude to School Survey data against the following elements that align to optimising student engagement in their learning: **Stimulated Learning** decreased from 78% in 2022 to 71% in 2023, **Respect for diversity** increased from 76% in 2022 to 78% in 2023, **Student Voice and Agency** decreased from 64% in 2022 to 63% in 2023, **Attitudes to attendance** increased from 78% in 2022 to 87% in 2023, **Motivation and Interest** increased from 69% in 2022 to 71% in 2023. In 2023 our Annual Implementation Plan set the target of increasing positive scores in the School Staff Survey data against the following elements that align to optimising student engagement in their learning: **Seek feedback to improve practice** increased from 80% in 2022 to 89% in 2023,



**Promote student ownership of learning** maintained at 100%, **Focus learning on real life problems** increased from 53% in 2022 to 78% in 2023. In 2022 our Annual Implementation Plan set the target of increasing positive scores in the Parent Opinion Survey data against the following elements that align to optimising student engagement in their learning: **Stimulating Learning environment** increased from 74% in 2022 to 86% in 2023, **Student connectedness** increased from 79% in 2022 to 86% in 2023, **Student Voice and Agency** increased from 75% in 2022 to 88% in 2023, **Effective Teaching** increased from 72% in 2022 to 81% in 2023. In 2023 our attendance data was impacted by health related issues and family holidays. Student absence in 2023 (Foundation to year 6): 20 – 29.5 days – 17% of students were absent (40 students), this was a 3% decrease from 2022. Student absence in 2023 (Foundation to year 6) 30 or more days - 18 % of students were absent (42 students), this decreased by 3% from 2022. We have embedded our Community Studies subject into our specialist program, where we support goals of the Marung Plan from the Education Department by teaching the Victorian standards of geography, history, civics and citizenship with a First Nations perspective. We have an Individual Education Plan for all of our First Nations students. Our 2023 School Council was an actively engaged group of parents and staff members who collaborated to support our school finances and raise funds for the inclusion of a new school mural in our grounds, and support maintenance and ground developments (eg: garden beds, new inside seating and storage, chairs for students). Our Junior School Council was an active group of students throughout 2023, they gathered student opinions on many different elements about school, facilitated whole school disco and a Spooky/Sparkly house to raise funds for a playground in 2024.

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## Other highlights from the school year

2023 was a year of consolidation and refinement of many structures and systems that we have worked hard to embed over the past years. Some highlights of our year included: Year 5/6 five-day camp to Phillip Island Survival camp, Year 3/4 three-day local camp, Junior school excursion to Healesville Sanctuary, Whole school production of Beauty and The Beast performed at Mt Lilydale Mercy College, Whole school disco, facilitated by Junior School Council, Festival of the Arts evening, Grandparents Day, visit from Variety Queensland and gift of a communication boards, end of year Christmas Concert, Whole school Swimming program/carnival and Athletics Carnival, Student attendance in district sporting events, choir performance locally and at Hamer Hall in Melbourne, Supporting other schools by hosting Professional Learning Workshops.

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## Financial performance

Yarra Junction Primary School maintained a sound financial position throughout 2023. The 2021-2025 School Strategic Plan, 2023 Annual Implementation Plan and 2023 School Budget provided the framework for school council allocation of funds to support programs and priorities. All funds received from the Department of Education have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with Department of Education policies, School Council approvals and the intent/purposes for which funding was provided. The impact of staff health continued to create unpredictable expenditure in relation to teacher replacement and casual replacement teacher costs. The school budget booklet continued to be an effective resource for our school bursar, Principal, Consultative Team, School Council Finance Sub-Committee and school leaders to plan, monitor and evaluate expenditure. In 2022, a budget “wish list” document was created for leaders to forecast expenditure for the 2023 year to support with the development of a new budget. Within 2023 some of our major purchases included: Art supplies, whole school maintenance, installation of new internal seating and storage in two areas of our school, sleeper retaining wall installed behind our library and establishment of a native garden bed, addition of a new mural in our school grounds and creation of a sensory garden as a place for self-regulation. We were able to maintain three Learning Specialist roles within our Student Resource Package. These leaders provided effective professional learning for staff, monitored/evaluated whole school documentation and support effective teaching practice. At the end of 2023, Yarra Junction Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure that the school can accommodate financially for the return of staff members on our staff register who are on leave and forward plan for a role out of the classroom to support the work of the Principal and Wellbeing Coordinator. Our school received Equity funding of \$33,239.96 which contributed towards the employment of an experienced Literacy Intervention teacher. The intervention teacher lead an intervention team with a qualified teacher tutor and an Education Support Staff member and facilitated small group explicit teaching and learning. Funds were allocated to support the purchase of resources for students, including decodable readers. We received Tutor funding of \$54,404.92 which employed an experienced teacher to support students within Literacy targeted sessions and support Numeracy groups in the classroom. Our program for students with disabilities received funds of \$199,627.20. These funds were strategically used to employ Education Support Officers, employ a coordinator to manage the Program for Students with disabilities and to purchase learning resources to promote student engagement with learning on the program. Yarra Junction Primary School received Chaplaincy funds of \$20,280.

