

Findon Primary School's Newsletter

Issue 4 - 7 Jun 2024

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2023 Annual Report



Important Dates

Date	Event
June 10	Kings Birthday - Public Holiday
June 11	Student Free Day
June 12	Findon Athletics Carnival
June 26	Student Led Conferences
June 27	Pyjama Day
June 28	Last Day Term 2
July 15	First Day Term 3
July 15-17	Year 5/6 City CYC Camp
July 29	F-2 Swimming Program
July 30-31	Water Watchers Incursion
August 1	AUSLAN Day Incursion
August 5	F-2 Swimming Program
August 6	Australian Maths Competiton
August 8	Sushi Day
August 12	F-2 Swimming Program
August 19	F-2 Swimming Program
August 26	F-2 Swimming Program
August 26	Brainstorm Productions Incursion
August 29	Father's Day Stall
September 2	F-2 Swimming Program
September 2	Brainstorm Productions Incursion
September 9	F-2 Swimming Program
September 16	F-2 Swimming Program
September 16-18	Year 3/4 Phillip Island Camp
September 19	Out of Uniform Day (Footy Day)
September 20	Last Day Term 3
October 7	First Day Term 4



Principal's Message

Hello from Anita 😊

Findon Values:

Be Respectful.....by saying good morning or hello

Be Responsible.....by following an instruction

Be Honest.....by telling the truth

Do Your Best.....by completing a task

Show Care and Compassion.....by helping someone

I hope everyone has had a great week so far. With Autumn ending and us officially going into Winter we are encouraging all students to look after themselves and make sure they are dressing for the cold weather.

Winter is the season where we traditionally see more students and adults go through common colds and flu, viruses and the sniffles. By looking after ourselves and each other, we can try to ensure that not too much school is missed. However, if students are unwell, please allow them to stay home and recover so that colds and viruses don't spread.

It is also a time where COVID is still within our communities, and I encourage students and their families to read the following information as a reminder.

COVID – Mild symptoms: rest and recover at home

Please ring the school or via Compass, notify us of your child's absence for illness.

Please allow your child to stay home if they have any of these symptoms:

- sore throat
- aches and pains
- cough
 - dry cough or coughing up mucous

- headaches/nausea
- mild vomiting or diarrhoea
- a temperature above 38 degrees celsius
- shakes or shivers
- dizziness or light-headedness

What do you do?

You should:

- rest
- drink plenty of water
- see a GP and get a medical certificate where possible.

Book Fair

Thank you to Shelley for her organisation with the Scholastic Book fair. The students were very excited with all the special books and things that they could buy. Any credit raised through the Book Fair as a result of the sales, will support the ongoing purchasing of resources for our school. I thank all our students and Findon families within our school community for their support of this event.

Reminder:

- Monday 10th June – Public Holiday (No school)
- Whole School Curriculum Day for staff – (No school for students)

Staffing News

This year we have been able to have Victoria Mohammed come into our school as our new Performing Arts Teacher. I am able to share that Victoria is expecting to have a baby and has unfortunately had to due to health reasons, finish her time with us earlier than expected. We wish Victoria all the best with her family and look forward to seeing her with her baby for a visit when she is able to.

Linda Dimos has been successful in obtaining an Acting Assistant Principal role at Meadowglen Primary School. Her position will start from Tuesday 11th June, for the remainder of the year.

Laura Sansonetti has been successful in obtaining the Assistant Principal role at Findon Primary School, starting from Term 3, 2024. Laura will step into the Acting Assistant Principal role for the remainder of this term due to Linda starting her new position at Meadowglen Primary.

On behalf of the students, staff, School Council and Findon community, we thank Linda for all her efforts, work and dedication to Findon Primary School. We wish her the best in her next step within her professional journey.

Shop for Schools Competition



What an amazing thing I have to share!!!

Findon Primary School has been successful in obtaining a **THIRD** position prize for our involvement with **Shop for Schools through Pacific Epping Plaza.**

Thank you to our School Council board, students, staff and overall Findon community who supported our involvement in this competition. I know that there were many, many people buying and shopping, especially in Epping Plaza because of this competition and I can proudly say that every receipt that was entered into the competition counted to our third prize win.

I am absolutely so, so, so PROUD to announce that this third prize win was for \$10,000!!! This money will go into the update and purchase of

much needed resources for our school.

Again, what an exciting acknowledgment for our community. Well done!!

Works happening within the library

The library is currently closed for maintenance works and upgrades. I am working with the Department of Education and Victorian Schools Building Authority to have support given to the school to complete necessary works and upgrades.

Students do still have access to borrowing books from their classroom libraries and where needed teachers can support students to find good pick books. We appreciate your support and flexibility with this process.

Olympic A Thon Fundraiser

Congratulations and well done to the team behind our amazing A Thon fundraiser and THANK YOU to all our wonderful, wonderful, wonderful students and their families, who work so hard to support our school. I was so proud to see how talented our students are and how much they actually enjoyed the events of the day. As always, any funds raised go back to our students and much needed resources for their learning environment.

Athletics and District Athletics

Congratulations to all our students for their participation and efforts within the process for the athletics. We have had a number of students represent our school through different events.

I am very proud of the students involved and look forward to watching them continue to represent our school at other school sports events.

Uniform reminder

When the students attend school, they are expected to show the value of Being Respectful through their commitment to our school uniform. This includes looking neat and tidy with shoes, socks and hair. Hair should be tied back to promote a sense of neatness as well as support good hygiene.

I do feel a sense of pride when our students come to school in full school uniform, and they show what our school stands for.

2023 Annual Report

As part of our department responsibilities, the school provides the community with an Annual Report. This report gives a summary of the year that was with a focus on Learning, Wellbeing, Engagement, Highlights, Financial Performance and school profile.

Please find the 2023 Annual Report within this newsletter for your information.

Learning is a partnership between school and home. We value and support our parent/caregiver community in their ability to support the students' overall learning. As this term is a reporting period, it will give opportunity for discussions to happen that will unpack how your child is developing with their learning. It is important to have these discussions with our students and bring their voice into it by being aware of the next steps for them.

Part of this process is also to give you ideas in how you as a parent, can help. Please find below strategies that are encouraged by the department of education to support learning in Maths.

I hope you find them helpful 😊

Attitudes to School Survey – Years 4 to 6

About the survey

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of our school. The Attitudes to School Survey is an annual student survey offered by the Department of Education to assist schools to gain an understanding of students' perceptions and experience of school. Students are asked about their thoughts and feelings in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general.

This year, the Attitudes to School Survey was conducted with the students and we thank them for their feedback. The student leadership group will be looking at past data to unpack with Anita, what this feedback can mean for our school moving forward.

Tips to help improve your child's attendance at school

Positive attendance at school is important to ensure that students are able to maximise all opportunities for learning and developing their health and wellbeing: Some tips/ideas to support this are:

- Talk to your child about school and how important it is. You can ask them how they feel about school, what they liked and if there are any problems.
- Reward good behaviour and not bad behaviour. For example, if your child refuses to go to school, do not let them have access to their phones or the

internet.

