

2023 Annual Report to the School Community

School Name: Dartmoor Primary School (1035)



- 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 18 March 2024 at 12:23 PM by Gillian Bull (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 05:24 PM by Annemaree Harvey (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

Dartmoor Primary School is situated in the Glenelg Shire Council in Western Victoria, 30km east of the South Australian border. Nestled on the banks of the picturesque Glenelg River and surrounding national parks, Dartmoor is well-recognised as a popular camping and recreational spot, famous for its iconic memorial streetscape tree carvings. The rural township has a population of about 300 people and is serviced by a General Store, Hotel, Post Office and local football, netball, cricket, golf and lawn bowls clubs. The local economy is supported by a large agricultural and forestry base, including a sawmill situated in the township. The closest large shopping centre is the regional city of Mount Gambier S.A. (50kms west), the coastal township of Portland VIC (76kms southeast) and agricultural centre of Hamilton VIC (75kms northeast).

Dartmoor Primary School was officially recognised by the Education Department in 1871. The school has a proud history of providing high quality education for its community within a safe and caring environment that fosters community spirit, respect and honesty. Our school values to be Caring, Responsible, Respectful and Strive to do your best, are evident in everything we do. We currently have 17 students enrolled and have a clear goal to increase enrolments over the next few years. Human resources consist of 6 staff, of which the breakdown is: 1.0 Principal, 1.3 Classroom Teachers, 0.4 Business Manager, 1.0 Educational Support staff and 1 Chaplin (10 hours p/w). Each fortnight we have a Gunditjmarra learning facilitator visit our school and assist with first nation cultural lessons.

We have high expectations for the learning of all students and believe that every student can be successful. Dartmoor PS consists of a highly professional and committed staff who embrace meeting the diverse needs of all of our students. Personalised teaching in numeracy and literacy is assisted with individual learning plans and the school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our strengths are the personalised approach we can offer for teaching and learning, localised learning with opportunities to connect and work with community projects, small groups to develop creativity and hands on experiences such as breeding chooks, visits from the Bush Nursing Centre Staff, school swimming lessons in Hamilton, excursions to the river and a strong connection to our local history. 2023 saw our school community face continued challenges with illness, COVID and unforeseen circumstances resulting in more absence days than usual for a large part of the year. Throughout this time, we were able to continue to check on each student's wellbeing and provide schoolwork. Learning was delivered through a range of platforms and we transitioned to a new instructional model in numeracy, that sees every student wanting to have a go in every lesson and works off their prior knowledge to solve problems. We implemented more wellbeing programs with Smiling Minds, our own animal assistance dog, Bailey and The Resilience Project.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers at Dartmoor Primary School deliver a range of differentiated learning sequences for all students at all levels and at each student's point of need. Our NAPLAN data in both Reading and Numeracy has dropped over the past year, however teachers are working hard on new strategies to help improve these results. Over the past few years (no NAPLAN in 2020) we have had small cohorts of students complete the NAPLAN assessment so all data from 2023 is unavailable on the performance summary. We offer small group individualised instruction and scientific evidence based approach to the teaching of reading. We utilise our Education Support Staff to differentiate our instruction even further. Through the Tutor Learning Initiative, students who were identified as needing extra support, have received one on one tutoring throughout 2023 focusing on their point of need in either Literacy (reading, writing, letter formation, spelling or speech) or Numeracy. Some students were taken off this program as they had caught up and other students were then added on throughout the year. The program will continue throughout 2024. With one staff member training to become a Primary Maths Specialist in 2021 and 2022, we have had a strong focus on how we teach Maths at Dartmoor Primary School this year. Through regular PLC's, PDP days and mentoring we have adopted a new instructional model which allows students to have a voice and show others how they work out sums, it focuses less on getting the answer a specific way and more on getting the answer any way so long as you can get the answer. It allows students to learn off each other and find new and different ways to solve problems. We have streamlined our Maths curriculum, so that each class is teaching the same topic at the same time and through enabling prompts students can be extended or supported if needed. Towards the end of 2023 we became a part of the Wimmera South West Literacy Learning Community, we are looking forward to working in this community to improve our Literacy Teaching and to improve our students' Literacy skills and knowledge.

