

2023 Annual Report to the School Community

School Name: Springvale Rise Primary School (5537)



- 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 19 March 2024 at 02:11 PM by Debbie Cottier (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2024 at 04:48 AM by Louisa Willoughby (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

Springvale Rise Primary School is a dual-campus government sector school located in the South-Eastern Victoria Region, approximately twenty-five (25) kilometres from the Melbourne city centre. The Heights Campus is positioned in a well-established residential area and features a new Administration Block and Community Hub, two modern open-plan learning centres, a synthetic basketball court and hard-court area, state-of-the-art playground equipment, large, grassed playing fields, newly installed seating areas and a kindergarten (which operates in partnership with the City of Greater Dandenong and Best Chance). Approximately two (2) kilometres south, the Springvale Campus is located in central Springvale and bordered by both residential and commercial zones. The original, red brick schoolhouse accommodates the administration offices, with refurbished classrooms, synthetic oval, new playgrounds, shade sails and other updated play areas, providing a welcoming and engaging learning environment for our school community.

Springvale Rise Primary School aspires to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Three characteristics that underpin this vision are: our students being at the centre of the school's curriculum planning and learning and teaching models with a focus on the whole child; student and adult learning that is supported through a culture of collaboration and shared responsibility; and high expectations. "Two Campuses – One School".

At Springvale Rise Primary School our core values are:

- Collaboration - Working together to create something new and with a common goal in mind.
- Excellence - Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.
- Resilience - Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.
- Respect - Caring for, understanding, accepting and appreciating others and ourselves. Looking after our environment. Honesty, integrity and consideration. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking.

In 2023, the school had twenty (20) home-groups - ten (10) on the Heights Campus and ten (10) on the Springvale Campus - and offered specialist programs in Visual Arts, Environmental Science (Year 1 – 6), Social and Emotional Learning (Foundation), Physical Education / Sport and LOTE (Vietnamese). The school's Multicultural Kitchen Garden Program also continued for the Middle Learning Centre students.

On Census Day, the school had an official total enrolment of 446 students. The level of disadvantage remained high with the SFOE index at 0.5136 for the Heights Campus and 0.7406 for the Springvale Campus and the percentage of NESB students was 73% with approximately thirty-five (35) languages other than English being spoken by families. Sixteen (16) International Students were enrolled over the course of the school year and no students identified as Aboriginal or Torres Strait Islander.

In 2023, the school employed approximately 44.59 equivalent full-time staff comprised of two (2) principal class officers, two (2) leading teachers, three (3) learning specialists, forty (40) teachers and twenty (20) education support staff. Five (5) staff members identified as Aboriginal.

The Springvale Rise Primary School Community Hub, which was established in 2014 in partnership with Community Hubs Australia and the Scanlon Foundation, continued to successfully engage with families in our community in 2023 and is highly recognized for its work at a national level.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Springvale Rise Primary School maintained an intentional focus on student learning, particularly in numeracy, as outlined in the Annual Implementation Plan. The two Key Improvement Strategies (KIS) identified by DET were:

- *Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Numeracy; and*

· *Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.*

In 2023 our Sub-School Team Leaders continued to facilitate highly effective Professional Learning Teams (PLTs) throughout the school, focusing on:

- using evidence to prioritize and implement the school's improvement agenda,
- embedding the school's instructional model, and
- embedding data / evidence analysis routines within PLTs.

Although this work began in 2022 it was strengthened in 2023 with a particular emphasis on developing intentional and consistent routines for the way all teams do their work (minimising between professional learning team differences.) Consistency of practice for leaders and teachers was an integral part of the schools 2023 journey. PLTs worked in 4 - 6 week inquiry cycles and leaders supported teachers to:

- effectively analyze evidence of learning using a wide variety of data collection tools and data trackers
- collaboratively plan differentiated teaching and learning programs that were grounded in our instructional model, and
- develop a shared understanding of how to explicitly teach new content in a sequential manner.

Professional Learning Teams collaboratively planned and co-constructed visual supports (including worked examples and anchor charts) together and unpacked the language required to explicitly teach this to their students; thus reducing between classroom differences. Focusing on developing each teacher's capability to analyse evidence of learning and be more explicit in their teaching, has ensured all students have been provided with clearer Learning Intentions and Success Criteria; and more explicit teaching, which in turn has resulted in all students having an increased ability to learn new concepts, talk about what they are learning and explain how they know if they are successful in their learning.

