

2023 Annual Report to the School Community

School Name: Mackellar Primary School (5297)



- 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 20 March 2024 at 09:46 AM by Simon McGlade (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 16 April 2024 at 09:18 AM by Vince Scarfo (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

Mackellar Primary School, nestled in the heart of Delahey, Victoria, is a vibrant educational environment that thrives on its vision of "Empowering Global Citizens." Situated in a diverse community, the school benefits from its strategic location within this Melbourne suburb. The student population in 2023 was 322 which included four Aboriginal students, and no students who were refugees. This enrolment number indicates the continuation of a slow decline in student numbers over the past few years. In 2023, the school's workforce comprised the principal, one assistant principal (0.6EFT), one Leading Teacher (0.8EFT) and two Learning Specialists (1.4EFT). In addition, there were 26 EFT Classroom Teachers, 4.19 EFT ES-Administration staff and 3.76 EFT ES- Integration Aides. None of the staff employed at the school in 2023 identified as Aboriginal or Torres Strait Islander. The school operated in straight grades with two classes at each year level, except year 6 which had three grades. Of the 322 students, 17 were on the Program for Students with a Disability (PSD).

The school's collectively developed vision of "Empowering Global Citizens" serves as its guiding principle to ensure our students have ownership of their learning in a way that successfully prepares them for life beyond school with a defined moral compass. This vision is firmly anchored in four key pedagogical principles which align with our school mascot – the bee. They are:

Bee Connected: Students are encouraged to build connections with peers, subject matter experts and teachers at school, and beyond with business leaders, not-for-profit organisations and government entities. This fosters a powerful sense of belonging and an understanding of the interconnectedness of our world.

Bee Collaborative: Collaboration is a cornerstone of achieving the global and moral aspect of our school's vision. Students are taught the value of teamwork, preparing them for future collaborative endeavours in a global society where one recognises and acts on what is right.

Bee Curious: The school nurtures curiosity amongst its students. They are empowered to ask questions, explore innovative ideas, and develop a lifelong love for learning.

Bee Creative: Creativity is celebrated and encouraged at Mackellar. Students are given the freedom to express themselves creatively, fostering innovative thinking and critical thinking skills.

Mackellar Primary School also upholds a set of core values: Resilience, Teamwork, Respect, and Learning. These values are woven into the fabric of the school's culture and guide students in their personal and academic growth. The school places a strong emphasis on social and emotional learning. Programs such as School Wide Positive Behaviour Supports (SWPBS) and Resilience, Rights, and Respectful Relationships (RRRR) equip students with essential life skills, promoting positive behaviour and building strong, respectful relationships. A notable asset of the school is its Mental Health in Primary Schools leader, who facilitates a range of positive mental health programs sourced from the Department's School Mental Health Fund. These initiatives included art therapy, Seasons for Growth, and the 'I Can School Mentoring Program,' which play a vital role in promoting the emotional well-being of students.

In the realm of teaching, Mackellar Primary School employs explicit and scaffolded methods. English and Mathematics are taught sequentially and progressively, accommodating the diverse learning styles and abilities of its students. Differentiated instruction is a cornerstone of the school's approach, ensuring that every student's unique needs are met. Our inquiry units follow the Future Focused Learning model, which incorporates '10 Shifts of Practice'. This forward-thinking approach equips students with the skills needed to excel in the ever-evolving 21st-century landscape.

The school's curriculum offers an exceptional range of specialist subjects: Physical Education, The Arts (Visual & Performing), Languages (Italian), Digital Technology, and Design Technology (Food studies). These subjects offer students diverse opportunities for creative expression and skill development. In addition, the school offers intervention programs to assist those at risk of not reaching their potential, as well as a high-ability program that nurtures students' strengths across various curriculum areas and an array of student leadership initiatives including School, Vice and House Captains as well as a Junior School Council. Mackellar Primary School proudly partners with external providers to offer music education and before and after school care.

Parents from the local community are warmly welcomed and encouraged to be actively involved in the school's activities such as our biennial production and art show, days of significance (e.g. ANZAC Day, Day for Daniel, Harmony Week and National Sorry Day) and other school-based events. Subject matter experts are also invited to contribute to classroom-based activities ensuring learning is both locally relevant and globally informed.