Wellbeing

Our wellbeing programs have seen us continue with Adam Voigt's theories in 'Restoring Teaching' and maintain our P3, P3, F3 conversations when needed, we have continued our work with Respectful Relationships and the Zones of Regulation. We regularly use Smiling Minds in our classrooms, where we introduce a new wellbeing topic each fortnight and do at least 1 meditation a day to put a smile on our minds and reset our brains ready to learn. Our animal assistance dog, Bailey, comes in 2-3 days a week and is loved by all staff and students. He wanders from classroom to classroom and has a sense for where he is needed most and heads for those students. He loves a pat, a tummy rub and a cuddle from anyone who is willing to give them out. On the days when Bailey is at school we have seen an improvement in the way students turn their moods around, after spending some alone time with him and patting him they are more able to regulate their emotions and explain to staff what is going on. When Bailey isn't there it takes a lot longer to turn their moods around.

Throughout the year we have had fortnightly health sessions with a Nurse from our local Bush Nursing Centre, topics covered in these sessions include; hygiene, dental care, bullying and the Kids helpline, diabetes, burns, how to be Sun Smart, healthy lifestyles including cooking some healthy meals, basic first aid, snakebites, broken bones and basic CPR. Students looked forward to the Nurse visiting and have learnt a lot from these sessions.

We have continued with our Chaplaincy program through 'Your Dream' with 10 hours of funding per week, this time is used to focus on student wellbeing through one on one sessions for students who have needed it, in class support, organising breakfast club, helping with student leadership activities and assisting staff with student engagement.

We participated in the Sporting Schools program in 2023, where students were involved in activities (Rural Athletics, Canoeing and Golf) that promoted being healthy, active and using our local facilities. It highlighted the health, fun and fitness benefits that sport can bring and promoted being involved in local sporting clubs and coaching. We also participated in the Glenelg Shire walk to school competition in October and through our efforts we were awarded a gift voucher to spend on resources that will help us to keep moving. We used this voucher to update some of our broken sports equipment.

Engagement

Due to the strict rules around illness and COVID symptoms, family circumstances and families needing to travel for appointments our absent numbers were high.

Due to this we got some extra funding through the department (Student Focus Youth Services SFYS) to focus on students at risk of disengagement. With this funding we attended a wellbeing day at Merino Consolidated School, where students got to build constructions using the Nudel Kart, students enjoyed this so much that we successfully applied for a grant to purchase one of these for all of our students to enjoy. This year SFYS provided us with money to train staff members in running a successful Lego Club, the funds provided also meant we were able to purchase new Lego and storage cupboards as well. Lego Club aims to build social competence through Lego based therapy for children. It uses a child's own interests to motivate learning and change, increasing motivation to participate and interact with peers. Co-operative set building allows opportunities for; negotiation, collaboration, listening and taking directions from others, giving specific directions, asking clarifying questions, recognising when a peer needs help and sharing an accomplishment. Lego Club was run weekly on a Friday morning.

Our animal assistance intervention dog, Bailey, attends school 2-3 days a week. Bailey the dog is loved by all staff and students and is great at reading the moods of the students and going where he is needed most. A couple of minutes patting Bailey and students are able to regulate their emotions and get back on track a lot faster than before we had him.

In 2023 we used our Mental Health funding to partner with The Resilience Project (TRP). The Resilience Project school partnership program aims to support wellbeing in the classroom and teach positive mental health strategies. Throughout 2023 students have completed lessons in the following categories: Gratitude, Empathy, Mindfulness and Emotional Literacy. During sessions we reflected on times when we have been grateful, learnt about the meaning of empathy, developed an understanding of what mindfulness is, and identified and described different emotions in ourselves and others. Through TRP's hub we have given parents the tools to embrace what their children are learning and continue it in their homes.

We attended several excursions throughout the year many of which involved attending other schools and so our small cohort got to socialise with other students their age. These excursions included going to Bolwarra, Merino, Hamilton and Portland, along with a couple of incursions which came to Dartmoor Primary School. Some of these activities were BMX bike tricks, Instrumental performances, plays and science shows, special cooking sessions with local chefs, swimming lessons and a whole school sleepover with a canoeing day at the river. Our student leaders provide a strong sense of student voice and purpose for our students and school. Dartmoor Primary School aims to nurture students and provide quality teaching and learning and our staff are dedicated to retaining a strong, positive culture with high expectations.

Other highlights from the school year

2023 saw our school appoint a substantive principal, something the community had been waiting for over 3 years to happen. With this position now filled the effect on the staff, students, families and wider community has had a positive impact on the culture and provided the stability that was missing.