- Set a good example. Show them how you keep to your own commitments.
- Encourage your child to take on hobbies that your child enjoys such as sports and clubs. This will help them develop positive relationships outside of the classroom.
- Have a set time to do homework and go to bed.
- Leave all technology out of their bedroom.
- Pack their school bag the night before with everything they need.

Curriculum News

Teaching Numeracy

A child's first years are a time of rapid learning. Research tells us that babies have an innate capacity to understand numbers. As your child's first teacher, you play a key role in developing their numeracy skills from an early age.

Developing numeracy skills early gives children an important foundation for their learning and development. It helps prepare them for daily life, including general problem-solving and handling money. Maths includes noticing numbers, shapes, patterns, size, time and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and home. Children need lots of experiences in making, counting, drawing and talking about numbers. This section will help you to build these skills in the children in your care. You may feel the maths your child is doing at their early childhood centre, kindergarten or school is different from how you were taught, but you can still support your child in many ways. Make connections for your child by explaining how numbers and counting are a part of everyday life.

Doing maths together at home

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is strong support for future learning.

Talking about maths

- Use specific terms when asking for items. For example, ask your child to get the 'one-litre' milk bottle from the fridge, or the 'one-kilo' bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

Counting

Counting is one of the first experiences of maths for young children.

Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they recognise and identify individual numbers.

Here are some activities and tips to engage your child with counting:

- Listen for the counting sequence in these songs and rhymes, which can all be found on [youtube.com](https://www.youtube.com):
 - Five Little Ducks
 - Ten in the Bed
 - 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 - Ten Green Bottles
 - Five Little Monkeys
 - 1, 2, Buckle My Shoe
- Children will begin by counting all objects in a group, for example, fingers and toes, the buttons on their clothes, steps to the house, or their toys.
- As children move on to counting a set of objects, they begin to link each object with one number. In the beginning, encourage your child to touch each object as they say the matching number.
- When beginning to count a group of objects, children may need to arrange the objects in a line to help them count. Later they will be able to start counting from any object without arranging the objects.

- Once your child is confident, use different numbers as the starting point for practising counting. For example, start counting from 6 or 10. Ask your child to count forwards and backwards. Ask what number comes before, or what number comes after, a given number.

Counting every day

You can incorporate counting into everyday activities such as:

- Cut fruit into six pieces and ask your child to count the pieces.
- Count the pieces of toast you cooked for breakfast.
- Add the total number of cutlery items at the table.
- Count the number of people travelling in the car or on the bus.
- Count the number of houses as you walk along the street.
- Count how many steps it takes to walk from the kitchen to the bathroom.
- Practice counting when grocery shopping with your child (for example, counting the number of apples you put into the bag).
- Encourage your child to talk about the number of things in the pictures they draw.

Hunting for numbers

Number hunts are a fun and engaging activity for your child. Ask your child to find numbers around you. Look at and say the numbers on car number plates, signs, calendars, newspapers, shopping catalogues, speed signs, and houses.

Using playing cards

Playing with cards is always a fun activity, particularly on a rainy day or on holidays.

You can:

- Play matching number games like 'Snap' with playing cards.
- Order the numbers on the cards from smallest to largest, or largest to smallest.

Playing shop

Playing shop helps ground your child's maths learning in the real world while also developing their social skills. One way to play shop is to create a mini-shop at home. Here are a few tips and activities:

- Collect food and grocery items and label them with prices written on sticky notes, or prices cut out of shopping catalogues.
- Talk about how we pay for items using coins, notes and cards.
- Make paper money or use play money to buy and sell goods from the mini-shop.
- Collect old receipts or price tags and use them in the mini-shop.
- Notice the features of different coins, including their shapes and the animals and people shown. Discuss the differences. Create coin rubbings with pencils and paper.
- Make a play credit card with a string of numbers on it. Make a paper keypad to press numbers that match those on the card.
- Encourage your child to order food items by height (tallest to the shortest) or by cost (least expensive to most expensive).
- Introduce kitchen scales to the mini-shop to weigh foods, such as a box of tea bags or a bag of rice, and order items by weight.

Playing games

Making maths fun and interactive by playing games will help engage your child.

Here are some ideas:

- Play 'I Spy' or other games to help your child identify shapes, numbers and patterns.
- Board games are a fun way to involve the whole family with maths. Help your child when rolling dice to count, move, and stop after moving the number shown on the dice.
- When using dice your child may count all the dots on the die face to determine the total number. Over time they will begin to recognise automatically the value on the die face without counting.
- Play number games online with your child. Here is a short list of good websites to help begin your online search for resources:
 - [FUSE](#) (select Early Childhood or Primary Students tabs)
 - [Count Us In - ABC Education](#)
 - [ABC Education](#)
 - [ictgames](#)

Playing with shapes

Playing with shapes helps develop your child's awareness of different shapes. It also improves their hand-eye coordination. Here are some tips and activities:

- Jigsaw puzzles, tangrams or shape-sorting toys help teach your child problem-solving skills and spatial awareness.
- Name and notice the similarities and differences between shapes. For example, shapes with curves, corners or edges.
- Help your child draw shapes, cut them out and sort them into groups. Ask your child to explain why they have sorted the shapes this way.
- Use cookie cutters to explore different shapes using playdough. Encourage your child to identify shapes in their everyday life, such as a round ball, square window or hexagonal 'STOP' sign.
- Making paper planes together combines many mathematical concepts, including angles, shapes, halving and symmetry. Once complete, you can compare which plane flew the furthest and have fun measuring too.
- Use building blocks to create a tower. Using the same number of blocks, ask your child to build another tower that's different to the first tower.

Making patterns

Recognising and making patterns are important maths skills for exploring numbers, shapes and symmetry. Activities include:

- Identify and explain visual patterns on clothing, wrapping paper, buildings, crockery, cards and furniture. Create a scrapbook to refer back to for ideas during arts and crafts.
- Use coloured pegs, blocks, beads or cutlery to begin a pattern for your child to continue. Once confident, ask them to copy or create a pattern of their own.
- Try to incorporate some patterns in rhythm. Create a clapping pattern and ask your child to copy and then create their own pattern.
- Encourage your child to draw, create and describe their own patterns. Use them for borders on greeting cards.

Moving with maths

These ideas use the movement of the body to experience counting:

- Count each toss of the ball as you play a game.

- Estimate how many jumps it will take to get to... Then count how many jumps it takes to get to...
- Count with your child as you climb steps or walk from the park bench to the slide.
- Ask your child to find ways to balance their weight with a friend on the see-saw.
- Sing rhymes and songs that involve counting while skipping.

