

2023 Annual Report to the School Community

School Name: Kingsley Park Primary School (5135)



- 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 23 April 2024 at 03:49 PM by Gill Gray (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 23 April 2024 at 06:23 PM by Jess Hegarty (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

Kingsley Park Primary School is the hidden treasure of the Frankston Bayside area. We are located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area. Nestled in a semi-bush setting, Kingsley Park has a rural feel with spacious tree lined grounds and large play spaces. Approaching 35 years in age, the school has served its local community which over the years continues to be a community undergoing demographic change. Our current enrolment is 370 students.

Kingsley Park offers an attractive, safe and stimulating learning environment where our Kingsley Kids are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Teachers personalise learning to maximise student growth in all areas. We strongly believe that working with parents helps our students to achieve their best, and highly value community relationships and working with families to make a difference in the lives of our students. We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community combined with our Keys to Learning Success of Resilience, Persistence, Getting Along, Organisation and Confidence.

We are well known in the community to be a friendly, family orientated school providing great student and family support. We welcome all families who believe in working alongside us in their child's learning journey and to create the best environment we can. Our school motto is 'Teamwork makes the Dream Work!'. Our priority areas include improving student outcomes in English and Maths whilst equally focusing on each student's wellbeing. This is achieved through explicit teaching catering to the differentiated needs of students, having high expectations, setting learning goals for students, regular assessment tracking, and consistent collaborative efforts of teachers working together in teams. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures engaging learners through the promotion of accountability for learning and respectful relationships.

Kingsley Park offers a BYO iPad device program from grades 3-6, effectively incorporating Digital Technologies into our daily classroom practices. Throughout the school, classes are a mix of straight grades and multiage groupings according to Victorian Curriculum levels with teachers working together for curriculum planning and professional development. Sixteen classes operate – three Foundation classes, 5 Junior classes, (Years 1 & 2) four Middle (Years 3 & 4) classes and four Senior (Years 5 & 6) classes. We have two Principal Class Officers, a Curriculum Learning Specialist, an Inclusion and Wellbeing Learning Specialist, 16 classroom teachers, 5 specialist teachers, and 21 Education Support Staff.

Kingsley Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in specialist programs of Physical Education and Sport, The Arts (Visual and Performing Arts), STEM and AUSLAN. Other programs include a breakfast club, Student Representative Council, lunchtime clubs, morning running club, concerts, Middle & Senior camps, optional snow camp, athletics, swimming, inter school sport and cross country events and attending Human Powered Vehicle events. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities. Students with special learning needs are catered for with a number of programs including an effective and efficient disability inclusion Program. As the community has grown and changed, so has the need for additional assistance for students. We have also welcomed this year a School Chaplain funded through the National School Chaplaincy Program.

Parents are strongly encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in assisting with home reading and other school activities and programs including Parents Group, School Council, excursions and classroom support.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued researched practice of Science of Reading using a systematic synthetic phonics program and Decodable Readers Australia resources with consistency throughout Foundation to Year 2. The reading, phonics and spelling programs were aligned to use the same scope and sequence ensuring consistency in student learning and teacher practice. Years 3 to 6 followed

the same sound sequence in spelling, and this was further extended and supported with explicit teaching and practice of spelling rules, word origins and developing understanding of parts of words. In Foundation to Year 2 assessments in reading also aligned with the sequence and progression of skills. Data analysed to date has shown excellent improvement in students progressing through this consistency of practice. Our phonics program was also used to support some intervention students using small group tutoring in Middle and Senior modules which was highly successful at efficiently tracking students through. Using rich mentor texts throughout the school students explored a range of authors and their writing. Teachers explicitly modelled comprehension strategies and writing devices. Years 3 to 6 demonstrated growth in their abilities to comprehend a range of texts and use of language and text structure to improve their writing.

Our NAPLAN data showed excellent growth in Year 3 Reading with the percentage of students in Strong or Exceeding reaching 80.5% which was above both State (69.6%) and Similar Schools (67%). Our Year 5 data is was also pleasing with us achieving 77.3% which was just slightly above both Similar Schools (75.6%) and State (76.9%). In English, Teacher Judgement showed that 85.2% of students were achieving at or above the expected standard. This was in line with Similar Schools (86%) and slightly below State (87.2%).