Our Grade 5 and 6 students went on Somer's Camp this year, a camp that is offered to students in those year level bi-annually. On this camp students get to go away with around 60 students from schools in the Portland/Hamilton area. This camp goes for 10 days and families are allowed to visit on the Sunday if they wish. The camp facilitates opportunities for every child to develop their personal and social capabilities, to progress their understanding of sustainable practices and to enhance their ability to meet challenge and change by encouraging resilience. This is an amazing experience for a lifetime and one they will remember for years to come.

In term 4 we had a day out in Mt Gambier, where students (who had participated in golf lessons earlier in the term) had a round of mini golf, visited a local pizza bar and got to cook their own lunch, then went to the local library and learnt about 3D printing, robots and everything on offer at the library. We came back to school and had a whole school sleepover and the next day we went canoeing on the river. This experience is wonderful for the students and staff alike.

This year we had an emergency services morning where our local policeman, SES volunteers, CFA Captain and volunteers along with members from Ambulance Victoria brought their vehicles along to school and showed students and staff what they do. This morning was also attended by some local kindergarten students and their families and some other locals walking by. Students had a great time learning about the different emergency services that we use and turning the sirens on. Some students have even started planning for which one they will join in the future.

Our End of Year celebration saw the whole community getting involved, everyone was invited to attend and from our small enrolments we had 110 people come along to celebrate. Our student leaders ran the evening. There was a BBQ provided for tea, and families brought along salads to share, our library was set up with all the students' artworks from throughout the year, then the students performed a play for the audience followed by everyone singing some Christmas carols. Finally the night concluded with a raffle and a visit from Santa.

Financial performance

In 2023 Dartmoor Primary School finished the year in a small deficit, we had to place a staff member in excess and were then able to apply for workforce bridging which we were successful in receiving, meaning the Department have covered our debt.

Our students have been on several excursions and sporting activities this year and through the generosity and fundraising efforts of our Parent and Friends Club, have never had to pay for the bus to any of these events. Fundraising throughout the year included wood raffles, hamper raffles, BBQ on election day, stall at the local rodeo, catering for our local Lions Club and a community dinner at the school.

By getting a community grant from the Bendigo Bank our 6 swimming lessons to Hamilton were completely free for families, and the remaining funding from this went towards paying for the meals at our whole school sleepover. Grants from Sporting Schools saw our golf lessons, canoe lessons and rural athletics training paid for. Funds provided through SFYS paid for the start up of Lego Club, training, Lego and storage. We were successful in receiving a community grant from the Glenelg Shire to purchase a defibrillator, all accessories and an outdoor cabinet to store it in, that will be stored at the school and will be accessible by all community members and visitors to Dartmoor. We received a \$25 000 grant from the federal government to upgrade our laptops, iPads and outdoor activities. We spent this on new laptops for all students at DPS, some new iPads and the purchase of a Nudel Kart. The Nudel Kart is a deconstructable, mobile play cart that can be reconfigured in endless ways to encourage self-directed learning. It contains research-backed specially selected materials to stimulate children's development. It can be used inside or outside, for free play or for a class project. We received grants for new shade sails, the first was through the Department's outdoor learning space initiative, the funding for this was received in 2022 and the shade sail was erected in 2023. The other funding was received through the Cancer Council and shade sails will be erected in 2024 above our new playground and one will also replace the existing shade sail over the sandpit.

We received grant money to establish an Out of School Hours Care (OSHC) in 2023 and 2024. We were lucky to partner with Thrive OSHC, who have taken on the running of this program and provided trained staff and all the materials they need to run this successfully. It offers our families before and after school care as well as vacation care in the school holidays. This service has been a fantastic addition to our school and has helped our working families a lot. With this money we were also able to do some works to the building that is being used for the sessions; we got the old wooden steps removed from the front of the classroom and got them replaced with a concrete ramp, making the building accessible to all.