Measuring things

Understanding measurement and scale are crucial to your child's understanding of maths. Here are some tips and activities:

- Use a wall measuring chart to measure the height of people in your family.
- Talk to your child about objects around them and help them judge which is bigger or smaller, taller or shorter.
- Cut a piece of string for your child – any length will do. Use the string to measure the objects in your house to find out what is longer or shorter than your 'string measuring tape'. Ask your child to identify anything that is the same length.
- Explore other ways of measuring, such as using a cup, jug, teaspoon, icy pole sticks, footprints or hand lengths.
- Help your child to build a tower of blocks that is taller than a favourite toy. Ask your child to count the total blocks to measure the height of the tower.
- Estimate and measure who can jump the furthest, stand on one foot for a longer period, or how many buttons might fill a jar.
- Explore the size of different containers by pouring and filling them. Estimate, then check to see which holds more or less.
- Notice changes in the weather and the time of day. Use an old bottle and create a 'rain gauge' to measure and monitor how much it rains.

Asking questions to investigate

Ask your child questions like these to encourage them to investigate maths:

- What shapes can you see?
- How could we measure the...?
- How will we find half?
- What is the best way to share the...?

- How do I get from ... to ...?
- Which is closer: the sandpit or the swing?
- How tall can you build a tower before it falls?



Keep warm everyone and enjoy the extra long weekend 😊

Thank you,
Anita Osavkovska
Principal

Student of the Week

Term 2, Week 3

Class	Name	Value
FA - Nicole & Jessica	Ahnaf	Do Your Best
FB - Sarina & Mel	Bilal	Do Your Best
1/2 A - Buse	Isabelle	Do Your Best
1/2 B - Florence & Tenielle	Leo	Be Respectful
1/2 C - Olivia	Jonah	Be Respectful
3/4 A - Daniel	Evie	Do Your Best
3/4 B - Celeste	Scarlett	Do Your Best
3/4 C - Siham	Phoenix	Do Your Best
3/4 D - Melissa	Nikhitaa	Do Your Best
5/6 A - Joel	Diana	Do Your Best
5/6 B - Jordan	Zara	Do Your Best
5/6 C - Monica & Natasha	Devan	Do Your Best
5/6 D - Mrs J	Vivi	Do Your Best
PE	Myriam (3/4B)	Show Care and Compassion
VA (Jen)	Patrick (1/2A)	Be Respectful
PA	Sienna F (3/4A)	Be Respectful
AUSLAN	Haris (3/4B)	Do Your Best
STEM	Holly (5/6A)	Do Your Best
EAL	Michael (1/2C)	Do Your Best
Kitchen	Yasmin (3/4C)	Be Responsible

Term 2, Week 4

Class	Name	Value
FA - Nicole & Jessica	Roya	Do Your Best

FB - Sarina & Mel	Anaya	Be Responsible
1/2 A - Buse	Atila	Do Your Best
1/2 B - Florence & Tenielle	Raphael	Be Responsible
1/2 C - Olivia	Adam	Be Responsible
3/4 A - Daniel	Lazar	Be Responsible
3/4 B - Celeste	Cooper	Be Responsible
3/4 C - Siham	Lucy	Show Care and Compassion
3/4 D - Melissa	Luca	Be Respectful
5/6 A - Joel	Layla	Do Your Best
5/6 B - Jordan	SuheyL	Do Your Best
5/6 C - Monica & Natasha	Jordan	Do Your Best
5/6 D - Mrs J	Elia	Do Your Best
PE	Jayden (5/6C)	Do Your Best
VA (Jen)	Malaika (FB)	Do Your Best
VA (Nic)	Lachlan (5/6B)	Do Your Best
PA	Prince (5/6C)	Be Respectful
AUSLAN	Jayden (5/6C)	Do Your Best
STEM	Haris (3/4B)	Do Your Best
EAL	Amish (1/2A)	Do Your Best
Kitchen	Sofia (3/4B)	Show Care and Compassion

Term 2, Week 5

Class	Name	Value
FA - Nicole & Jessica	Sophia	Do Your Best
FB - Sarina & Mel	Declan	Care and Compassion
1/2 A - Buse	Ethan	Do Your Best
1/2 B - Florence & Tenielle	Ali	Do Your Best
3/4 A - Daniel	Joel	Be Honest
3/4 B - Celeste	Myriam	Show Care and Compassion
3/4 C - Siham	Leonel	Do Your Best
3/4 D - Melissa	Maddison	Be Respectful
5/6 A - Joel	Muhammad	Do Your Best
5/6 B - Jordan	Ali	Be Responsible
5/6 C - Monica & Natasha	Kallie	Do Your Best
5/6 D - Mrs J	Hideko	Do Your Best

PE	Emma (3/4D)	Do Your Best
VA (Jen)	Joelle (1/2C)	Be Responsible
VA (Nic)	Aden (5/6D)	Do Your Best
PA	Yaseen (1/2B)	Do Your Best
AUSLAN	Chloe (3/4B)	Do Your Best
STEM	Cassie (3/4D)	Be Responsible
EAL	Fatima (3/4B)	Do Your Best
Kitchen	Leonel (3/4C)	Do Your Best

Term 2, Week 6

Class	Name	Value
FA - Nicole & Jessica	Ryder	Do Your Best
FB - Sarina & Mel	Hani	Do Your Best
1/2 A - Buse	Amish	Be Responsible
1/2 B - Florence & Tenielle	Blaze	Show Care and Compassion
1/2 C - Olivia	Zayam	Be Respectful
3/4 A - Daniel	Emily	Be Respectful
3/4 B - Celeste	Dhiya	Do Your Best
3/4 C - Siham	Lily	Be Responsible and Show Care and Compassion
3/4 D - Melissa	Jade	Do Your Best
5/6 A - Joel	Nini	Do Your Best
5/6 B - Jordan	Elizabeth	All Values
5/6 C - Monica & Natasha	Lena	Be Responsible
5/6 D - Mrs J	Seth	Do Your Best
PE	Enisa (1/2A)	Do Your Best
VA (Nic)	Hush (5/6A)	Do Your Best
STEM	Joshua (5/6D)	Do Your Best
EAL	Tiana (1/2C)	Do Your Best
Kitchen	Austin (1/2B)	Do Your Best

Term 2, Week 8

Class	Name	Value

FA - Nicole & Jessica	Ryker	Show Care and Compassion
FB - Sarina & Mel	Jamie	Do Your Best
1/2 A - Buse	Storey	Do Your Best
1/2 B - Florence & Tenielle	Maddison	Do Your Best
1/2 C - Olivia	Tiana	Do Your Best
3/4 A - Daniel	Frankie	Show Care and Compassion
3/4 B - Celeste	Mia S	Do Your Best
3/4 C - Siham	Charlotte	Do Your Best
3/4 D - Melissa	Thamer	All Values
5/6 A - Joel	Matteo	Do Your Best
5/6 B - Jordan	Lincoln	All Values
5/6 C - Monica & Natasha	Hamish	Be Responsible
5/6 D - Mrs J	Hunter	Be Responsible
PE	Esta (5/6A)	Do Your Best
VA (Jen)	Annie (1/2B)	Do Your Best
STEM	Amir (5/6B)	Do Your Best
Kitchen	Austin (1/2B)	Do Your Best



Fundraising

Fundraising and Community Involvement at Findon

The school has held some fundraising events this term to raise funds for designated improvements such as new STEM resources, a new chicken coop and a junior playground. We thank you for your continued support of our endeavours to raise funds to go towards projects.