The principal Simon McGlade, who has led the school since late 2020, is deeply committed to making Mackellar Primary School a school of choice for everyone in the community. The leadership team of the school works collaboratively with all staff to build their capacity, whilst addressing the individual needs of students, fostering an environment of continuous growth and excellence. Together, they ensure that Mackellar Primary School remains a beacon of empowerment and education.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was a year of consolidation and deepening of our knowledge base and teaching capacity, particularly in English and Mathematics. Our focus is very clearly on the explicit teaching of English and problem-based learning for Mathematics. Having commenced this pedagogy in 2021, we have seen significant improvements in student achievement over that time. Our two consultants who have led the pedagogical development of this work, one for each area, continued to model lessons, assist with planning and provide feedback on teacher instruction, moderated assessment and data analysis. Simultaneously over that time, our Learning Specialist (English) and our Learning Specialist (Mathematics) have continued to build their respective leadership and coaching skills, content knowledge and capacity to positively influence teacher capacity and student outcomes. Over the life of our current strategic plan, this gradual release from consultant to specialist, and the specialists' significant increase in capacity form the basis of our exit strategy from external supports.

To assist with this increase in teacher capacity and subsequent student achievement, cohorts of teaching teams continue to work in Professional Learning Communities (PLCs). These PLCs undertake inquiry cycles driven by student data, teacher self-assessments of their own practice of High Impact Teaching Strategies and feedback from peer observations and learning walks. Problems of practice identified in schoolwide practice have formed the basis for professional development in areas such as differentiation, explicit teaching and student goal setting.

Our results in 2023 indicate this approach is making a significant impact with Teacher Judgement scores for English well above those of Similar Schools and the state average, respectively. Similarly, our Mathematics Teacher Judgements indicate a result well beyond similar schools and only slightly below the state average, both of which is a marked improvement on previous years.

Due to the changed nature of NAPLAN reporting, a comparison between previous years is not possible, however overall, our Reading results are very pleasing with 91% of year 3 students in the 'Developing, Strong or Exceeding' range and only 3% needing additional support. Our year 5 students showed 90% of students in the 'Developing, Strong or Exceeding' range with 6% needing additional support. In Numeracy, our year 3 student results indicate 80% at 'Developing, Strong or Exceeding' with 15% needing additional support and our Year 5 results indicate achieving 86% in the 'Developing, Strong or Exceeding' categories and 10% needing additional support.

All these results combined, and the continued work we are doing on leadership and teacher capacity building, will form the basis for our Annual Implementation Plan in Learning for 2024.

Wellbeing

In 2023, Mackellar Primary School appointed a Mental Health in Primary School (MHIPS) leader. This classroom teacher position is an exciting addition to our wellbeing and inclusion team, and they facilitated our expansion of support programs for students. In 2023, using funds from the Schools Mental Health Fund, our MHIPS leader facilitated or coordinated art therapy, Seasons for Growth and the I Can Network across the year. These programs were hugely successful and will act as a springboard for doing these, and additional programs, for students in need in 2024.

Early into 2023 we were acknowledged with a Silver Award for the further development of our School Wide Positive Behaviour Supports (SWPBS) framework. To achieve this, the SWPBS team implemented a range of school structures such as a positive school-wide behaviour reward system (Buzz Awards), a classroom-based system of positive acknowledgement (Classroom Systems) and significant professional development for staff. This work has culminated in a submission for Gold Award status which, if successful, will be announced in 2024.

As a result of this and other work in wellbeing and inclusion, improvements in this area have been substantial. Improvements, including 'Big 5' data from SWPBS, indicate a significant reduction in 'major' behavioural incidents to a degree greater than theoretical expectations. This reduction may in some part explain other improvements such as our Attitude to School Survey (AtoSS) data which indicates all wellbeing factors are above similar and state school comparisons such as School Connectedness being up from 81.3% in 2022 to 88% in 2023, and Student Voice and Agency up from 56% in 2022 to 73% in 2023.

Engagement

Throughout 2023, student absence was monitored using preventative measures, as well as case management for more pronounced student absences. Preventative measures include our Attendance Cup which is presented given each week at assembly to the class with the highest attendance and celebrated through our newsletter. Students with a higher percentage of absence are case managed by our Leading Teacher to identify if supports can be implemented, or stakeholders engaged, to address barriers to attendance. Stakeholders have included regionally based DE staff, staff from the Royal Children's Hospital, SSS staff and external allied health staff. Our attendance rates for 2023 continue to be lower than both 'Similar Schools Average' and the 'State Average', however we will continue to prioritise lifting those rates through additional preventative measures in 2024.

