

2023 Annual Report to the School Community

School Name: Harvest Home Primary School (5500)



- 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 26 April 2024 at 02:05 PM by Andrew Bouzikas (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 26 April 2024 at 04:00 PM by Rebecca Bullock (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

Harvest Home Primary School is a Public Private Partnership (PPP) School that opened in 2017. Under the PPP model, the private sector has designed, constructed, and maintained the school to high contractual standards for over 25 years, enabling a direct focus on student learning, well-being, and engagement. Our School is located on Harvest Home Road, Epping, in the City of Whittlesea. In 2023, Harvest Home Primary School had 1025 enrolments, with 449 students having English as an Additional Language (EAL), 12 Aboriginal and Torres Strait Islander students, and 13 enrolled under the International student criteria. The school's Student Family Occupation and Education (SFOE) band value is 'Low-Medium, with an SFOE index of 0.35.

Our Vision: At Harvest Home Primary School, the students are the centre and purpose of everything we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st-century designs focused on rich environments and personalised learning for all students. Teachers and students work collaboratively in Learning Communities to create flexible teaching options to cater to the individual needs of all students. We commit to having a shared responsibility for all students' success, well-being, and safety.

Our Mission: To establish a high-performing school community that embraces innovation, inclusivity, collaboration, and respect.

Our Vision and Mission are supported by our learning motto of 'Kaizen.' A Japanese word meaning "a little bit of improvement every day." As a leader, a teacher, a student, and a community member... we come to school every day to be better than we were yesterday. Our logo represents Community and Collaboration and aligns with how we work, with teachers and students working. With a strong sense of Community and partnerships, our school provides a welcomed shared space for all members of our wider school community.

All teachers and staff work in Professional Learning Communities (PLCs) as a team of collaborative learners that use the inquiry cycle focus to drive planning, instruction, learning, and well-being focused on improving student outcomes. In 2023, we continued as a PLC Link school that supports schools within our region with collaborative approaches to Inquiry cycles, data-driven learning outcomes, and best practices for learning and wellbeing.

All staff have a sound understanding of the Victorian Curriculum, which is supported by embedded Literacy and Numeracy instructional models. The delivery of our instructional models is also supported by the continued implementation of our Learner Dispositions, which enable students as learners to achieve Kaizen within every learning environment. To support the implementation and fidelity of curriculum mapping, students also have the opportunity to participate in a range of specialist sessions, which include Physical Education, Visual Art, Science, STEAM, Spanish, and Mindfulness, along with Interschool Sports and events such as camp, excursions, and incursions to promote students personal and social learning.

In addition to positive implementation, our school is recognised for consistently implementing School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RRRR). At the end of 2022, we were awarded a Silver award for our approaches to positive engagement in SWPBS, along with continuing the opportunity to foster the best practice of Respect Relationships as a Lead School in 2023.

With a continued focus on Kaizen, learning improvement, and ensuring that students are at the centre of and purpose of all we do, Harvest Home Primary School concluded the 2023 school with many positive and successful outcomes for our school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Harvest Home Primary School is committed to providing the students of Epping North with exemplary teaching and learning programs. The school always maintains high expectations for all students to achieve maximal learning growth and outcomes. It was pleasing that in the 2023 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved outstanding results. In relation to the NAPLAN domains, the following school results were achieved.

- Year 3 Reading: 69% of students achieved exceeding or strong proficiency, higher than similar schools at 65% and just under the State at 70%.
- Year 3 Writing: 81% of students achieved exceeding or strong proficiency, higher than similar schools at 76% and the State at 78%.
- Year 3 Numeracy: 65% of students achieved exceeding or strong proficiency, higher than similar schools at 61% and just under the State at 67%.
- Year 5 Reading: 81% of students achieved exceeding or strong proficiency, higher than similar schools at 74% and the State at 77%.

- Year 5 Writing: 86% of students achieved exceeding or strong proficiency, higher than similar schools at 75% and the State at 75%.
- Year 5 Numeracy: 72% of students achieved exceeding or strong proficiency, higher than similar schools at 64% and the State at 68% (Note: Due to the change in proficiency levels in 2023, no GROWTH data is available for the Year 5 students)

Teacher judgements are where the teachers make on-balance, holistic, evidence-based, and defensible judgements against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period. Teachers at Harvest Home Primary School complete student reporting profiles for Literacy and Numeracy, which support them in knowing the achievement standards and triangulate the available data sets. Teacher Judgement of student achievement relates to the percentage of Prep to Year 6 students working at or above age-expected standards in English and Mathematics.

