

2024 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 13 March 2025 at 03:09 PM by Adrienne Williamson (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 04:52 PM by Adrienne Williamson (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024, Albion Primary had 27 people working at the school, the equivalent of 20.68 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 0.8 x Leading Teacher (in semester two), 0.8 x Learning Specialist, 7.8 EFT Classroom Teacher 2, 3.4 x Classroom Teacher 1, 0.8 x Tutor Learning teacher and 4.88 x EFT Education Support staff. The class structure consisted of 10 classes as follows: 2 x Foundation, 2 x year 1/2, 1 x years 2/3, 2 x years 3/4, 3 x years 5/6. All students participated in Physical Education, Library and Visual Arts and Auslan specialist programs throughout the year. Students also attended music classes with a teacher from the Australian Children's Music Foundation, supported by the classroom teacher in terms two, three and four. Extra-curricular programs in which students could 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. Students have access to portable netbooks and iPad wi-fi devices to support their learning when at school. Each classroom has an interactive touch screen connected to the school's curriculum network. The school's facilities include 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, was used in school-based cooking activities. We continued to develop and improve our grounds as they are enjoyed by the school community. Albion Primary achieved its 5-star status as sustainable school through the ResourceSmart Schools Sustainability Victoria program. A wonderful celebration day was held in mid-September involving the whole school community and was a highlight of the year.

On Census Day, 28th February 2024, 201 students were enrolled at Albion, 97 or 48% females and 104 or 52% males. The school was funded on 198 students as three were international

students whose parents pay tuition fees and were not included in the Student Resource Package funding. 49% of students are from language backgrounds other than English but are not necessarily funded for English as an Additional Language. Approximately 4% of the school's population come from a refugee background. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which considers parents' occupations and education. Albion Primary School's SFOE band in 2024 was 0.43 and was rated as 'medium'. 63 students or 32% of students received equity funding. While there is no one dominant cultural group, besides English, Vietnamese, Tigrinya (from Ethiopia), Somali and Bengali were the more common languages amongst the school's population. There were over 28 languages represented at the school. We celebrate our diverse and inclusive school community. Throughout the year, the school grew to 207 students, and we finished the year with 201. Most students who leave, move out of the Albion area, making attending school at Albion too difficult.

The students are at the centre of everything at Albion 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. The school's culture enhances student wellbeing through the creation of safe, respectful, inclusive learning environments that encourage a growth mindset. Our staff members are committed to providing the best possible learning environment for our students. This dedication and care to students is demonstrated throughout the year. Teachers work closely as a professional learning community to develop their capacity to provide effective teaching and learning programs. We acknowledge our strong relationships with the parents, guardians and broader school community. We value them as partners in learning. The percentage endorsement for Parent Satisfaction as measured on the Parent/Guardian/Carer Opinion Survey was well above state average for other primary schools.

The school percentage endorsement for School Climate as measured on the School Staff Survey was also well above state average for other primary schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, 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 above the state average. Due to the revision of the NAPLAN tests in 2023, a four-year average will not be possible until 2026. The two-year average for year 3 showed Albion PS is above similar schools and the state. The data shows the same results as the year 3 for year 5 NAPLAN Reading. The results for year 3 NAPLAN Numeracy showed that the percentage of students in the strong and exceeding proficiency levels was well above schools with similar characteristics and just below the state average. The two-year average shows we are well above similar schools and just above the state. The year 5 NAPLAN Numeracy was also well above similar schools and above the state average. The two-year average showed that we are well above similar schools and the state.

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 2022 to year 5 in 2024, this gain could not be determined due to the revision of the NAPLAN testing.

There were 34 students from across the school who took part in additional classroom literacy intervention and extension programs over the course of the year. Eight 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. We will work to continue to improve this climate by ensuring the universal design for learning measures are in place so that all students can access and participate in meaningful, challenging learning opportunities. Improving outcomes for students in literacy and numeracy is still our priority, providing support for those students who are struggling, and to extend the students who are excelling. We also want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Building teacher capacity to effectively deliver the new Victorian Curriculum is a priority for 2025. 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 students to learn, they need to feel safe, be healthy and have a strong sense of wellbeing. The school had part-time wellbeing teacher, supported by the assistant principal and principal. As well, we had a Resilience, Rights and Respectful Relationships program team. The wellbeing team played 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.