With student attendance showing positive signs, our goal once at school is to provide students with a range of engaging curriculum areas and activities that both allow their voice to be heard, and provide them with agency in their learning. This included the Victorian High Abilities Program, which has proven so successful our aim for 2024 is to expand this to other high ability options for students, as well as our continued implementation of a 21st curriculum. At Mackellar we use a Future Focused Learning (FFL) approach to inquiry learning where student agency drives a line of inquiry in Health, Humanities and Science. Whilst collaborating with a consultant in this area, we have connected with a network of schools across Australia culminating in an expo in Canberra of approximately 10 schools sharing and building FFL knowledge. This has also included visits and connections from schools in Tasmania and Victoria as this network continues to grow.

The importance of student agency for Mackellar Primary School was no better emphasised than through the continuation of this focus in our updated strategic plan. The continuation of student agency in our strategic plan has also prompted the school to advertise for a Learning Specialist (Student Agency) to commence in 2024. Through this appointment, we hope to expand student agency beyond inquiry learning and into the establishment of learning goals in Reading, Writing and Mathematics.

Other highlights from the school year

2023 saw the continuation and evolution of our IDEAS project into our Vision for Learning project. With our school vision and pedagogical principles now well and truly in place, 2023 was a year of self-auditing, sharing of successful implementation practices and ensuring our pedagogical principles and school values were appropriately aligned and conjoined to form a symbiotic relationship to achieve our school vision. So successful has this work been, the principal received a study award and, together with the IDEAS coordinator, visited IDEAS schools in Perth and Adelaide to share our progress, network with likeminded schools and glean ideas and strategies from each other. As it has been three years since we commenced our IDEAS journey, 2024 will see us re-administer the Diagnostic Inventory for School Alignment (DISA) and from the results update our collectively written report card. The contents of the report card will form the basis of future work in this area.

Post a COVID induced hiatus, 2023 also saw the reintroduction of school camps with two highly successful camps hosted with assistance from the Department's Positive Start initiative allowing students to attend for free. The first of these camps was to Amberley, the second to Anglesea. Well over 130 students attended in total, and such was the success of reinstated camps, school council has established a new camping policy and program spanning breakfast at school for grade prep students through to a three-night camp at Phillip Island for grade 6 students. This P-6 camping program will commence in 2024.

The final, and in many ways most community-based event for 2023 was our first school production in well over a decade, 'Great Southern Land'. This production involved all students and was attended by an exceptionally large number of parents, family and friends. It was the largest gathering post-COVID that the school community has experienced and as such we plan to hold a similar event on a biennial basis, with an art show in the intervening years.

Financial performance

Over the past three years, Mackellar Primary School has undergone significant upgrades and refurbishments to ensure our students have safe, aesthetically pleasing and fit for purpose classrooms, playgrounds and surrounds. The final stages of this in 2023 saw seven remaining classrooms of the main building re-painted and fitted with display boards throughout, and two cracked and uneven asphalt basketball courts replaced with synthetic grass courts comprising netball, basketball and hot-shots tennis. As a result of this work over several years, all classrooms in the main building align with our current pedagogical practices. All our playgrounds have been modernised and meet relevant Australian standards, and all of our inter-school sporting teams are now all able to play here at school on equally fit for purpose surfaces comprising softball, soccer, tennis, netball, basketball, European handball and volleyball. These works were completed using the DE procurement guidelines and with school council endorsement. These works did not impact on the teaching and learning programs provided to students.

In 2023, Mackellar Primary school received DE funding for a Mental Health in Primary Schools (MHIPS) leader, as well as funding for the Schools Mental Health Fund (SMHF). These funding items allowed for a dedicated teacher in the MHIPS role, implementing items from the SMHF menu including SWPBS, Rights, Resilience and Respectful Relationships, Art Therapy and Seasons for Growth. In addition, the Swimming in Schools funding of \$15181 meant we could offer a two-week swimming program for all students in grades prep to grade four, and with the assistance of an Australian Sports Commission's School Sporting Grant of \$2200 we were also able to provide a beach swimming program for grade 5 students. With modifications to the program planned for 2024, this will see all students provided the opportunity for a swimming and water safety program next year.

