

# 2022 Annual Report to the School Community

School Name: Mount Waverley North Primary School (5430)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2023 at 03:11 PM by Natalie Grieve (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 April 2023 at 01:28 PM by Jacki Barry (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

## School context

Mount Waverley North Primary School is the centre of a vibrant, active and supportive school community with strong parental involvement. We are located in the City of Monash in the South-Eastern suburbs of Melbourne and are a school of choice within the local and wider community. The school had an enrolment of 382 students at the start of 2022 year and has grown to the current enrolment of 449 students. School enrolments have continued to steadily increase in the past year. The broad profile of 37.32 equivalent full time (FTE) staff include: 2 Principal Class, 1 Leading Teacher, 2 Learning Specialists, 2 High-Ability Practice Leaders, 2 Tutors, a highly skilled and dedicated Teaching Team, a multilingual English as an Additional Language Teaching Team, Education Support Staff including Multicultural Education Aides, Office Administration staff and Grounds staff.

Our school has a commitment to continuous improvement and academic excellence, with our academic results being Nationally recognised by ACARA for displaying outstanding levels of high growth exceeding National and State benchmarks in all areas and our most recent results being acknowledged for our high percentage of students making well above average progress. We take pride in preparing our students to thrive in the world of today and tomorrow as effective global citizens. We offer a challenging, meaningful and authentic curriculum in an environment of care, collaboration, enterprise and mutual respect. Developing social competence is a priority, with a whole school approach to student learning and wellbeing. The use of High Impact Teaching Strategies across all levels of the school allow us to deliver excellence in teaching and learning. Mount Waverley North Primary School promotes the value of living sustainably through coordinated programs and practices that educate the school community about environmental awareness and responsibilities. Our school motto is 'Aspire, Believe, Achieve', and our prime focus is to enable our students to achieve success, particularly in Literacy and Numeracy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society.

Our whole school approach to Literacy is structured to build on student's developmental literacy needs. The teaching and learning pedagogies within our school are aligned with evidence-based practice at the forefront of educational initiatives and provide exceptional, consistent practice and sequential high-level learning, inclusive of all students. Our Multisensory Structured Language approach to learning is delivered across all areas of the school by our accredited MSL Teachers. This approach ensures links are consistently made between the visual (language we see), auditory (language we hear/perceive), and kinesthetic-tactile (language symbols we feel) pathways when learning. Students engage in Mathematics investigations allowing them to build their skills through meaningful tasks and develop deep mathematical understandings. This strong academic focus on Literacy and Numeracy, is supported by a range of engaging and enriching school specialist classes which include Music and Performing Arts, Visual Arts, Health and Physical Education, Language other than English (German), STEAM (including Science, Technology, Engineering, Arts and Mathematics) and Chess.

Students from Prep to Year 6 partake in our enrichment program, with targeted teaching, allowing high-abilities students to engage in challenging activities that stimulate their interests and further their skills. Students also engage in activities such as the Victorian High-Ability Program, Science Talent Search, Maths Olympiad, Tournament of Minds, State School Spectacular, School Band, Write-A-Book-In-A-Day, Whole School Performances, as well as Public Speaking and Debating. Extra-curricular activities are offered both within and beyond the classroom, including Coding, Robotics, Chess, Choir, Drama, Cooking, Sustainability, Environmental Science, Little Engineers, Photography and numerous Sporting activities and opportunities. ICAS assessments also provide further opportunities for student enrichment. We are proud to be leading the way with the provision of a dedicated sport academy, with accredited Football Victoria coaches in a primary school. The academy develops our students' abilities to work as part of a team, developing perseverance, resilience, and fine tune decision-making skills.

Our learning spaces boast an abundance of spacious, contemporary and flexible learning spaces. Our school grounds provide students with fun, safe and varied play spaces. We have a strong commitment to embedding Digital Technologies throughout our curricular areas and have invested in state of the art learning devices including Google Suite collaboration tools and technology, to enhance and engage our students. All classrooms are fitted with Interactive Whiteboards with students also having access to iPads and Chromebooks. A successful Outside School Hours Care program and facility is popular with families and complements our school provided Breakfast Club. A dedicated School Council assists all aspects of the school's operations and coupled with the school's Parents and Friends Association (PFA) provide the basis for a strong community partnership. Mount Waverley North Primary School ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students. Our School values of Respect, Integrity, Excellence and Global Citizenship are central to the culture of our school and provide a strong framework for our Students, Staff and School Community to flourish. Mount Waverley North promotes academic excellence and creativity, recognising the importance of educating the 'whole child'. The school proudly

embraces a broad diversity of cultures that enhances the learning experiences for all. Our parent community is a highly supportive and valued resource, providing expertise through School Council and its committees, supporting a range of programs throughout the school, developing community links and leading fundraising activities.

