

2023 Annual Report to the School Community

School Name: Broadmeadows Valley Primary School (5098)



**Broadmeadows
Valley** PRIMARY SCHOOL

www.bvps.vic.edu.au

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

Attested on 22 April 2024 at 12:14 PM by Belinda Karlsson (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 22 April 2024 at 01:06 PM by Marcelle Jackson (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

Broadmeadows Valley Primary School (BVPS) is located in the City of Hume, in the northern suburbs of Melbourne. The school is situated in the educational precinct of Broadmeadows, sharing a site with Hume Central Secondary College Year 7-9 Dimboola Road Campus, Broadmeadows Valley Gowrie Early Learning, Broadmeadows Special Development School and the Collingwood English Language School. Our school comprises of Learning Neighbourhoods. Learning Neighbourhood 1 (F-2), Learning Neighbourhood 2 (Year 3 and Year 4) and Learning Neighbourhood 3 (Year 5 and Year 6).

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our values.

The 2023 enrolment of 202 students had a Student Family Occupation (SFO) Index of 0.7880 and SFOE Index of 0.6269. The staffing profile of the school includes: a Principal, an Assistant Principal, two Leading Teachers and one Learning Specialist, 9 classroom teachers and equivalent 4.0 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.0 office staff. Students and programs are supported by equivalent 4.4 Education Support Staff as well as a full-time Student Counsellor.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning. The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60-minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Digital Technology and Physical Education.

Broadmeadows Valley Primary school has a diverse population. We have 117 EAL students enrolled. The school caters for the EAL students through classroom program and targeted teaching where necessary. We have 18 Koorie students at the school. The school has regular care team meetings and student support group meetings. Individual education plans and progress is monitored. 10 students are currently on the PSD list with a large number of students diagnosed with specific needs, or exhibiting behaviour that requires assistance.

Our school also operates a Community Learning Hub. The Broadmeadows Valley Learning Hub provides opportunities for all family members to participate in the BVPS Community. The Learning Hub includes activities and programs that involve all members of our community. These activities include our Playgroup and Adult Learning Classes such as sewing and gardening.

Broadmeadows Valley Primary School is a positive, inclusive learning community that cares for the learning needs of the entire community. Our school embraces evidence-based approaches to education and teachers work collaboratively to develop their practice in neighbourhood professional learning communities that are dedicated to achieving optimal learning results for all our children. We believe that when teachers work together in effective teams and utilise rigorous processes for establishing, building and reflecting on exemplary practice and content knowledge, student learning and well-being will improve. Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our values.

Progress towards strategic goals, student outcomes and student engagement

Learning

Broadmeadows Valley Primary School is proud of our achievements in continued growth of student learning outcomes in 2023. In 2023, we had a major focus on Literacy, Numeracy and Wellbeing. Teacher judgement data showed improvement in comparison to previous years. 66.9% of students (Years Prep-Year 6) assessed against the English curriculum were working at or above age expected level based on Teacher Judgement which was lower than the Similar Schools average of 76.3%. 64.0% of students (Years Prep-Year 6) assessed against the Mathematics curriculum were working at or above the expected level based on Teacher Judgements which was lower than Similar School average of 71.5%.

In 2023, 45.2% of Year 3 students achieved exceeding or strong proficiency levels in NAPLAN Reading, compared to 51.9% of similar schools. 53.6% of Year 5 students achieved exceeding or strong proficiency levels in NAPLAN Reading, compared to 63.2% of similar schools.

In 2023, 43.8% of Year 3 students achieved exceeding or strong proficiency levels in NAPLAN Numeracy, compared to 47.3% of similar schools. 50.0% of Year 5 students achieved exceeding or strong proficiency levels in NAPLAN Numeracy, compared to 53.1% of similar schools.

In 2023, the school continued to work on improving achievement outcomes and learning growth across all areas of the curriculum, with a particular focus on Numeracy. Throughout the year, staff participated in a range of professional learning to develop their knowledge and skills in particular problem solving. The Maths Action Team officially finalised and launched the redevelopment of the Mathematical Instructional Model. This work directly related to our Annual Implementation Plan with the aim of ensuring a school wide consistent approach to the teaching of Mathematics. Learning walks occurred throughout the year to observe the implementation of the different stages of the Instructional Model and to guide our future professional development sessions. In 2023, we also had a major focus on Writing. Our Learning Specialist facilitated professional learning sessions on the 6+1 Writing Traits. Professional Learning also focused on developing teachers' capacity to implement the 6+1 Writing Traits in their writing programs and time was allocated for teachers to engage in the moderation of narrative writing samples against the Victorian Curriculum and EAL Pathways.