English: (Curriculum Modes)

- Reading and Viewing: the school was 92%, well above similar schools at 84%, and the State at 84%.
- Speaking and Listening: the school was 94%, above similar schools at 89% and the State at 90%
- Writing: the school was 85%, above similar schools at 78%, and the State at 77%.

Mathematics: (Curriculum Strands)

- Measurement and Geometry: the school was 86%, above similar schools at 82%, and the State at 82%.
- Number and Algebra: the school was 87%, above similar schools at 82%, and the State at 81%.
- Statistics and Probability: the school was 87%, above similar schools at 83%, and the State at 84%.

Wellbeing

Harvest Home Primary School has a strong, systemic, caring and authentic focus on the well-being of all students and members of our community.

School Wide Positive Behaviour (SWPBS): HHPS applied for and successfully joined the SWPBS Vic Initiative in 2022. In 2023;

- we completed annual action plans and annual self-assessments / audits to support full participation and engagement in the initiative.
- the Staff Assessment Survey (SAS) results were at 92% (an increase of 4% from 2022) for outstanding school-wide implementation of SWPBS tier 1 practices.
- Positive Climate data was monitored, which included Hero badge data, Hero card data & positive phone calls. Student voice was incorporated further, and student Positive Climate leader roles were established.
- regular meetings and touch points were held with the NEMA - SWPBS coach, who assisted in prioritising the next steps and future actions, including refining data collection, analysis, insights, and templates.
- We successfully gained a Silver Award in recognition of the implementation of the SWPBS framework to a high and consistent standard over a 12-month period.

In term 4, we again became a lead school for Respectful Relationships. This included liaising regularly with the NEMA Respectful Relationships Project Leader and facilitating network meetings with schools to share best practices and resources. The Personal and Social Curriculum has significantly progressed and integrates the elements of Respectful Relationships and the Schools Wide Positive Behaviour Framework.

We engaged DET wellbeing staff regarding the best use of funds from the Mental Health Menu Tiles and future funding and implementation at the school. We;

- introduced individual school-wide self-regulation feelings check-in charts with suggested strategies for students to use in which staff monitor students' well-being daily.
- focused on being safe online/e-safety. This involved partnering with Inform and Empower to deliver student-focused and interactive lessons (virtual incursions) on online safety and a Victoria Police for E-safety incursion.
- staff had the opportunity to participate in professional learning, including Disability and Inclusion.

The school focused on the needs of our 'students at risk' by:

- conducting Student Support Group meetings with parents for some students
- liaising with Koori Education Support Officers regarding our Indigenous students' learning and engagement needs.
- Liaise with paraprofessionals concerning students with additional needs, NEMA Student Support Officers, and DET student wellbeing staff regarding student support services when needed.
- creating individualised support resources and documentation for students at risk, including student support summary documents, behaviour support plans, health care plans and attendance support plans.

We continued to build staff capacity to collect, analyse and respond to student wellbeing AToSS data for senior students (Year 4-6 & specialists) and SWPBS badge data for junior years (prep-3) through a PLC cycle. We presented our Positive Climate PLC cycle at the SWPBS annual award ceremony.

The Attitudes to School Survey (AToSS) was completed with students from Years 4 – 6; highlights included:

- Sense of Connectedness: in 2023, the school percentage endorsement was 90% (4% increase from 2022) and significantly higher than similar schools and state schools
- Management of Bullying: 2023 the school percentage endorsement was 86% (4% increase from 2022) and was higher than similar schools and state schools

Staff completed professional learning to reach full accreditation for the Dogs Connect program for Harper, our well-being dog. Unfortunately, Harper was not suitable for the role of the wellbeing dog and was retired in term 3. This transition was strategically completed whilst liaising with professionals from Dogs Connect.

The above implementation acknowledges that schools are a protective factor and students learn best when they feel safe, have a sense of belonging, are happy, supported, and engaged. In 2024, student wellbeing will continue to be a priority for our school.

Engagement

At Harvest Home Primary School, we pride ourselves on the strong engagement that is created through the authentic connections and relationships developed between staff, students and our community.