The school ensured wellbeing continued to be a major focus in 2024. 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
- Breakfast Club
- Food boxes for nominated families
- Dental Van
- Monitoring and referrals to Department Student Support Services
- Regular contact meetings with the Department's Health and Wellbeing Key Contact (HWKC)

- Keeping a connection to the school community via E-News, news feeds, SMS, school community activities

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

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

Resilience was the lowest factor on the Attitudes to School Survey. The school will be participating in the Resilience Project as part of its work in supporting students in 2025.

Engagement

The average number of days absent for students in 2024 was 22.4. Albion had a lower average number of days than similar schools but higher than the state. Illness was the major reason for absence in 2024. Family holidays also contributed to the higher average. The school's four-year average was lower than similar schools, but above the state average. We continued to follow up student absences but were unable to finish the year without any unexplained absences. In 2024, year 6 had the highest attendance rate at 90%. Year 5 was the lowest attendance rate at 88%. All other year levels were at 89%. An attendance rate between 90% - 94% is considered good attendance. Above 94% is considered excellence attendance.

Albion Primary School is proud of the work done in 2024 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 teacher, along with the rest of the leadership team and staff, 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 and those on the Program for Students with Disabilities as we moved into the new Disability and Inclusion reform.

Feedback to students about their learning was a focus during the year and will be an area to continue to develop. In the Attitudes to School Survey in which the students in years 4 - 6 participate, student voice and agency went from 61% in 2023 to 72% in 2024. While there was an improvement in this factor in 2024, it will continue to be a focus in 2025. To have students actively contribute to their educational experiences promotes engagement, critical thinking and skill development which is necessary for their future success.

The Attitudes the School Survey shows that the factor of *Motivation and Interest* is at 83% positive endorsement 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 2024, 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 under the covered outdoor learning area (COLA)
- 5-Star ResourceSmart award celebration
- School awards, concert and graduation ceremony.

Students were also able to participate in:

- Swimming program
- Interschool sport
- Excursions
- Year 5/6 a three-day, two-night camp
- Year 1/2/3/4 day camps
- All students completed the Premier's Reading Challenge
- Weekly learning and achievement awards and graduation events
- Sporting Schools clinics in terms one and four
- National Ride2School day and subsequent Walk or Wheel Wednesdays as part of Active Schools

Parents' Club organised various fund raising events:

- Lunch time discos
- Mothers' and Fathers' Day stalls
- End of year raffle

Students, including Junior School Council, also organised fund-raising events:

- Year 6 fund raising (for year 6 tops and graduation excursion)
- Junior School Council fundraising for the following causes:
 - o Royal Children's Hospital Good Friday Appeal

- o Australian Children's Music Foundation
- o Lions Club of Sunshine stationery appeal
- o State Schools' Relief

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 Maths professional learning
- Compliance matters professional learning
- Business Manager professional learning
- First Aid
- Anaphylaxis

Four students competed in the Victorian Primary Coding Challenge and came 7th out of 29 teams. A great effort.

The Victorian High Ability Program had four Albion students participate in both English and Mathematics.

A successful four-year review was completed in May.

We gained our 5th ResourceSmart School star and became a 5-Star school, the only one in the Western suburbs. A whole school community celebration was held and was a highlight of 2024.

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 2024 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 Mathematics learning by providing a numeracy coach to work with staff and students during the year. Equity money was also used to 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 used.

The school received \$299,453.00 through the Planned Maintenance Program to address priority maintenance issues that were identified in the Condition Assessment Report, part of the Rolling Facilities Evaluation conducted in 2023. The Victorian Schools Building Authority managed this program, and works were carried out from the September school holidays in 2024 to the return of school in 2025. Most of the works were for things that are not visually obvious to the school community such as painting of high windows, repairs to roofing and removal of asbestos. Several other funding grants were applied for during 2024 including a Junior Landcare grant and a capital works grant, both of which were unsuccessful. Successful Sporting Schools grants for terms one

and two provided \$4500 for after school hours sports clinics for students as well as sporting equipment required by the school.