A key strategy to improve student learning outcomes in 2023 was the continuation of the Tutor Learning Initiative. Experienced tutors worked with identified Year 3 & 4 students to provide targeted learning support. Tutors worked in collaboration with classroom teachers to plan specific learning tasks to meet the individual learning needs of students. Ongoing assessment practices were used to determine student goals at the point of need. Our tutors also supported the Koorie Literacy and Numeracy program by working with our Koorie students across the school. Whilst the TLI program experienced interruptions due to teacher and casual relief shortages across the state most students demonstrated growth in particular in the area of Numeracy.

A focus on Professional Learning Communities saw the school enhance their practices around analysing data to inform the next steps of teaching and learning for Literacy and Numeracy. PLC teams focused on identifying areas of need using a range of data sets to ensure that all students are catered to and able to demonstrate growth.

Wellbeing

The Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general. Our results in the 2023 Attitudes to School Survey for students in Years 4 to 6 showed great improvements in all areas of the survey. Year 4-6 data for the Attitudes to School Survey for Sense of Contentedness was 87.2% (2023). A huge increase from the previous year (2022) at 71.0%. Year 4-6 data for the Attitudes to School Survey for 'Managing Bullying' was 80.1% (2023) and increase from 77.0% (2022). 'Advocate at School' was 91.0% (2023) which increased from 86.0% (2022). Stimulating learning data was 82.0% (2023), an increase from 77.0% (2022). The Attitudes to School Survey for Respect for Diversity was 86.0% and Sense of Confidence in 2023 was 88.0%.

In 2023 we continued our School Wide Positive Behaviour Supports (SWPBS) journey at Broadmeadows Valley Primary School. An Expected Behaviour matrix was developed with input from students and staff, followed by Professional Learning to develop staff capacity in using strategies to enhance expected behaviour and discourage inappropriate ones. These practices were reinforced with staff defining minor and major behaviour incidents which established consistent language and appropriate responses to each. A whole school reinforcement system was established known as 'Broady Bucks', which further strengthened the expectations around behaviour and enhanced our ability to create a safe, respectful school climate that increased student responsibility and engagement.

With a high population of Koorie students, a school target was to strengthen the Koorie culture at BVPS. This was commenced by creating a weekly yarn time that gave parents/carers an opportunity to meet and share in the decision-making process as to how to build Koorie culture at BVPS. These suggestions were implemented: weekly activities with the students led by families on weaving, writing an Acknowledge of Country with Koorie students which is used daily by each class, term gatherings for Koorie families to build stronger connections which took place at the skate park and local pool, collaboration with teachers and KESO on cultural goals for IEPs, activities with Koorie students from the local high school and early childcare centre and strengthening annual community events such as Reconciliation and NAIDOC week. Due to trust being established, a greater understanding of the families and their stories was shared, which in turn, built teacher awareness and knowledge to better support students. There has been improvement in communication between the school and families.

In 2023, we had a full-time student counsellor. The role of the student counsellor was to focus on supporting students social and emotional wellbeing. This is done through individual counselling, group work, classroom support, and lunchtime groups.

The primary focus of the Community Hub was on re-establishment in various key areas. The Community Hub initiated efforts to revamp its physical space, which included taking inventory of existing supplies and setting up the space with a specific aim. It was not only designed to accommodate skill-based classes, but also maintaining a warm and inviting atmosphere for families visiting to share their stories. The Community Hub renewed connections with partner organisations by conducting direct visits and maintaining regular communication, facilitating the hosting of various classes at the Hub.

Our Mental Health in Schools Co-ordinator collaborated with teachers, leadership and the wellbeing team to deliver mental health support as needed. Other work which has been undertaken involved preparing referrals to external support services (including contacting agencies, meeting with parents/care givers, completing referral documents, following up with services and families),

updating external service directory and connecting with key contacts at services to strengthen relationships. During 2023, as a school we continued to prioritise the Health and Wellbeing supports for our staff, students and their families' experiencing difficulties.

Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students are always supported by Wellbeing Team in consultation with a range of external providers such as case workers, DET psychologists and DHHS. Broadmeadows Valley Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. In 2024, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

Engagement

Student attendance, a major indicator of student engagement has continued to be a priority. In 2023, the Well-Being Team which included the Wellbeing Leader, the Mental Health in Schools coordinator and the Student Counsellor in partnership with the Leadership team met weekly to work on ways to promote Attendance and Punctuality and to monitor attendance.

In 2023, the school average number of absence days (Years Prep to Year 6) was 27.0% higher than Similar Schools of 23.2%. Foundation students' attendance rate in 2023 was 84.0% and the highest attendance rate was recorded by the Year 3 cohort with 88.0%.

At Broadmeadows Valley Primary School, student attendance is a whole school collective responsibility. Daily phone calls are made to any parents whose child had unexplained absences. Parents/Caregivers are contacted to discuss the reason for a student's absence and emphasise the importance of regular attendance. Students with regular attendance are rewarded for their attendance and for arriving to school on time with certificates and with 'special' attendance wrist bands given out during the end of term assemblies.

The Young Leaders program provides an opportunity for students from Year 3 to 6 to develop their leadership and organisation skills. This group meets frequently to provide a place for student voice and agency. In 2023, we established Junior School Council (JSC) with a student being elected from each of our 9 classrooms. Junior School Council meet frequently to discuss and share ideas on how we can improve our school. In 2023 Junior School Council discussed changing our school uniform and in 2024 we will be launching our new school uniform!

In 2023, strengthening and building a school-wide approach to improve the communication with parents and carers was also a focus. We improved our communication with parents and carers by communicating with parents via the newsletter and promoting school-based events via various school platforms. In 2023, saw the introduction of a new online platform, Compass. Compass enables parents to engage closely with our school and to be kept up to date with how their child is performing and feeling. At Broadmeadows Valley Primary School, we are committed to embracing and promoting the learning needs of all members of our school community, which is why our Community Hub is so vital to all members of our community. The Community Hub recognises and welcomes diversity. Our Community Hub offers a range of activities and programs, such as Playgroup, Community Kitchen Gardening and Adult Learning Classes. In 2024, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

Other highlights from the school year

At Broadmeadows Valley Primary School, parents/carers are welcomed in many ways, such as being invited to be a parent helper in classroom programs, volunteering on excursions and at sports days. At Broadmeadows Valley Primary School, there are many school wide events such as the Super Hero's Day Breakfast, Harmony Day and the traditional, 'Valley Celebration'.

Our traditional Valley Celebration is a major highlight for our school community. The Valley Celebration involves singing and dancing but also incorporates performances by our neighbours at Gowrie Broadmeadows Valley and by Hume Central Secondary College. It's a great event that unites a whole school community.

In 2023, our Year 6s had a wonderful experience with the Year 6 Graduation being held in a new venue at Sherwood Receptions. This was a new experience for our community and the Year 6 Graduation was a huge success!

At Broadmeadows Valley Primary School, we have a very in-depth transition program for our Foundation students to ensure each student has a successful start to their education. Our transition program enables students to transition into primary school and learn the routines and structures of primary school in a safe and caring manner.

Broadmeadows Valley Primary School is renowned for being inclusive and is well known for welcoming students from all cultures and backgrounds. Our staff pride themselves for being committed to a school culture that promotes a positive culture of challenge, support and collaboration where excellence is the goal.

Financial performance

Broadmeadows Valley Primary School provides students with an extensive range of learning programs that support learning for the 21st century. Our school is resourced to provide educational experiences that support and enhance learning in the most effective manner. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and environment.

The 2023 Annual Implementation Plan, continued to provide the framework for school council. Equity funding was used to purchase of a significant amount of resources for literacy and for numeracy. We also spent funds on upgrading ICT. Equity funding also contributed towards staffing. Equity money was also used to fund various Victorian Academy of Teaching and Learning courses to build the capacity of the leadership team. The school currently has a managed deficit, ensuring that all money provided is used for the purpose for which it was intended and maximising teachers in front of students. Sufficient funds have been set aside to invest in school infrastructure and maintenance in order to ensure a safe and supportive learning environment.