These funds were used fully to employ a school chaplain on a part-time basis. We received funds from the Bush Fire Grant which funded works in our school grounds including: tree loping, branches cut, debris removed, gutter cleaning and mulch replaced by stones.

**For more detailed information regarding our school please visit our website at**  
<https://www.yjps.vic.edu.au/>

Draft

# 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 216 students were enrolled at this school in 2023, 106 female and 110 male.

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

### Overall Socio-Economic Profile

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

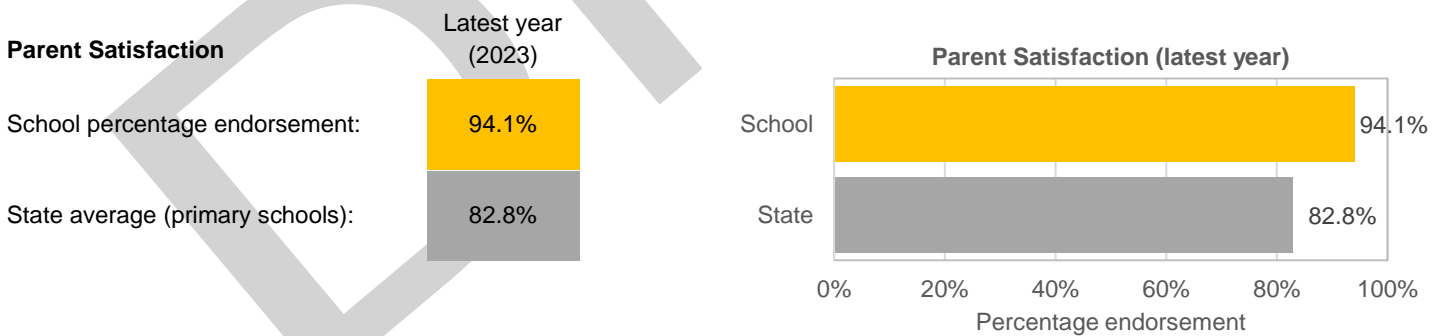
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

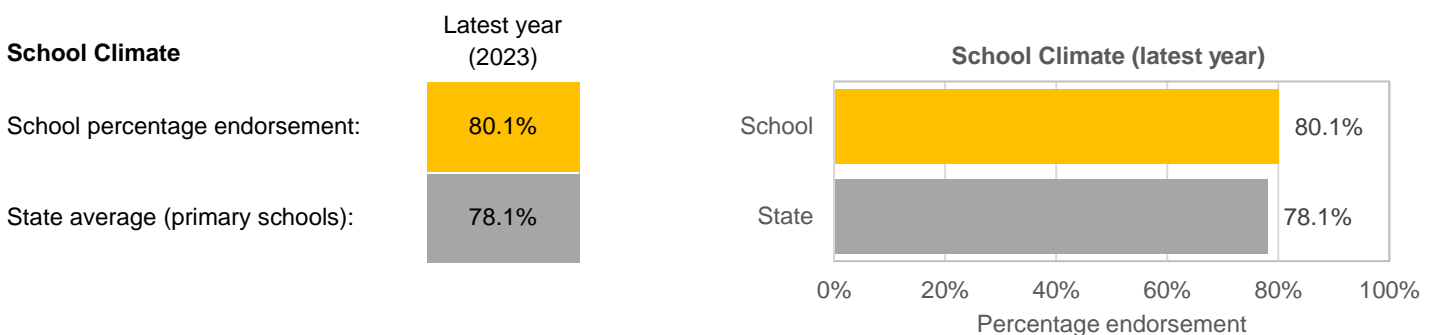


### School Staff Survey

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:

88.5%

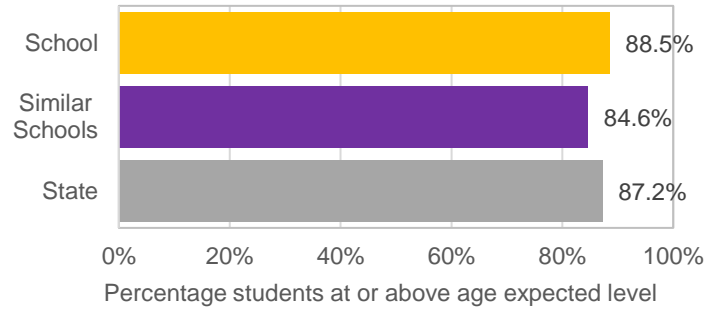
Similar Schools average:

84.6%

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:

90.1%

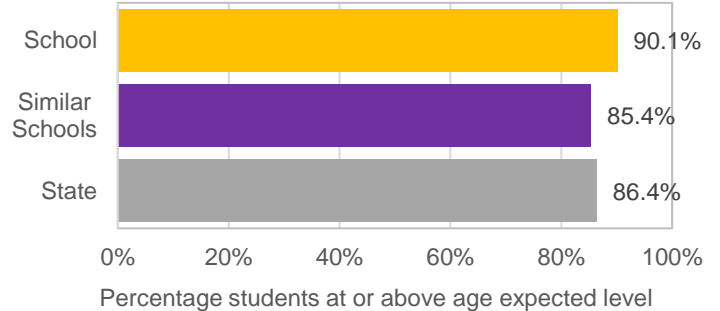
Similar Schools average:

85.4%

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:

74.1%

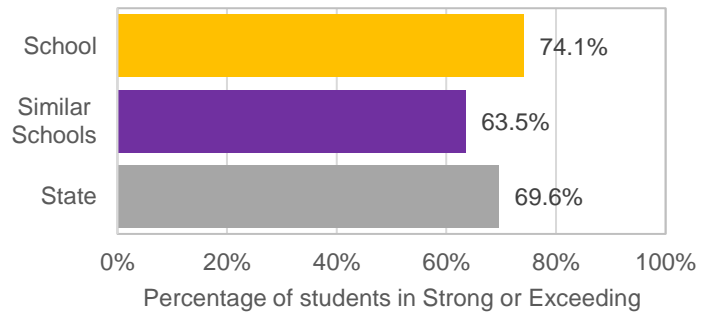
Similar Schools average:

63.5%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

75.0%

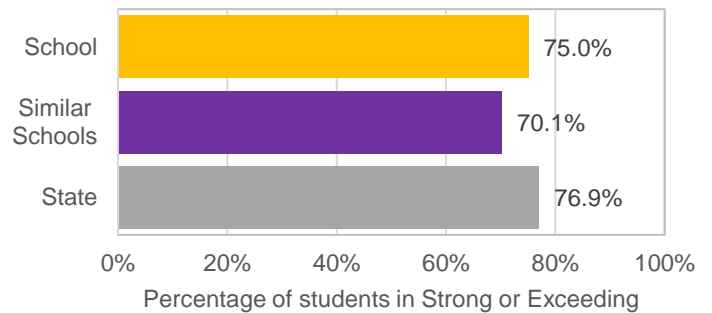
Similar Schools average:

70.1%

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%

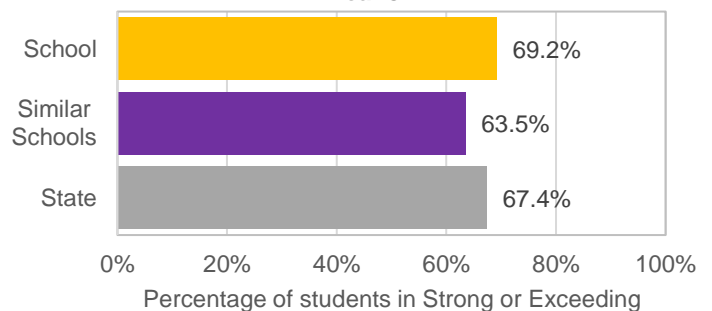
Similar Schools average:

63.5%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

61.3%

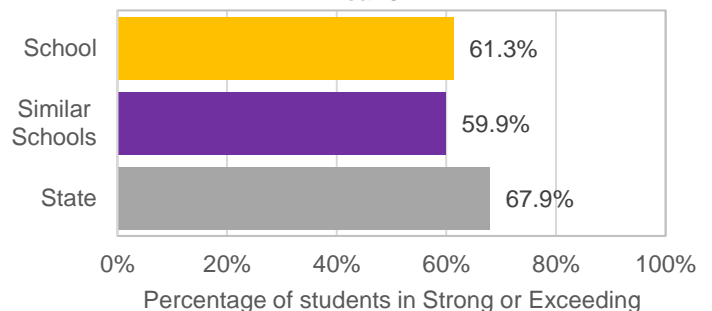
Similar Schools average:

59.9%

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:

89.3%

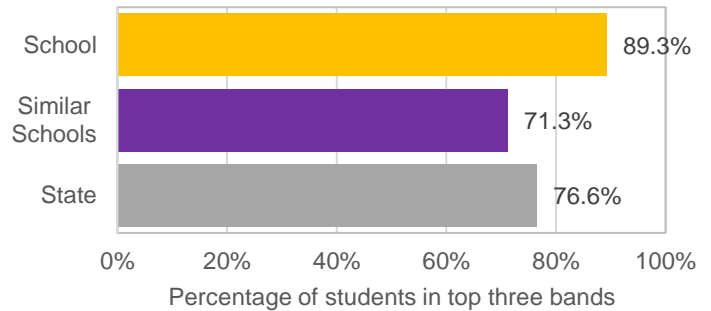
Similar Schools average:

71.3%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

61.8%

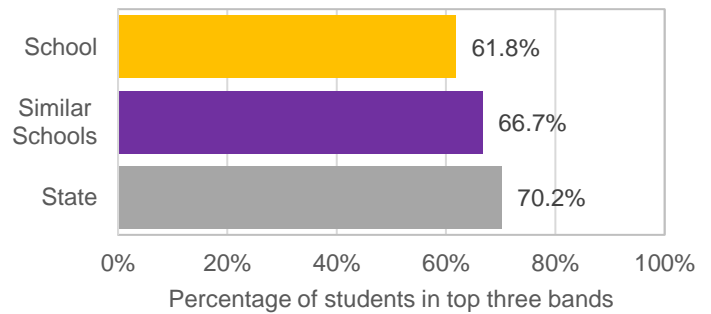
Similar Schools average:

66.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

75.9%

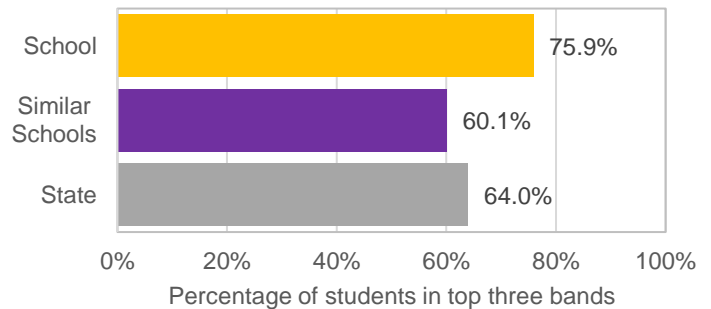
Similar Schools average:

60.1%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

51.4%

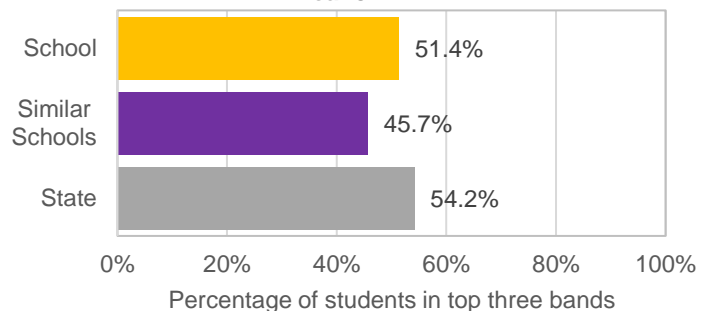
Similar Schools average:

45.7%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



**WELLBEING**

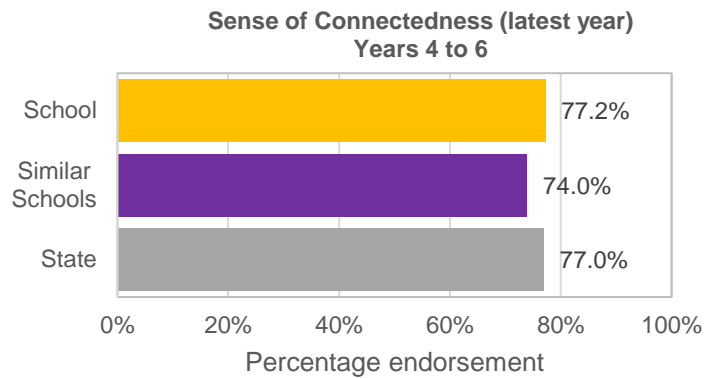
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

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

**Sense of Connectedness Years 4 to 6**

	Latest year (2023)	4-year average
School percentage endorsement:	77.2%	75.9%
Similar Schools average:	74.0%	75.5%
State average:	77.0%	78.5%

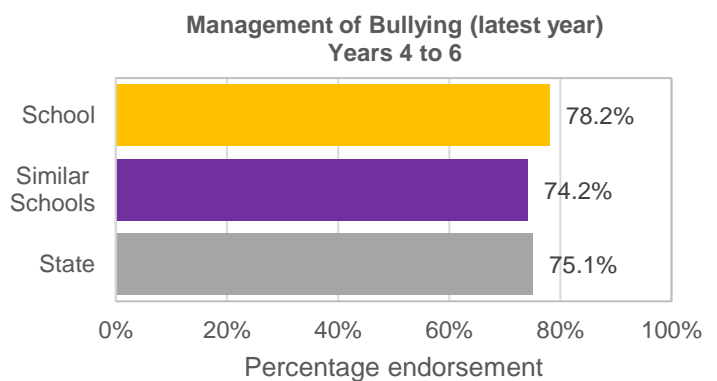


**Student Attitudes to School – Management of Bullying**

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

**Management of Bullying Years 4 to 6**

	Latest year (2023)	4-year average
School percentage endorsement:	78.2%	74.5%
Similar Schools average:	74.2%	75.6%
State average:	75.1%	76.9%



## ENGAGEMENT

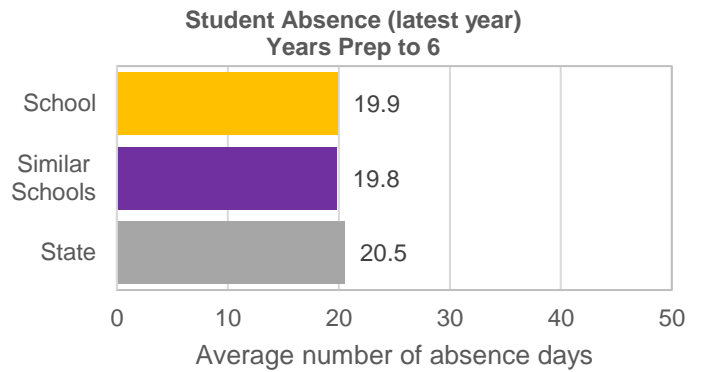
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.9	17.3
Similar Schools average:	19.8	18.4
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):	91%	91%	92%	91%	90%	88%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,403,470
Government Provided DET Grants	\$449,677
Government Grants Commonwealth	\$0
Government Grants State	\$6,200
Revenue Other	\$15,645
Locally Raised Funds	\$143,160
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,018,151</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$65,377
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$65,377</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,203,584
Adjustments	\$0
Books & Publications	\$742
Camps/Excursions/Activities	\$79,671
Communication Costs	\$4,392
Consumables	\$90,364
Miscellaneous Expense <sup>3</sup>	\$20,324
Professional Development	\$3,369
Equipment/Maintenance/Hire	\$55,933
Property Services	\$90,850
Salaries & Allowances <sup>4</sup>	\$107,634
Support Services	\$70,938
Trading & Fundraising	\$15,958
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,110
<b>Total Operating Expenditure</b>	<b>\$2,776,869</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$241,282</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$267,543
Official Account	\$4,290
Other Accounts	\$13,061
<b>Total Funds Available</b>	<b>\$284,894</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$86,764
Other Recurrent Expenditure	\$3,063
Provision Accounts	\$0
Funds Received in Advance	\$35,532
School Based Programs	\$82,922
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$228,281</b>

*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.*