

# 2023 Annual Report to the School Community

School Name: Mount Martha Primary School (5171)



- 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 24 April 2024 at 01:20 PM by Karen Walker (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 24 April 2024 at 01:59 PM by Liana Cope (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

Mount Martha Primary School has serviced the Mount Martha community since opening in 1982. Our vision is to strive to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity, and Collaboration are implemented daily to provide an excellent, high quality learning environment.

In 2023, 598 students were enrolled at this school. In 2023, 297 female and 301 male, 2 percent of students had English as an additional language and zero percent were Aboriginal or Torres Strait Islander. The students organised in 27 classes from Prep to Year 6. Most students are enrolled from within the local neighbourhood area. The school's Student Family Occupation and Education Index was low indicating an overall high Socio-Economic profile. A small percentage of students came from a background where English is not the main language spoken at home. The destination schools for exiting Year 6 students were Dromana and Mornington Secondary Colleges and several local non-government schools.

In 2023 Mount Martha Primary School had 62 staff- 2 Principal Class, 39 teaching staff and 21 Education Support staff. This was a combination of fulltime and part time staff. There were five specialist areas of Physical Education, Performing Arts, Visual Arts, Digital Technologies, and Japanese. Three teachers worked in Learning Boost Programs. The school had 21 educational support staff working across office, classroom support, ICT support, grounds, and Out of School Hours Care. The school had 4 Learning Specialists - English, Mathematics, Social and Emotional Learning and Digital Technologies. The staff profile is weighted toward the experienced range across both Teaching and Educational Support personnel, and they bring a variety of skills and attributes to the task of improving student outcomes.

The school enjoys excellent relationships with its own and the broader community. Mount Martha's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. Our parents are encouraged to be involved in their child's education by assisting in the classroom, on camps, excursions, and sporting events and through School Events Committee and School Council activities.

In addition to DET funding, a focus for local community fundraising has been to continuously improve areas of the school for students. We have strived to provide play spaces and classrooms that are inviting and stimulating. Teaching is carried out in a mix of flexible teaching spaces and more traditional classroom configurations with the specialist program taught in dedicated spaces. Consistency of teaching practice, curriculum programs and assessment to monitor achievement and inform next steps in learning remained key approaches to meet individual student needs and improve learning. Our students continued to benefit from a learning environment which was calm and focused thereby allowing students to engage in their learning and to develop positive relationships.

Our school ensures the diverse needs of all students are catered for in the planning, implementation, and evaluation of all activities. Student wellbeing and engagement continued to be enhanced by strategies including the further implementation of the Respectful Relationships, Rights and Resilience Program, the Protective Behaviours programs and application of Digital Technologies. We have continued to focus work on school vision and values across the school.

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

### Learning

Mount Martha Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative, and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalised learning and set individual goals for students.

Teacher judgements of student performance based on the Victorian Curriculum standards place students above the state level in English and Mathematics from P-6. The school performed just slightly under comparative schools in English and Numeracy from P-6.

The school's NAPLAN results placed the percentage of students in the strong or exceeding proficiency level above the state average for Reading and Numeracy for both Year 3 and Year 5. The percentage of students in the strong or exceeding proficiency level in Year 3 were comparative to similar schools in Reading. In Year 5 the percentage of students in the strong to exceeding proficiency range were below similar schools in Reading. In Numeracy the percentage of students in the strong to exceeding proficiency range in Year 3 were comparative with similar schools. In Numeracy the percentage of students in Year 5 in the strong to exceeding proficiency range were below that of similar schools.

In Reading the number of students in the top three bands in Year 3 and Year 5 were above the state average. This was comparable at Year 3 to similar schools and for Year 5 slightly below similar schools. In Numeracy students in the top three bands in Year 3 were above the state average and very close to similar schools. In Year 5 students in the top three bands in Numeracy were slightly below the state average and below that of similar schools.