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

### Learning

Mount Waverley North Primary School was in its third year of our Strategic Plan 2021-2024. The school has continued to successfully grow and enhance its operations to provide a high level of service to the community with the factor of general satisfaction (in the education their child receives) in our Parent Opinion Survey receiving 100% positive endorsement, an outstanding achievement. Continued high achievement and growth in Academic areas has borne from consistent enhanced teaching practices across the school and enhanced teacher capacity. Our results have been outstanding and have provided evidence of the academic rigour within the school. Our FISO 2.0 priorities for 2022 were aligned to maximise learning outcomes for our students by focusing on the areas of 'Teaching and Learning', 'Assessment' and the 'DET 2022 Priorities'. The school is proud of the work that has been done to be able to self-assess as Embedding and Excelling across the five key priority areas. This improvement is due to the increasing depth of knowledge, skill and capacity of our staff to implement a guaranteed and viable curriculum with a strength in data literacy, analysis and point of need teaching and learning. We have been delighted to see that the areas of focus led by our School Improvement Team have provided great success for our students, ensuring the schools ability to continually optimise student learning opportunities and outcomes to an exceptionally high standard. This success has been further reinforced through the results from the completion of the FISO 2.0 Continua of Practice Self Evaluation with all staff.

The school has successfully continued to grow and enhance its operations to provide a high level of service to the community. Our reputation of excellence in teaching and learning within the community has continued to grow enrolments to 449 students. Enhanced teaching practices, implementation of HITS, and continued drive for excellence underpins our success and will continue to place the school as the school of choice in the local area. The renewed focus on instructional leadership and embedding the Instructional Model of the school underpinned by strong data analysis and use, will continue to provide opportunities for continual professional development and a culture of review, responsibility and collaboration. Differentiation and teaching at point of need has been a key success throughout 2022, with staff utilising data to provide direction in student individualised learning goals, support planning and impact student outcomes and success. Continuing to provide an authentic and high level curriculum which purposefully extends and challenges our students at their individualised points of need has also been key to the successes our students have experienced. The implementation of a strong and robust tiered approach to delivering our High Ability and Tutor Learning Initiatives has provided accelerated growth for our students. Students have received targeted and time proportionate support and/or extension within the classroom, in small group settings and individual tuition. The foundation of this approach has been the strong ongoing assessment practices and data tracking throughout the year allowing not only our High Ability Practice Leaders and Tutors, but our classroom teachers to adapt pace and concept for next steps in learning. These initiatives have also driven the self regulated and self directed learning behaviours of our students to support their growth as learners.

Peer observations have continued to be valuable throughout the year with a key focus being based on differentiated practice and teaching at point of need. These observations drive positive change in practice, team discussions and learning specialist work. These observations have resulted in strong reflection and professional dialogue driving the need to consistently provide differentiated opportunities throughout the school. The sharing of best practice has been modelled by our Learning Specialists through an open, honest and positive culture for improvement and growth. This increased teacher knowledge and capacity is providing our students with high level opportunities and extension and additional extra-curricular opportunities with an academic focus. To extend students' learning at their point of need, the school culture has provided an environment where intrinsic motivation and engagement with appropriate challenges is now seen as the norm. This is providing high growth achievement levels in both Literacy and Numeracy. The journey of data literacy from 2021 into 2022 has continued with ongoing quality professional development, involvement in and leadership of our School Improvement Partnership and Community of Practice. These have allowed further development of moderation practices within the school, depth to our improvement cycles, further focus in our peer observations to impact teacher practice and a greater understanding of the impact of data in our processes within our school.