Events held include:

- The Mother's Day stall raised \$870
- The SRC Out of Uniform fundraiser for Children's Starlight Foundation raised \$266
- The Scholastic Book Fair raised \$376 in book vouchers
- Olympic Athon – please continue to return your sponsorship forms and money
- Sausage Sizzle

We will have a yjama Day on Thursday 27th of June to conclude this term's fundraising efforts – gold coin donation

Next term's events include:

- Sushi Day
- Cookie Dough Fundraiser
- Father's Day Stall
- Footy Day and Special Lunch

We appreciate the families supporting the Cash for Schools program by Pacific Epping. Shopping at Pacific Epping showed your support for our school which was terrific.

Thank you to the members of the fundraising committee, the volunteers and Leanne and Stacey who support the running of these activities.

Florence Haining
Community Liaison and
Fundraising Coordinator



Pyjama Day

Thursday 27th June



Wear your favourite pyjamas or Oodie.



Bring your most loved sleeping toy and a cuddly blanket.



Gold coin donation



Physical Education

Physical Education Program

Christella Paschalis

**Sports Coordinator and Physical Education
Teacher**



House Athletics Carnival

Our Year 3, 4, 5, and 6 students have been preparing for the upcoming House Athletics Carnival over the past seven weeks. Throughout this period, they have practiced and honed their abilities in various events, including discus, shot put, high jump, triple jump, 100m sprints, and more. Their progress has been impressive, and they are eager to demonstrate their growth. They are excited to showcase their skills and compete in a friendly environment against their peers. The House Athletics Carnival will take place next Wednesday 12th June, at the Meadowglen International Athletics Stadium. We warmly invite parents and carers to come and support our students as they engage in the activities they love. Please ensure that you have completed the Parental Permission Consent form on Compass if you haven't done so already.

We are also seeking volunteers from among the parents and carers to assist on the day. If you are available to help, please contact me via Compass. Your participation is vital to the smooth and efficient running of the event. Thank you for your continued support.

Winter Interschool Sports

Over the past six weeks, our Soccer, AFL, and Lawn Bowls teams have trained diligently and competed against local schools. This experience has been incredibly rewarding, allowing our students to learn and develop new skills while enjoying the camaraderie of being part of a team. These activities have not only

fostered a sense of achievement and teamwork but have also significantly boosted individual self-esteem and contributed to both physical and mental well-being. To ensure your child does not miss out of being part of our sports teams please read to the article below headed **Encouragement for Community Sports participation.**

Divisional Cross Country

Following our District Cross Country event, six of our outstanding students qualified to participate in the Divisional Cross Country event held at the Kilmore Racecourse on Wednesday, 5th June. Competing against peers from the Whittlesea and Woodlands Division, our students showcased their ability to excel when striving for their best and embracing challenges that push them beyond their comfort zones. Their performances were not only a source of pride for us but, more importantly, for themselves.

We extend a huge congratulations to Austin D., William S., Sienna F., Chloe C., Ali H., and Layla H. for their unwavering commitment to their physical and personal development. They have truly exemplified dedication and perseverance.

Olympic A-thon Fundraiser

What a fantastic day we had last Thursday at our very own Olympic A-thon. Students dressed in cultural clothing and athletic gear, creating a vibrant and colourful atmosphere. They had the opportunity to experience a range of events featured in the world Olympics, including curling, equestrian, rhythmic gymnastics, and hockey, among others.

Not to mention the amazing performances from our dance crew, along with solo acts by Nikhita (Year 4) and Maddison (Year 2). To top it all off, we concluded the event with a dance party celebrating our culture, sport, and community.

As this event is a fundraiser for our entire school community, there is still time to show your support by sponsoring your child as they take on physical challenges. Remember to submit your sponsorship forms and earn rewards, with prizes available for every \$20 raised. Thank you for your continued support!

Encouragement for Community Sports participation

We encourage all our students to explore sports beyond school grounds. Participating in community sports offers numerous benefits, fostering teamwork, discipline, and physical well-being. Your child's access to team sports and competition is greatly enhanced by the time they spend training outside of school.

If your child is interested in joining a community sports program, please explore the clubs and associations in your area. If you need assistance finding a club, feel free to contact Ms. Paschalis via Compass.

The success of our Matildas national soccer team and the AFL Women's League has significantly boosted the visibility and popularity of sports for girls. We urge our girls to consider joining a soccer and/or AFL club. These sports not only provide an excellent physical workout but also empower individuals, promoting a sense of accomplishment and self-confidence.

Get involved, stay active, and let the spirit of sportsmanship flourish.

Runners Matter

Please ensure your child wears appropriate running shoes on the days they have physical education. Converse shoes and high tops do not provide the necessary support for your child to safely participate in physical activities. Proper running shoes will help prevent injuries and ensure they can fully engage in all activities.



Wellbeing Corner

Wellbeing Corner:

In our ongoing efforts to support the wellbeing of our students, we want to highlight the power of positive affirmations. These simple, yet powerful statements can significantly boost your child's confidence, resilience, and overall mental health.

Positive Affirmations: Why They Matter

Positive affirmations are phrases or statements that can help children overcome negative thoughts and self-doubt. By regularly hearing and repeating affirmations, children can develop a more positive mindset and a stronger sense of self-worth.

Affirmations to Share with Your Child

Here are some affirmations you can say to your children to help them feel empowered and valued:

"You are capable of amazing things."

Reminds them of their potential and abilities.

"I believe in you and your dreams."

Shows your support and faith in their aspirations.

"You are loved just as you are."

Reinforces unconditional love and acceptance.

"You can handle anything that comes your way."

Encourages resilience and confidence.

"Your mistakes help you learn and grow."

Promotes a positive view of challenges and learning experiences.

Positive affirmations are a simple yet effective way to nurture a healthy mindset in our children. By regularly expressing these affirmations, we can help them build confidence, resilience, and a strong sense of self-worth.

Thank you for your continued support in fostering the wellbeing of our students. Let's work together to create a nurturing and empowering environment for our children.

Regards,

Farzana – Wellbeing officer

Celebrating Our Exemplary Students: "Burgers with Bill" Event:

We are thrilled to recognize and celebrate our outstanding students who consistently demonstrate our school values and maintain excellent attendance. As a reward for their dedication and positive behaviour, these exemplary students were invited to a special "Burger with Bill" event!

The selected students had the unique opportunity to enjoy delicious burgers while spending time with our beloved, Bill. This event not only celebrated their achievements but also reinforced the importance of embodying our school values and attending school regularly.

Congratulations to all the students who earned this reward through their hard work and commitment. We are incredibly proud of our students efforts and look forward to seeing more students join in the next 'Lasagne with Laura' celebration! Keep up the great work, and continue to strive for excellence in all that you do.





