

2023 Annual Report to the School Community

School Name: Albion Primary School (4265)



Albion Primary School

- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 12:36 PM by Adrienne Williamson (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 27 March 2024 at 11:19 AM by Adam Bird (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

Albion Primary School's mission is to 'Aim High' in all we do so that our students grow to be socially capable, reach their full academic potential and become caring, respectful community-minded people.

Our objective is to provide the best possible learning environment for the students to achieve their full potential.

Albion Primary School's vision is that:

- All our students will become life-long learners and responsible community members
- All our staff will support students to achieve the best possible learning outcomes
- All members of the school community embrace the school's values.

Albion Primary School's values are Respect, Care, Honesty, Learning and Achievement.

- We show respect for ourselves, our school, each other and the environment. We understand that our attitudes and behaviours have an impact on the people around us
- We show care by having a zero tolerance of bullying. We model and demonstrate kindness and fairness and take every opportunity to help others that may be in need
- We show honesty by telling the truth, even if we have done the wrong thing. We take responsibility for our own behaviour and actions
- We show learning by having a go at new things. We learn from our mistakes and we are persistent - we do not give up
- We show achievement by always trying our hardest and doing our best. We celebrate our successes.

In 2023, Albion Primary School had 27 people working, the equivalent of 20.28 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 1 x Leading Teacher, 7.8 EFT Classroom Teacher 2, 3.4 x Classroom Teacher 1, 0.6 x Tutor Learning teacher and 4.88 x EFT Education Support staff. The class structure consisted of 9 classes as follows: 2 x Foundation/1, 2 x year 1/2, 1 x years 2/3, 2 x years 3/4, 2 x years 5/6. All students participated in Physical Education, Library and Visual Arts specialist programs throughout the year and Italian during first semester. In the second semester, students commenced learning Auslan, Australian Sign Language. Students also attended music classes with a teacher from the Australian Children's Music Foundation, supported by the classroom teacher. Extra-curricular programs in which students can generally participate included: excursions, in-house performances, camps, house sporting competitions, Sporting Schools clinics, Ride2School days, organising and raising funds for various charities and school community-based activities. All children had access to portable netbook and iPad wi-fi devices to support their learning when at school. Each classroom is provided with an interactive touch screen television connected to the school's curriculum network. The school's facilities included a chicken coop, an orchard of fruit trees and a vegetable garden which students worked in occasionally. Produce from the garden and eggs laid by the chickens, were used in school-based cooking activities. We continued to develop and improve our gardens as they are enjoyed by the school community. Albion Primary worked towards becoming a 5-star sustainable school through the ResourceSmart Schools Sustainability Victoria program. We achieved four stars and will continue to work towards achieving our fifth star.

On Census Day, 28th February 2023, 188 students were enrolled at Albion - 94 female and 94 male or 50% females and 50% males. The school was funded on 186 students as two were international students whose parents pay tuition fees. The number of students who were funded for English as an additional language was 70 students or 38% of the school's population. 64% of students have a language background other than English but are not necessarily funded for English as an Additional Language.

Approximately seven or 4% of the school's population came from a refugee background and one student or 0.5% percent were Aboriginal or Torres Strait Islander. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Albion Primary School's SFOE band in 2023 was 0.46 and is rated as 'medium'. 68 students or 36.5% of students received equity funding. While there is no one dominant cultural group, besides English, Vietnamese, Tigrinya (from Ethiopia), Somali and Bengali are the more common languages amongst the school's population. There are over 28 languages represented at the school. We celebrate our diverse and inclusive school community. Throughout the year, the school grew to 195 students, and we finished the year with 189. Most students who leave, move out of the Albion area, therefore, making attending school at Albion too difficult.