The Tutor Learning Initiative continued to provide the school with the opportunity to expand and refine the school's Learning Boost programs. The funds were used to partially cover staff salaries in the Learning Boost programs. In Years 3-6, we employed one teacher at 0.8 time fraction, to provide support programs in Literacy and Numeracy to students whose learning progress was significantly below level. We had a Learning Boost Teacher in Numeracy in Year 1-2. This was in addition to the teacher in Learning Boost Literacy program in Year 1 and 2, three days a week. A phonological awareness intervention program was provided at Foundation, Year One and Year Two to support students' acquisition of literacy skills. The "Story Dogs" Program with Year Two students continued to be successful across the year. The Disability Inclusion Program provided additional educational support to students. Across the school additional release time was organised for teachers to work with and support high achieving students, those with additional needs and NAPLAN preparation. The high ability practice leader worked with students identified for enhanced learning programs and provided professional development sessions for staff.

The school continued to embed PLC practices and resources across the school with teams working collaboratively to plan and implement four short cycles of inquiry based on student learning data. Research based practices are implemented through PLC's to ensure 'best practice' is utilised and quality teaching and learning programs are created and implemented.

The work of the PLCs was undertaken through regular cycles of disciplined, collaborative inquiry. Each term goals from the school's annual implementation plan were selected to focus on cycles of continuous improvement. Term One's focus was to improve students' word knowledge through the implementation of the MMPS Phonics and Morphology Learning Continuums. Our whole school focus in Term Two was to improve the quality of students' writing through voice and agency in their learning. In Term Three, the improvement cycle focused on embedding the use of enabling and extending prompts when teaching challenging tasks and concepts in Mathematics. In Term 4, our cycle was to improve students' social awareness and management through collaboration. At the end of each improvement cycle, staff reflected on their teams' efficacy with PLC using the FISO Continuum, then as a whole staff, used the Agile Leadership Framework to measure and analyse the whole school impact.

Within all PLC cycles in 2023, Building Learning Power was used to help students understand how their learning disposition can affect engagement. The Learning Pit was embedded in classrooms as a means of monitoring student dispositions and providing a common language to discuss student attitudes to learning across the curriculum.

## Wellbeing

Mount Martha Primary has continued our whole school community focus on child mental health and wellbeing through mobilising many available resources. The Rights, Resilience and Respectful Relationships Program provides an important framework to build on and improve our existing practices, supporting the social/emotional health and wellbeing needs of our students. In 2023 our whole staff demonstrated their commitment to The Rights, Resilience and Respectful Relationships Program by implementing the program across each year level.

A Learning Specialist in Social and Emotional learning with a team of staff across the school supported the school wide programs. The school also has Year 6 student Wellbeing Leaders that liaise with staff to ensure that student voice is being heard and to increase the connectedness of students to certain decision-making processes.

A key component of our approach to student wellbeing continues to be the specific teaching of Social and Emotional skills within the classroom, specialist lessons and in the yard. Term One and Three began with a 4 week focus on our school values. Teachers have designed and implemented specific lessons explicitly teaching students about our school values. School wide awards were continued to recognise students displaying the values. The values were highlighted at school assemblies and in the school newsletter to communicate with the broader community. Additional wellbeing teaching resources were purchased to assist teachers in the explicit teaching of social and emotional skills. In the classroom, regular brain breaks were provided throughout the day, as well as a wide range of mindfulness activities.

Since 2016, Mount Martha Primary School has implemented the Primary Protective Behaviours Program school wide. The program selected by our school is one of the most frequently used nationwide, as reported by The National Safe Schools Framework. We continued our body education program in Years Five and Six. Sessions were provided for students and families from Years One-Four.

A variety of specific programs and activities continued to be implemented to support the school's student-centred approach to wellbeing. Students were encouraged to participate in a range of curricular and extra-curricular activities that develop personal and interpersonal skills, attitudes, and behaviours. Each year Mount Martha Primary School actively participates in the National Day of Action Against Bullying and Violence, Safer Internet Day, and the associated activities. A Student Representative Council (SRC) with representatives from all year levels met regularly to discuss and decide on initiatives/ideas that had been suggested by students.