2023 Annual Report

2023 Annual Report to the School Community

School Name: Findon Primary School (5244)



- 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 16 April 2024 at 09:24 AM by Anita Osavkovska (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 24 April 2024 at 03:45 PM by Kirsty Biddington (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

Findon Primary School is a government Foundation to Year 6 school, opened in 1986 and located in the City of Whittlesea, 18 kilometres from the Melbourne Central Business District. A total of 303 students were enrolled at this school in 2023, 118 female and 188 male. 55 students had English as an additional language and 12 students were Aboriginal or Torres Strait Islander. Our school strives to provide the best learning opportunities for all its students in an environment that is supportive, challenging and where our students become lifelong learners with positive feelings of self-worth. As young adults, we strive for our students to be confident, tolerant, adaptable and resilient, becoming effective team members who understand their rights and responsibilities, within a global community. Findon Primary School promotes a school environment that is welcoming, inclusive and is a safe place for all students, parents, teachers and staff. Our values are pivotal to the life of our school and the school community and comprise of - Be Respectful, Be Responsible, Be Honest, Show Care and Compassion and Do Your Best, while promoting every student's right to be safe and the right to be respected. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which considers parents' occupations and education and classifies them in a band value of Low, Low-Medium, Medium and High. Our school's economic band value is Medium. Our school has a dedicated team of teachers who deliver a high quality education providing students with solid foundations for their secondary education and are committed to ensuring all students reach their full potential. Teachers work together in Professional Learning Communities (PLC) with a focus on providing a learning environment that has high expectations and insists on continuous improvement and growth for all students. Students are actively encouraged to take responsibility for their learning and behaviour. We assist students in developing friendships, seeking solutions to problems and understanding the importance of good citizenship. The staffing profile of Findon Primary School (full-time equivalent) includes the Principal, Assistant Principal, 23 teachers, 1.2 Tutor Learning Teachers, 5.6 Education Support (ES) and 3.8 integration. In 2023, we ran 13 classes F-6, consisting of straight Foundation classes, composite classes from Year 1 to Year 6 and 4 Specialist Classes (Performing Arts, Visual Arts, Physical Education and Indonesian – LOTE for Semester 1). The leadership structure of the school consisted of a School Improvement Team which included the Principal, Assistant Principal, Leading Teacher and 2 Learning Specialists. Teachers worked collaboratively in teams across the cohort with each team appointing an Instructional Leader, Team Manager and Data Manager. The focus is on continuous improvement in instructional practice to improve student outcomes. Findon Primary School has a commitment to building a learning community where all stakeholders are involved in the education of students. We encourage parents to take an active interest in their child's learning and to take advantage of the numerous forums and opportunities that support this. The partnership between home and school is highly valued and underlines the importance parents have in all aspects of their child's education. The atmosphere of the school is supportive and friendly with students, staff and parents working together to achieve the best learning outcomes for all children in a caring environment. Our School Strategic Plan 2020 - 2024 focuses on students acquiring effective Literacy and Numeracy skills and student voice, agency and leadership. Students are actively encouraged to take responsibility for their learning, through individual goal setting, as well as personal and communal rights and responsibilities in terms of their behaviour. We are an SWPBS and Respectful Relationships Education school and foster a consistent restorative and pro-active practice approach to student behaviour and wellbeing schoolwide.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our School Strategic Plan goals for 2020 - 2024 are:

- Optimise learning growth for all students in writing.
- Optimise learning growth for all students in numeracy.
- To improve student voice, agency and leadership to empower students to learn and achieve.

In 2023 the school had a focus on the following FISO improvement initiatives and key improvement strategies:

- Document and embed a sequential curriculum.
- Use data and evidence within the PLC framework to plan targeted teaching & learning and to track student progress in writing.
- Develop teacher pedagogical content knowledge in what makes a good writer, the 6+1 Traits, and the writing process.
- Implement a learning catch up and extension/Tutoring Learning Initiative, to build confidence and meet learners at a specific point of need.
- Further embed the Respectful Relationships programs across the school.
- To continue to build the connections to community programs across the school.

In 2023, Findon Primary School continued to make progress in delivering on our AIP actions relating to Literacy, Numeracy and

Student, Voice and Agency. Our comprehensive and rigorous student-focused curriculum program is continuously evaluated by the Principal, Leadership team and staff. We provide consistent high-quality teaching practice that extends capabilities and grows each individual child. We have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and secure learning environment. The professional learning strategy has involved the staff in active coaching, modelling and feedback discussion, as well as whole staff professional learning sessions, focused on trialing and adopting consistent and high-quality teaching and learning strategies. All members of our leadership team are active instructional leaders and provide regular mentoring and coaching to staff. Teacher observation and learning walks are encouraged. The focus of this strategy is on the implementation of effective instructional practice with explicit teaching, learning intentions, success criteria and individual student goal setting being visible in every classroom. At each level, there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our emphasis is on the development of collective responsibility through our teaching teams' structure. This enables collaborative and data driven approaches to differentiate and individualise the learning for all students, including those who need additional support and those who need extending. The Tutor Learning Initiative has continued and is directly aligned to classroom delivery. PLCs use action research approaches to evaluate the effectiveness of research proven approaches to assessment and teaching. Staff are focused on identifying and developing targeted and effective teaching strategies and assessment processes. A wide range of assessment approaches are utilised, including pre and post testing of students and moderation of teacher judgements. Key data sets are analysed to address the learning needs and identify gaps. In 2023, our ongoing commitment to maintaining high expectations of student performance in literacy and numeracy continued to improve student outcomes. In 2023, student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Reading and Viewing was 86% of students at or above expected level (similar schools were 74% and the state average was 84%). Student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Writing was 77% of students at or above expected level (similar schools were 68% and the state average was 79%). Student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Number was 85% of students at or above expected level (similar schools were 79% and the state average was 86%). NAPLAN (National Assessment Program in Literacy and Numeracy) was undertaken by student in Year 3 and Year 5. It is the only national assessment that all Australian students undertake. Questions assess content linked to the Australian Curriculum in English and Mathematics.

Students' results will show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meet the challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working toward expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expecting at the time of testing. They are likely to need additional support to progress satisfactorily.

A new NAPLAN time series began from 2023. Results from 2023 on cannot be compared to results from 2008 to 2022.

The Year 3 NAPLAN results in Reading for the percentage of students Strong or Exceeding was 70% (similar schools were 62% and the state average was 70%). The results in Writing for the percentage of students Strong or Exceeding was 83% (similar schools were 73% and the state average was 78%). The results in Numeracy for the percentage of students Strong or Exceeding was 65% (similar schools were 57% and the state average was 67%). The Year 5 NAPLAN results in Reading for the percentage of students in Strong or Exceeding was 86% (similar schools were 72% and the state average was 77%). The results in Writing for the percentage of students Strong or Exceeding was 86% (similar schools were 72% and the state average was 75%). The results in Numeracy for the percentage of students Strong or Exceeding was 73% (similar schools were 60% and the state average was 68%).

