

2022 Annual Report to the School Community

School Name: Findon Primary School (5244)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 11:11 AM by Anita Osavkovska (Principal)

- This 2022 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 28 April 2023 at 11:13 AM by Kirsty Biddington (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Findon Primary School is a government Foundation to Year 6 school, opened in 1986 and located in the City of Whittlesea, 18 kilometres from the Melbourne Central Business District. A total of 324 students were enrolled at this school in 2022, 129 female and 195 male. 28 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander. Our school strives to provide the best learning opportunities for all its students in an environment that is supportive, challenging and positive and that promotes our school motto: 'Learning for Life' where our students become lifelong learners with positive feelings of self-worth. As young adults, we strive for our students to be confident, tolerant, adaptable and resilient, becoming effective team members who understand their rights and responsibilities, within a global community. Findon Primary School promotes a school environment that is welcoming, inclusive and is a safe place for all students, parents, teachers and staff. Our values are pivotal to the life of our school and the school community and comprise of - Be Respectful, Be Responsible, Be Honest, Show Care and Compassion and Do Your Best, while promoting every student's right to be safe and the right to be respected. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which considers parents' occupations and education and classifies them in a band value of Low, Low-Medium, Medium and High. Our school's economic band value is Medium. Our school has a dedicated team of teachers who deliver a high-quality education providing students with solid foundations for their secondary education and are committed to the school's motto of 'Learning for Life.' Teachers work together in Professional Learning Communities with a focus on providing a learning environment that has high expectations, develops the full potential of each child, and insists on continuous improvement for all students. Students are actively encouraged to take responsibility for their learning and behaviour. We assist students to form friendships, seeking solutions to problems and understanding the importance of good citizenship. The staffing profile of Findon Primary School (full-time equivalent) includes the Principal, Assistant Principal, 18 teachers, 1.2 Tutor Learning Teachers, 5.6 Education Support (ES) and 3.8 integration. In 2022, we ran 15 classes F-6, with 3 Prep/Year 1 classes and composite levels from year 2 to 6 and 4 Specialist Classes (Performing Arts, Visual Arts, Physical Education and Indonesian - LOTE). The leadership structure of the school consisted of a School Improvement Team which included the Principal, Assistant Principal and 3 x Learning Specialists. Teachers worked collaboratively in teams across the cohort with each team appointing an Instructional Leader, Team Manager and Data Manager. The focus is on continuous improvement in instructional practice to improve student outcomes. Findon Primary School has a commitment to building a learning community where all stakeholders are involved in the education of students. We encourage parents to take an active interest in their child's learning and to take advantage of the numerous forums and opportunities that support this. The partnership between home and school is highly valued and underlines the importance parents have in all aspects of their child's education. The atmosphere of the school is supportive and friendly with students, staff and parents working together to achieve the best learning outcomes for all children in a caring environment. Our School Strategic Plan 2021-2024 focuses on students acquiring effective Literacy and Numeracy skills and student voice, agency and leadership. Students are actively encouraged to take responsibility for their learning, through individual goal setting, in 1:1 reading and writing conferencing, as well as personal and communal rights and responsibilities in terms of their behaviour. We are a Respectful Relationships Education school and foster a consistent restorative practice approach to student behaviour and wellbeing school-wide.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our School Strategic Plan goals for 2020 - 2024 are:

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

In 2022 the school had a focus on the following FISO improvement initiatives and key improvement strategies:

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

In 2022, Findon Primary School continued to make progress in delivering on our AIP actions relating to Literacy, Numeracy and Student, Voice and Agency. In 2022, the transition back to consistent onsite face to face learning for students, staff and the community was a gradual process. A focus on reconnection to school life for all stakeholders was a paramount focus throughout the year. The school has continued to successfully use Compass as our communication platform. The Tutor Learning Initiative was implemented and was fully linked to classroom delivery. The Respectful Relationship Education Program has continued to be fully implemented across the school.