The Year 6 student Wellbeing Leadership Team worked to promote our school values and by assisting students with social interactions in the playground, recognising positive behaviour with awards and assisting at school events. The Year 6 Wellbeing leaders were also included in the creation of the Classroom and Yard Behaviour Agreements. Feedback from students and teachers was collected and the students were directly involved in the creation of these agreements. Students and teachers worked together to enhance the feeling of connectedness by ensuring that goals and expectations were clear and consistent throughout the school. These agreements ensure that all students are feeling supported and understand the expectations from all teachers. Specific social skills sessions were run, by a Learning Specialist, through lunchtime activities to support a wide range of students with varying needs. These students were identified by various teachers and targeted through explicit lessons delivered through play. The Mount Martha Primary School Wellbeing team made up of the Principal, Assistant Principal and Student Support Services (SSS) meets fortnightly to discuss strategies to strengthen and provide high level support to students, their families, and teachers. The team provides direct assistance where possible to families and students but has also created strong links with external agencies and is able to make accurate and prompt referrals when required. The school was provided with additional funding to support students in the Disability Inclusion Program. Educational Support staff were allocated to year levels to provide additional support to students and professional development was provided to staff to assist in supporting students. A focus in 2024 will be the development of a new SSP and AIP, developing a stronger sense of connectedness of students to the school and to improve attitudes to the management of bullying.

## Engagement

Mount Martha Primary School works to ensure that students have optimal engagement in their learning and in our school community. The school continues to focus on a curricular and co-curricular approach to student engagement. We continued to strive to provide a rigorous and guaranteed teaching and learning program whilst providing an extensive range of other learning experiences such as access to a quality Digital Technology curriculum and resources, camps, Beach Safety programs, choirs, excursions, incursions, Bike Education etc., to increase engagement levels. Staff have continued to incorporate brain breaks, mindfulness and cooperative learning strategies and activities. We continued to implement 'Building Learning Power', which creates a culture that cultivates habits and attitudes that enable students to become better learners, face difficulty and uncertainty calmly, confidently, and creatively. Student agency and voice in learning has been enhanced through the greater personalization of learning, and an active SRC that shares ideas about school improvement, Year 6 leadership roles and buddy/mentoring programs between staff/students and students/students.

Mount Martha Primary School student attendance in 2023 was impacted by the illness, parent choice and families taking extended holidays interstate and overseas, during school time. Our student's data indicated that the average attendance was between 88% to 91 %. Families were provided with teaching and learning activities to support students while absent from school. We communicated with families about the importance of daily school attendance in our newsletter, school assemblies, information evenings, phone calls, emails, and the use of Compass. There was visual signage displayed around the school such as posters stating "Everyday Counts" as well as a large sign "It's Not OK to be Away" displayed at the front of the school. Parents were provided with information on how to report student absences using Compass via Parent Information Booklets and school newsletters. Where absences were of concern due to their nature or frequency, or where a student had been absent for more than two consecutive days, we worked collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance. This included student support group meetings, individual learning plans, implementing student absence learning plans and accessing support from allied health professionals. Student attendance data was shared with parents twice a year on Student Reports.

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The school staff survey results in school climate were above the state average. Our staff, school council and SEC continued to work on improving parent satisfaction. Our parent satisfaction was slightly below the state average. All parents were provided with access to the parent opinion survey, and we received responses from 85 parents. Additional communication on student learning was provided to families with regular Seesaw posts, linking parents to students' Google Classroom, Blogs and newsletter articles

informed parents of our improvement agenda and PLC cycles. In 2023 we reviewed how staff provide students and families with feedback on student learning. All Year levels used digital platforms e.g., Seesaw and/or Google Classrooms, and class blogs to assist students and their families engage in the learning program as a regular part of class practice. Our school developed and implemented communication surveys with key stakeholders and planned next steps with leadership and staff. Mount Martha Primary School will use results of this data to plan and implement more effective communication of student learning. We are currently in the process of developing year level and specialist news on the website in place of blogs as a result of this work to streamline the modes of communication. The whole school will move to using Seesaw in 2024 to regularly share individual student learning and student learning goals with families four times a term.

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## Financial performance

Overall, the school remains in a sound financial position. The 2023 Budget was supplemented by funds carried forward from 2022. A well-planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met within the expected timelines and the school operated as planned within its budget. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2023 were compared against the budget and any variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2023 year. The Mornington Peninsula District Sports Association budgets were administered by the school in 2023. The school operated an Out of Hours School Care Program which formed a significant part of the schools' local trading revenue and expenditure. Our School Events Committee (Parent Teacher Association) continued to run by the very active committee contributed funds through 2022-2023 to the fantastic range of long-lasting playground markings. The SEC carried forward funds to 2024 to support projects in the school.