Our commitment to academic growth and achievement was a major focus throughout 2022 and will continue to be as we move in to 2023. We have had major successes across all curriculum domains relating to the capacity building in data literacy of our staff and the outcomes of our students. Our students are consistently meeting high expectations and making high levels of growth. In 2022, our NAPLAN results indicated that our percentage of students achieving in the Top Two Bands have continued to grow with the

following results being achieved, Year 3 Reading 85%, Writing 82%, Numeracy 58%, Spelling 83%, Grammar and Punctuation 89% and in Year 5 Reading 68%, Writing 50% and Numeracy 65%, Spelling 68%, Grammar and Punctuation 79%. Once again these are outstanding results, and we are very proud to achieve outcomes in both year levels in all areas well above the results achieved by students in similar schools and national averages. The collection and analysis of student data, including these NAPLAN results, highlights to the School Improvement Team the achievements that the targeted focus on school-wide goals, including rigorous assessment, differentiated instruction and explicit teaching practices across the school, resulting in outstanding outcomes for all students.

We will retain our commitment in 2023 and beyond to continue to build a culture of high expectations for student learning and the capacity of staff to deliver high-quality instruction. All students funded under the Program for Students with Disabilities made expected gains in their learning through targeted support and strategies being implemented by our skilled staff team. The inclusive nature of our teaching programs and learning environments ensure equal opportunities for all learners. The teaching and learning pedagogies within our school are aligned with evidence-based practice at the forefront of educational initiatives. High Impact Teaching Strategies are embedded within the Instructional Model of the school, and there is a high expectation of all teachers that this is implemented and planned for in all areas of the curriculum. Learning is planned and delivered to challenge the most able and assist those who find learning challenging. The gains that all students make, are evidence of the exceptional teaching and learning that takes place at Mount Waverley North Primary School. The monitoring and professional dialogue of High Impact Teaching Strategies will be a continued focus throughout 2023. Leading Teachers and Learning Specialists will have a continued focus on creating consistency across teacher practice within the school. Areas for further development will include Goal Setting and Metacognitive Strategies, which will be supported through our student voice program and the work of the High-Ability Practice Team. Funding provision for our Learning Specialists and High-Ability Practice Leader will provide middle leadership to support this area.

## Wellbeing

The wellbeing of students and staff remains of central importance at Mount Waverley North Primary School, complementing the culture of excellence and achievement across the school. The school's values of Respect, Excellence, Integrity and Global Citizenship continue to be highlighted and celebrated on a regular basis throughout the year, including at assemblies, in the classroom and through individual and group recognition. In 2022, our school community displayed great resilience to navigate the continuing challenges of the pandemic and return to the first whole school year back on site. Our Positive Education and Wellbeing Framework, including Growth Mindset, Character Strengths, Needs Based Support and Intervention and the PERMA+H Model of Wellbeing were continued to support not only our students and staff but our families and wider community. Our embedded values and principles, strong routines and the provision of additional wellbeing resources were a key focus to enable the continued recovery from the pandemic. The health and wellbeing of individual students and cohorts of students is continually monitored, and the impact of Positive Education initiatives through data, observations and discussion is actively pursued. This focus will continue throughout 2023 with the health and wellbeing of our students being paramount to the success of our school. With a focus on wellbeing, and the capabilities to thrive, contribute and respond to the challenges and opportunities of life, our students again reported outstanding positive responses across students' attitudes, motivations and engagement with our school. Highlights include 96% of students responding that they felt there were high expectations for success across the school and 96% responding positively to feeling a sense of inclusion at the school.

Our Clubs program continues to be a highlight, with students from Prep to Year 6 demonstrating their excitement and engagement each week. The wide range of clubs on offer foster passions and ignite new interests, building relational connections among peers while supporting learning through the Victorian Curriculum. Student Leadership opportunities, including the range of School Captain roles, and our Mini Mount Matters and Student Representative Council groups instill in students a sense of pride and meaningful contribution to our school. Our Buddies program has continued to play an integral role in fostering positive relationships between students, where older students set wonderful examples for younger students to follow, supporting a positive school culture. Our Wellbeing Team which includes our School Chaplain continues to provide outstanding support to our school community in relation to social and emotional wellbeing. Our multilingual staff ensure that families for whom English is not their first language are supported in all aspects of their child's learning and their participation in the school community. Differentiation within the classroom, supported by Individual Learning Plans for targeted students continue to support the academic wellbeing of all students. Our transition programs remain highly effective in supporting opportunities for students to be ready and prepared for their movement into and through the school. The school actively works to build close links with surrounding Kindergartens and Secondary Schools, to enhance transition opportunities for students at both ends of the school.