The school had an agreement with Kororoit Creek Neighbourhood House to run their Homework Club at the school during 2024. It started in term two and will continue in 2025.

The year ended in a deficit. We lost four level-four funded students under the Program for Students with a Disability (PSD) during 2023 and that impacted on 2024 finances. As well, the level of equity funding continued to reduce as the number of equity-funded students, based on the SFOE index, decreased. Both situations had a huge impact on funding. Other factors that contributed to the deficit included the relief teacher budget that ended 70% over budget. Also, staffing at Albion is 'top heavy' with the number of experienced teachers and ES staff increasing, creating pressure on the budget. We value our staff and the experience they bring to improving student outcomes in learning and wellbeing. Unfortunately, the budget does not allow for the growth in experienced staff.

The financial commitment for 2025, includes money for bills received after school had finished in 2024 that have since been paid, and funds raised during 2024 that were not spent during that year that will be expended in 2025. The school is expecting to receive some extra funding through Disability and Inclusion to support the needs of students. This will help the financial situation of the school in 2025.

**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 201 students were enrolled at this school in 2024, 97 female and 104 male.

49 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.

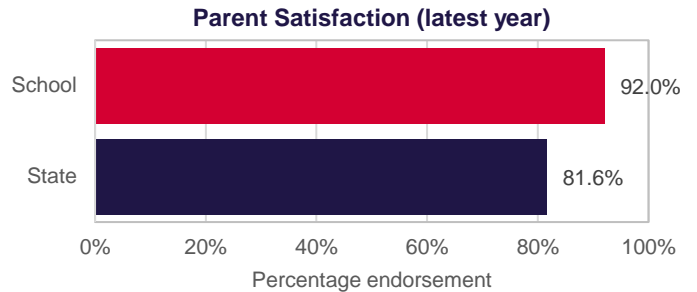
This school's SFOE band value is: **Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	92.0%
State average (primary schools):	81.6%



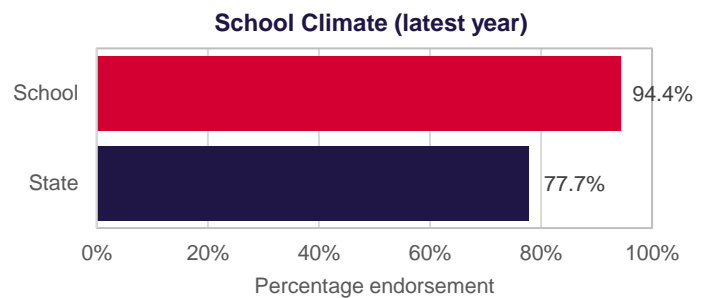
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	94.4%
State average (primary schools):	77.7%



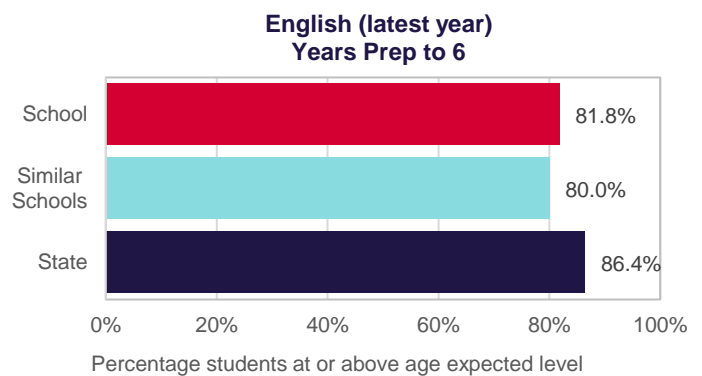
LEARNING

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 (2024)
School percentage of students at or above age expected standards:	81.8%
Similar Schools average:	80.0%
State average:	86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

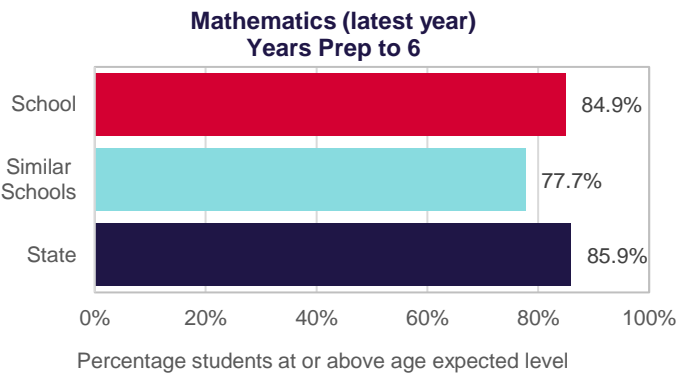
84.9%

Similar Schools average:

77.7%

State average:

85.9%



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.