# 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 598 students were enrolled at this school in 2023, 297 female and 301 male.

2 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

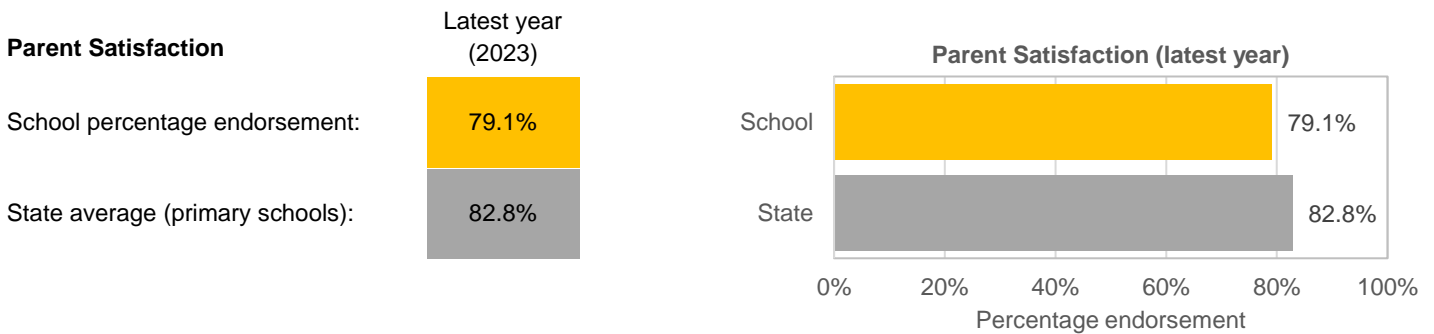
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

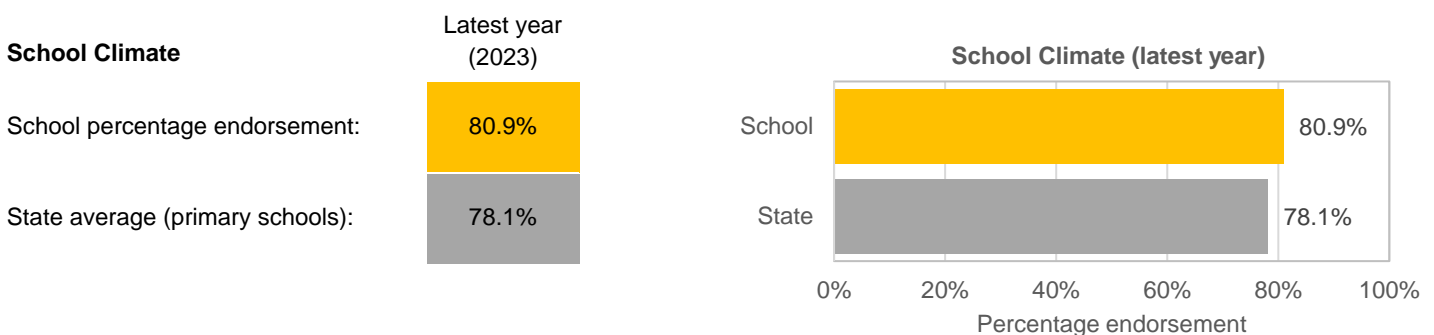


### School Staff Survey

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:

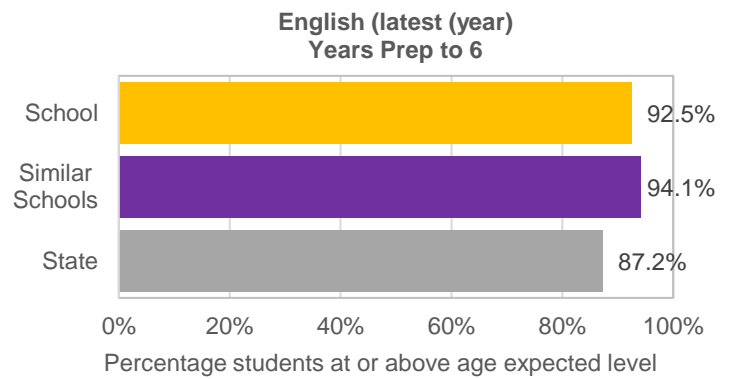
92.5%

Similar Schools average:

94.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

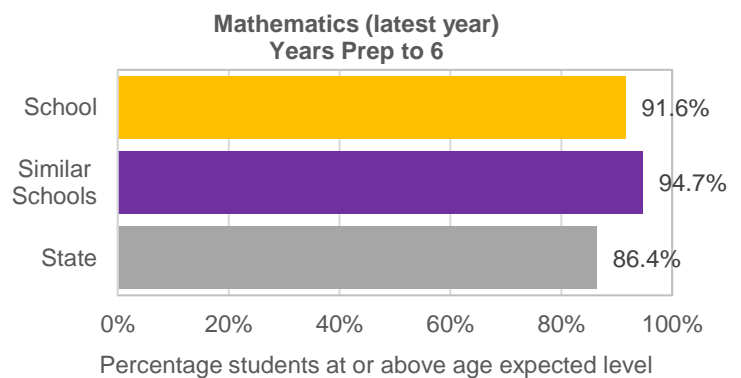
91.6%

Similar Schools average:

94.7%

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:

81.8%

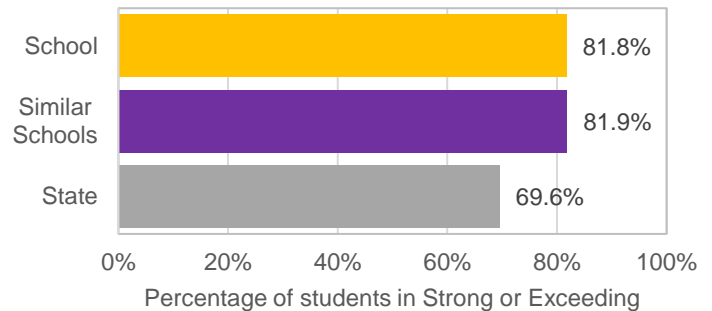
Similar Schools average:

81.9%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

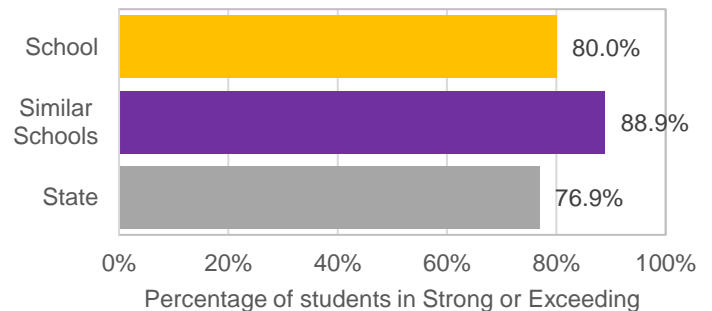
Similar Schools average:

88.9%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

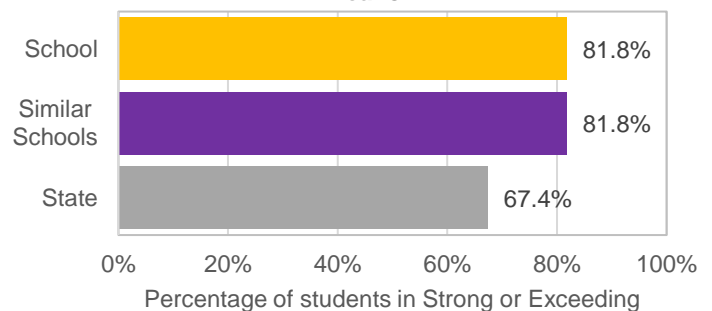
Similar Schools average:

81.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.3%

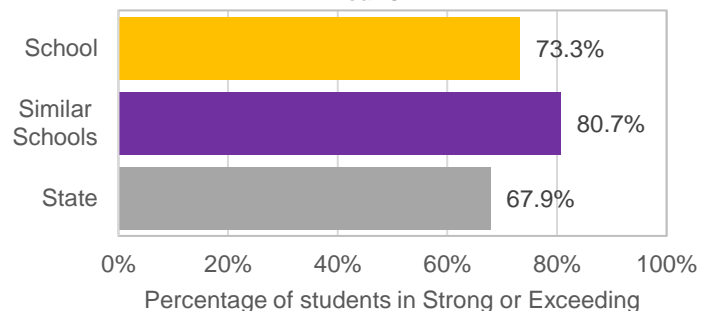
Similar Schools average:

80.7%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

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

### NAPLAN 2022

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

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

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

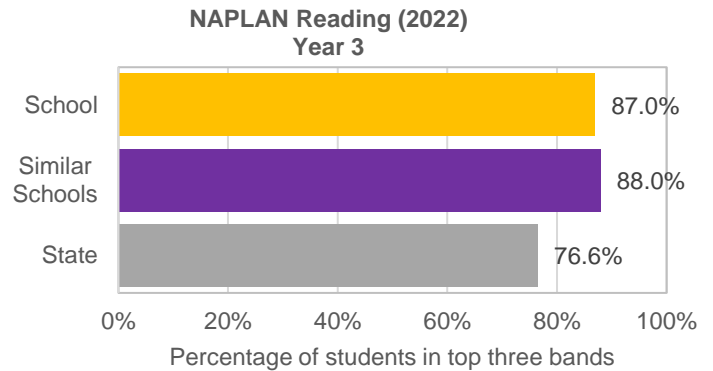
87.0%

Similar Schools average:

88.0%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

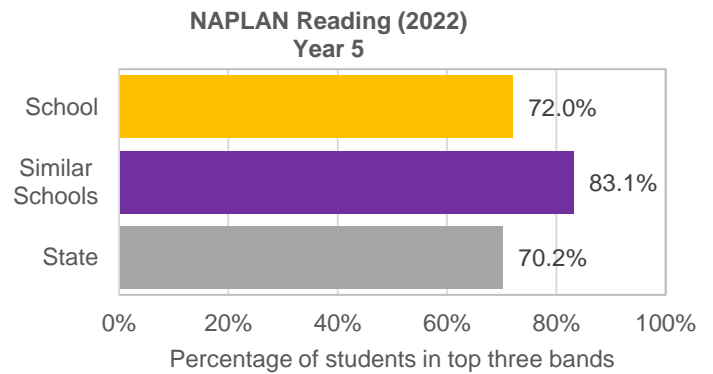
72.0%

Similar Schools average:

83.1%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

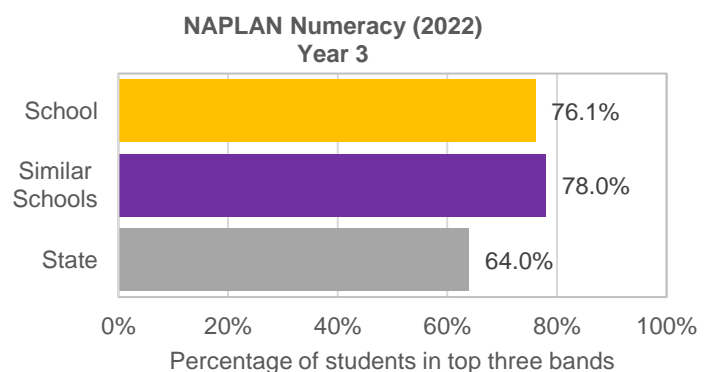
76.1%

Similar Schools average:

78.0%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

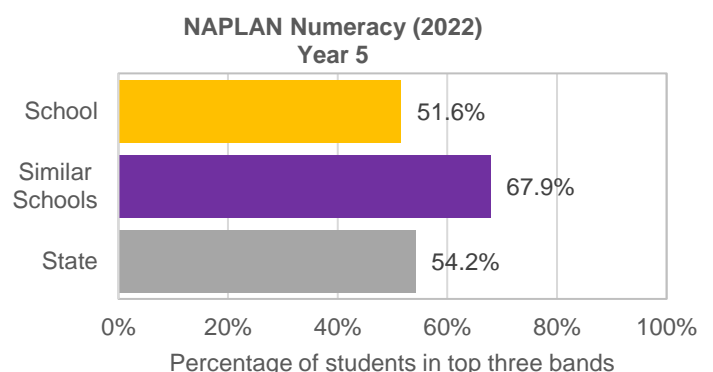
51.6%

Similar Schools average:

67.9%

State average:

54.2%



## WELLBEING

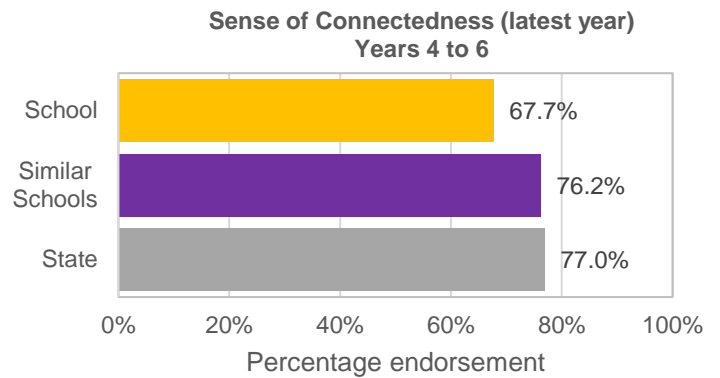
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	67.7%	69.4%
Similar Schools average:	76.2%	78.3%
State average:	77.0%	78.5%

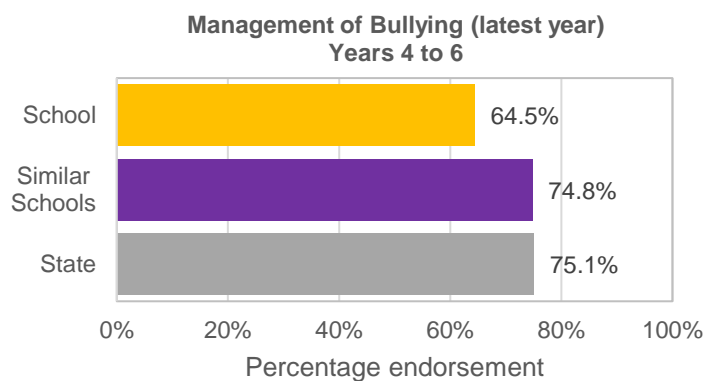


### Student Attitudes to School – Management of Bullying

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:	64.5%	68.2%
Similar Schools average:	74.8%	76.5%
State average:	75.1%	76.9%



## ENGAGEMENT

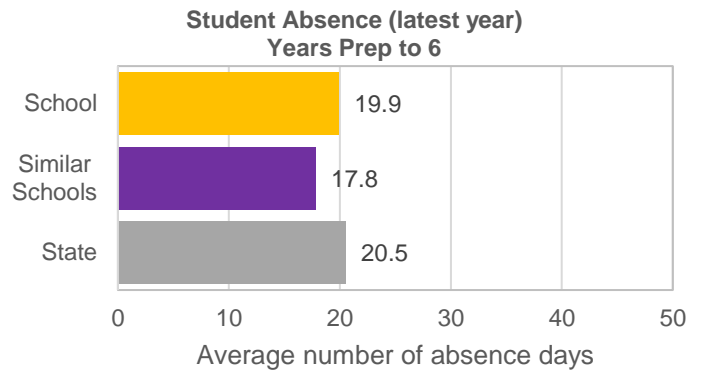
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	14.7
Similar Schools average:	17.8	14.6
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%	90%	91%	91%	90%	88%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,217,016
Government Provided DET Grants	\$559,114
Government Grants Commonwealth	\$145,873
Government Grants State	\$0
Revenue Other	\$33,342
Locally Raised Funds	\$469,425
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,424,769</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$22,939
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$22,939</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,249,687
Adjustments	\$0
Books & Publications	\$3,937
Camps/Excursions/Activities	\$221,595
Communication Costs	\$6,468
Consumables	\$99,983
Miscellaneous Expense <sup>3</sup>	\$80,390
Professional Development	\$26,524
Equipment/Maintenance/Hire	\$72,871
Property Services	\$153,387
Salaries & Allowances <sup>4</sup>	\$531,457
Support Services	\$57,943
Trading & Fundraising	\$53,876
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,390
<b>Total Operating Expenditure</b>	<b>\$6,592,507</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$167,737)</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	\$322,455
Official Account	\$36,997
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$359,452</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$201,035
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$64,781
School Based Programs	\$50,071
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,805
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
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
<b>Total Financial Commitments</b>	<b>\$335,692</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.*