The Tutor Learning Initiative was also successfully implemented once again in 2023 with some of our most highly experienced (and highly effective) teachers (1.8 EFT) being allocated to the role of tutors. As per the goals of the program, our tutors targeted the needs of identified students whose learning had been most impacted by remote learning. This initiative has been a great success in our school with outstanding results achieved.

It must also be celebrated that in 2023 our NAPLAN data demonstrated 69.1% of Grade 5 students attaining a '*strong*' or '*exceeding*' rating in Reading (compared to 62.2% in similar schools) and 63.6% of Grade 5 students attaining a '*strong*' or '*exceeding*' rating in Numeracy (10% higher than similar schools). Teacher judgement data demonstrated that of the F-6 students who were being assessed in English against the Victorian Curriculum (not on the English as an Additional Language - EAL - Continuum) 93% were at or above the expected level for Reading (with similar schools 78% and the state average 86%) and 86% of all students in F - 6 were at or above the expected level in Number and Algebra (with similar school 73% and the state average also 86%).

The school supported a number of students funded under the Victorian government's Program for Students with Disabilities (PSD). These students continued to be supported through a strong partnership between the school, parents/carers, the student and relevant agencies who worked together to plan and support each child's diverse educational, health, social, cultural and emotional wellbeing needs. This work is planned, implemented and evaluated with the use of Individual Education Plans (IEP) for each PSD funded student.

Wellbeing

Throughout 2023 the school focused on further embedding routines and rhythms, structures and processes that promoted a safe, supportive, inclusive and predictable learning environment for students, staff, and families. Teachers engaged in new learning around High Impact Wellbeing Strategies to refine their relational practices to ensure every student feels a sense of connection and belonging. A key part of our work saw teachers and ES staff brainstorming, collating, categorising, assessing and documenting current practices that contribute to Springvale Rise Primary School ensuring a culturally inclusive / culturally safe learning environment (looking through both an Aboriginal inclusion lens and a culturally diverse lens). Significant funding was spent on providing learning opportunities for staff, students and community with a highlight being our Welcome to Country and Smoking Ceremony facilitated by the Bunurong Land Council being part of our Harmony Day Celebration on both campuses for the first time. It was a huge success and extremely well received by the entire Springvale Rise Primary School community. The substantial budget which was allocated to Aboriginal Inclusion / Cultural Inclusion also resulted in an increased number of books (including staff reading materials ie: a staffroom literature library) and play-based resources such as jigsaws, wooden food, dolls, displays etc. that were both reflective of Springvale's culturally diverse community and Victoria's Aboriginal community.

Our highly regarded Social Emotional Learning (SEL) program (which incorporates Zones of Regulation and Respectful Relationships; and is founded on a Restorative Practices approach - including Circle Time), continued to provide students with the opportunity to develop the skills and confidence to successfully navigate personal and social challenges and seek help when required. In 2023 there was an additional focus on providing tailored social and emotional intervention for identified students with support from an additional part-time wellbeing and mental health teacher. This work will continue in 2024 in line with the inclusion reforms.

And finally it must be celebrated that the 2023 Students Attitudes to School Survey results showed an 82% positive endorsement for the '*Sense of Connectedness to School*' variable and 89% positive endorsement for the '*Sense of Inclusion*' variable. This feedback from our students demonstrates that they genuinely enjoy being at school and feel they are a valued part of our school community. The positive endorsement for '*Teacher Concern*' has also risen in the last twelve (12) months from 79% to 82%. And the impact of our SEL program is highlighted by the 88% positive endorsement of '*Self-Regulation and Goal-Setting*'.

Engagement

Students at Springvale Rise Primary School are genuinely happy to be at school. They demonstrate a positive attitude towards attendance and feel motivated and interested in school.

2023 Attitudes to School Survey data confirm this as per below:

- '*Attitudes Towards Attendance*' 90% positive endorsement,
- '*Motivation and Interest*' 88% positive endorsement and
- '*High Expectations for Success*' 93% positive endorsement.