- Student engagement clubs continued to be expanded across the school at recess and lunch breaks, voluntarily run by teachers and support staff. The schedule is reviewed termly, and students and staff are invited to provide club ideas.
- The introduction of oval play facilitated by two Education Support staff members during break times taught our students many valuable lessons in collaborating, taking turns and developing an understanding of social and competitive play.
- Our extensive extra-curricular program was well-received by the community, and many incursions and excursions were organised for our students to participate in. Year 3 & 4 and Year 5 & 6 YMCA Camps were also conducted. A pleasing aspect of the Year 3 & 4 camp was that we received so much interest that we organised a separate camp for each year level.
- School events were well attended with our year beginning with a new event, our inaugural Community Showcase afternoon, where families were given the opportunity to visit Learning Communities and see some activities their children do on a daily basis, as well as some stalls set up from local companies including YMCA, PSW and fruit donations from Coles. Our end-of-year celebration was again a successful event with our families.
- We began our weekly HHPS Updates with a flyer posted each Sunday afternoon on Compass, informing our families of the upcoming celebrations, events and activities.
- Themed engagement days continued with Book Week incursions, Ride/Walk to School Day, Footy Colours Day and Pyjamas Day, just to name a few.
- Our Student Buzz Leadership Team planned a successful trip to the Food Bank, with over 1700 cans being donated by our school community.
- Together on Fridays, we could resume face-to-face with year levels attending in the Stadium each fortnight.
- A survey and initiative started by our school captains was Fitness Fridays, with Walk to School and Movement Mornings rotating each Friday morning.

In 2023, Harvest Home had an average yearly attendance rate across all year levels 87.9, up 2% from 2022. The average absence days were 24, down from 28 days in 2022. A large number of families went on extended overseas holidays. We are proud that our unexplained absences were 6 days, our lowest total from 2020 – 2023. Much of these statistics can be attributed to the introduction of an attendance officer, who contacted families to discuss absences. Our school processes of contacting families after three absent days in a row and families intending to be absent for more than ten school days discussing this with the school to create a student absence learning plan continued.

Other highlights from the school year

The 2023 school year began with confidence and a positive outlook on the learning opportunities for our school community.

- Foundation Principal Anthony Simone concluded his principalship and began his position at the Department of Education as a Senior Education Improvement Leader.
- Assistant Principal Andrew Bouzikas began the school year as Acting Principal, continuing his Acting Principal duties from 2021. The recruitment process for the Principal position began at the end of Term 1. Andrew was appointed as the successful applicant and began as the substantive Principal of Harvest Home Primary School.
- The HHPS Coaching KAIZEN model was developed and implemented. This model focuses on the equal delivery between Curriculum and content and Community and climate. Building Capacity and competence underpins this focus on continual improvement, observations, feedback, coaching, modelling, and targeted professional learning.

- The Tutor Learning and Student Excellence program continued to be implemented across the school to support student growth and extension in Literacy and Numeracy.
- Students were provided with the opportunity to participate in excellence programs, which included the Victorian High Ability Program (VHAP), International Competitions and Assessments for Schools (ICAS), Cambridge Gifted and Talented Student Assessments, and a range of extension and enrichment activities, including incursions and excursions.
- Professional Learning Communities (PLC): we undertook four inquiry cycles throughout the year that aligned with our AIP and Department priority areas.
 - Term 1: Attitude to School Survey / Positive Climate inquiry cycle, focussed on student engagement
 - Terms 2 and 3: Numeracy inquiry cycles aligned to our new Launch-Explore-Discuss model,
 - Term 4: Literacy-based inquiry cycle: focussed on reading and writing
- Specialist: Mindfulness sessions were introduced, focussing on self-awareness and self-regulation. This supported student learning and engagement within the schoolyard.
- Vic SWBPS: We have continued to be involved in the Vic SWPBS initiative, where we have actively engaged in fortnightly meetings, completed the Classroom Systems Training and successfully achieved a Silver SWPBS Award.
- School Review: Our school engaged in our 4-year school review, which aligned with our strategic planning. We are pleased to share that our review was very successful, with positive outcomes from the Independent Reviewer, Senior Education Improvement Leader and 2 Challenge Partners. We were proud to recognise and celebrate the focus and attention on student learning and well-being, engagement and inclusion and the overall emphasis on individual learning improvement. The very successful review supports our direction for the next strategic plan.
- Graduating Students: This year also marks a moment in history for our Year 6 students, celebrating our first Prep students, who are now celebrating the end of their primary school journey. On behalf of the Harvest Home Primary School community, we congratulate the Graduating students in 2023. It is amazing how quickly seven years have progressed.
- As 2023 concluded, we continued to set the platform in the building for continual improvement. Together, we will continue to ensure learning, well-being, and inclusion are at the forefront of every action and decision. We look forward to setting the scene for 2024 and developing the legacy for our students.