Mathematics throughout Term 1 was focused around Place Value ensuring that students had a solid understanding of numbers and their place value before moving into the operations and other areas of Mathematics. Further to that there was a whole school focus of Number and Algebra. A further area of whole school practice improvement in Numeracy was open ended Maths tasks and utilising of problem solving strategies as well as student led investigations. We continued and refined research best practice in problem solving and reasoning by explicitly teaching students to apply strategies to understand worded problems and select effective strategies to solve the problems. Teams also focussed on problem solving through their ICCs (Improvement Cycles).

In NAPLAN, our Year 3 Numeracy data was excellent with 80.5% of our students achieving Strong or Exceeding, above both State (67.4%) and Similar Schools (65.1%) and in Year 5, we had 61.4%, slightly below Similar Schools (63.9%) and just below level of State (67.9%). Our Teacher Judgement in Mathematics showed that 86.2% of our students are achieving at or above the expected standard, on par with both Similar Schools (86.4%) and State (86.4%). Teachers further improved their collaborative planning and working not only within teams, but also working across teams with far more for sharing of resources and practice. The Learning Specialist attending all of these meetings assisted with consistency of practice throughout the school, supporting with sharing of resources and communication across modules to further improve our differentiated teaching practice.

Data Walls were continued throughout the year allowing teachers to look at cohort and school wide data; identifying areas to be celebrated and areas of concern, identifying goals which were included in ICCs, many of these achieved. Our Education Support Staff were provided professional development on working with small groups and were utilised in this capacity within classrooms. Consistency in ICCs (improvement cycles) across the school allowed for further consistency, modelling and sharing of best practice. In Professional Learning Team (PLTs) collaborative planning and meeting times, teachers worked together to analyse student data and use this to inform planning. PAT testing also provided additional data for teachers to use to support their teacher judgements for reporting. The DET provided Tutor Learning Initiative funding allowing us to have a tutor work with students across the school who were working 6-12 months behind the expected level in English or Mathematics.

Wellbeing

Student wellbeing is the 'heart' of what we do at Kingsley Park and continues to be the forefront of our work post COVID-19. In the 2023 Annual Implementation Plan, the school focused on the state-wide wellbeing learning priority to 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. Modules focussed strongly on respectful relationships curriculum and implemented our own community based, 'Co-operation and Getting Along units of work. Our 2023 student attitude to school survey results still reflect the magnitude of effects of COVID-19 on our student wellbeing and the continued need for teaching social skills with all students. The sense of connectedness for Year 4-6 students was 67.5% positive endorsement and the management of bullying was 66.1% positive endorsement which are lower than similar schools and the state. These results do not reflect the time, effort and energy that teachers and the leadership team have put into student wellbeing. The staff have thoroughly evaluated the survey results, and worked tirelessly with a number of students, provided lunchtime programs aimed at increasing engagement and reducing yard incidents and creating smaller social skills groups for smaller numbers of students. Online activities at home have significantly contributed to the issues at school, including issues amongst parents so a unit of work on Digital Safety was created for implementation at the beginning of the following year with a review of Policies and Acceptable Use along with parent resources being sent home. In 2024, the school will further focus on implementing the evidence based 'Respectful Relationships' Program and are connecting with Real Schools to work on the whole school culture and ensure students, staff and parents are all involved in improvements to students feeling of connectedness and safety. The school will also aim to partner with outside agencies to provide wellbeing supports for students who need it.

Engagement

Student attendance has historically been an area of focus and challenge at Kingsley Park. Like all schools, we have a number of families taking holidays during the school term increasing our absence data. This was prevalent in 2022 and 2023, with travel restrictions largely lifted post COVID-19 and families returning to overseas and interstate travel, the current economic climate also has families travelling in the cheaper off-peak times to save much needed family funds. There was increased illness across the school with many families keeping students home for precautionary measures. Despite this, our absence data for students was an average of 20.2 days which is on par with similar schools and the state. We have 5 key students that impact this average with over 35 days absent each pushing our student average up. The four-year average is 18 days which is slightly below similar school and the state averages. Many of our families strive for excellent attendance and many achieve above 97%. Late arrivals can be an issue for some families. There is a greater need for support with getting children to school with a few suffering from 'school can't' and struggling with the morning routines. These children try their best also and still arrive to make the full impact of their learning time as they can.