Our comprehensive and rigorous student-focused curriculum program is continuously evaluated by the Principal, Leadership team and staff. We provide consistent high-quality teaching practice that extends capabilities and grows each individual child. We have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and secure learning environment. The professional learning strategy has involved the staff in active coaching, modelling and feedback discussion, as well as whole staff professional learning sessions, focused on trialling and adopting consistent and high-quality teaching and learning strategies. All members of our leadership team are active instructional leaders and provide regular mentoring and coaching to staff. Teacher observation and learning walks are encouraged. The focus of this strategy is on the implementation of effective instructional practice with explicit teaching, learning intentions, success criteria and individual student goal setting being visible in every classroom. At each level, there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our differentiated and personalised approaches mean that students are taught at their point of need ensuring appropriate learning growth for all students including more capable students. Our emphasis is on the development of collective responsibility through our teaching teams' structure, which enables collaborative and data-driven approaches to differentiated and individualized learning for all students. Professional Learning Communities use action research approaches to evaluate the effectiveness of research-proven approaches to assessment and teaching. Staff are focused on identifying and developing targeted and effective teaching strategies and assessment processes. A wide range of assessment approaches is utilised including pre and post-testing of students and moderation of teacher judgements. Key data sets are analysed to address the learning needs and identify gaps. In 2022, our ongoing commitment to maintaining high expectations of student performance in literacy and numeracy continued to produce improved student outcomes.

In 2022 achievement for teacher judgement against Victorian Curriculum in English Prep-Year 6 percentage of students at or above expected level was 85.3 % (similar schools were 79.4% and the state average was 87.0%). Achievement for teacher judgement against Victorian Curriculum in Mathematics Prep-Year 6 percentage of students at or above expected level was 84.1% (similar schools were 77.7% and the state average was 85.9%) The Year 3 NAPLAN (National Assessment Program in Literacy and Numeracy) results in Reading for the percentage of students in the top three bands was 80.7% (similar schools were 68.2% and the state average was 76.6%). Reading results were also well above similar schools and the state Average for the four-year average. The Year 3 results in Numeracy showed 60.0% of students in the top three bands (similar schools were 54.3% and the state average was 64.0%). For the four-year average, results in Numeracy were well above similar schools but just below the State Average. The Year 5 NAPLAN results in Reading for the percentage of students in the top three bands was 57.4% (similar schools were 63.8% and the state average was 70.2%). For the four-year, average Reading results were just below similar schools and the state average. The Year 5 results in Numeracy showed 48.9% of students in the top three bands (similar schools were 44.6% and the state average was 54.2%). For the four-year, average results in Numeracy were below similar schools and the state average. NAPLAN Learning Gain from Year 3 to Year 5 results indicate that the school is achieving well with its goal of learning improvement for each individual child, with high percentages of students experiencing medium to high growth in Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. The school continues to focus on reducing the percentage of students demonstrating low learning gain. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

Wellbeing

Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approach. We focus on providing all children with a safe and positive learning environment that encourages and enables students to be socially competent, resilient and self-motivated. There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community. We have an ongoing emphasis on accessible student leadership and peer support opportunities. The Respectful Relationships program is being implemented across all year levels. We have a proactive and preventative emphasis on anti-bullying and cyber safety. The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviours. Students' input is central to these processes. A Student Code of Conduct, with restorative practices is used across the school. Staff professional learning has a focus on consistent behaviour management approaches and follow up. As a result, staff and students have a common understanding of high expectations and processes which has resulted in the commonality of language and consistency in classroom and yard behaviour management processes. An analysis of the 2022 Student Attitudes to School data shows that our students have high levels of connectedness to

the school and feel very safe in the school environment. Percent Endorsement results for Sense of Connectedness of 85.1% were well above similar schools (75.5.0%) and state average (78.1%). Percent Endorsement results for Management of Bullying of 78.2% were above similar schools (72.9%) and state average (75.8%). Survey results over a four-year average for Sense of Connectedness were well above the state average and similar schools and results for Management of Bullying were also well above the state average and similar schools. Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs school has actively developed and implemented Child Safety policies and practices. The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and well-being agencies. In 2022 our school continued to support the health and wellbeing of our staff, students and their families through the provision of assistance where needed. Supports such as the provision of CSEF was provided where appropriate for students. The continued provision of the delivery of health and wellbeing supports to students and their families, by the offering of DET services such as SSSOs if required, and for staff, the Employee Assistance Program. The provision of a Student Welfare Officer employed by the school was a support for both students, staff and families where needed. The Student Welfare Officer has been able to provide identified students with counselling services, staff with a viable link to staff counselling supports and connections to external support services for students and families.