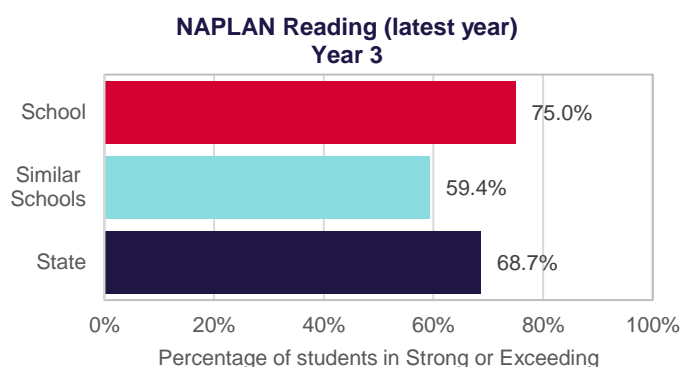
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

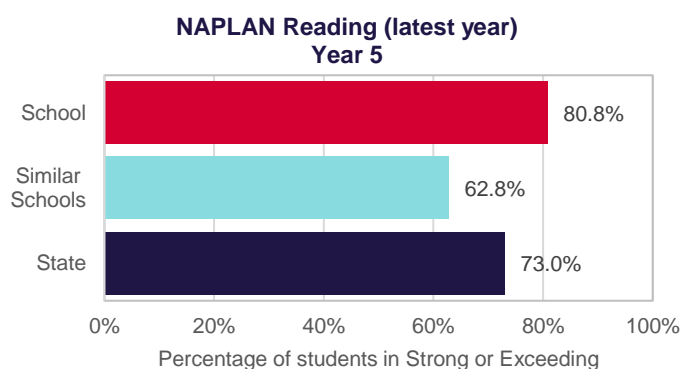
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	72.5%
Similar Schools average:	59.4%	58.7%
State average:	68.7%	69.2%



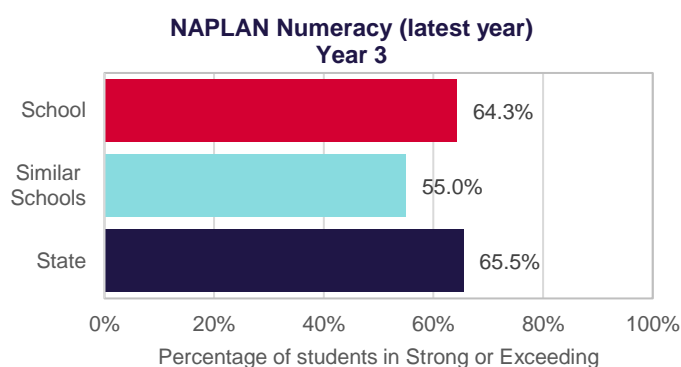
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.8%	84.3%
Similar Schools average:	62.8%	66.1%
State average:	73.0%	75.0%



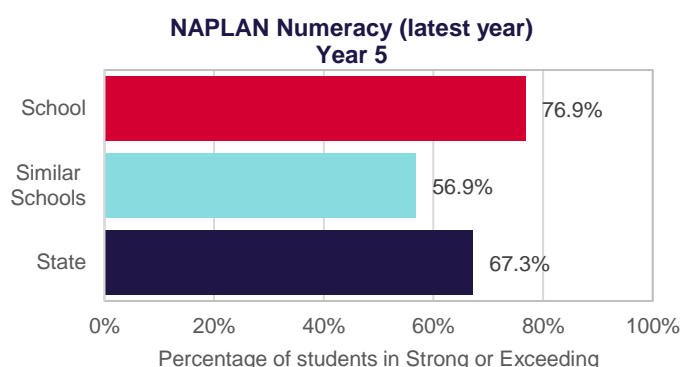
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	66.7%
Similar Schools average:	55.0%	53.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	80.4%
Similar Schools average:	56.9%	56.4%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