In 2023 the school also continued to promote high expectations around school attendance, with a tiered response in place to ensure that students were at school every day. Teachers, leaders and the wellbeing team work cohesively to monitor student attendance at a whole school, cohort and individual level. Our philosophy is "leave no stone left unturned" to ensure that students considered "at risk" due to attendance have support plans in place to help get them to school each and every day. The school's attendance policy and processes are comprehensive and designed to assist staff with knowing how to assist individual families. Staff new to the school are supported with the implementation of the policy and associated processes. Compass continues to be the platform the school uses to monitor attendance. Staff can use Compass to easily analyse student absence data, ensuring supports and interventions can be put in place in a timely manner. The school's attendance processes are highly effective due to the positive relationships that staff have with families and the school's knowledge of each individual family's preferred communication methods.

In 2023, more strategic and intentional Campus-Based Wellbeing Team meetings were introduced; supporting leaders with monitoring attendance and engagement in a more systematic manner. In 2023, absences across the school averaged 20.2 days per student (with similar schools averaging 22.2 days).

The Springvale Rise Primary School Community Hub continued to deliver wonderful programs and achieve great successes in 2023. Approximately 112 families participated in our Hub programs over the school year, with adults attending a total of 2651 times and children attending 1430 times. Playgroup on both campuses continued to thrive, with a minimum of 15+ families attending every week on each campus. Throughout the year, the Community Hub partnered with 18 external organizations; providing families with resources, support and a variety of educational opportunities.

In October, the Heights Campus hosted our annual Women's Health Forum (in collaboration with Dandenong South Primary School) with over one hundred (100) women and their young children coming together to learn about a variety of women's health topics from breast screening and first aide, through to mental health and wellbeing. In addition to this, a follow up women's health session was facilitated by South East Community Links (SECL) on the Springvale Campus providing mother's with more in-depth health information in response to our attendees requests. Our Community Hub also further supported families throughout the year by partnering with long-time supporters Foodbank and Chobani to provide an on-site market on both campuses which families could attend. Parents and their children walked away with free, healthy groceries for a whole week and it was seen as a highly successful community event.

The school also engaged with a new partner organisation, "Friends of Refugees" earlier in the school year and was able to provide new beds and mattresses for over 30 families in the school community. Another wonderful success story!

Other highlights from the school year

Other 2023 highlights included the a range of free experiences for students supported by the 'Positive Starts' Initiative. In 2023 a two-night camp was provided for both Grade 3/4 and Grade 5/6 students at no-cost and both camps were certainly a highlight! Ten Grade 5/6 students also attended Somers Camp which was, on this occasion, fully subsidised by the school as we had received a very generous donation from someone in our community to support this program.

The school also provided a variety of free and partly-subsidised 'Active School' activities for students to engage in including Kaboom Tabloid Sports Day, After School AusKick and Cricket Blast Programs, Tennis Clinics and Lunch Sporting Clubs. All were seen as highlights by the student population. We also continued to celebrate our incredibly diverse community through our annual Harmony Day Parade and as previously mentioned, 2023 saw us include a Welcome to Country and Smoking Ceremony for the very first time. We are also proud of the way we celebrate the many days of cultural importance of all our culturally diverse communities throughout the year. (ie: Lunar New Year, NAIDOC Week, Ramadan / EID, Christmas etc.)

In 2023, the Department of Education's 'Swimming in Schools' Grants also supported our students to experience an eight-day intensive swimming program at a heavily reduced / no cost as well as an additional SLC beach excursion. Both experiences provided crucial water safety learning; supporting our students to be and feel, more confident around water.

Financial performance

In 2023, Springvale Rise Primary School expended all of its \$7m revenue and had a net operating deficit of \$320,209. The school made a significant investment in improved achievement, engagement and wellbeing outcomes for all students and in maintaining the buildings and grounds on both campuses. This included a substantial investment in additional staffing including Leading Teachers allocated to wellbeing (1.0 EFT), additional teachers, a mental health and wellbeing teacher, MEAs and inclusion assistants. The Financial Performance and Position report shows that \$1.19 million in Equity funding was provided to the school by the Department of Education and Training along with Tutor Learning Initiative funding (\$175,466), all of which was expended to enhance student learning for priority cohorts. Our highly sought after International Students' program also raised significant funds for the school, some of which will be set aside for future buildings and grounds projects.