Engagement

Findon Primary School has an intensive approach to the full engagement of our students. We have a strong focus on the emotional engagement of all students through our emphasis on quality relationships with strategies to develop a deep sense of connectedness to peers, staff and the school community. Relationships with teachers and peers are recognized as crucial for building student safety, motivation and learning confidence. Our stimulating learning environment fosters students' investment in their learning and their intrinsic motivation, independence and self-regulation through a growth mindset. Our learning environment is safe and secure and supports students to fully participate in all aspects of their education through the broad range of academic, social and extracurricular activities of the school. Teachers provide regular feedback to students with one-on-one conferencing routine as well as regular feedback from students about the learning program. There is an ongoing emphasis on the development of student voice and agency. Students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting. Students are actively encouraged to own and talk about their learning. In 2022, a continued focus on supporting students identified as at-risk and/or needing extra support was maintained. Student progress was regularly monitored via our formal Reporting process as well as through Individual Education Plans and parent meetings. School attendance continues to be a whole-school focus and is supported by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and being prepared for learning. In 2022, the school maintained good attendance levels with overall absence levels lower than similar schools and very close to state averages. The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The Compass system has supported daily communication with families through SMS and phone calls, as well as clear, follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums. Findon Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported the transition of students as they move through the school. The school provides a comprehensive Kindergarten to Foundation Transition Program that ensures that children and families beginning school are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder kindergartens and kinder groups also visit the school. The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organization and time management. Findon Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open-door policy. The 2021 Parent Opinion Survey indicated high levels of satisfaction with the school (81.5%) which was around the state average (81.8%).

Other highlights from the school year

Findon Primary has a commitment to the provision of rich and engaging teaching and learning programs that have a connection to the development of Student, Voice and Agency, global connections and the celebration of student achievement and talent. In 2022, Findon Primary continued to provide their students with opportunities for rich and engaging learning through incursions and excursions both offsite and onsite. The Outdoor Education program continued to provide the students and families with opportunities to develop the school values and to develop important personal character values such as persistence, resilience and determination. The Upper Year students participated in offsite excursions and camps to endorsed camp programs within Victoria. The Lower Year students experienced games and activities nights with a sleepover. Findon Primary were eligible to access the Positive Start Camp Program funded through the Department of Education. This allowed for students and families to access financial support for students to attend camps and excursions. In 2022, this proved to be a very important and successful initiative for our students and their families as we were able to have a higher level of student participation within these outdoor education experiences than previously.

All students from Prep to Year 6 contributed to and participated in an Annual Arts and Performing Arts Festival. Each student had their own artwork celebrated within an Art Exhibition where students, staff and the community were able to see their amazing efforts. All students participated in a Performing Arts Extravaganza that displayed their Music and Drama skills through a class performance and dance.

The community was invited to an end of year celebration Christmas concert where all students performed for the community and the community were invited to attend with special events in place such as food, rides and community showbags. This was a major fundraiser for Findon Primary in 2022.

The Stephanie Alexander Kitchen Garden program continues to be an important component of our extra-curricular educational learning programs. This program continues to provide our students with the opportunity to grow, harvest, cook and eat a healthy variety of foods that are managed and organised through an explicit learning program and qualified chef. The year 3 and 4 students participated in this program in 2022.

Financial performance

All funds received from the Department, or raised by Findon Primary School, have been expended or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. The Findon School Maintenance Plan, following our Rolling Facilities Evaluation, has revealed 285 priority 1 -5 scheduled works to be completed, here at Findon, over the course of three years, beginning with roof plumbing works. Equity Funding has continued to provide the school with the ability to fund teaching and learning programs and to appoint two Learning Specialists where the school would typically only require one learning specialist with a ratio of 1: 18 classes whilst also allowing PLC Mondays to continue, by sourcing 2X CRTs to release teams to meet, as a whole, every week.

A continued focus on the provision of developing teacher capacity through the provision of professional learning and targeted teaching and learning programs continues to be supported through a strong financial plan. This plan continues to be supported through the Department of Education Finance supports. Findon Primary continues to have a strong commitment to the renewal and provision of rich and engaging learning environments. A strong financial management plan is in place to ensure the ongoing progress of this.

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 324 students were enrolled at this school in 2022, 129 female and 195 male.

28 percent of students had English as an additional language and 5 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).