The students are at the centre of everything at Albion Primary and we strive to live up to the school motto of 'Aim High' in all we do. We believe that student engagement and wellbeing are inextricably linked to student learning outcomes. At Albion, our school culture enhances student wellbeing through the creation of a safe, respectful, inclusive learning environment that encourages a growth mindset. Our staff members are committed to providing the best possible learning climate for our students. This dedication and care to students is demonstrated throughout the year. Teachers worked closely as a professional learning community to

develop their capacity to provide an effective teaching and learning program. We acknowledge our strong relationships with the parents, guardians and broader school community. We value them as partners in learning. The school percentage endorsement for Parent Satisfaction as measured on the Parent/Guardian/Carer Opinion Survey was well above state average. The 4-year average was also above the state average. The school percentage endorsement for School Climate as measured on the School Staff Survey was well above state average. The 4-year average was also well above the state average.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, teacher judgement of student achievement for children in years Foundation to year 6, working at or above age expected standards in English and Mathematics, was above the average of schools that have a comparable profile (similar schools), but below the state average.

In year 3 NAPLAN Reading, results showed that the percentage of students in the strong or exceeding proficiency levels was well above schools with similar characteristics and equal to the state average. The results for year 5 NAPLAN Reading showed that the percentage of students in the strong and exceeding proficiency levels was well above schools with similar characteristics and the state average. The results for year 3 Numeracy showed that the percentage of students in the strong and exceeding proficiency levels was well above schools with similar characteristics and just above the state average. The year 5 NAPLAN Numeracy was also well above similar schools and well above the state average. Due to the revision of NAPLAN, a 4-year average is unable to be measured as results are no longer comparable to previous years. The 4-year average will not be available until after the 2026 NAPLAN tests.

Learning gain is determined by comparing a student's year 5 NAPLAN results with their year 3 results, relative to the results of all similar Victorian students. For students in year 3 in 2021 to year 5 in 2023, this gain could not be determined due to the revision of the NAPLAN testing.

45 students from across the school took part in additional classroom literacy intervention and extension programs over the course of the year. Four students took part in a mathematics intervention program specifically for students in year 4.

Moving forward, we believe Albion Primary School has a very positive climate for learning. While we will work to continue to improve this climate, the focus will be on improving outcomes for students in literacy and numeracy for those students who are struggling, and to extend the students who are excelling. Feedback to students about their learning was a focus during the year and is an area that we want to continue to develop. In the Attitudes to School Survey in which the students in years 4 - 6 participate, student voice and agency had the lowest endorsement for any factor. Research indicates that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation, which contribute to improved student outcomes. While there was an improvement in this factor in 2023, it will continue to be a focus in 2024. We also want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Evaluating the impact of our teaching and learning practices on student progress will also continue to be an area of focus.

Wellbeing

Wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning. For our students to learn, they need to feel safe, be healthy and have a strong sense of wellbeing. The school has a dedicated wellbeing teacher, supported by the assistant principal and principal. As well, we have a Resilience, Rights and Respectful Relationships program learning community. The wellbeing team play an important role in ensuring that students have a readiness disposition for learning by having attendance, health matters and family issues followed up so that students can focus and maximise their learning time.

Wellbeing continued to be a major focus in 2023. Support was provided in ways such as:

- Dedicated well-being hour each week for all classes
- Individual calls/check-ins from wellbeing staff to students/families who indicated they were struggling or for whom concerns were raised by classroom teachers
- Wellbeing tips and ideas in all whole school communication
- Whole school participation in Rights, Resilience and Respectful Relationships program

- Specific health and wellbeing communications
- Dental Van
- Keeping a connection to the school community via E-News, news feeds, SMS, school community activities
- Connection with Brimbank Pro-Active Policing Unit to inform staff, students and parents of community safety
- e-Safety Commission training updated for Cyber Safety information

Positive endorsement in the Sense of Connectedness factor of the Attitudes to School Survey was above similar schools and the state average. The 4-year average was also above similar schools and the state's average.

In the Managing Bullying factor, the school's positive endorsement is above similar schools and the state's average. The 4-year average was also above similar schools and the state average.

Engagement

The average number of days absent for students in 2023 was 22.2. Albion had a lower average number of days than similar schools but higher than the state. Illness was the major reason for absence in 2023. Family holidays also contributed to the higher average. The school's 4-year average is lower than similar schools and just above the state average. We continued to follow up student absences but were unable to finish the year without any unexplained absences. In 2023, years Prep, 1, 4, and 5 all had 90% attendance rate. Year 2, 3 and 6 had an 87% attendance rate. An attendance rate between 90% - 94% is considered a good attendance. Above 94% is considered an excellent attendance rate.