For more detailed information regarding our school please visit our website at
<https://springvaleriseps.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 446 students were enrolled at this school in 2023, 213 female and 233 male.

73 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).

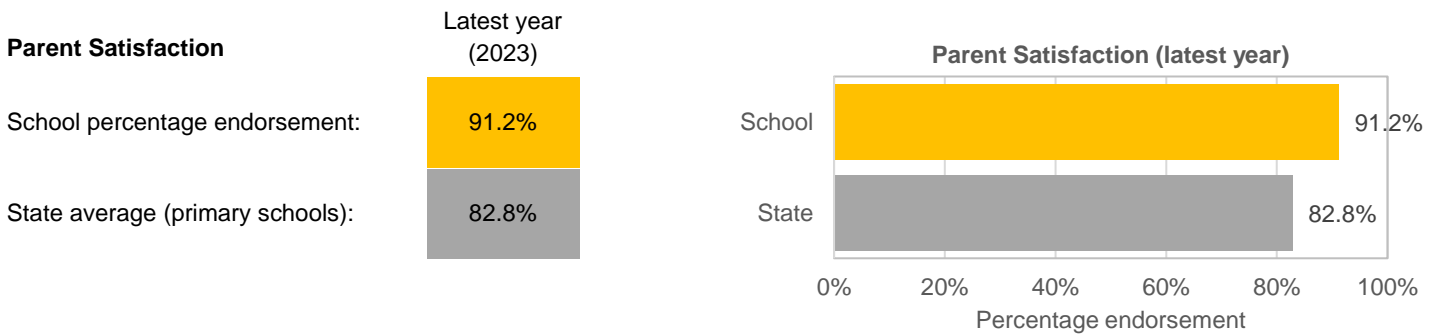
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

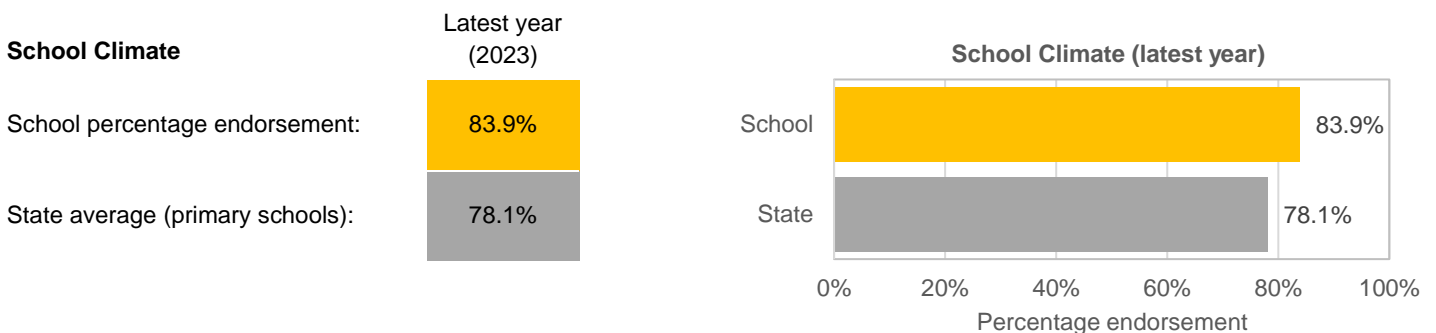


School Staff Survey

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:

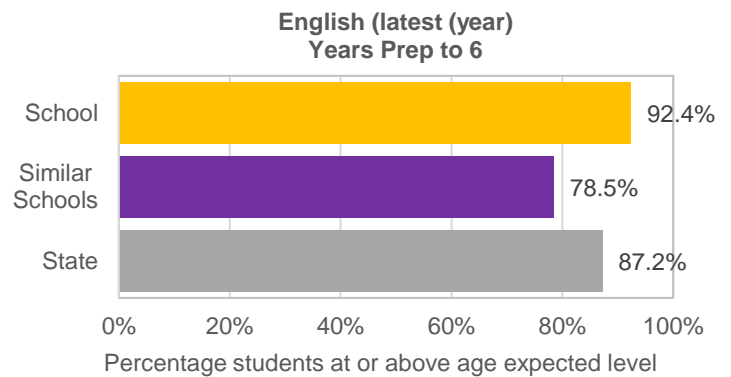
92.4%

Similar Schools average:

78.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

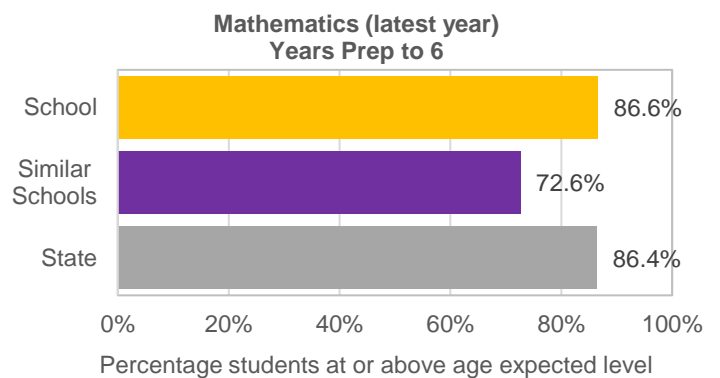
86.6%

Similar Schools average:

72.6%

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:

46.6%

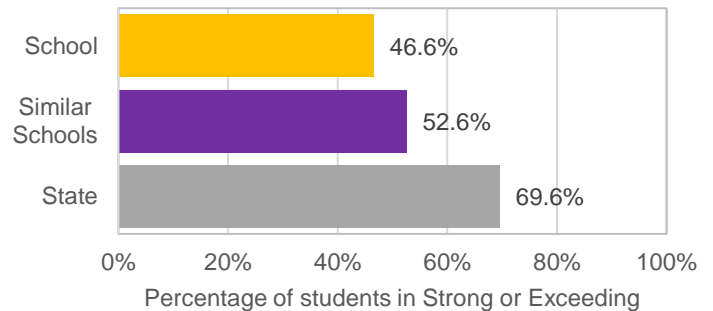
Similar Schools average:

52.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.1%

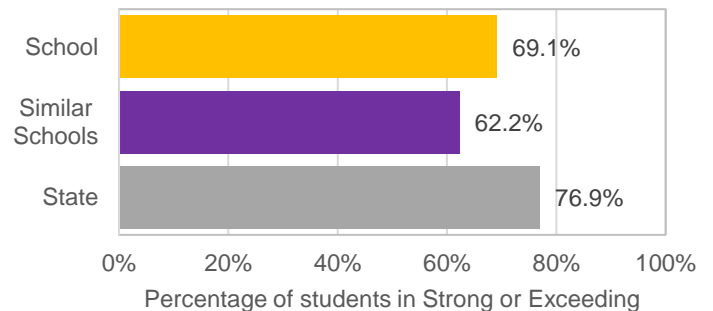
Similar Schools average:

62.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

36.8%

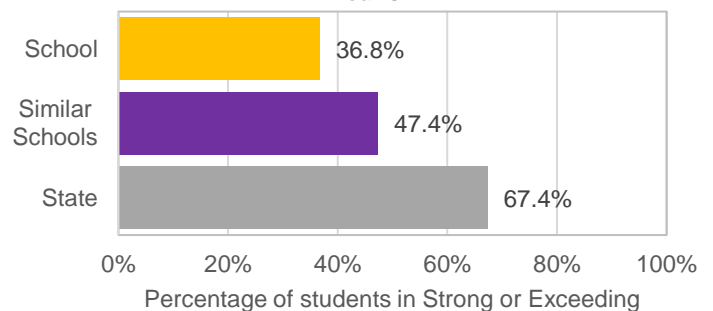
Similar Schools average:

47.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

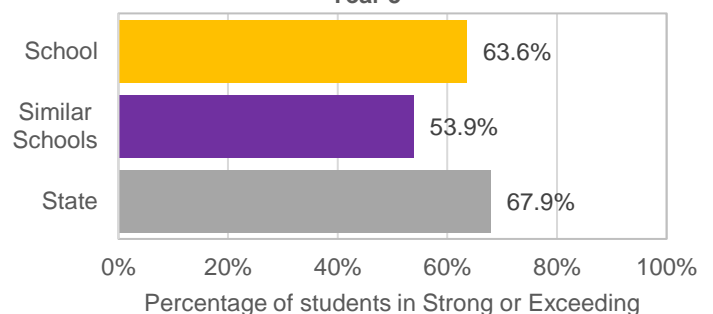
Similar Schools average:

53.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

53.2%

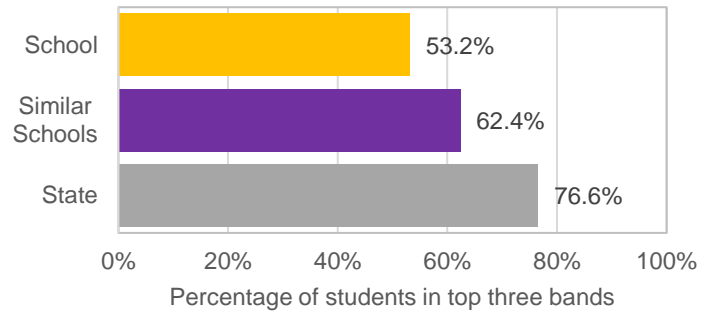
Similar Schools average:

62.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

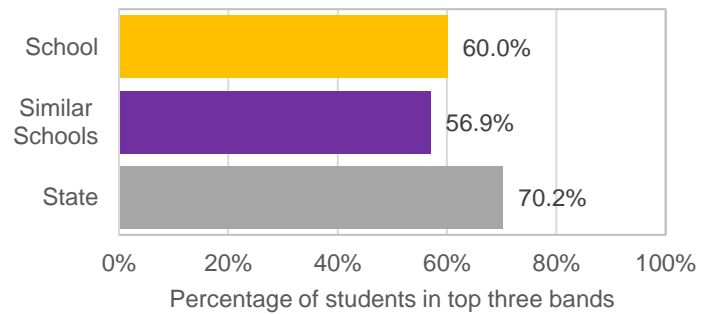
Similar Schools average:

56.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

30.6%

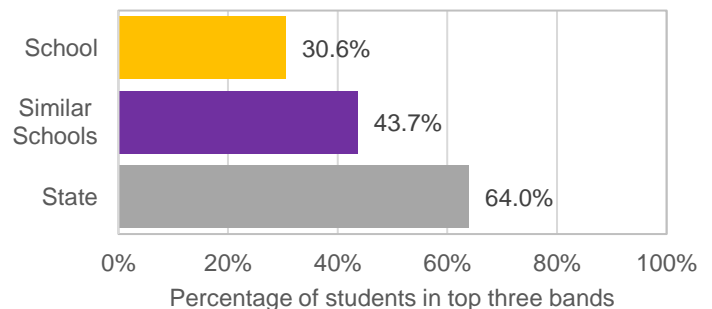
Similar Schools average:

43.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

34.4%

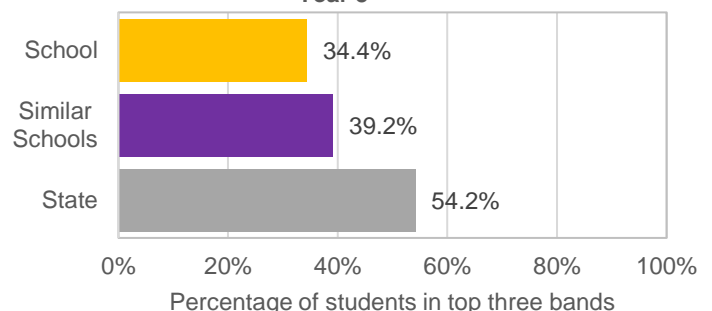
Similar Schools average:

39.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

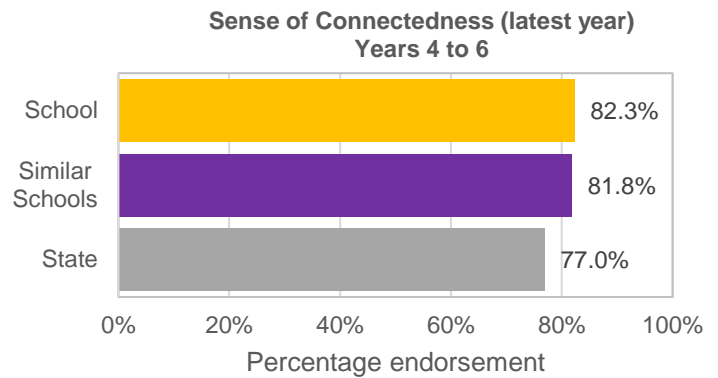
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.3%	86.8%
Similar Schools average:	81.8%	83.1%
State average:	77.0%	78.5%

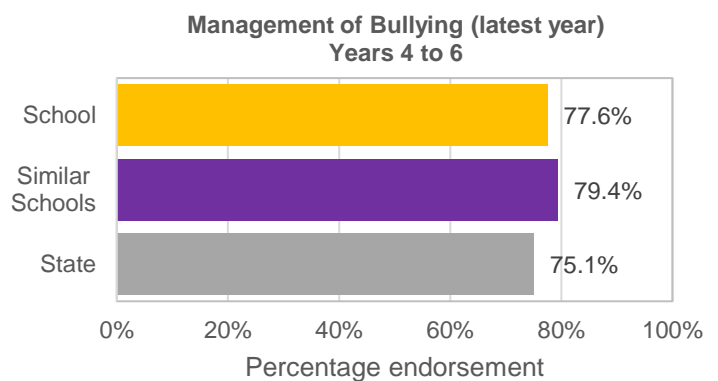


Student Attitudes to School – Management of Bullying

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:	77.6%	81.5%
Similar Schools average:	79.4%	80.7%
State average:	75.1%	76.9%



ENGAGEMENT

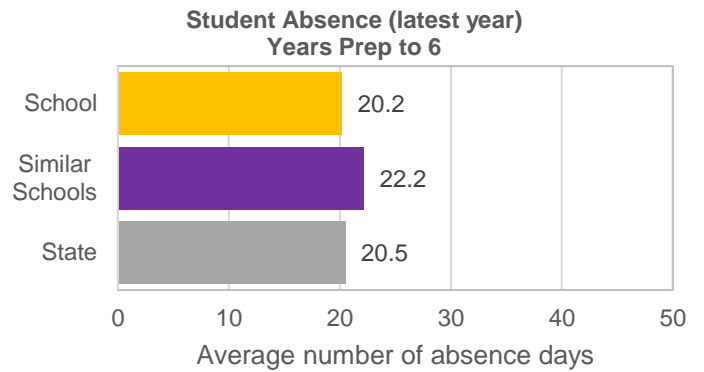
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.2	18.9
Similar Schools average:	22.2	20.9
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):	88%	88%	88%	91%	91%	90%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,714,886
Government Provided DET Grants	\$973,893
Government Grants Commonwealth	\$13,029
Government Grants State	\$0
Revenue Other	\$93,550
Locally Raised Funds	\$211,326
Capital Grants	\$0
Total Operating Revenue	\$7,006,685

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,193,359
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,193,359

Expenditure	Actual
Student Resource Package ²	\$5,828,398
Adjustments	\$0
Books & Publications	\$2,197
Camps/Excursions/Activities	\$94,664
Communication Costs	\$10,969
Consumables	\$115,717
Miscellaneous Expense ³	\$55,983
Professional Development	\$25,529
Equipment/Maintenance/Hire	\$297,390
Property Services	\$241,290
Salaries & Allowances ⁴	\$102,915
Support Services	\$340,344
Trading & Fundraising	\$122,931
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$88,566
Total Operating Expenditure	\$7,326,893
Net Operating Surplus/-Deficit	(\$320,209)
Asset Acquisitions	\$11,497

- (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	\$371,895
Official Account	\$291,394
Other Accounts	\$0
Total Funds Available	\$663,289

Financial Commitments	Actual
Operating Reserve	\$211,874
Other Recurrent Expenditure	\$23,088
Provision Accounts	\$5,000
Funds Received in Advance	\$39,079
School Based Programs	\$93,305
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,512
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$97,792
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	\$472,650

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.