The MWNPS Positive Education and Wellbeing Framework will continue to be a focus for all staff, with the elements within the framework holding staff to account in supporting wellbeing through a Positive Education approach and encouraging the school to



continue strengthening current initiatives and pursuing new ones, to ensure positive wellbeing outcomes for all. Staff will continue to engage in professional learning and conversations related to Positive Education, embedding deeply the knowledge and skills required to help all children flourish. Continuing to provide a range of engaging academic and social opportunities for students will continue to foster a positive school climate and contribute to heightened levels of student wellbeing in the future.

## Engagement

Empowering students to take greater responsibility in challenging and pursuing their own learning has continued to be a focus at Mount Waverley North Primary School in 2022. A broad range of initiatives and strategies to support and extend our students' learning experiences and ability to transfer knowledge and understanding into other domains continued to be a success. Students from Prep to Year 6 can set high-quality individualised learning goals through consultation with their teacher and parent/carer, self-evaluate their progress and provide informative feedback to self and peers. This, coupled with the explicit use of Learning Intentions and Success Criteria allow students to move seamlessly through a high level learning cycle which provides progression and challenge at students' point of need and the creation of independent learners. Student engagement at Mount Waverley North is enhanced through participation in a range of student clubs which complement the Victorian Curriculum and provide extended opportunities to engage in students' passions. Clubs include; Fitness, Coding, Robotics, Drama, Photography, Science, Cooking, Environmental Science, Chess, Art, German, Library Club and Arts & Crafts Club. Other opportunities offered to students include Incursions, Excursions, Camps, School Performance, Choir, Music Ensembles, Band, Instrumental Music Tuition, Public Speaking, Debating, Math Olympiad, Tournament of Minds, Science Talent Search, Victorian High Abilities Program, Inter School Sports, Cultural Days, School Leadership roles and School Buddies. A strong and continuing focus on STEAM and Digital Technologies enables all students to regularly interact with a range of engaging software that motivates them and meets their individual learning needs. As an 'eSmart' accredited school, our rigorous and consistent approach to cyber safety, based on responsible use, supports our focus on Digital Technologies. Our Soccer Academy has provided an engaging high-level sport academy experience for our students, developing their abilities to work as part of a team, develop perseverance and resilience, and fine-tune decision-making skills.

Student Voice is an integral part of the success of the school. Students have a common language of 'voice' and 'choice', and a deep understanding of what voice, choice, agency and leadership mean in the classroom and related to their learning. Data supports this increase, with Attitudes to School Survey data indicating that levels of student Motivation and Interest, Stimulated Learning, Learning Confidence and Differentiated Learning Challenge being at an extremely high level and well above similar schools. Students can implement action plans while working within our SRC and Mini Mount Matters groups, with a range of initiatives completed and having positive impact on the school environment. Planning documents embed learner agency and voice ensuring that teachers focus on and document the choice and voice opportunities for each lesson, linking these to High Impact Teaching Strategies. Reflection among teachers regarding the effectiveness of choice and voice opportunities occurs regularly, ensuring that practice is monitored, evaluated and improved. Mount Waverley North Primary School maintains well established links with local preschools and strong links with our local High Schools. We provide a high level, comprehensive transition program during term three and four each year for both our prospective prep students and our outgoing Year 6 students. These programs allow the immersion of our students in their new learning environments and help them build new relationships to support these new chapters in their lives. Throughout the year preschools have visits from our Principal Team, Prep teachers and preschool families are invited to join the rest of the school community during community events. Our current Year 6 students are well prepared for their transition to secondary education. A major part of the program at Year 6 focuses on developing skills in organisation, study habits, time management, adapting to change and building resilience. We work closely with our secondary colleagues and have visits from their staff and their student leadership to help build the relationship between our students and theirs. Our two-year Buddy system continues throughout the year with Year 5 students working with the Prep students weekly, while Year 6 students engage with their Year 1 buddies. Attendance is recognised as a key contributor to student success. Our student absences are lower than the State median and remain stable. In line with Department of Education and Training requirements, all student absences are confirmed on the day when the school has not been previously notified by the parent/guardian.