80.6%

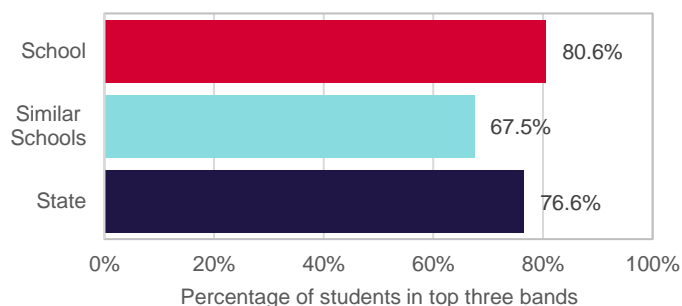
Similar Schools average:

67.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

78.9%

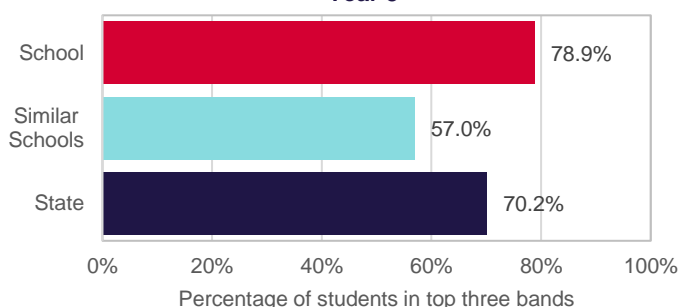
Similar Schools average:

57.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

63.3%

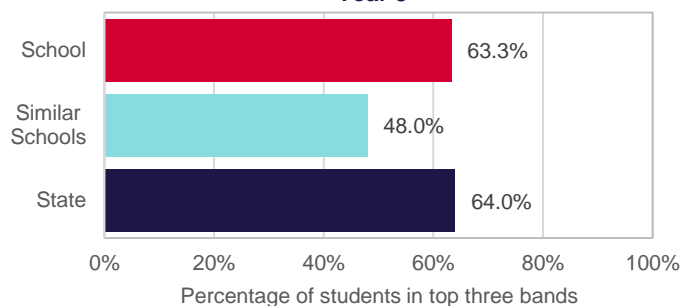
Similar Schools average:

48.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

55.6%

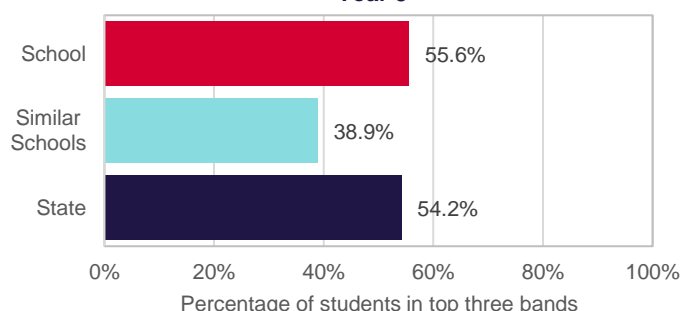
Similar Schools average:

38.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

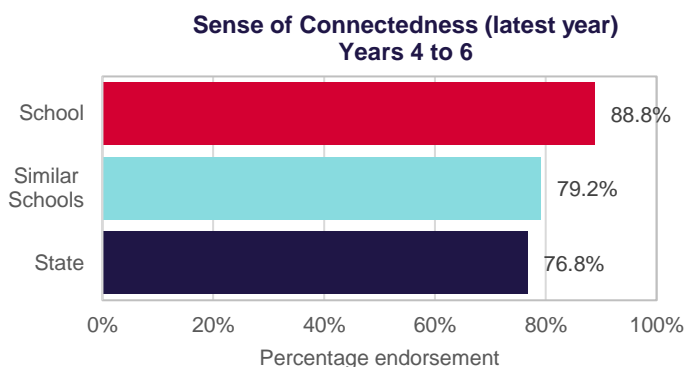
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	88.8%	83.7%
Similar Schools average:	79.2%	78.7%
State average:	76.8%	77.9%