Over the past 3 years our school has been fundraising to purchase a new playground to replace the existing one, which had been deteriorating rapidly. In 2023 we were able to purchase this. Our school now has a brand new brightly coloured playground with plenty for students of all ages to enjoy. We were fortunate to receive a donation from One Forty One (a timber mill in Mt Gambier) for all of the soft fall underneath the playground. We are extremely grateful to them and to every company and individual who donated funds, purchased at our fundraising events and volunteered their time at these events. It was a mammoth effort by all. 2023 saw the beginning of our shelter in place building works at our school, the aim of these works is to make the school building as safe as possible from fire so that if we need we can shelter in place there. Through these works we have had our old deck replaced with a new one, we have got new external doors, our windows have been fire protected along with our roof and gutters. We are looking forward to the completion of these works in 2024. Each year we also receive money from the Department for Bushfire prevention, this focuses on vegetation and we use it to maintain grass levels, tree debris, watering systems and keep our trees tidy and away from the buildings.

At the end of 2023, funding for our Chaplain was coming to an end. We applied for more funding for the next 4 years and were successful, so we will continue our work with Your Dream and will be able to provide 10 hours a week of Chaplain support for the foreseeable future.

**For more detailed information regarding our school please visit our website at
<https://www.dartmoorps.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 17 students were enrolled at this school in 2023, 10 female and 7 male.

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

Overall Socio-Economic Profile

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

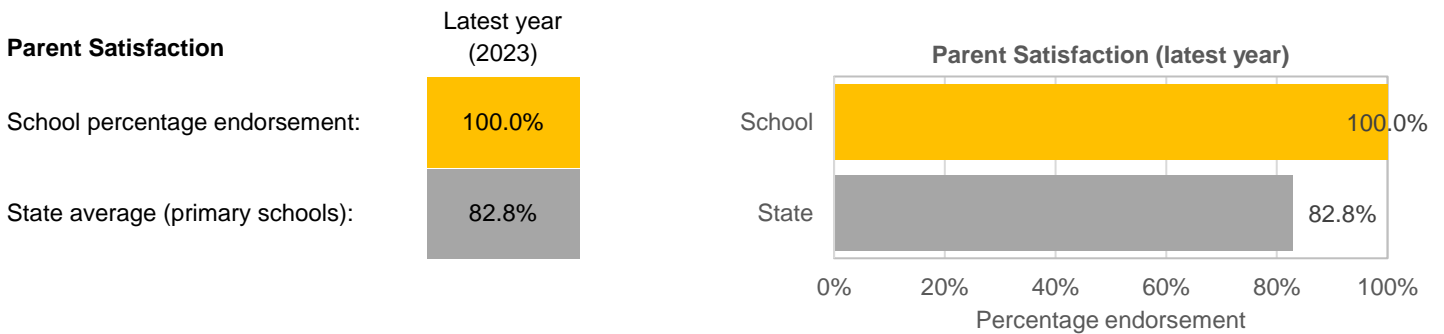
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

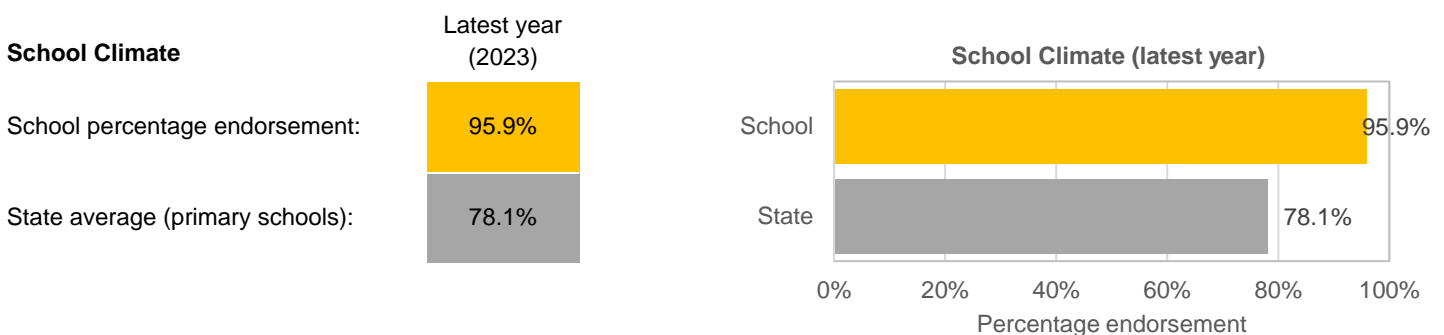


School Staff Survey

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:

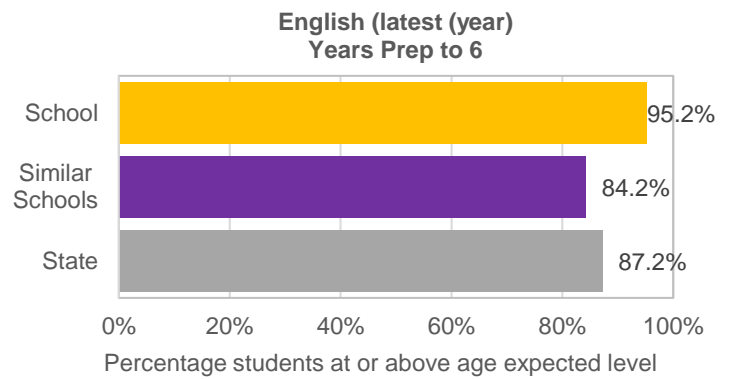
95.2%

Similar Schools average:

84.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

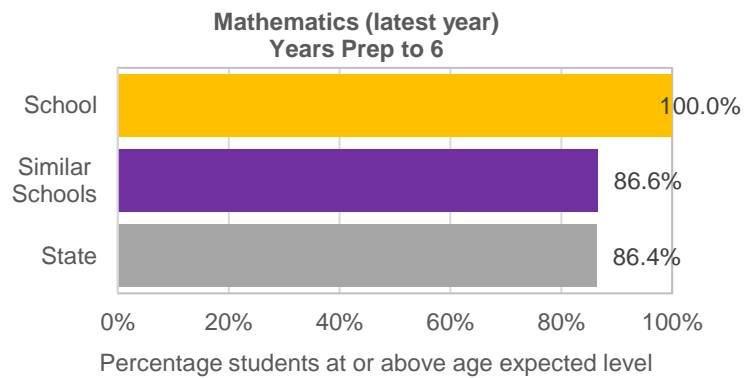
100.0%

Similar Schools average:

86.6%

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:

75.0%

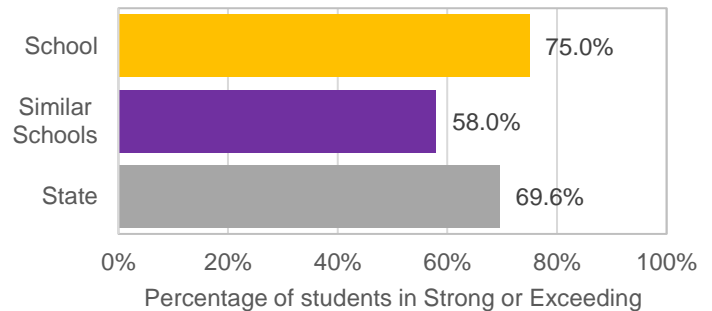
Similar Schools average:

58.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

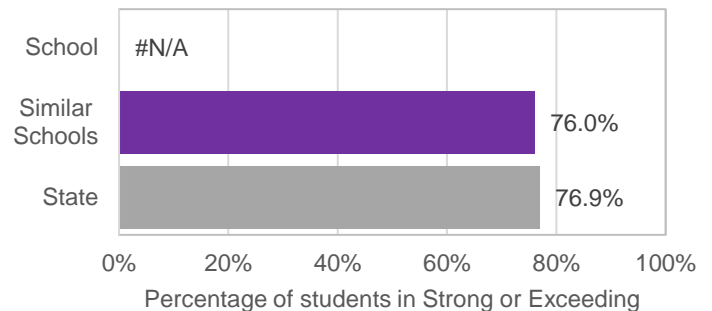
Similar Schools average:

76.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

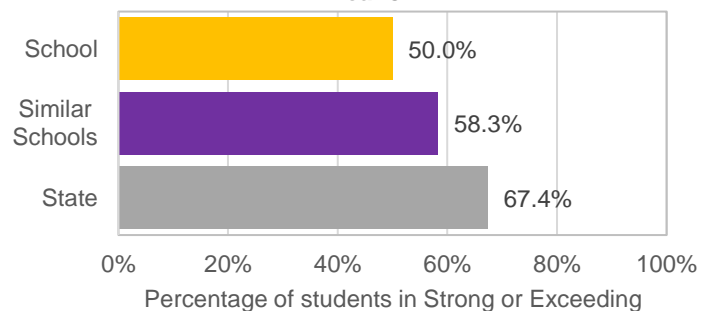
Similar Schools average:

58.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

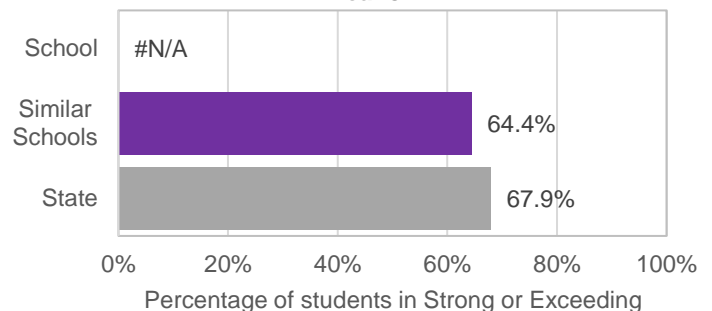
Similar Schools average:

64.4%

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:

NDP

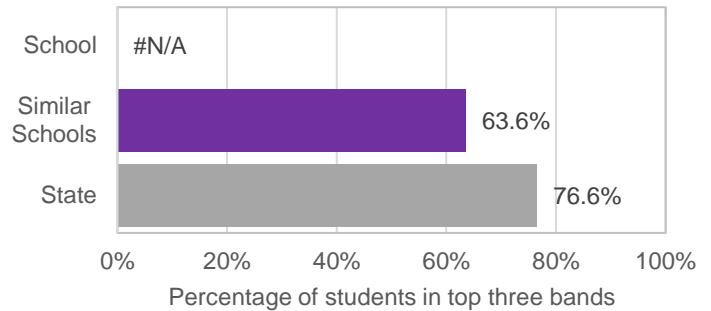
Similar Schools average:

63.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

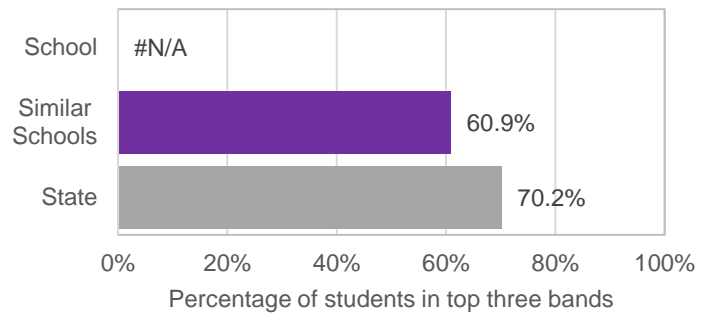
Similar Schools average:

60.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

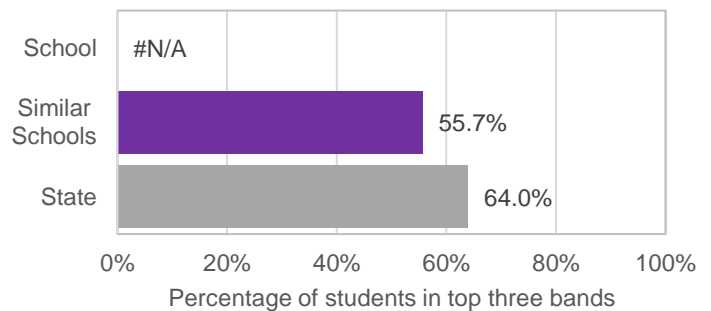
Similar Schools average:

55.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

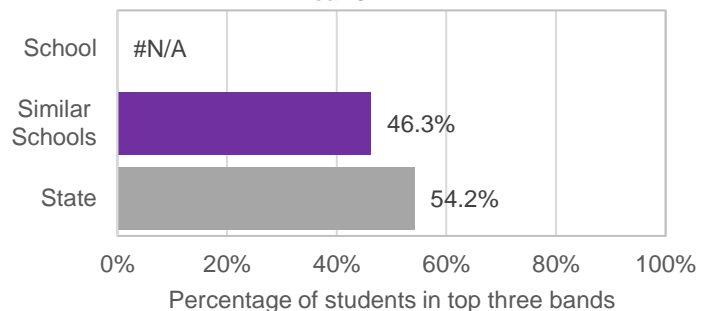
Similar Schools average:

46.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

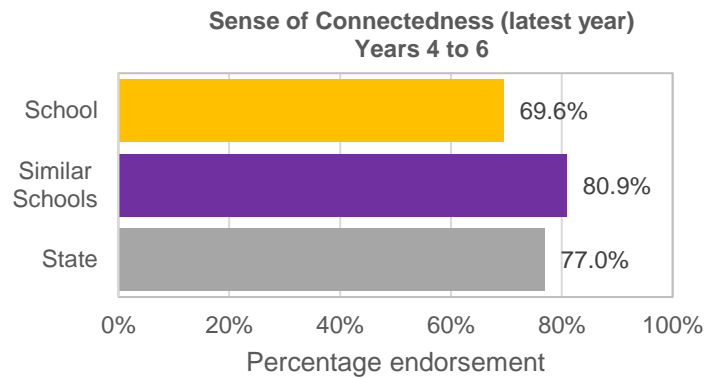
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	69.6%	78.9%
Similar Schools average:	80.9%	83.8%
State average:	77.0%	78.5%

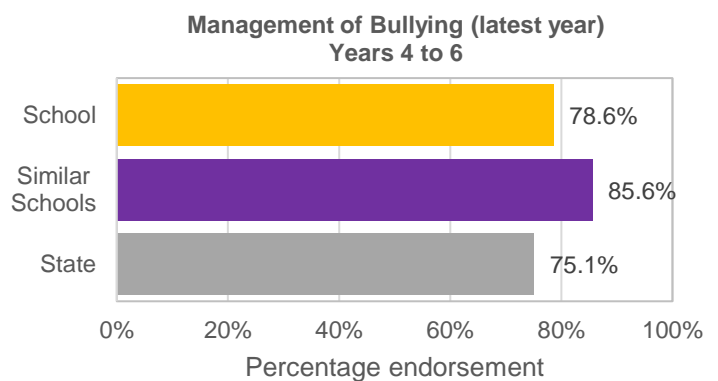


Student Attitudes to School – Management of Bullying

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:	78.6%	79.4%
Similar Schools average:	85.6%	86.5%
State average:	75.1%	76.9%



ENGAGEMENT

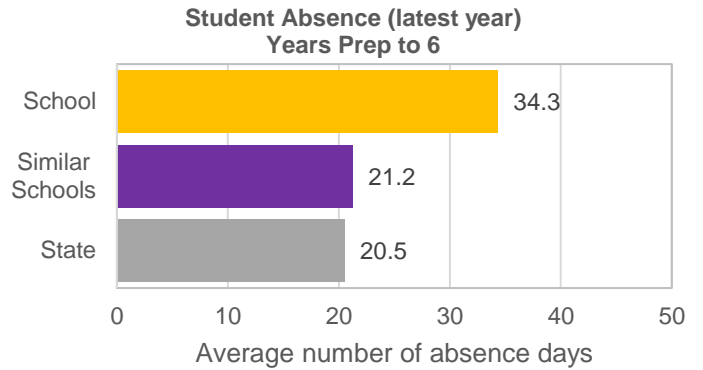
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	34.3	23.5
Similar Schools average:	21.2	17.7
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):	NDP	NDP	NDP	82%	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$492,749
Government Provided DET Grants	\$244,349
Government Grants Commonwealth	\$9,500
Government Grants State	\$0
Revenue Other	\$29,069
Locally Raised Funds	\$30,420
Capital Grants	\$0
Total Operating Revenue	\$806,088

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,318
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,318

Expenditure	Actual
Student Resource Package ²	\$489,567
Adjustments	\$0
Books & Publications	\$545
Camps/Excursions/Activities	\$8,813
Communication Costs	\$1,559
Consumables	\$10,273
Miscellaneous Expense ³	\$5,478
Professional Development	\$2,810
Equipment/Maintenance/Hire	\$30,938
Property Services	\$24,726
Salaries & Allowances ⁴	\$67,509
Support Services	\$69,131
Trading & Fundraising	\$3,036
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,125
Total Operating Expenditure	\$718,510
Net Operating Surplus/-Deficit	\$87,578
Asset Acquisitions	\$82,455

- (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 16 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	\$311,103
Official Account	\$33,020
Other Accounts	\$0
Total Funds Available	\$344,123

Financial Commitments	Actual
Operating Reserve	\$34,619
Other Recurrent Expenditure	(\$31)
Provision Accounts	\$0
Funds Received in Advance	\$51,835
School Based Programs	\$130,963
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,153
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	\$241,539

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.