Financial performance

In 2023, our school fully managed its finances and aligned with DET processes, policies, and guidelines. There was a clear delineation and segregation of duties to ensure that thorough checks and balances were in place about budgeting, receipting, and expenditure of funds. The School Council, whilst responsible for overseeing the program and providing timely reports to the School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership. The development of the Finance Committee, a sub-committee of the School Council, has supported the key aspects of the successful financial management of our school.

As 2023 was our school's 7th year of operation, we have begun to see a consolidation and consistency within student enrolment. Therefore, auditing our current resources, including educational resources, student consumables, and furniture, was key to financial expenditure and future planning. With a focus on sustaining positive learning and well-being outcomes for our students, a focus was placed on recruitment, class sizes, and support staff for 2024, along with progressive recruitment throughout 2023. Due to effective strategic planning, the school has again maintained a positive net operating surplus.

For more detailed information regarding our school please visit our website at
<https://www.harvesthomeps.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 987 students were enrolled at this school in 2023, 493 female and 494 male.

59 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).

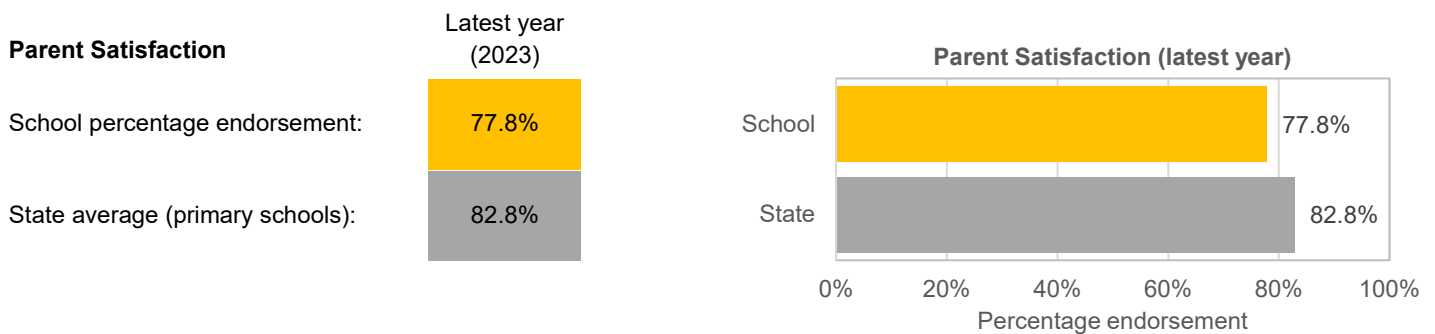
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

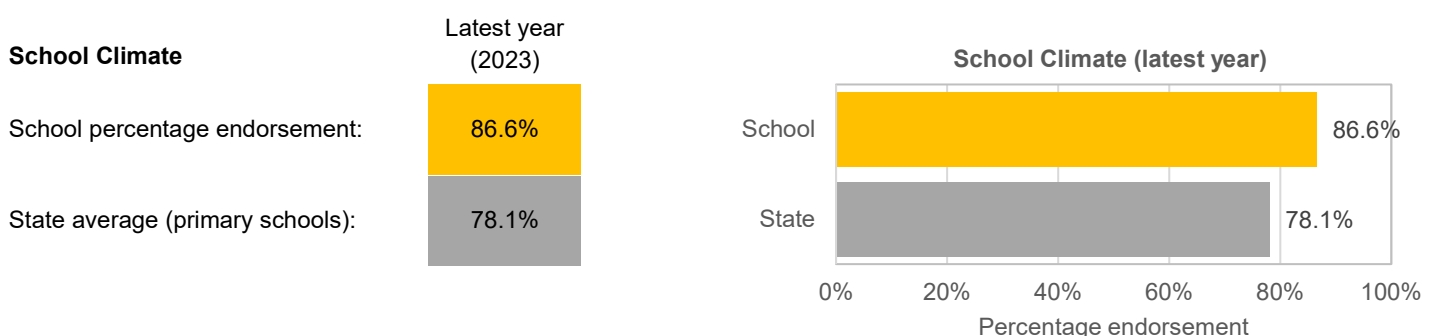


School Staff Survey

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:

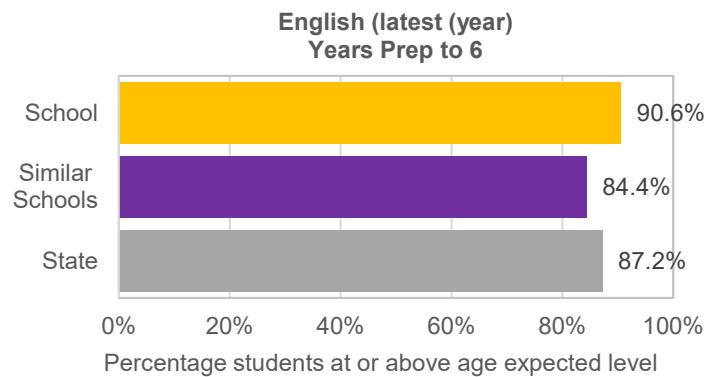
90.6%

Similar Schools average:

84.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

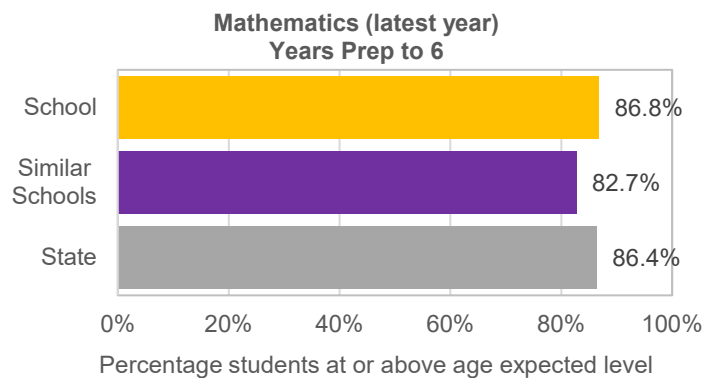
86.8%

Similar Schools average:

82.7%

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:

69.1%

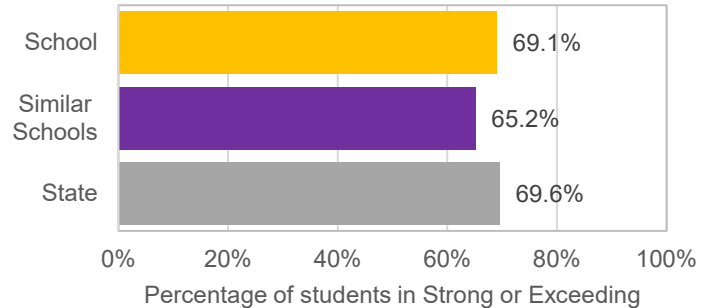
Similar Schools average:

65.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

80.5%

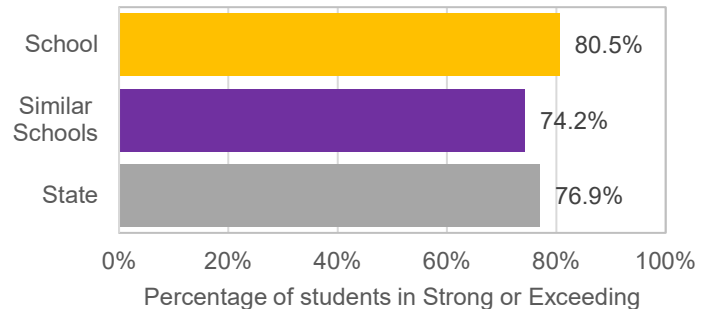
Similar Schools average:

74.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

65.0%

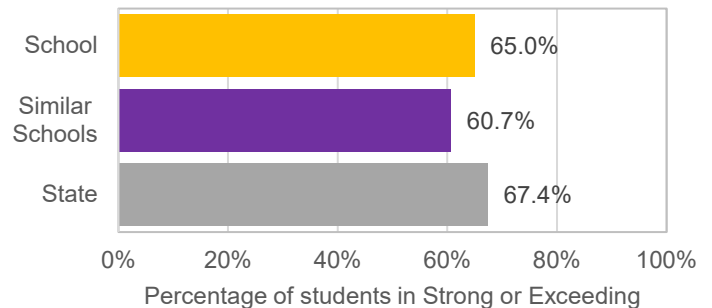
Similar Schools average:

60.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

72.3%

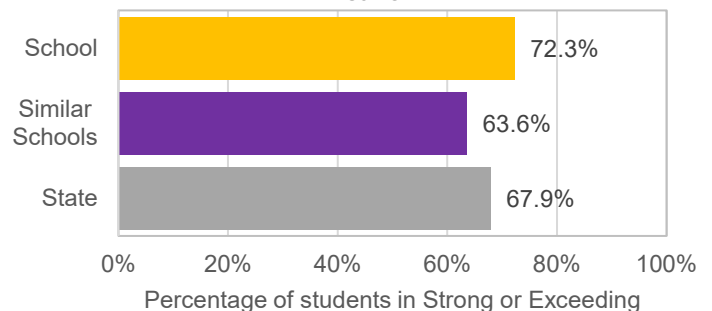
Similar Schools average:

63.6%

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:

74.4%

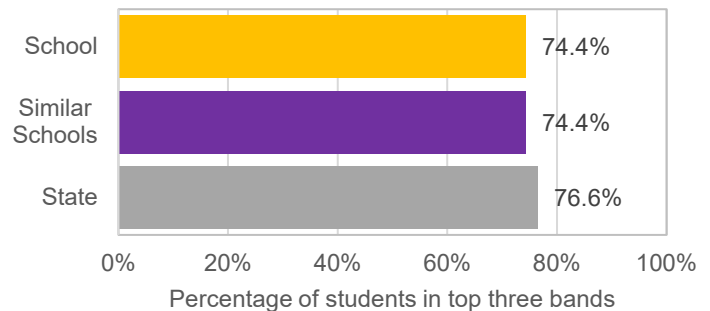
Similar Schools average:

74.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

74.6%

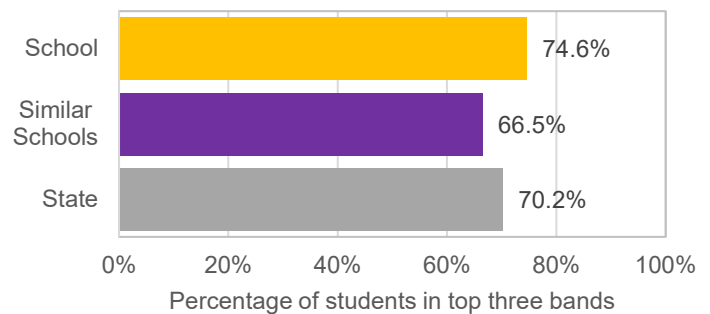
Similar Schools average:

66.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

66.5%

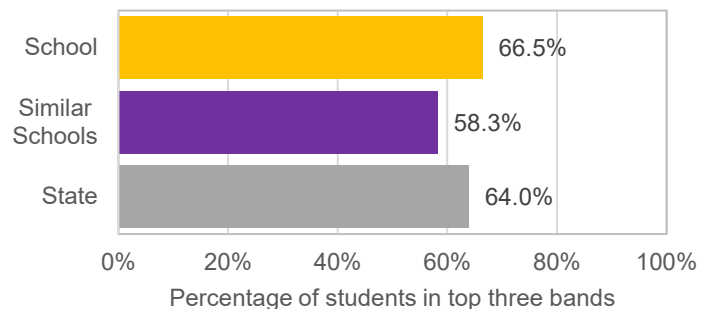
Similar Schools average:

58.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

55.9%

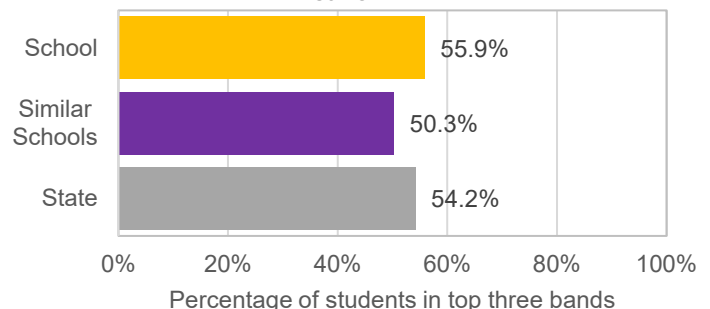
Similar Schools average:

50.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

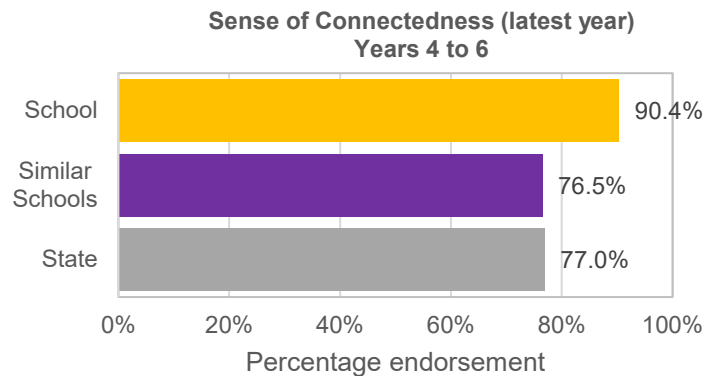
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	90.4%	86.9%
Similar Schools average:	76.5%	78.7%
State average:	77.0%	78.5%

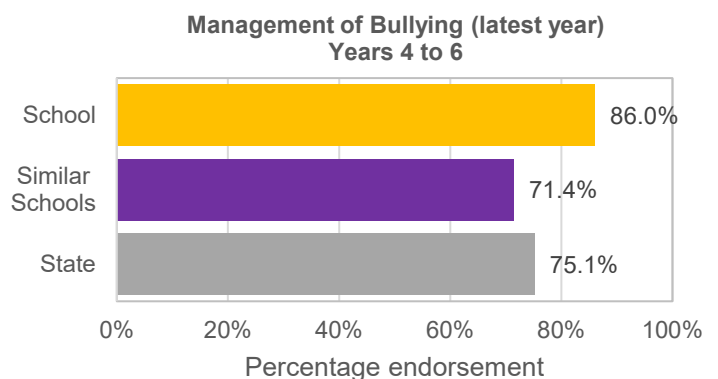


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.0%	82.8%
Similar Schools average:	71.4%	73.7%
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:

24.0

20.3

Similar Schools average:

23.5

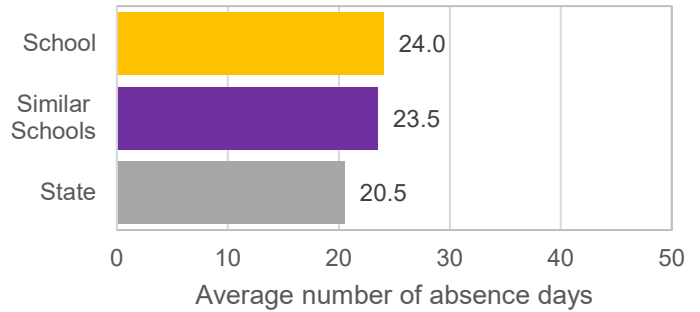
20.8

State average:

20.5

18.1

Student Absence (latest year) Years Prep to 6



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):	87%	88%	86%	88%	89%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,830,517
Government Provided DET Grants	\$3,263,490
Government Grants Commonwealth	\$3,100
Government Grants State	\$0
Revenue Other	\$98,858
Locally Raised Funds	\$316,901
Capital Grants	\$0
Total Operating Revenue	\$13,512,866

Equity ¹	Actual
Equity (Social Disadvantage)	\$177,684
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$177,684

Expenditure	Actual
Student Resource Package ²	\$8,852,609
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$212,592
Communication Costs	\$5,782
Consumables	\$189,885
Miscellaneous Expense ³	\$77,009
Professional Development	\$27,372
Equipment/Maintenance/Hire	\$55,961
Property Services	\$367
Salaries & Allowances ⁴	\$0
Support Services	\$361,482
Trading & Fundraising	\$8,225
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$127,984
Total Operating Expenditure	\$9,919,270
Net Operating Surplus/-Deficit	\$3,593,597
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	\$3,578,352
Official Account	\$12,953
Other Accounts	\$0
Total Funds Available	\$3,591,306

Financial Commitments	Actual
Operating Reserve	\$177,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$250,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$2,500,000
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$3,677,716

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.