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## Financial performance

In 2022, the school remained in a strong financial position, reporting a healthy balance sheet and secure, well-balanced budgets. These financial statements represent strong financial acumen in the school's short and long term planning processes. This sound financial management enabled Mount Waverley North to achieve a net operating surplus of \$127,867 in 2022. The majority of funds allocated in 2022 were spent ensuring continued quality learning experiences for students with well resourced learning

environments. Funds have continued to be committed to provide a high level curriculum to our International and EAL students and secure additional teachers and support staff to strengthen our program, as well as directed to professional learning to build teacher capacity in Literacy, Numeracy, Assessment and Data Literacy. Equity funding was utilised to further accredit staff members in the Multisensory Structured Language approach and data literacy to provide consistency of high level teaching practice from Prep to Year 6. Our continued increase in student population numbers across all levels of the school required further expenditure throughout the year. The school continues to ensure that all students are provided with high-quality opportunities including chess, clubs and debating, as well as required curriculum requisites and high level modern technologies, accessible to every student. To equip classrooms to support the increasing numbers, furniture and additional digital technologies have continued to be provided and updated across the school.

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

**<https://www.mtwavnth.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 382 students were enrolled at this school in 2022, 181 female and 201 male.

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

### Overall Socio-Economic Profile

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

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

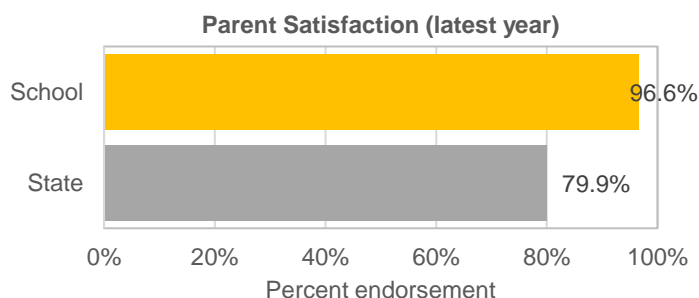
This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	96.6%
State average (primary schools):	79.9%



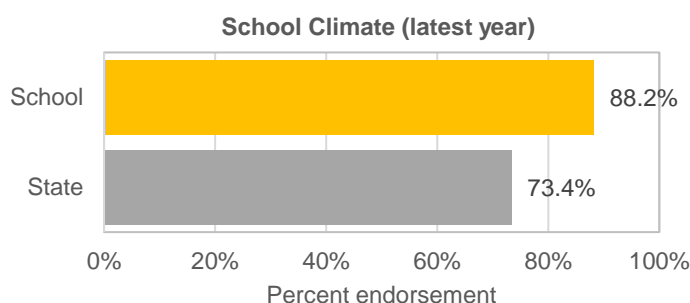
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	88.2%
State average (primary schools):	73.4%



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

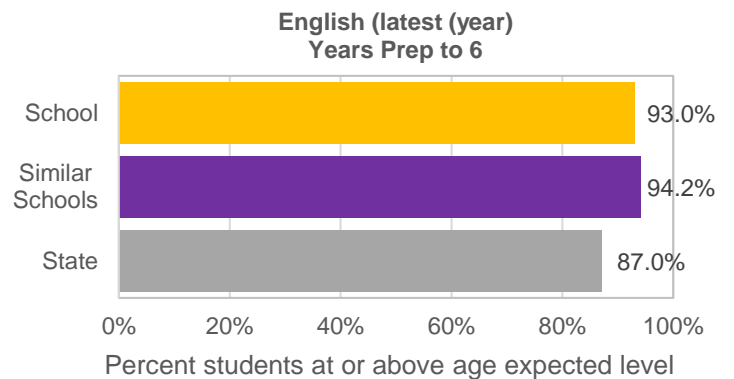
93.0%

Similar Schools average:

94.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

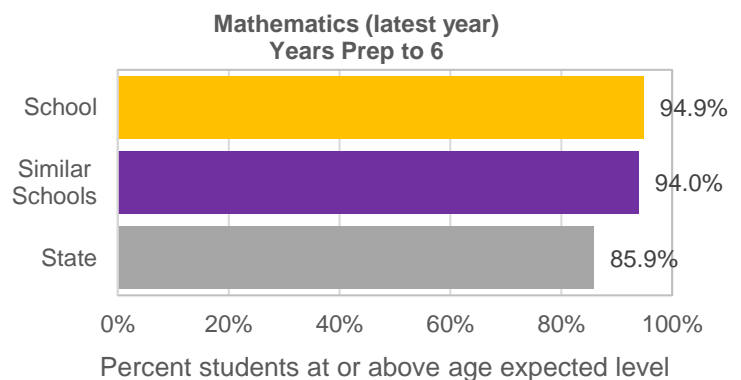
94.9%

Similar Schools average:

94.0%

State average:

85.9%



## LEARNING (continued)

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

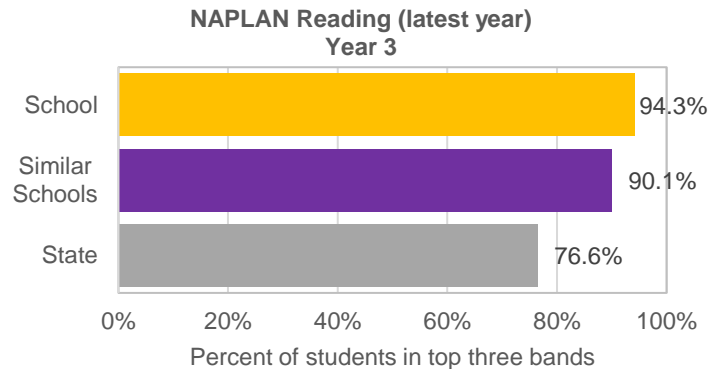
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

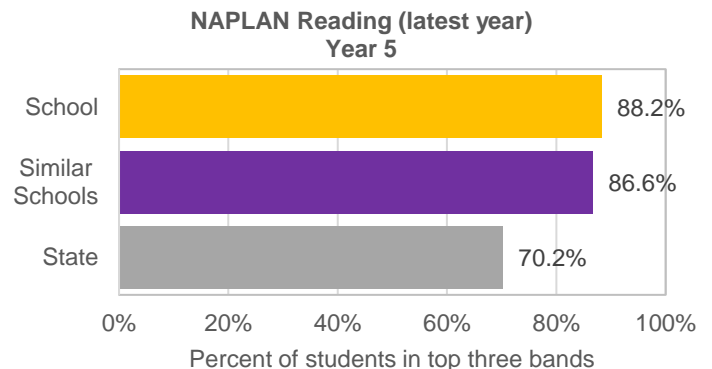
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.3%	85.1%
Similar Schools average:	90.1%	89.1%
State average:	76.6%	76.6%



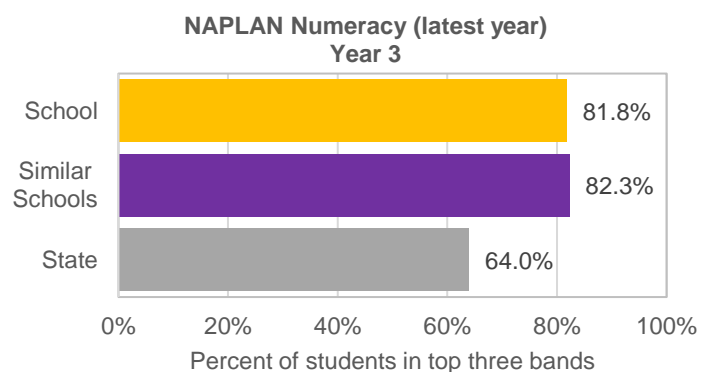
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	75.2%
Similar Schools average:	86.6%	85.4%
State average:	70.2%	69.5%



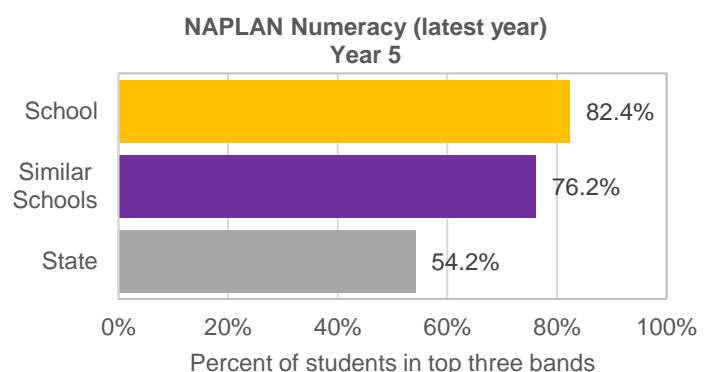
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	76.0%
Similar Schools average:	82.3%	82.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	74.4%
Similar Schools average:	76.2%	79.3%
State average:	54.2%	58.8%