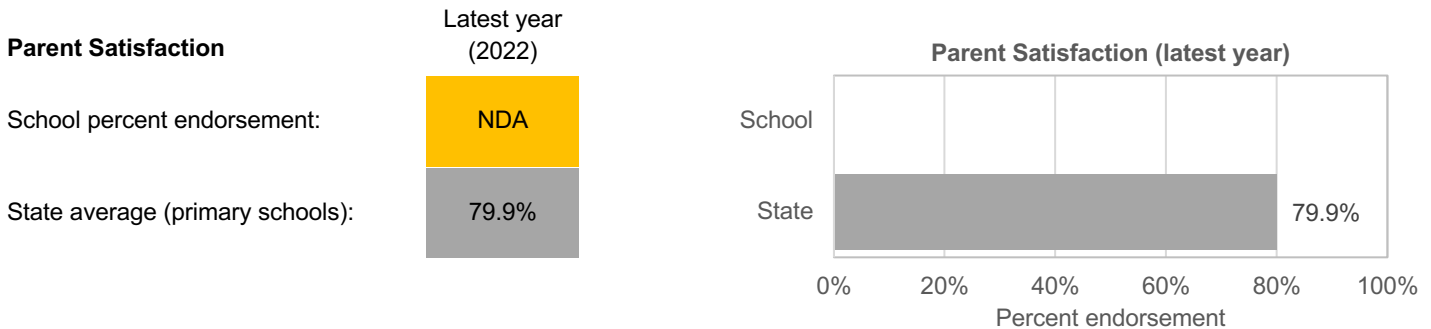
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

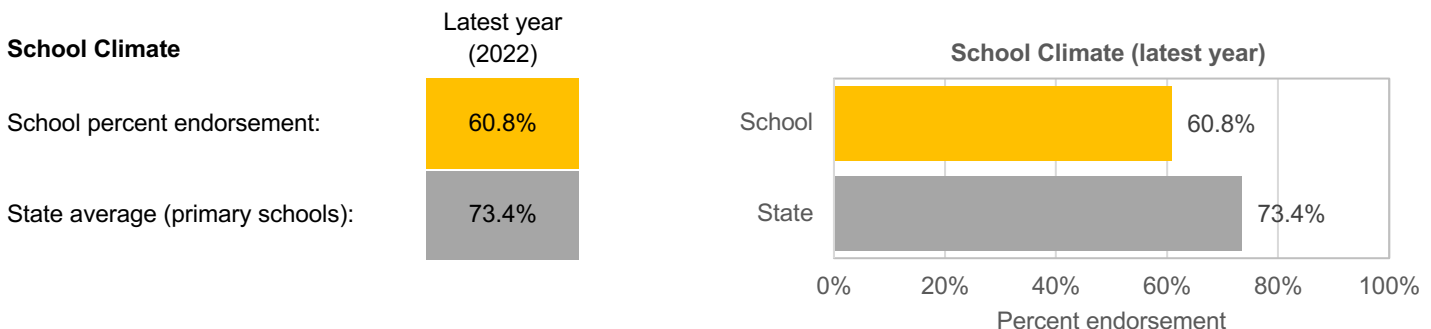


School Staff Survey

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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

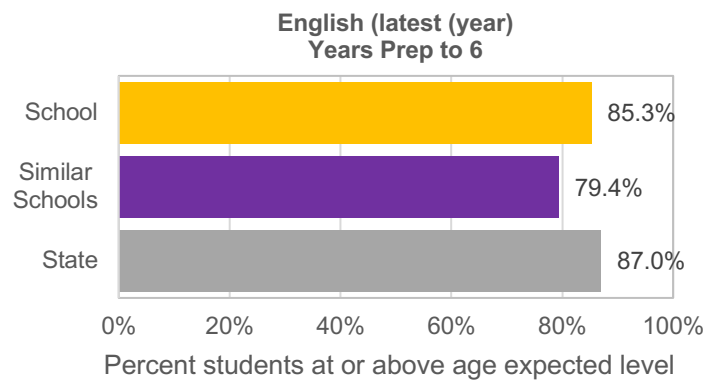
85.3%

Similar Schools average:

79.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

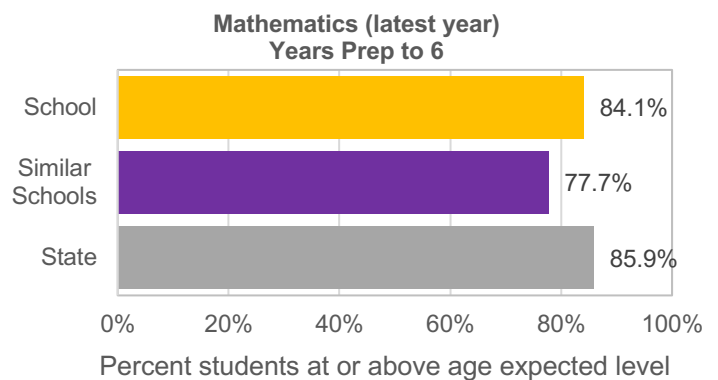
84.1%

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.