The school was positioned financially at the end of 2023.

For more detailed information regarding our school please visit our website at
<https://www.bvps.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 204 students were enrolled at this school in 2023, 102 female and 102 male.

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

Overall Socio-Economic Profile

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

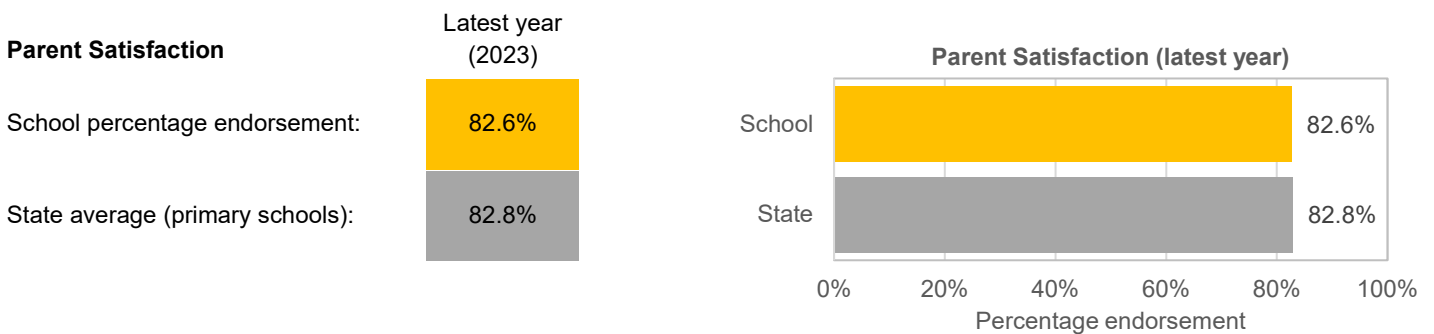
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

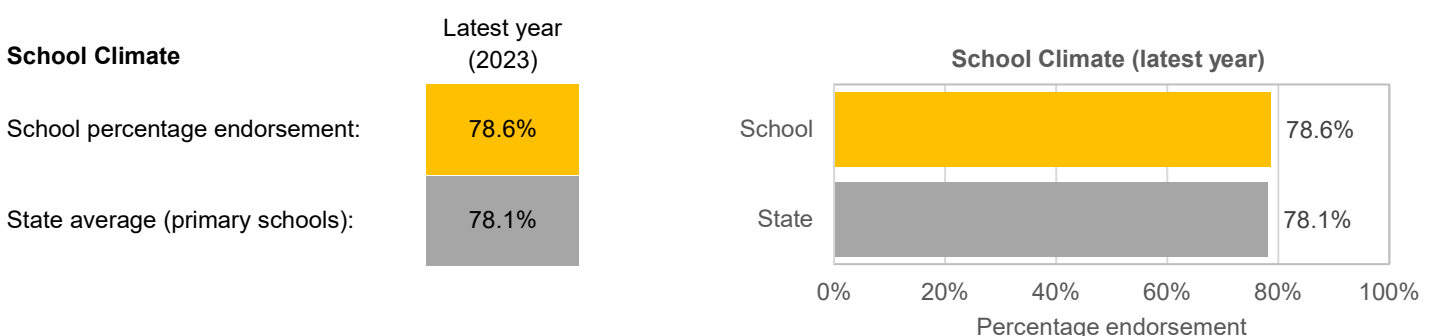


School Staff Survey

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:

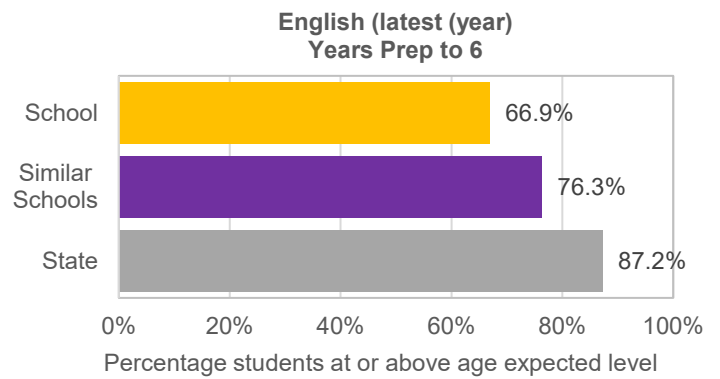
66.9%

Similar Schools average:

76.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

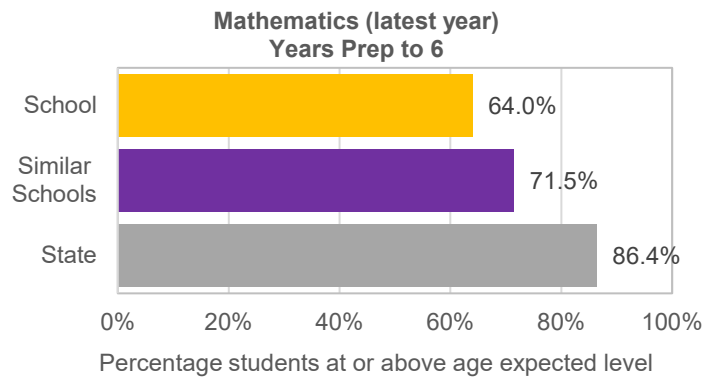
64.0%

Similar Schools average:

71.5%

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:

45.2%

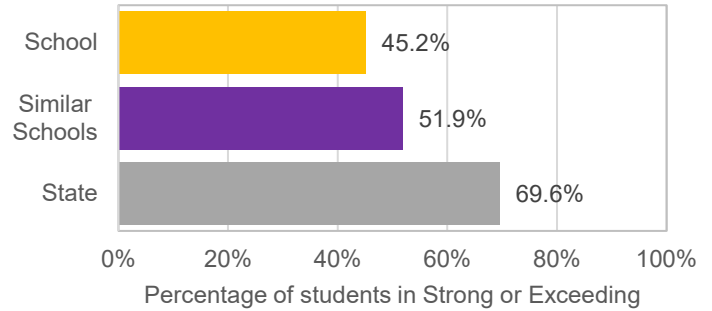
Similar Schools average:

51.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.6%

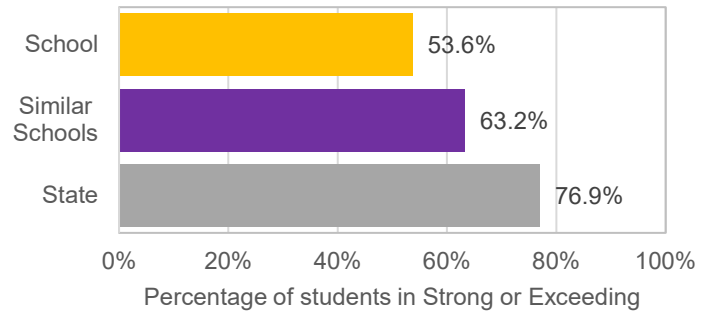
Similar Schools average:

63.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

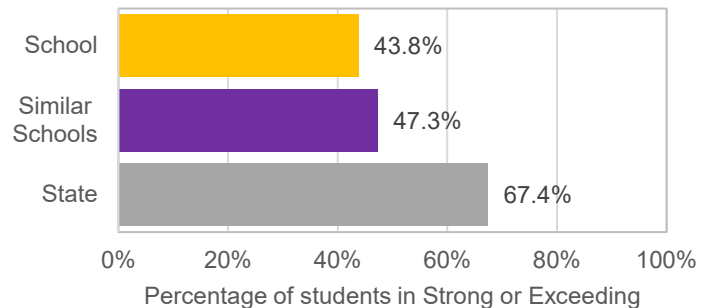
Similar Schools average:

47.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

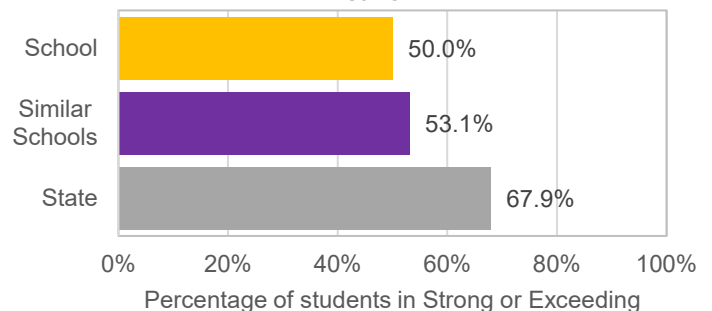
Similar Schools average:

53.1%

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:

35.7%

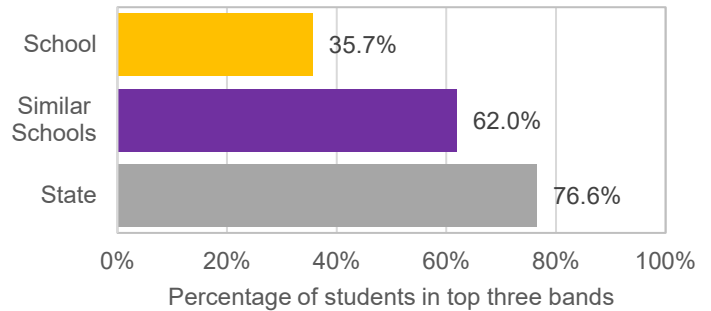
Similar Schools average:

62.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

37.1%

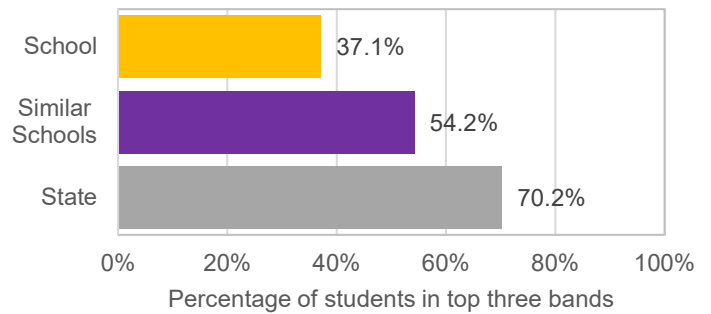
Similar Schools average:

54.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

21.4%

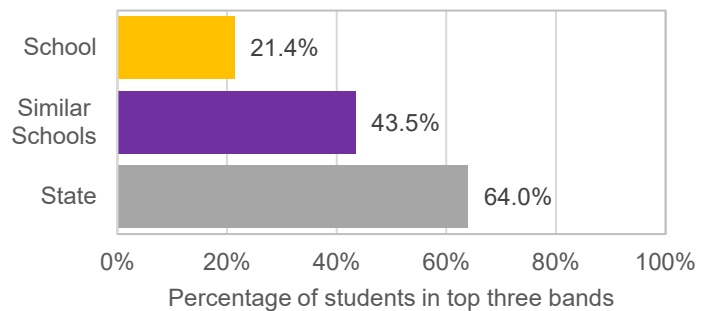
Similar Schools average:

43.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

31.4%

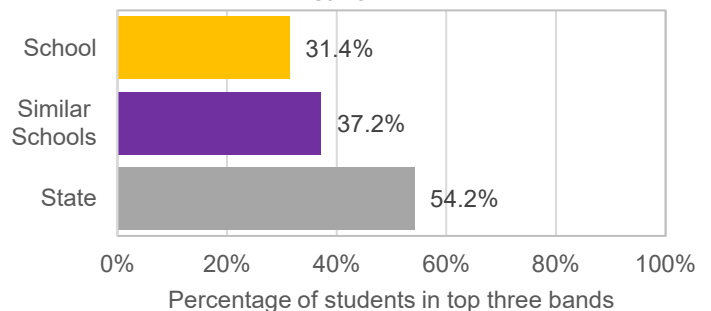
Similar Schools average:

37.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

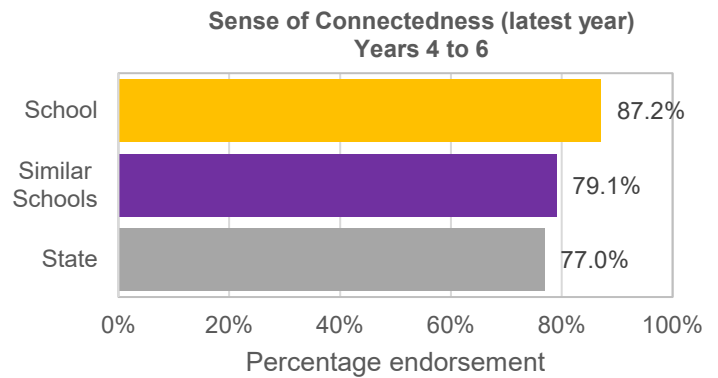
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	87.2%	80.8%
Similar Schools average:	79.1%	80.7%
State average:	77.0%	78.5%

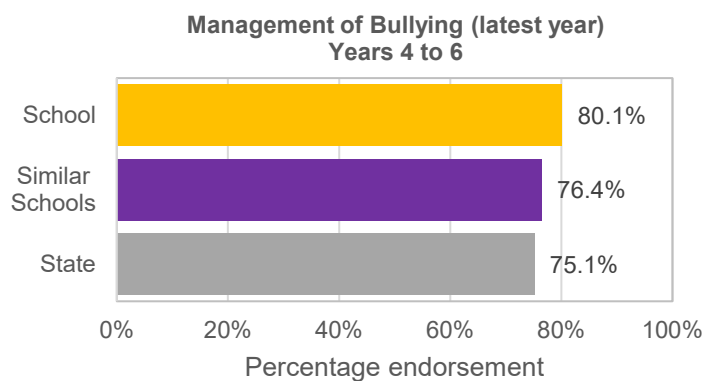


Student Attitudes to School – Management of Bullying

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:	80.1%	77.7%
Similar Schools average:	76.4%	78.4%
State average:	75.1%	76.9%



ENGAGEMENT

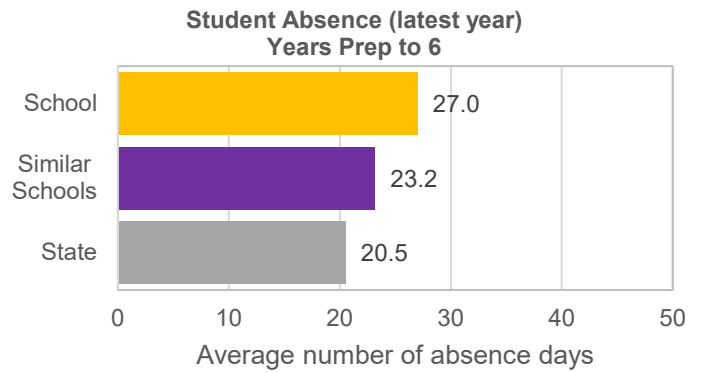
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.0	25.0
Similar Schools average:	23.2	22.2
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):	84%	87%	87%	88%	85%	86%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,884,242
Government Provided DET Grants	\$688,702
Government Grants Commonwealth	\$56,361
Government Grants State	\$0
Revenue Other	\$48,753
Locally Raised Funds	\$32,353
Capital Grants	\$0
Total Operating Revenue	\$3,710,411

Equity ¹	Actual
Equity (Social Disadvantage)	\$636,629
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$636,629

Expenditure	Actual
Student Resource Package ²	\$2,854,796
Adjustments	\$0
Books & Publications	\$4,833
Camps/Excursions/Activities	\$52,438
Communication Costs	\$6,135
Consumables	\$32,878
Miscellaneous Expense ³	\$11,041
Professional Development	\$32,073
Equipment/Maintenance/Hire	\$77,396
Property Services	\$63,762
Salaries & Allowances ⁴	\$48,709
Support Services	\$311,541
Trading & Fundraising	\$9,871
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$63
Utilities	\$55,016
Total Operating Expenditure	\$3,560,551
Net Operating Surplus/-Deficit	\$149,860
Asset Acquisitions	\$67,233

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$713,764
Official Account	\$58,183
Other Accounts	\$0
Total Funds Available	\$771,946

Financial Commitments	Actual
Operating Reserve	\$109,054
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$148,603
School Based Programs	\$34,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$117
Repayable to the Department	\$350,000
Asset/Equipment Replacement < 12 months	\$42,000
Capital - Buildings/Grounds < 12 months	\$154,800
Maintenance - Buildings/Grounds < 12 months	\$28,229
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$866,803

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.