## WELLBEING

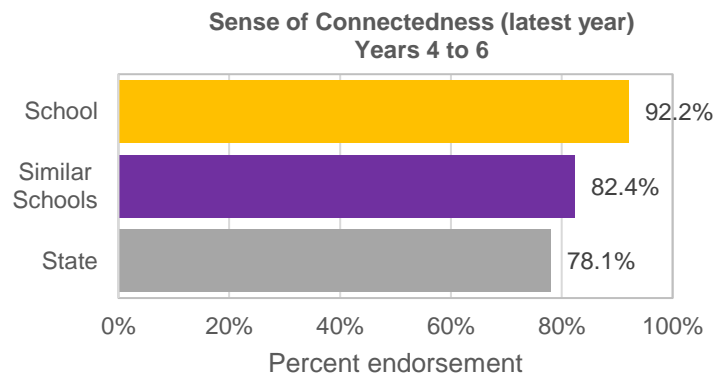
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	92.2%	89.4%
Similar Schools average:	82.4%	82.7%
State average:	78.1%	79.5%

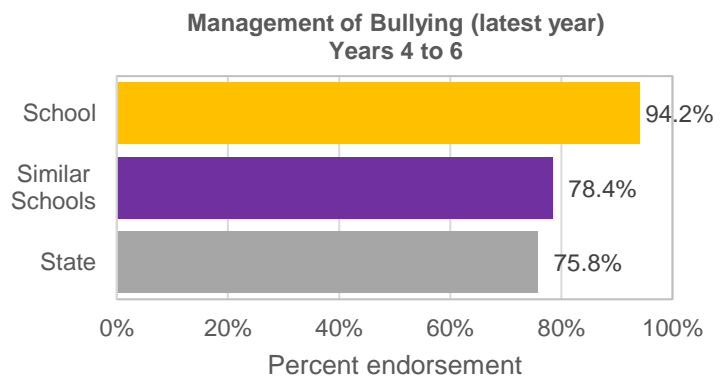


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	94.2%	91.7%
Similar Schools average:	78.4%	80.3%
State average:	75.8%	78.3%



## ENGAGEMENT

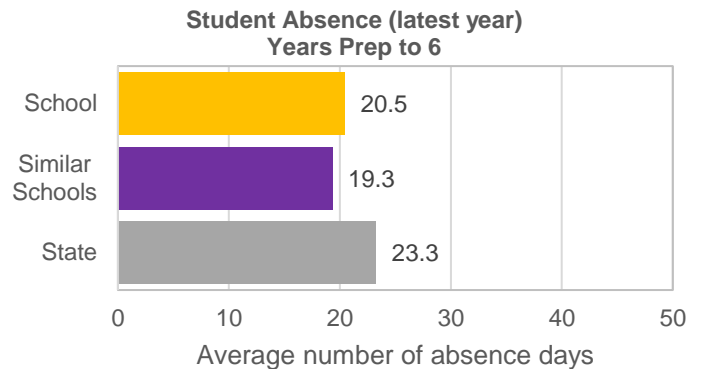
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.5	15.7
Similar Schools average:	19.3	13.4
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	89%	90%	90%	88%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,188,895
Government Provided DET Grants	\$576,394
Government Grants Commonwealth	\$10,709
Government Grants State	\$0
Revenue Other	\$29,958
Locally Raised Funds	\$445,432
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,251,388</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,846
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,846</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,200,470
Adjustments	\$0
Books & Publications	\$1,529
Camps/Excursions/Activities	\$189,508
Communication Costs	\$6,189
Consumables	\$106,380
Miscellaneous Expense <sup>3</sup>	\$53,935
Professional Development	\$47,496
Equipment/Maintenance/Hire	\$184,922
Property Services	\$78,949
Salaries & Allowances <sup>4</sup>	\$28,368
Support Services	\$179,755
Trading & Fundraising	\$15,768
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,252
<b>Total Operating Expenditure</b>	<b>\$4,123,521</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$127,867</b>
<b>Asset Acquisitions</b>	<b>\$102,038</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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$50,434
Official Account	\$82,047
Other Accounts	\$31,387
<b>Total Funds Available</b>	<b>\$163,868</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$143,081
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$11,575
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$349,656</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*