Albion Primary School is proud of the work done in 2023 to support students in building resilience, persistence, engagement, and connection. The importance of a sense of belonging in students cannot be underestimated and is something the staff at Albion continue to work on. The wellbeing leading teacher, along with the rest of the leadership team, worked with families to support those students who were having difficulty engaging in school. Every effort was made to follow up with students and their families with whom we had concerns. Class teachers also flagged any concerns they had about students to the wellbeing teacher. The wellbeing team also monitored vulnerable children, those under Student Support Services, on the Program for Students with Disabilities, and those in Out of Home Care.

The Attitudes the School Survey shows that the factor of *Motivation and Interest* has improved over the last couple of years from 78% positive endorsement to 88% and *Sense of Confidence* from 69% to 78% positive endorsement. Both factors are above similar, network and state averages.

Other highlights from the school year

During 2023, Albion Primary School had many school events that students and families participated in:

- School picnic evening
- Hat Parade
- Harmony Day
- National Simultaneous Storytime
- Book Week parade
- House competitions - paper planes, cross country, athletics, lunchtime sports
- Colour run
- Working bee
- Whole school assemblies, including some musical performances, under the covered outdoor learning area (COLA)
- School awards and graduation ceremony.

Students were able to participate in:

- Swimming program
- Interschool sport
- Excursions
- Year 4/5/6 3-day, 2-night camp
- Year 1/2/3 day camp
- Prep late tea
- All students completed the Premier's Reading Challenge
- Awards and graduation events
- Sporting Schools clinics in terms 1, 2 and 4
- National Ride2School day and subsequent Walk or Wheel Wednesdays as part of the Active Schools
- AFL Schools' Day.

Parents' Club organised various fund-raising events:

- Referendum vote sausage sizzle
- Lunch time discos
- Mothers' and Fathers' Day stalls
- End of year raffle

Students also organised fund-raising events:

- Year 6 fund raising (for year 6 tops and graduation excursion)
- Junior School Council fundraising for the following causes:
 - Royal Children's Hospital Good Friday Appeal
 - Exford Primary School (after serious bus crash involving students)
 - Australian Children's Music Foundation
 - Red Nose Australia
 - State Schools' Relief
 - Australian Water Association to provide clean drinking water for an outback community

Staff were able to participate in face-to-face and online professional learning including:

- Principal class network and area meetings/forums/conferences
- Resilience, Rights and Respectful Relationships
- Mental Health in Primary Schools
- Proactive Police network meetings
- English and Mathematics.

We gained our 4th ResourceSmart School star and submitted the elements required for our 5th star and are awaiting confirmation. Four students competed in the Victorian Primary Coding Challenge and came 5th out of 36 schools involved. A great effort. Nine students participated in the Victorian High Ability Program across the year - two in term one for Reading, four in term two for Maths, three in term four for Writing.

Two projects helped bring our community together in 2023. The first one was the bottle cap mural, designed and made by the school community over the course of seven months. This proved to be a wonderful opportunity for everyone - students, parents and staff - to contribute. The second project involved student collaboration with Victoria University graphic arts staff and students. A mural was designed and painted on the school's brick shed. Both projects have enhanced our school grounds.

Financial performance

The Student Resource Package (SRP) was the major source of funding to the school and was allocated mainly through per student rates. In 2023 through the SRP, the school also received equity funding. This additional funding provided individual loading for students from disadvantaged backgrounds. It was used to support our students in their English and Mathematics learning by providing a numeracy coach to work with staff and students for one semester. Equity money was also used to provide Education Support staff to support students in the classrooms and provide resources that would otherwise be difficult for parents to supply. Resources included iPads and netbooks for student use, subscriptions to relevant learning applications and software that students use. It was also used to ensure students could participate in excursions, swimming, camps, etc.

The school applied for a number of grants over the course of the year. Other than the Sporting Schools grants, we were unsuccessful.

- Sporting Schools grants for \$8400 were received throughout the year. This funding provided after school hours sports clinics for students across terms 1, 2 and 4 as well as sporting equipment relevant to the clinics.