Wellbeing

Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approach. We focus on providing all children with a safe and positive learning environment that encourages and enables students to be confident, tolerant, adaptable, resilient and self-motivated. The school has a strong emphasis on the school values of Be Respectful, Be Responsible, Be Honest, Show Care & Compassion and Doing Your Best. These values are whole school and community expectations that are linked to our SWPBS. School Wide Positive Behaviour Support is a framework for promoting and explicitly teaching appropriate and positive behaviours. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community.

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Engagement

Findon Primary School has an intensive approach to the full engagement of our students. We have a strong focus on the emotional engagement of all students through our emphasis on quality relationships with strategies to develop a deep sense of connectedness to peers, staff and the school community. Relationships with teachers and peers are recognised as crucial, for building student safety, motivation and learning confidence. Our stimulating learning environment fosters students' investment in their learning and their intrinsic motivation, independence and self-regulation, through a growth mindset. Our learning environment is safe and secure and supports students to fully participate in all aspects of their education through the broad range of academic, social and extracurricular activities of the school. In 2023, the school continued to offer its lunchtime clubs providing all students with opportunities to connect with other like-minded students at break times from across different age groups and year levels. Teachers provide regular feedback to students with one-on-one a conferencing routine, as well as regular feedback from students about the learning program. There is an ongoing emphasis on the development of student voice and agency through whole school, classroom and individual input. Students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting. Students are actively encouraged to own and talk about their learning. In 2023, a continued focus on supporting students identified as at-risk and/or needing extra support was maintained through IEP's, ILP's, outside agencies, Intervention Programs and classroom differentiation through program planning. Student progress was regularly monitored via our formal Reporting process and formal/informal parent meetings. School attendance continues to be a whole-school focus and is supported, by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and being prepared for learning. In 2023, the school absence percentage was (47%) of students absent 20 or more days, with the state average of (36%). The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The Compass system has supported daily communication with families through SMS and phone calls, as well as clear, follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums. Findon Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported the transition of students as they move through the school. The school provides a comprehensive Kindergarten to Foundation Transition Program that

ensures that children and families beginning school, are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder Kindergartens. The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organisation and time management. Findon Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open-door policy. The 2023 Parent Opinion Survey indicated high levels of satisfaction with the school (78%) which was the same as state average (78%).

Other highlights from the school year

Findon Primary has a commitment to the provision of rich and engaging teaching and learning programs that have a connection to the development of Student, Voice and Agency, global connections and the celebration of student achievement and talent. In 2023, Findon Primary continued to provide their students with opportunities for rich and engaging learning through incursions and excursions both offsite and onsite. The Outdoor Education program continued to provide the students and families with opportunities to develop the school values and to develop important personal character values such as persistence, resilience and determination. The middle and upper year students participated in offsite excursions and camps to endorse camp programs within Victoria. The early year students experienced games and activities nights with a sleepover. Findon Primary were eligible to access the Positive Start Camp Program funded through the Department of Education. This allowed for students and families to access financial support for students to attend camps and excursions. In 2023, this proved to be a very important and successful initiative for our students and their families as we were able to have a higher level of student participation within these outdoor education experiences than previously. All students from Prep to Year 6 had the opportunity to be involved and perform in the Findon Production, 'Mystical'. Each student was committed to their roles and showcased their talents to other students, staff, families and the wider community. Students displayed their skills in acting, dancing, singing and in roles such as choreography and backstage crew members. The community was invited to an end of year celebration Christmas concert where all students had the opportunity to perform and the community was invited to share this experience with the staff and students. The Stephanie Alexander Kitchen Garden program continues to be an important component of our extra curricular educational learning programs. This program continues to provide our students with the opportunity to grow, harvest, cook and eat a healthy variety of foods that are managed and organised through an explicit learning program and qualified chef. Foundation – Year 6 students participated in this program in 2023.

Financial performance

All funds received from the Department, or raised by Findon Primary 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. The Findon School Maintenance Plan, following our Rolling Facilities Evaluation, has revealed 285 priority 1 -5 scheduled works to be completed, here at Findon, over the course of three years, beginning with roof plumbing works. Equity Funding has continued to provide the school with the ability to fund teaching and learning programs and to appoint two Learning Specialists where the school would typically only require one learning specialist with a ratio of 1: 18 classes. A continued focus on the provision of developing teacher capacity through the provision of professional learning and targeted teaching and learning programs continues to be supported through a strong financial plan. This plan continues to be supported through the Department of Education Finance supports. Findon Primary continues to have a strong commitment to the renewal and provision of rich and engaging learning environments. A strong financial management plan is in place to ensure the ongoing progress of this and meet the ongoing needs of the students and the maintenance of the whole school physical learning environment.

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 304 students were enrolled at this school in 2023, 119 female and 185 male.

26 percent of students had English as an additional language and 4 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).

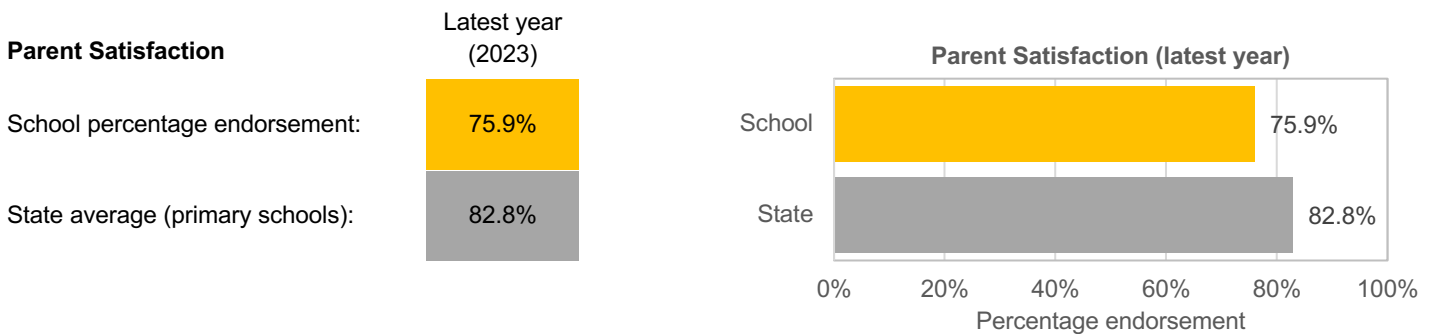
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