Our Year Prep to Year 3s had the highest attendance averages achieving 91-92%. Our Year 4s were the lowest with 86%. These results are testament to the school focusing on monitoring attendance. The Principal would regularly follow up with families with attendance concerns and worked with individual families with attendance plans. Teachers and admin staff were excellent in following up any unexplained absences systematically, each morning as per DET policy and parents have been proactive in reporting absences on Sentral. This has led to a large decrease in unexplained absences.

Student Engagement is at the centre of our work at Kingsley Park, with 2023 being a year to re-engage 'face to face' with our school community. Our families value involvement with our school and the community feel. It was pleasing to see that 83.7% of parents were satisfied with the school which is slightly above the state average. However, we know from parent feedback that communication is an area to further improve on. In the school staff survey only 55.4% of staff were positive about the school climate, which is well below state level. An in-depth breakdown of this analysis showed that staff have a positive attitude about working at Kingsley Park however, are feeling the pressure of workload and managing of some intense student behaviours. It was also noted that a number of questions were irrelevant to our non-teaching staff, which make up 50% of our whole staff thus bringing our average data down. We have completed surveys around how we can further improve the working climate for all staff. In 2024, the school will continue to monitor student attendance and engage students and parents through a revised reporting system including termly reports and student portfolios clearly showing learning and wellbeing goals and a focus on our whole school culture with the assistance of Real Schools.

A key area of work will be on improving work in student voice and agency. A review of our reporting processes moving into 2024 will include student learning goals being set and discussed in Student-Led Conferences. We will also change to termly reports to keep parents more informed of student progress.

Other highlights from the school year

This year the school has worked hard on family reconnections;

- Our School Community Colour Fun Run held in Term 1 was a great success with parents, grandparents, siblings and students all joining in the fun on an afternoon and getting colourful together. This was a nice twist on our fundraising, making it affordable for all families to come along and join in and promoting an afternoon of enjoyment,
- Strong encouragement of a whole school home reading focus to assist with our reading engagement and practices which has assisted our academic growth in this area and excellent NAPLAN results, not to mention the fun of the Reading parties,
- Parents as partners returning to classrooms to assist with reading, excursions and assisting in the canteen,
- Our annual Mother's Day and father's Day fun afternoons with crafts and sporting activities were a real hit with many mums and dads turning up to enjoy the fun,
- The sharing of Positive Shout-outs with families has been fabulous to get the many positives out there to parents and everyone enjoys the fun of the winners wheels at assemblies,
- Our first ever Snow Camp was held with great success and will continue as an option for our Senior students,
- Our SRCs (Students representative Council) worked hard to ensure fun days were held that promoted inclusion, engagement and fun each term.

It has been terrific to see the many parents regularly attending our assemblies to support and cheer our students on, in particular with dress-up day parades.

Activities such as these have really encouraged parents to return to being in the school grounds and connect with each other, our grounds are also well utilised on weekends by many families enjoying our natural surrounds.

Financial performance

Kingsley Park Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding along with the Tutor Learning Initiative funding has provided the school with options in regards to staffing and programs that are enhancing and enriching our students' learning and allowing support to students and families with additional needs. We have been able to keep our class sizes relatively small in the F to 4 classrooms and been able to provide a Student Wellbeing Manager (0.4) and Speech Therapist (0.2) alongside our Curriculum Learning Specialist (0.8). The continued effect of COVID did cause a drain on resources in a few areas including staffing replacements and unfortunately a great deal of tutoring time was used to cover this due to the lack of availability of replacement teachers. Other funds have enabled the school to improve the school buildings and grounds in line with our Essential Maintenance Schedule. Property maintenance continues to be a focus of the school due to the size of the property and design of the buildings. Overall, the school remains in a sound financial position with a net operating surplus in 2023 while maintaining programs within the school with reduced enrolments.