The year was expected to end in a deficit but due to some staffing changes mid-year, we finished with a small surplus. We lost four level-4 funded students under the Program for Students with a Disability (PSD) during the year and that will impact on 2024 finances.

The financial commitment for 2024, includes the majority of funds for roofing repairs, other maintenance and minor works and grounds works.

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

<https://www.albionps.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 188 students were enrolled at this school in 2023, 94 female and 94 male.

53 percent of students had English as an additional language and NDP 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).

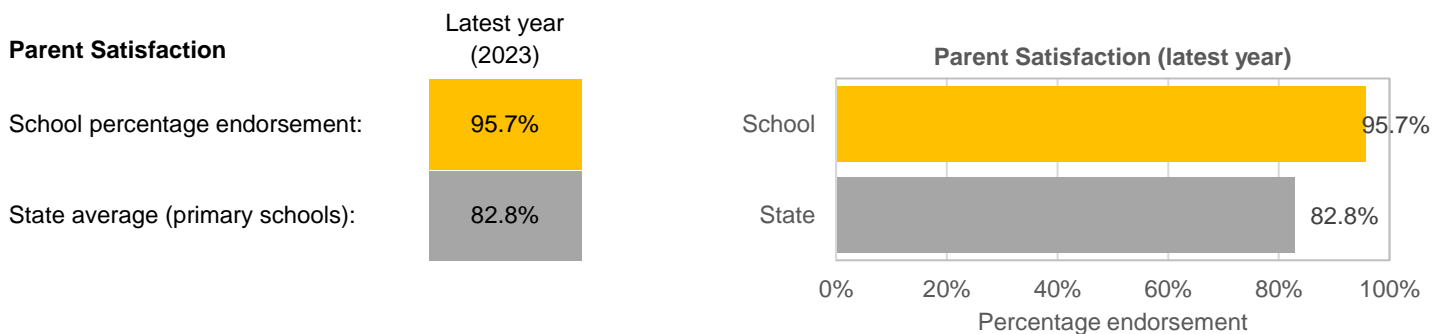
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

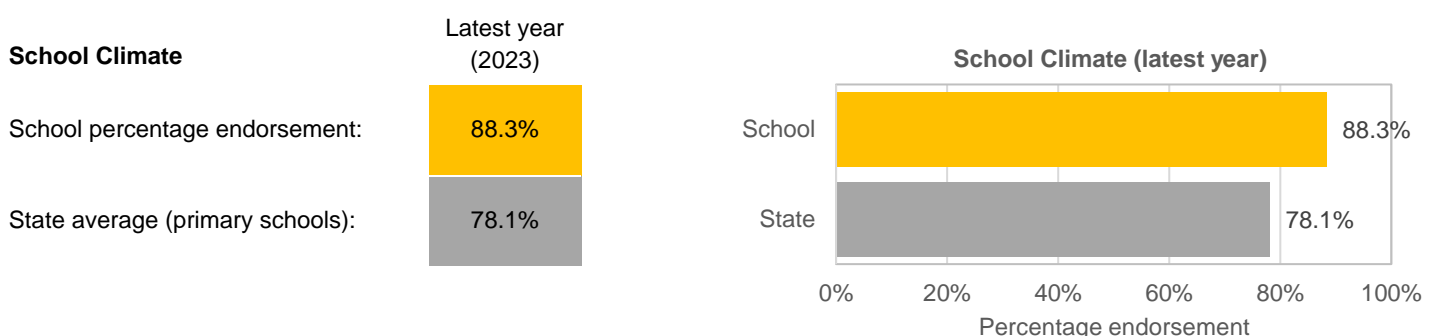


School Staff Survey

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:

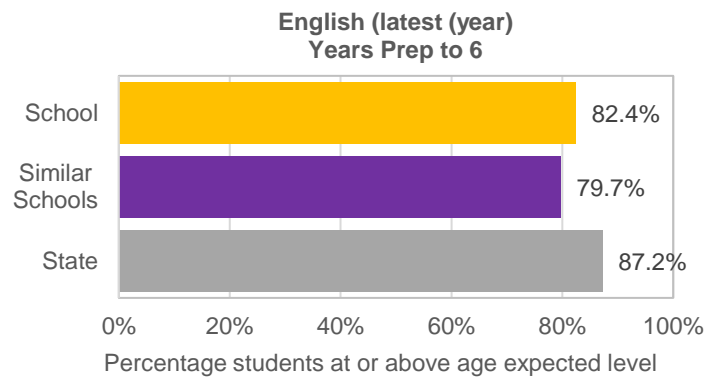
82.4%

Similar Schools average:

79.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

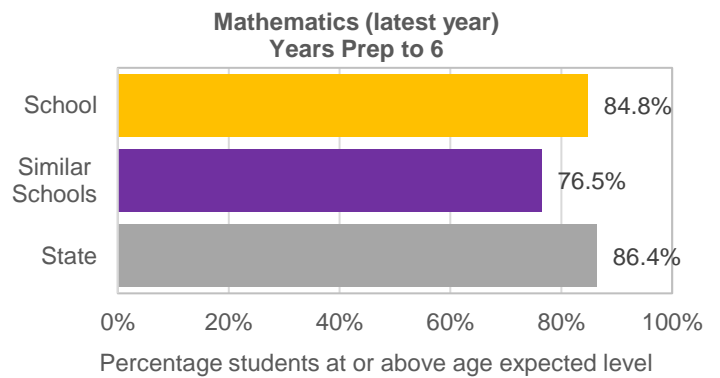
84.8%

Similar Schools average:

76.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

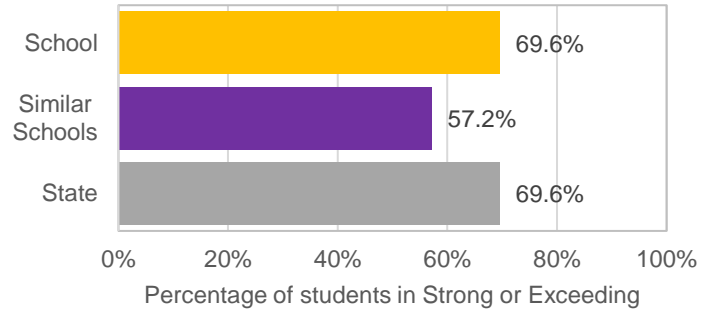
Similar Schools average:

57.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.0%

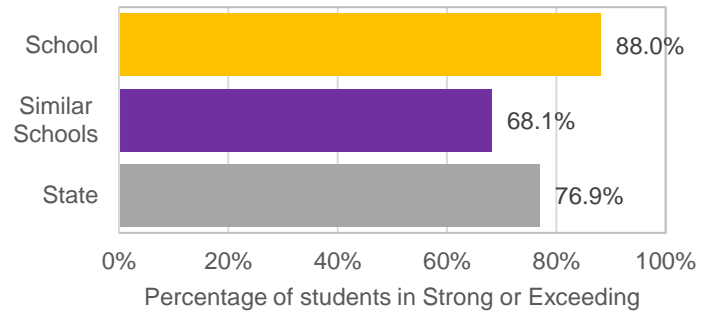
Similar Schools average:

68.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

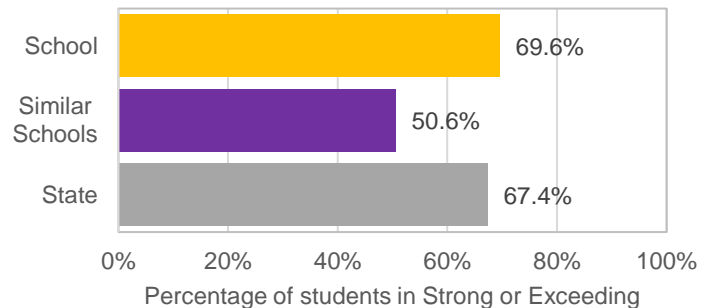
Similar Schools average:

50.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

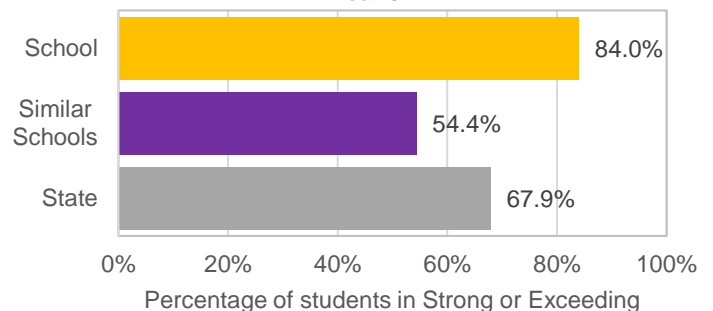
Similar Schools average:

54.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.6%

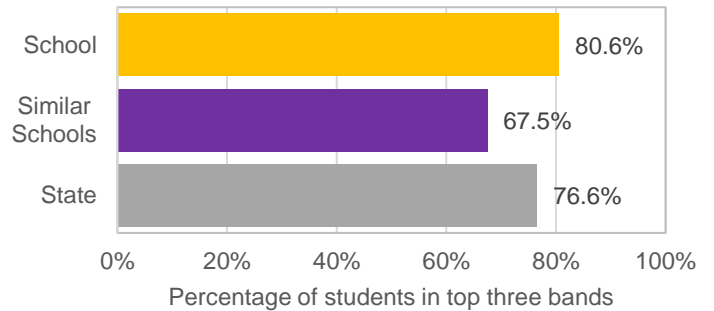
Similar Schools average:

67.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.9%

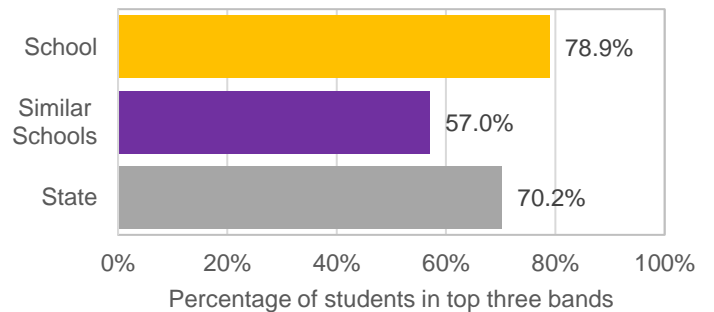
Similar Schools average:

57.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

63.3%

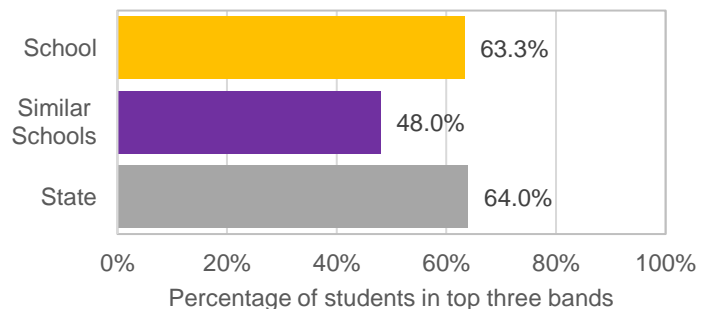
Similar Schools average:

48.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

55.6%

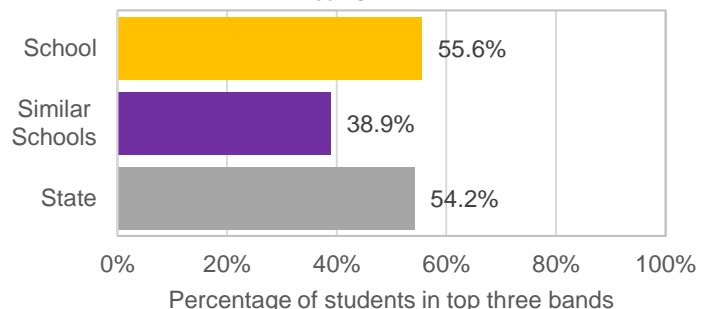
Similar Schools average:

38.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

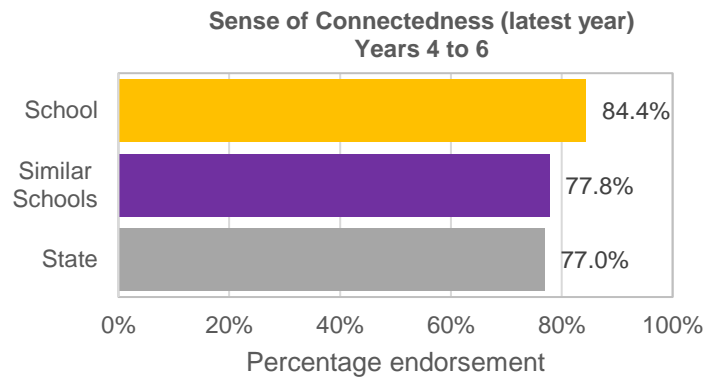
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.4%	81.6%
Similar Schools average:	77.8%	80.1%
State average:	77.0%	78.5%

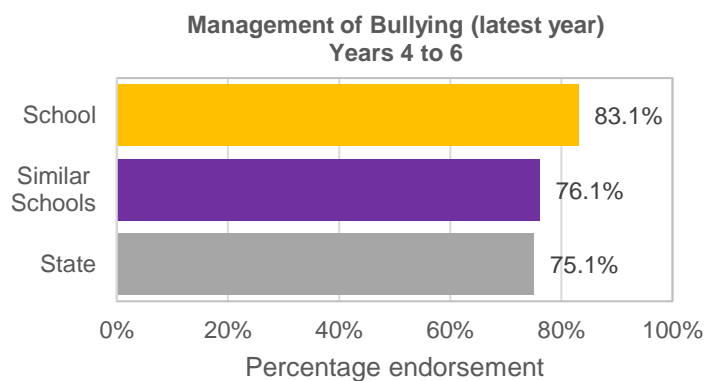


Student Attitudes to School – Management of Bullying

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:	83.1%	82.4%
Similar Schools average:	76.1%	78.1%
State average:	75.1%	76.9%



ENGAGEMENT

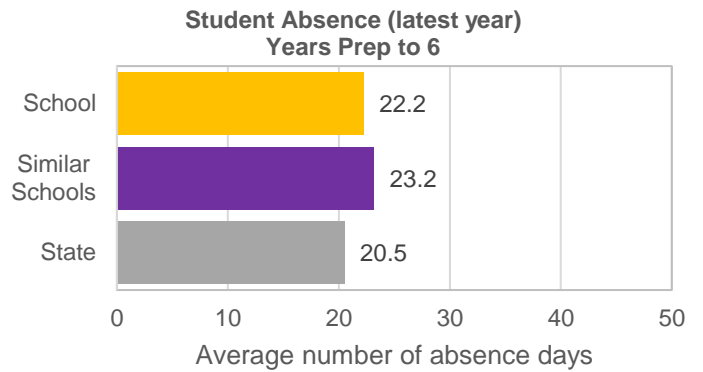
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.2	18.3
Similar Schools average:	23.2	21.4
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):	90%	90%	87%	87%	90%	90%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,275,824
Government Provided DET Grants	\$274,982
Government Grants Commonwealth	\$11,730
Government Grants State	\$0
Revenue Other	\$22,638
Locally Raised Funds	\$76,625
Capital Grants	\$0
Total Operating Revenue	\$2,661,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$233,009
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$233,009

Expenditure	Actual
Student Resource Package ²	\$2,261,048
Adjustments	\$0
Books & Publications	\$5,147
Camps/Excursions/Activities	\$37,478
Communication Costs	\$4,900
Consumables	\$58,527
Miscellaneous Expense ³	\$8,799
Professional Development	\$3,906
Equipment/Maintenance/Hire	\$42,098
Property Services	\$37,475
Salaries & Allowances ⁴	\$74,410
Support Services	\$55,066
Trading & Fundraising	\$23,581
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,848
Total Operating Expenditure	\$2,632,283
Net Operating Surplus/-Deficit	\$29,516
Asset Acquisitions	\$36,139

- (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	\$237,906
Official Account	\$6,084
Other Accounts	\$0
Total Funds Available	\$243,990

Financial Commitments	Actual
Operating Reserve	\$56,900
Other Recurrent Expenditure	\$9,400
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$5,893
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$23,000
Maintenance - Buildings/Grounds < 12 months	\$4,653
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$102,346

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.