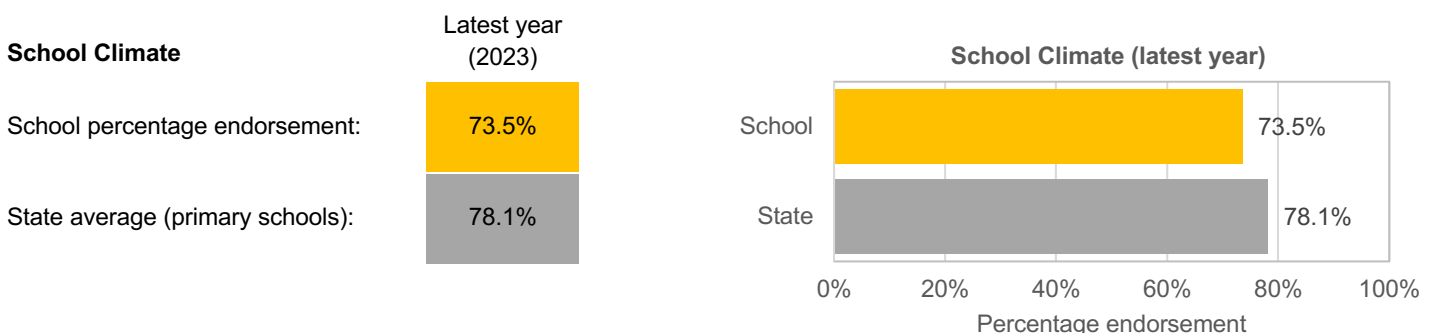


School Staff Survey

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:

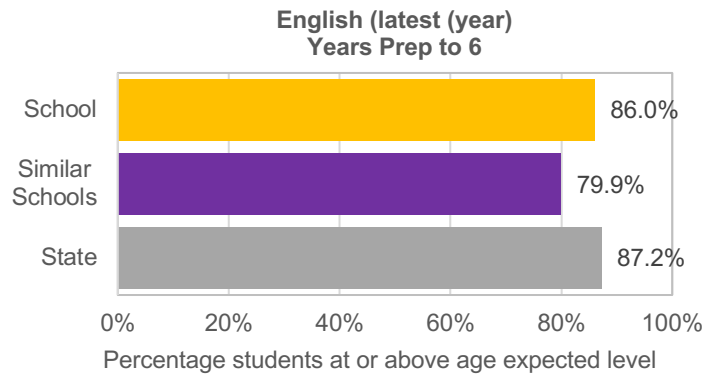
86.0%

Similar Schools average:

79.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

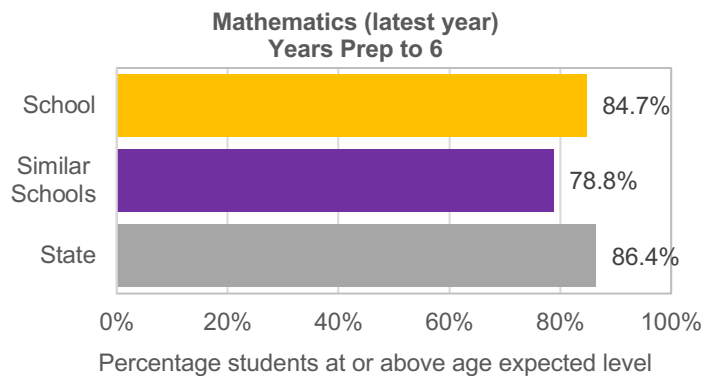
84.7%

Similar Schools average:

78.8%

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:

70.0%

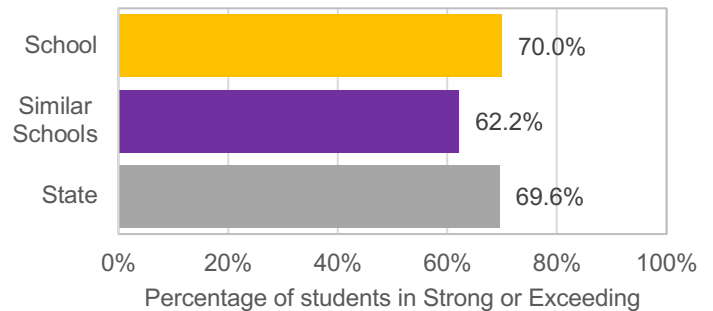
Similar Schools average:

62.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.3%

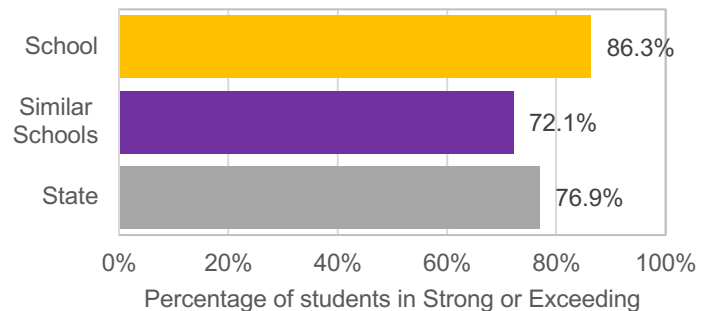
Similar Schools average:

72.1%

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%

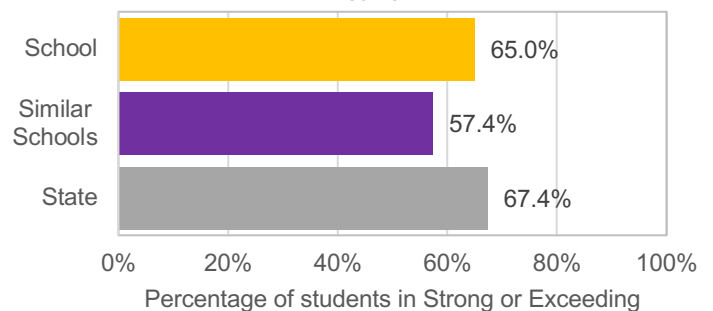
Similar Schools average:

57.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.5%

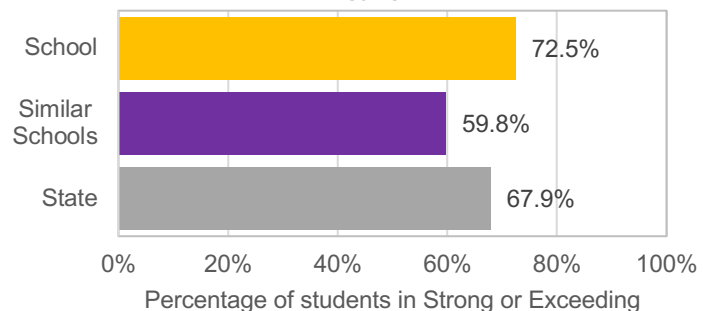
Similar Schools average:

59.8%

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:

80.7%

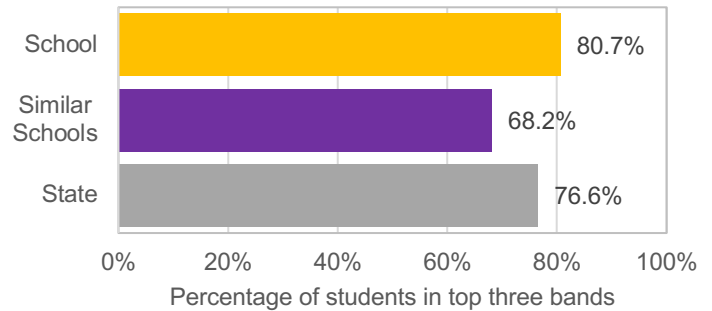
Similar Schools average:

68.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

57.4%

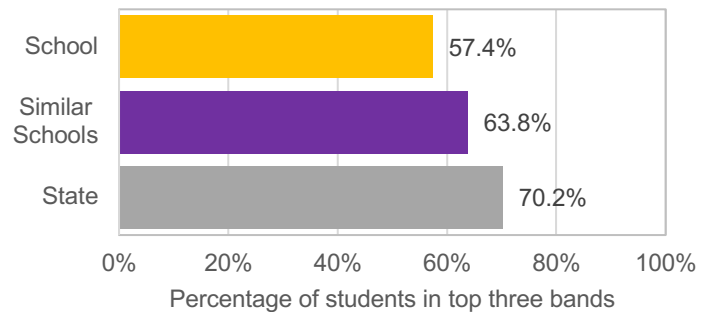
Similar Schools average:

63.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

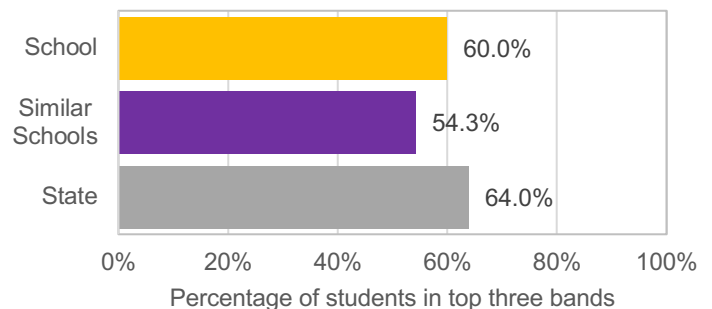
Similar Schools average:

54.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

48.9%

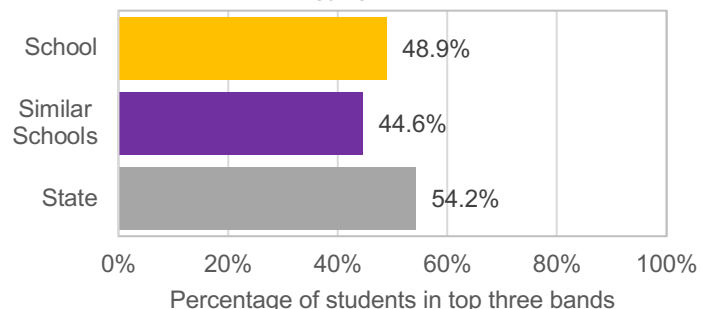
Similar Schools average:

44.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

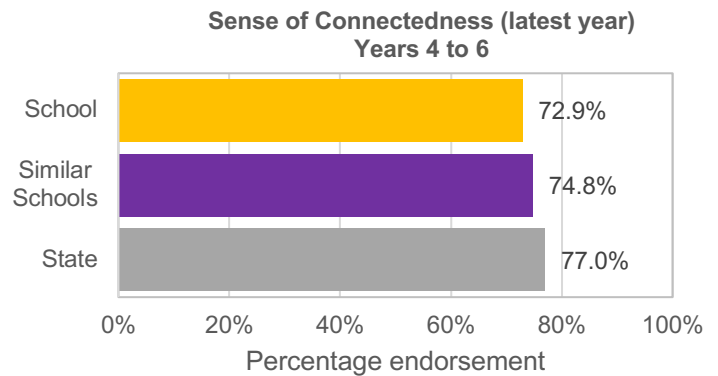
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.9%	81.7%
Similar Schools average:	74.8%	76.3%
State average:	77.0%	78.5%

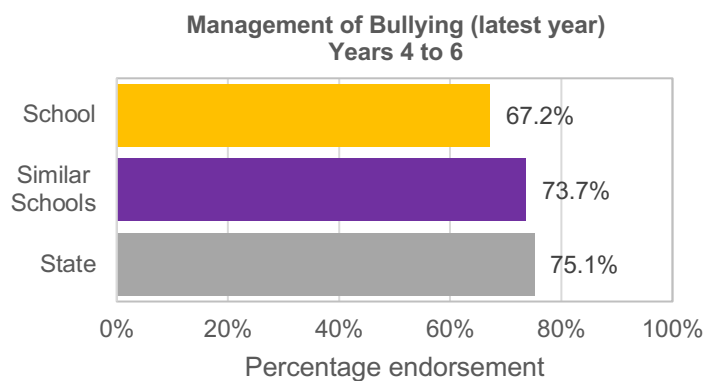


Student Attitudes to School – Management of Bullying

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:	67.2%	77.4%
Similar Schools average:	73.7%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

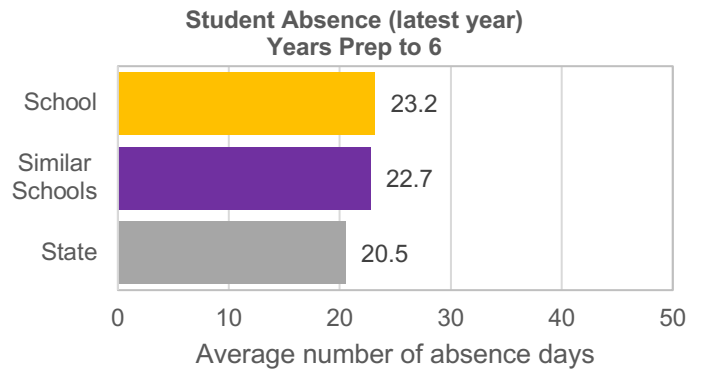
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	23.2	18.6
Similar Schools average:	22.7	20.5
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):	87%	88%	90%	89%	88%	90%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,183,035
Government Provided DET Grants	\$270,352
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$92,322
Locally Raised Funds	\$166,961
Capital Grants	\$0
Total Operating Revenue	\$3,712,670

Equity ¹	Actual
Equity (Social Disadvantage)	\$226,201
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$226,201

Expenditure	Actual
Student Resource Package ²	\$3,475,801
Adjustments	(\$1,528)
Books & Publications	\$4,554
Camps/Excursions/Activities	\$78,290
Communication Costs	\$2,775
Consumables	\$83,059
Miscellaneous Expense ³	\$31,373
Professional Development	\$18,911
Equipment/Maintenance/Hire	\$74,771
Property Services	\$191,936
Salaries & Allowances ⁴	\$278,099
Support Services	\$61,569
Trading & Fundraising	\$42,453
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,879
Total Operating Expenditure	\$4,383,943
Net Operating Surplus/-Deficit	(\$671,273)
Asset Acquisitions	\$1,778

- (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	\$1,893,296
Official Account	\$145,100
Other Accounts	\$0
Total Funds Available	\$2,038,396

Financial Commitments	Actual
Operating Reserve	\$122,128
Other Recurrent Expenditure	\$6,227
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$28,546
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$65,477
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$242,378

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.