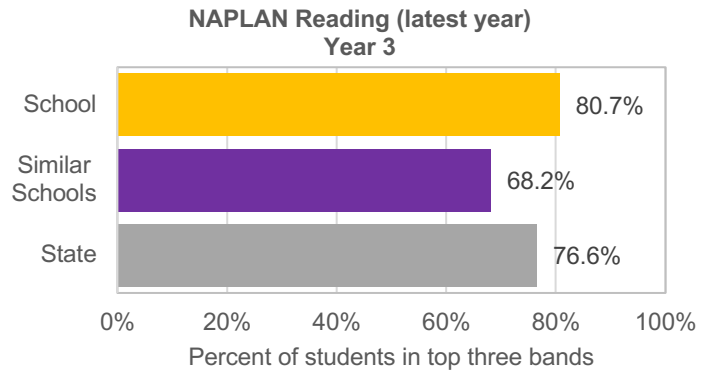
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

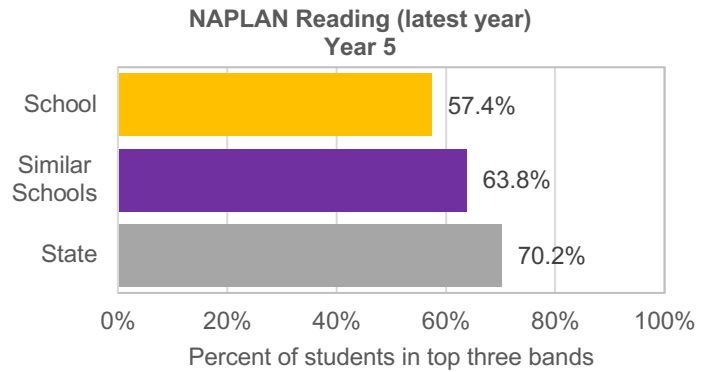
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.7%	81.5%
Similar Schools average:	68.2%	69.8%
State average:	76.6%	76.6%



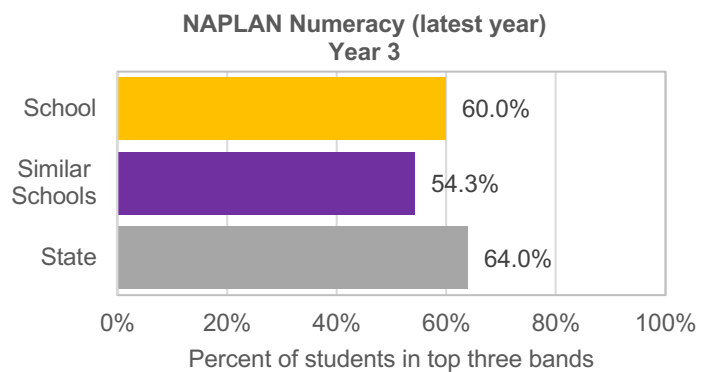
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.4%	57.7%
Similar Schools average:	63.8%	61.9%
State average:	70.2%	69.5%



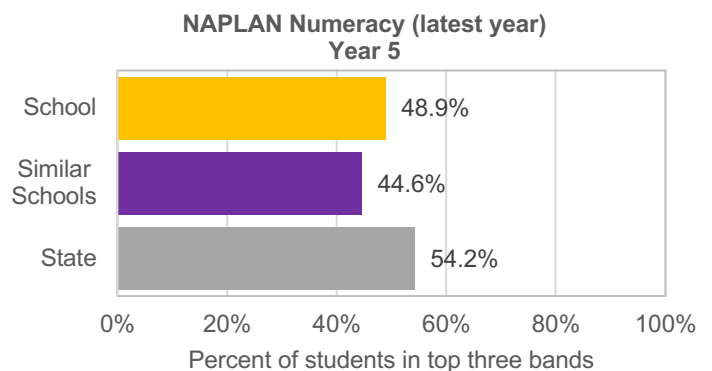
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	60.5%
Similar Schools average:	54.3%	56.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	48.9%
Similar Schools average:	44.6%	49.2%
State average:	54.2%	58.8%