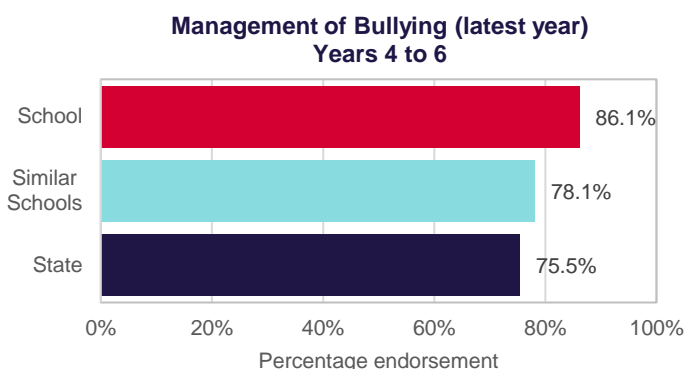


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	86.1%	83.5%
Similar Schools average:	78.1%	76.7%
State average:	75.5%	76.3%

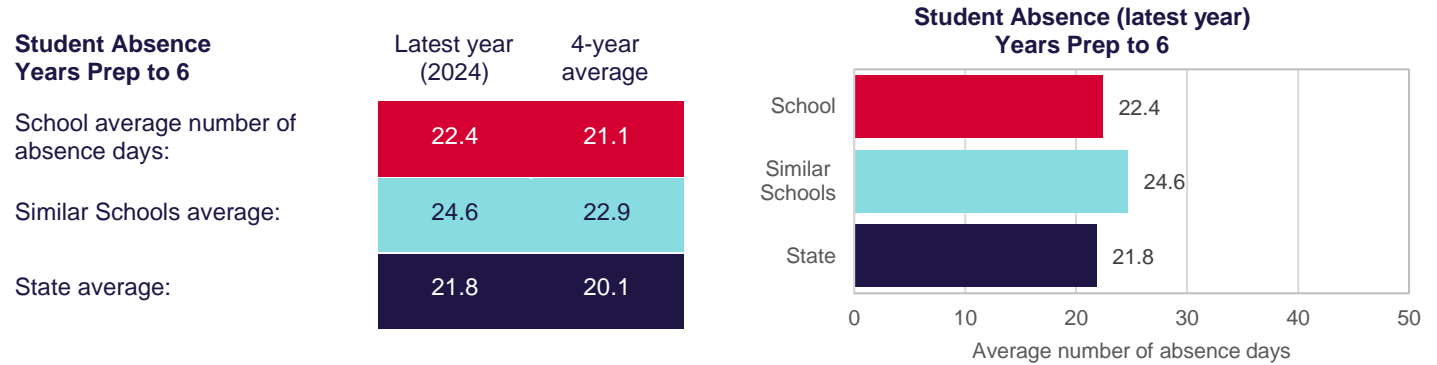


ENGAGEMENT

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.



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 (2024):	89%	88%	89%	88%	89%	88%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,299,768
Government Provided DET Grants	\$308,507
Government Grants Commonwealth	\$10,059
Government Grants State	\$0
Revenue Other	\$13,453
Locally Raised Funds	\$89,816
Capital Grants	\$0
Total Operating Revenue	\$2,721,602

Equity ¹	Actual
Equity (Social Disadvantage)	\$168,071
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$168,071

Expenditure	Actual
Student Resource Package ²	\$2,465,413
Adjustments	\$0
Books & Publications	\$4,710
Camps/Excursions/Activities	\$41,494
Communication Costs	\$5,721
Consumables	\$59,457
Miscellaneous Expense ³	\$10,492
Professional Development	\$3,774
Equipment/Maintenance/Hire	\$55,886
Property Services	\$40,821
Salaries & Allowances ⁴	\$43,409
Support Services	\$155,418
Trading & Fundraising	\$19,257
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,553
Total Operating Expenditure	\$2,923,405
Net Operating Surplus/-Deficit	(\$201,803)
Asset Acquisitions	\$21,260

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$272,389
Official Account	\$5,092
Other Accounts	\$0
Total Funds Available	\$277,481

Financial Commitments	Actual
Operating Reserve	\$76,332
Other Recurrent Expenditure	\$22,919
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,457
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,852
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$105,561

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.