A trip to Western Australia and to South Australia to visit IDEAS schools by the principal was funded through the receipt of a \$5000 study award from the Victorian Principals' Association (VPA), \$4000 of which has been received with the remaining \$1000 to be

received in 2024 post a presentation to the VPA of the trip. The addition of our IDEAS coordinator for the Perth based part of this study tour was funded through our existing IDEAS program budget.

Equity funding in 2023 was used for the release of two Learning Specialists from a fulltime teaching load to model, mentor, coach and support the implementation of English and Maths. These Learning Specialists were supported by respective consultants, also paid for using equity funding, professionally developing staff both individually, in PLCs and as a whole staff. Finally, the Tutor Learning Initiative was once again used to implement a suite of intervention programs across the school including Levelled Literacy Intervention, Maths intervention, specialised reading support and an oral language program. Disability Inclusion funding for semester two 2023 was also received totalling approximately \$80k. This money was held over until the 2024 school year whilst the leadership team worked through data sets to determine how best to use this money to meet the needs of Tier Two students in the Disability Inclusion program.

Having concluded our excess status at the end of 2022, in 2023 we had a full teaching compliment of staff. We implemented the above programs and refurbishments and were able to conclude the year with a modest operating surplus.

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

<https://mackellarps.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 322 students were enrolled at this school in 2023, 141 female and 181 male.

54 percent of students had English as an additional language and 1 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).

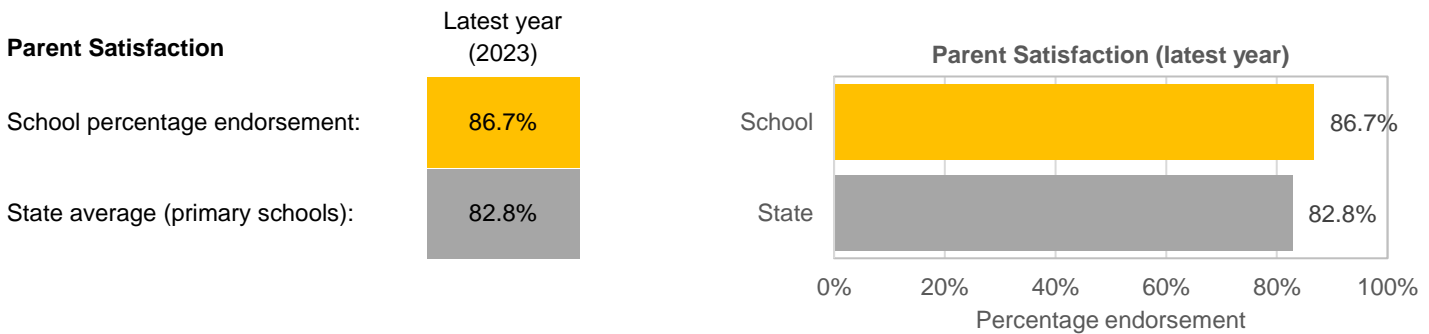
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

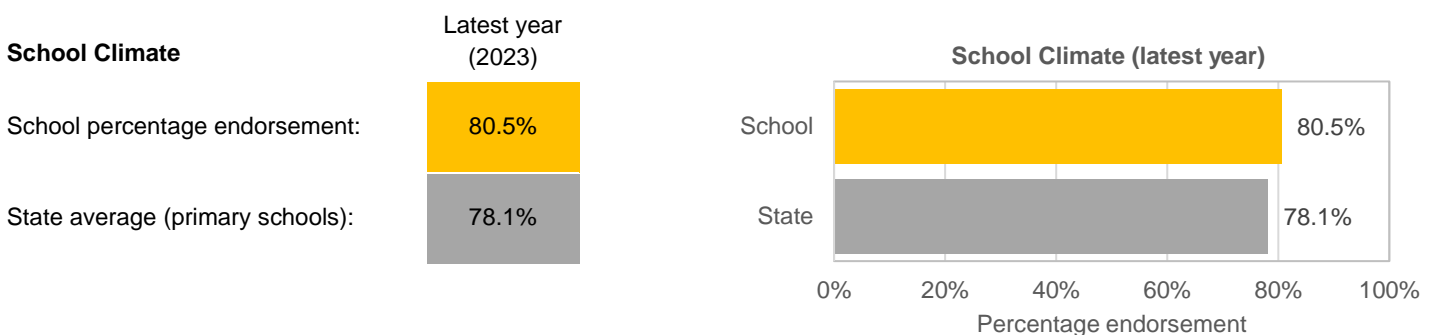


School Staff Survey

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:

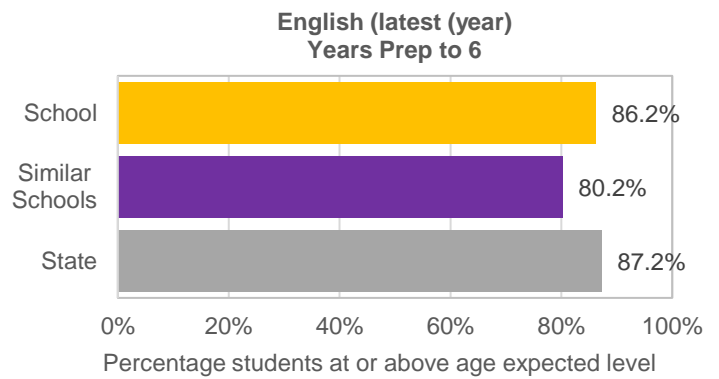
86.2%

Similar Schools average:

80.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

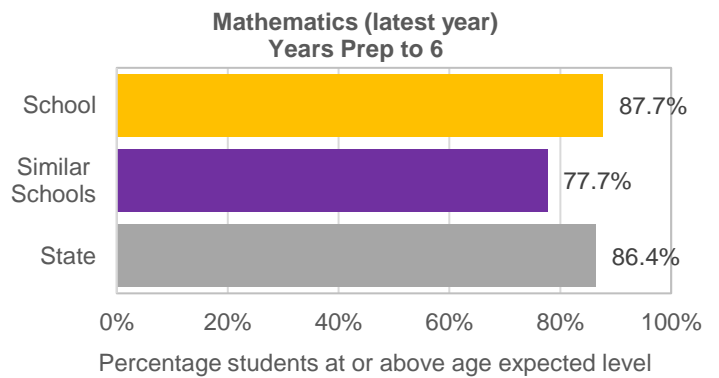
87.7%

Similar Schools average:

77.7%

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:

62.5%

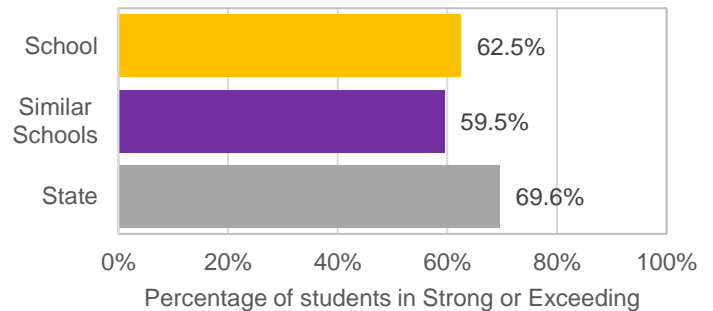
Similar Schools average:

59.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.0%

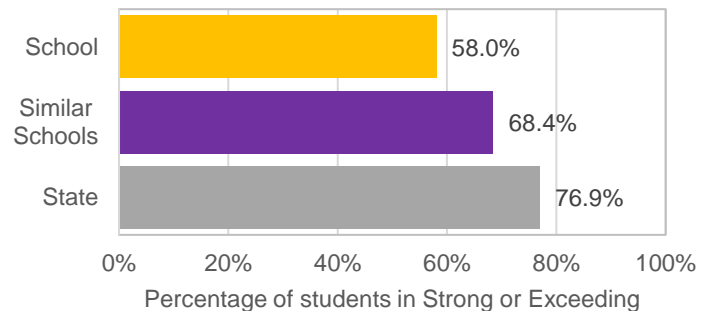
Similar Schools average:

68.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

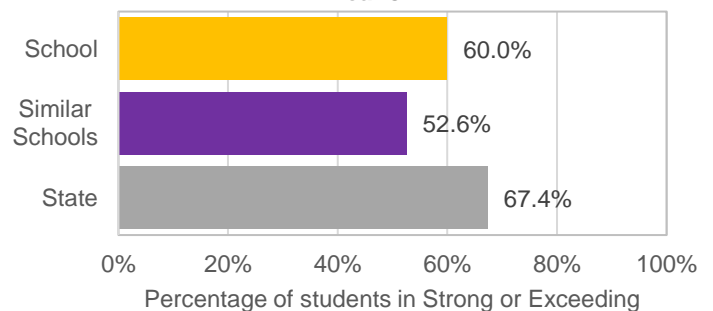
Similar Schools average:

52.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.0%

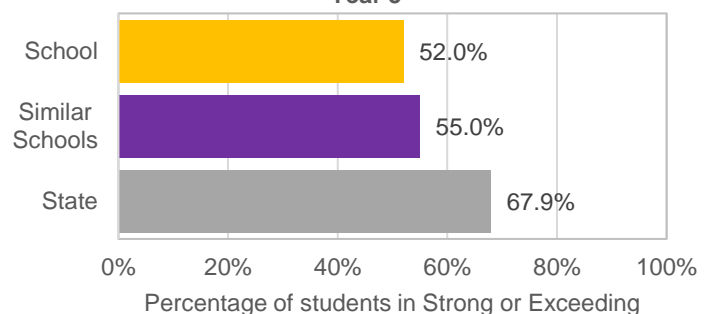
Similar Schools average:

55.0%

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:

83.3%

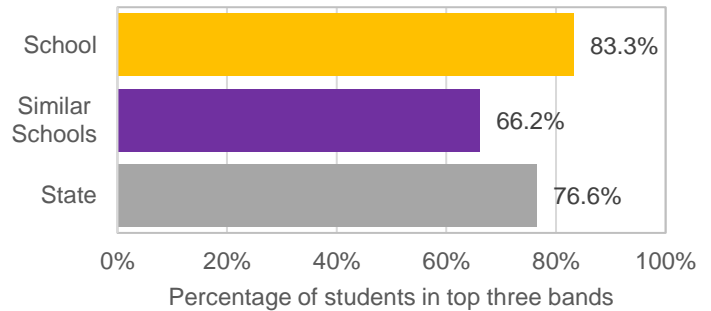
Similar Schools average:

66.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.6%

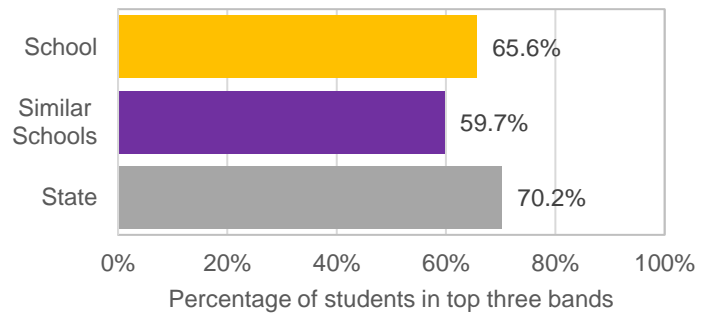
Similar Schools average:

59.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

52.4%

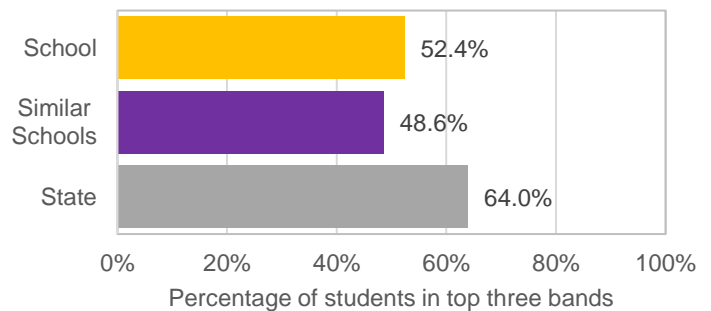
Similar Schools average:

48.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

37.5%

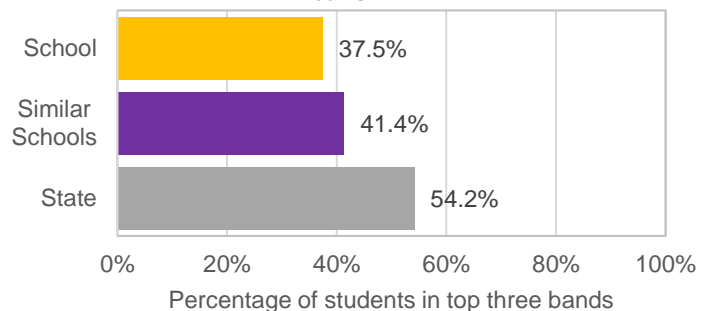
Similar Schools average:

41.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

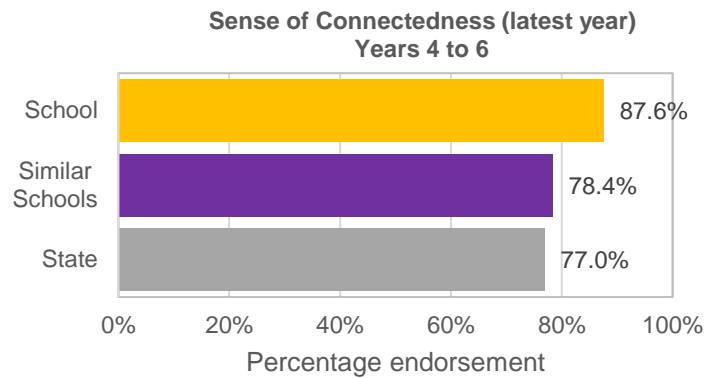
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.6%	82.1%
Similar Schools average:	78.4%	80.0%
State average:	77.0%	78.5%

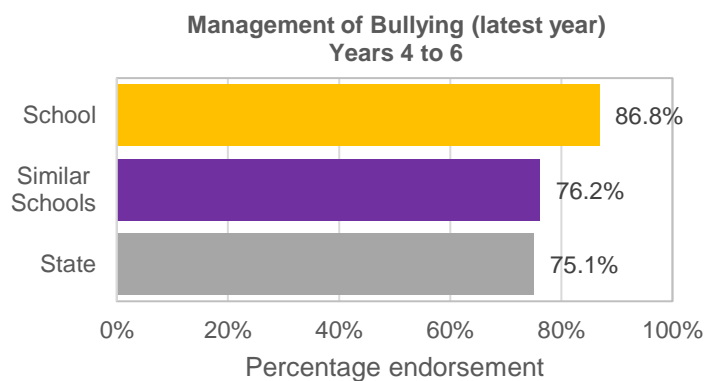


Student Attitudes to School – Management of Bullying

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:	86.8%	76.3%
Similar Schools average:	76.2%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

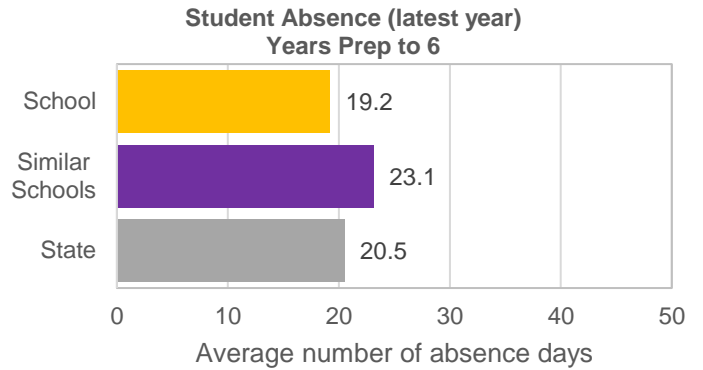
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.2	14.3
Similar Schools average:	23.1	21.1
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%	90%	90%	89%	89%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,018,110
Government Provided DET Grants	\$904,178
Government Grants Commonwealth	\$7,835
Government Grants State	\$0
Revenue Other	\$19,900
Locally Raised Funds	\$227,562
Capital Grants	\$0
Total Operating Revenue	\$5,177,584

Equity ¹	Actual
Equity (Social Disadvantage)	\$422,808
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$422,808

Expenditure	Actual
Student Resource Package ²	\$3,934,848
Adjustments	\$0
Books & Publications	\$1,968
Camps/Excursions/Activities	\$99,343
Communication Costs	\$7,181
Consumables	\$144,667
Miscellaneous Expense ³	\$35,293
Professional Development	\$23,042
Equipment/Maintenance/Hire	\$73,205
Property Services	\$130,820
Salaries & Allowances ⁴	\$337,161
Support Services	\$263,233
Trading & Fundraising	\$50,893
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$8,889
Utilities	\$36,736
Total Operating Expenditure	\$5,147,280
Net Operating Surplus/-Deficit	\$30,305
Asset Acquisitions	\$295,196

- (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	\$24,321
Official Account	\$31,538
Other Accounts	\$0
Total Funds Available	\$55,858

Financial Commitments	Actual
Operating Reserve	\$183,472
Other Recurrent Expenditure	\$8,103
Provision Accounts	\$13,156
Funds Received in Advance	\$41,449
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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
Total Financial Commitments	\$246,180

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.