WELLBEING

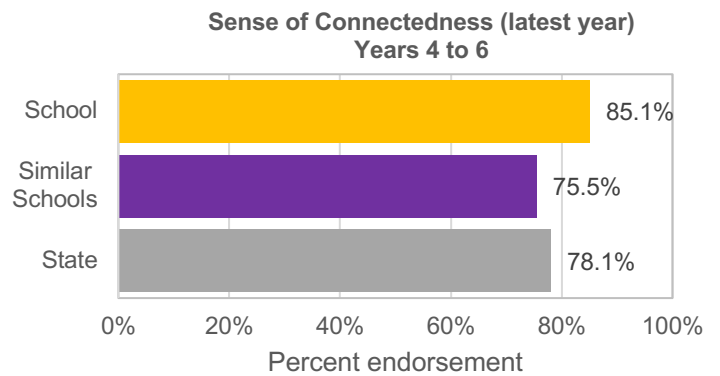
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	85.1%	83.5%
Similar Schools average:	75.5%	77.6%
State average:	78.1%	79.5%

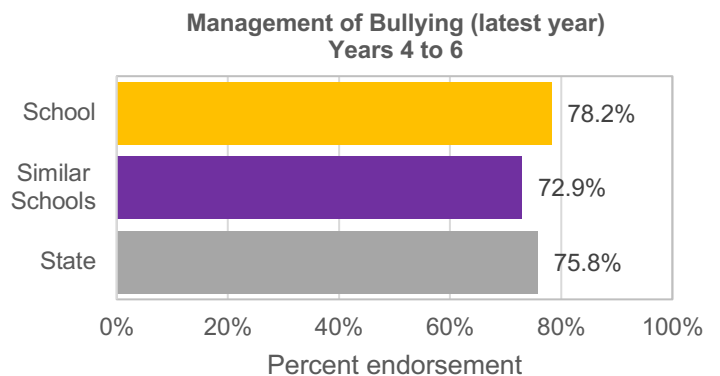


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	78.2%	81.2%
Similar Schools average:	72.9%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

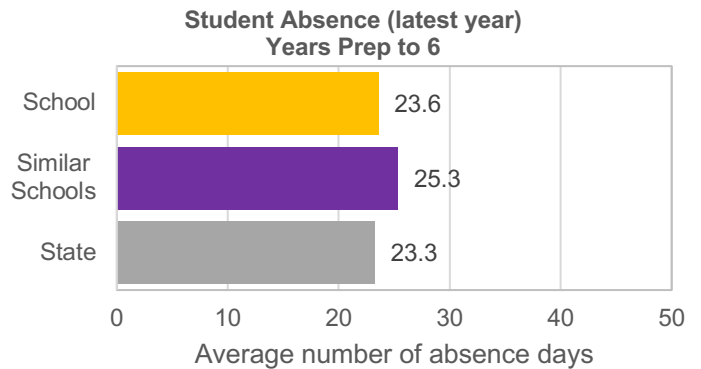
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	17.3
Similar Schools average:	25.3	19.3
State average:	23.3	17.0



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 (2022):	86%	86%	89%	89%	90%	85%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,271,069
Government Provided DET Grants	\$461,120
Government Grants Commonwealth	\$4,550
Government Grants State	\$0
Revenue Other	\$43,742
Locally Raised Funds	\$115,847
Capital Grants	\$0
Total Operating Revenue	\$3,896,328

Equity ¹	Actual
Equity (Social Disadvantage)	\$260,891
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$260,891

Expenditure	Actual
Student Resource Package ²	\$3,515,328
Adjustments	\$0
Books & Publications	\$6,619
Camps/Excursions/Activities	\$49,789
Communication Costs	\$12,088
Consumables	\$115,496
Miscellaneous Expense ³	\$22,007
Professional Development	\$21,861
Equipment/Maintenance/Hire	\$232,820
Property Services	\$26,909
Salaries & Allowances ⁴	\$172,730
Support Services	\$50,129
Trading & Fundraising	\$25,446
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,925
Total Operating Expenditure	\$4,284,145
Net Operating Surplus/-Deficit	(\$387,817)
Asset Acquisitions	(\$1,778)

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,338,100
Official Account	\$92,420
Other Accounts	\$0
Total Funds Available	\$2,430,521

Financial Commitments	Actual
Operating Reserve	\$124,893
Other Recurrent Expenditure	\$24,545
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$45,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$999,438

All funds received from the Department, 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.