A surplus has been maintained to assist with covering an expected deficit in 2024 as we plan to move to straight year levels with reduced class sizes and increased Education Support staff assistance to further assist our student learning and wellbeing needs. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals for the year it was provided for. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position through the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2023 was compared against the budget and variances investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2023 year. We have a full finance audit scheduled for 2024. Our previous audit in early 2022 assured us our processes and practices are operating well with very minor suggestions for improvement offered.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.kingsleypark.vic.edu.au](http://www.kingsleypark.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 375 students were enrolled at this school in 2023, 179 female and 196 male.

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

Overall Socio-Economic Profile

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

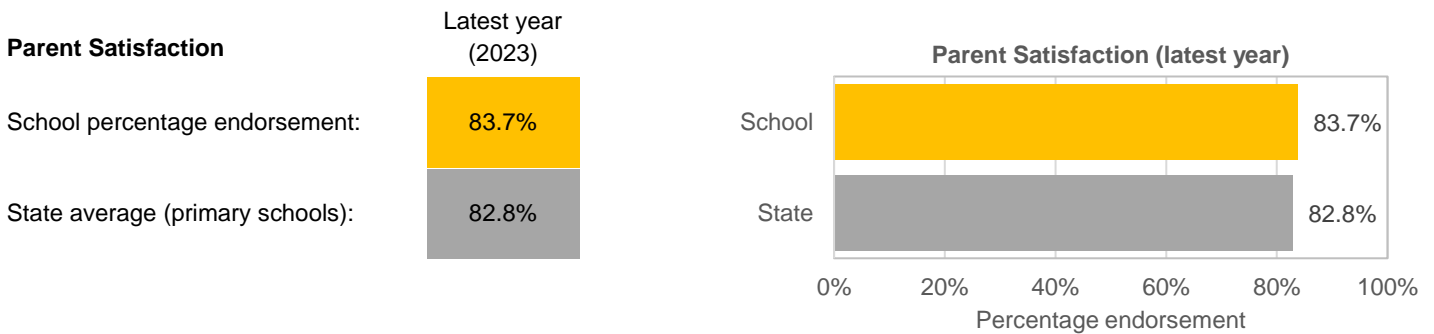
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

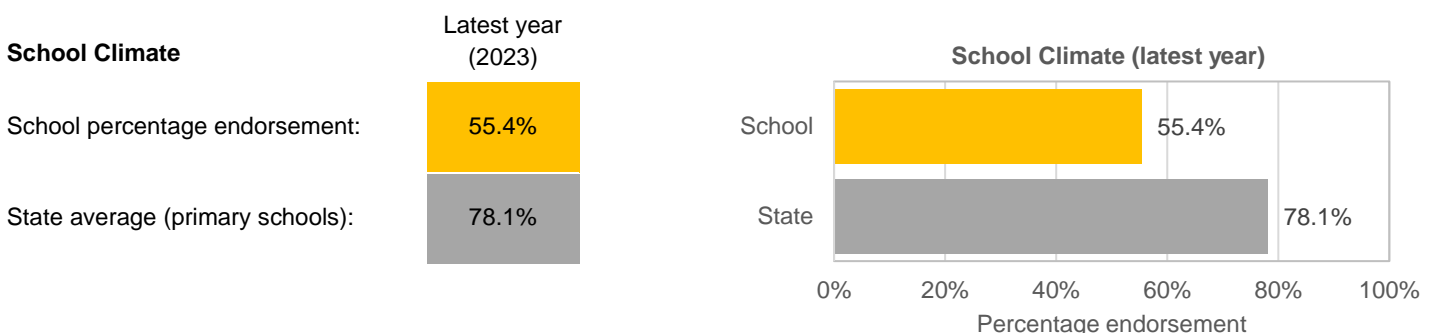


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

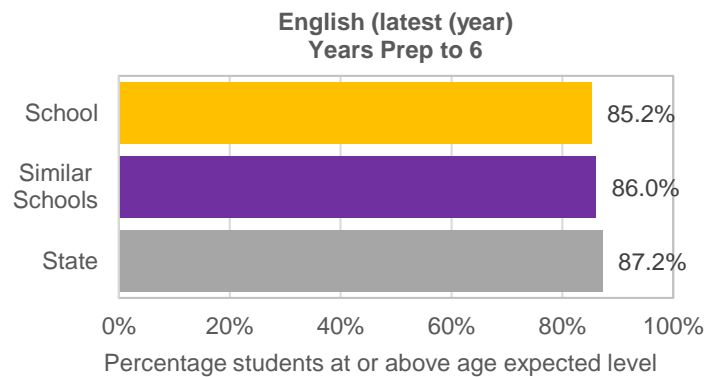
85.2%

Similar Schools average:

86.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

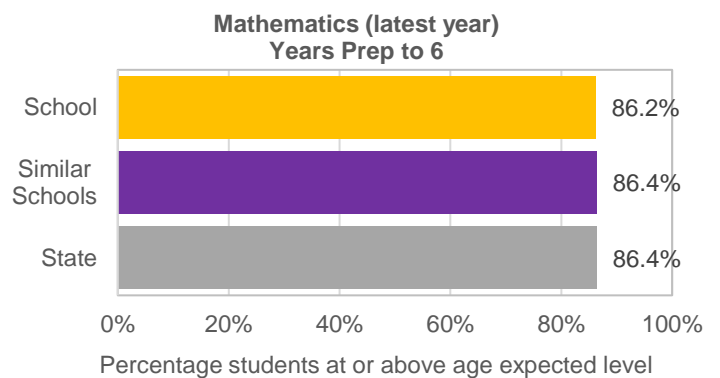
86.2%

Similar Schools average:

86.4%

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:

80.5%

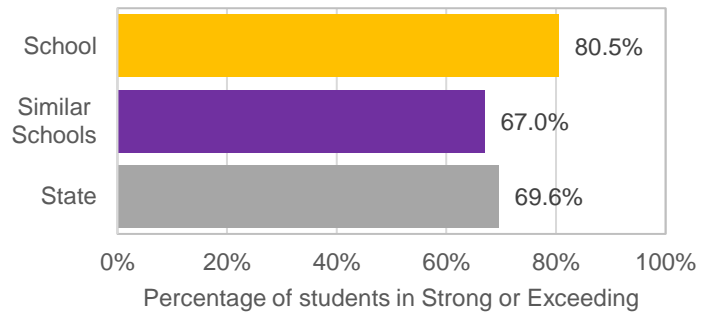
Similar Schools average:

67.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.3%

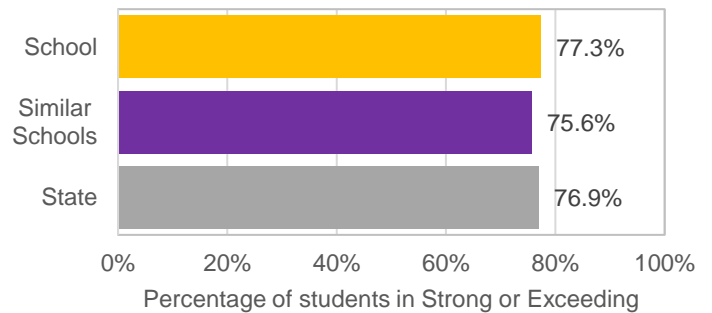
Similar Schools average:

75.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.5%

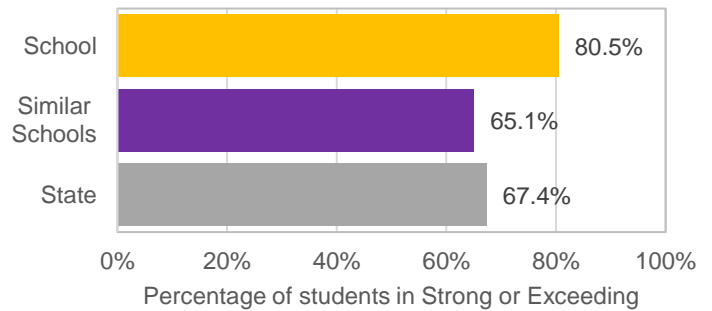
Similar Schools average:

65.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.4%

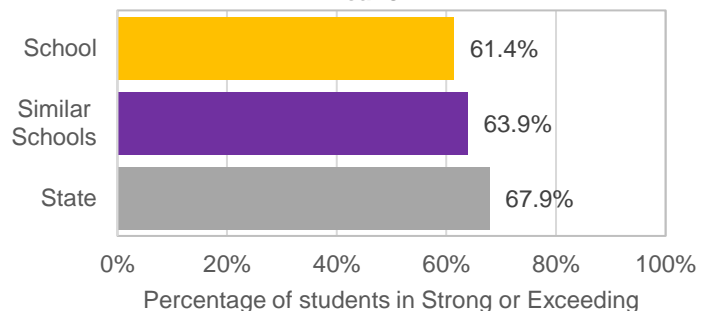
Similar Schools average:

63.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

81.3%

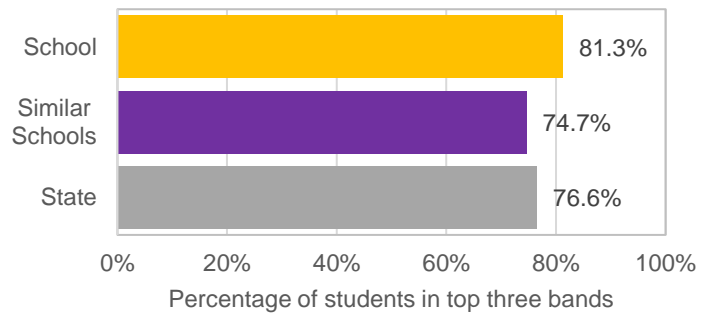
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.5%

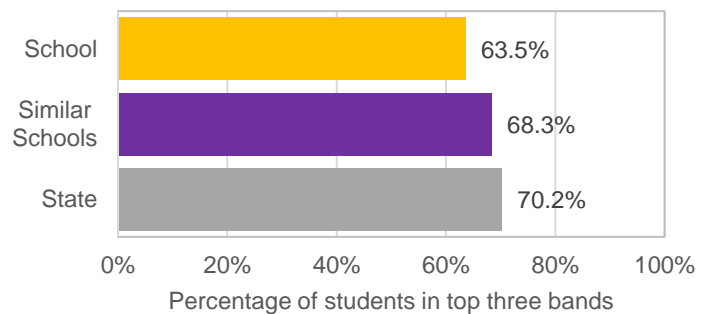
Similar Schools average:

68.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.4%

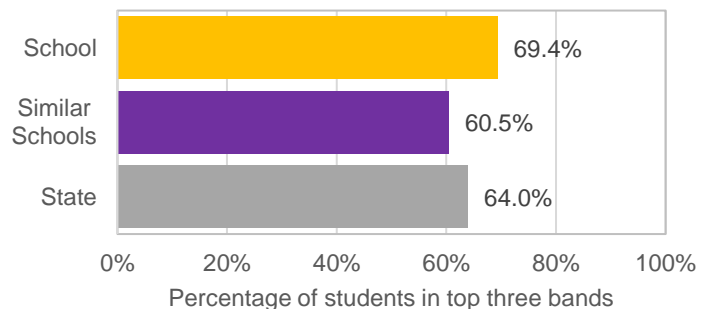
Similar Schools average:

60.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.1%

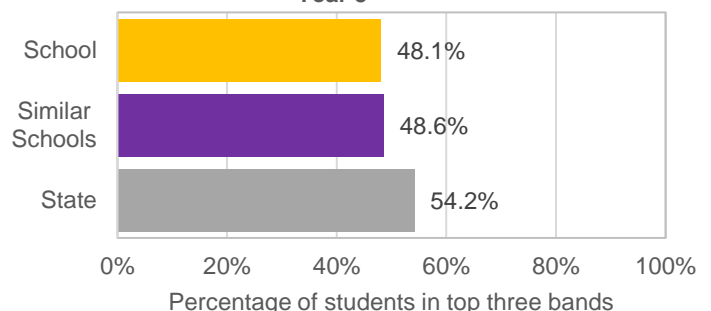
Similar Schools average:

48.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

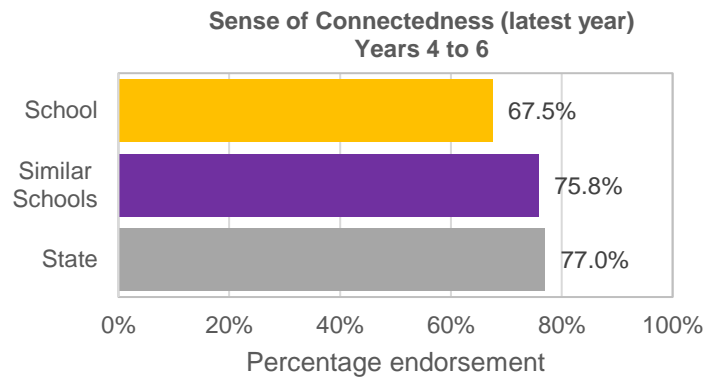
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	67.5%	76.8%
Similar Schools average:	75.8%	77.8%
State average:	77.0%	78.5%

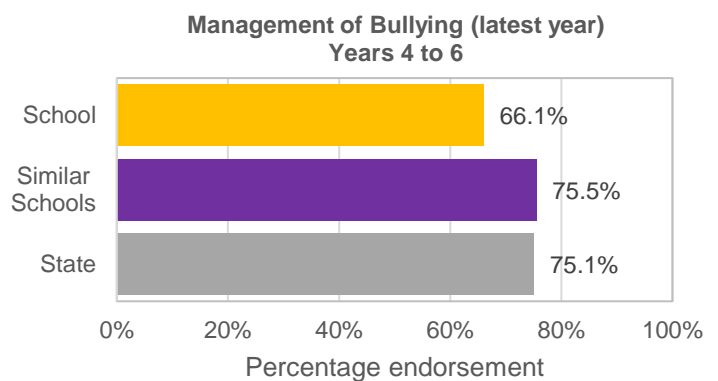


Student Attitudes to School – Management of Bullying

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:	66.1%	76.2%
Similar Schools average:	75.5%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

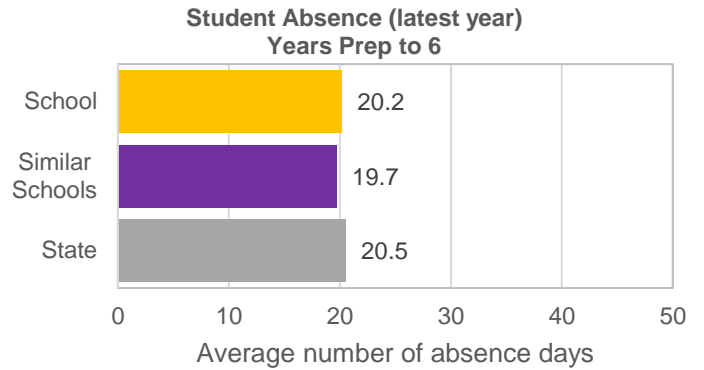
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	18.0
Similar Schools average:	19.7	18.4
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	91%	92%	91%	86%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,467,624
Government Provided DET Grants	\$472,540
Government Grants Commonwealth	\$8,550
Government Grants State	\$500
Revenue Other	\$20,948
Locally Raised Funds	\$365,426
Capital Grants	\$0
Total Operating Revenue	\$5,335,588

Equity ¹	Actual
Equity (Social Disadvantage)	\$127,409
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$127,409

Expenditure	Actual
Student Resource Package ²	\$4,288,708
Adjustments	\$0
Books & Publications	\$2,285
Camps/Excursions/Activities	\$108,943
Communication Costs	\$14,324
Consumables	\$76,500
Miscellaneous Expense ³	\$32,126
Professional Development	\$9,922
Equipment/Maintenance/Hire	\$107,541
Property Services	\$128,982
Salaries & Allowances ⁴	\$231,478
Support Services	\$68,249
Trading & Fundraising	\$73,448
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,229
Total Operating Expenditure	\$5,178,735
Net Operating Surplus/-Deficit	\$156,854
Asset Acquisitions	\$0

- (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	\$133,042
Official Account	\$52,431
Other Accounts	\$0
Total Funds Available	\$185,473

Financial Commitments	Actual
Operating Reserve	\$129,811
Other Recurrent Expenditure	\$10,606
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$85,138
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$315,554

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.