

2023 Annual Report to the School Community

School Name: Albert Park Primary School (1181)



- 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 10 May 2024 at 01:40 PM by Katrina Mildner (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 14 May 2024 at 09:35 AM by Amy Guy (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

Albert Park Primary School is a sought after, popular inner city-bayside school located in the City of Port Phillip with an enrolment of 482 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village. At APPS, we believe in developing the whole child, providing a wide range of learning experiences across the curriculum including social and emotional well-being. Students are proud of the work they do. Learning dispositions are explicitly taught and developed; these include persisting, reflecting, collaborating, creating and self-regulating. A growth mindset is celebrated and is becoming increasingly understood and embedded in the school culture. Critical and creative thinking capabilities have been developed throughout this year through our development of engaging and challenging inquiry units of work - the children enjoy discovering new ways of thinking, problem solving and working collaboratively. All skills necessary for a 21st Century learner. On leaving Albert Park Primary School, approximately 5-10% of students move to independent schools and a large majority attend the well respected and popular Albert Park College.

The Albert Park Way is a way of life. It is embedded in the school's culture and children are guided by and proud of their school values: Be kind and fair; Act safely; Respect everyone's rights; One voice at a time and Keep trying. Our children feel safe and happy in our school with wellbeing and a high academic achievement focus central to developing our children from P-6. Partnerships in learning with our parent community are strongly supported and are an integral part of our close community. School Intent - to maximise the learning growth of every student in English, Mathematics and Science; to make learning visible in every classroom and the use of consistent planning and data collection processes; to have the school's agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress.

How we will achieve this:

- continue to refine and embed the Albert Park pedagogical model, with particular emphasis on evidence based researched strategies of explicitly teaching skills, knowledge and strategies to students in reading, writing and numeracy;
- continue to improve Professional Learning Community (PLC) processes to build staff capacity to improve student outcomes through collaboration thereby developing collective efficacy;
- continue current wellbeing initiatives such as Respectful Relationships and working with parents.

The school is well-resourced with a Art, PE and French specialist. In any given year, students are given the opportunity to participate in a wide-range of sporting and cultural activities making the most of access to some of Melbourne's best sporting venues, museums and art galleries. Children have opportunities to take part in events with local schools ranging from sporting gala days to Port Phillip Mayor leadership program. Camps for G4, 5 and 6 are offered and taken up by almost all students to develop their social and emotional resilience as well as provide opportunities to develop team work skills and growing independence.

Student voice and agency is an important part of the APPS way and we are increasingly seeing students strong and confident in their skills of reflecting and taking ownership of their learning. Students lead by example with our Grade 6 student leaders providing excellent role models for our younger students through our leadership program. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with students who want to come to school to learn each day. Our parent community are highly engaged and supportive of the children and their learning. It is expected that as a community we show respect and great kindness towards each other. Our staff is made up of a 21 equivalent classroom teachers, 3 specialists, 1 part-time learning support teacher, 2 principal Class Officers, Wellbeing & Inclusion leader, 4 educational support staff (including a School Counsellor) and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Learning Specialists to support the development of teaching & learning across the school. The teaching staff currently have a good balance of experienced and newly qualified teachers.

The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. This community park is currently being refurbished to enhance both the local community and school community access to areas of outdoor gardens and play areas.

Progress towards strategic goals, student outcomes and student engagement

Learning

Albert Park Primary School continues to be a high performing school with NAPLAN results well above the state average. In almost all subject areas, the school achieves results above similar schools except in Year 5 numeracy. Analysis shows that not as many girls are achieving at the highest level and this is a school focus for school improvement.

NAPLAN 2023 % Students Strong/Exceeding Similar Schools

Year 3 Numeracy	87%	Above
Year 5 Numeracy	80%	Below
Year 3 Reading	86%	Above
Year 5 Reading	89%	Above
Year 3 Writing	94%	Above
Year 5 Writing	87%	Above

The school key improvement strategies have improved the quality of teaching and learning across the school. These have included:

- Embedding whole-school approaches to curriculum planning, assessment and pedagogy in line with research that supports teaching for how students learn;
- Responsive teaching strategies including a main focus on checking for understanding of learning throughout a lesson are becoming embedded and evidenced in spelling (PhOrMeS) program; some evidence in Numeracy lessons; will continue to remain a focus in Numeracy lessons;
- PLC inquiry cycles well-embedded; year groups working collaboratively; analysis of data supports the identification of areas of need; learning sequences developed to inform learning intention and success criteria; impactful strategies are identified as part of the teaching and learning cycle; cycles are analysed for growth of progress for students
- Peer observations – opportunity for staff to share best practice using agreed protocols with leaders. Staff responding positively to feedback from peers and used it successfully as an opportunity for reflection.
- Learning walks undertaken by leaders – gathering evidence of progress against key areas of school improvement. Strengths of evidence in Numeracy – learning partners; learning intentions & success criteria in student friendly language; calm and positive classroom environments; engaged students saying they are overall challenged and enjoy maths (however, there are still some girls stating they feel less confident in maths)
- APPS has been included in the state-wide funded Primary Mathematics Specialist initiative over 2 years. Funding has been made available for three class teachers at FTE 0.5. Maths specialists have worked across the school delivering professional learning for staff on Big Ideas in Mathematics; developing learning sequences to support success criteria and assessment; modelling lessons; working with PLC teams; interviewing parent focus groups all complete; and interviewing students about their views and attitudes to numeracy (in particular girls).
- Three class teachers are part of the Excellent Teachers program through the Victorian Academy of Teaching & Leadership. They developed a project linked to an area of school improvement in Literacy and Numeracy.

Wellbeing

The wellbeing of all students is at the core of APPS. We believe this enables all students to enjoy school, feel like they belong and succeed in all aspects of school life and develop into aspirational learners.

The Albert Park Way (APW) remains central to how we care for and treat each other at Albert Park Primary School. We are a kind, caring and strong community that supports each other. There is a whole school understanding of APW with displays across the school; our students are knowledgeable about the APW and can explain it in any context and with great confidence. It remains central to building a positive school culture. Through the Grade 4-6 student survey we know that 86% of students feel a sense of inclusion and 72% of students have a sense of connectedness.

In 2023, we achieved this through a positive and inclusive classroom culture that is expected to be developed in each classroom. Staff have high expectations for success and students agree that there is a high level of differentiated learning (82%) and stimulated learning experiences (76%). With the focus on developing student friendly success criteria, students have been engaging with their level of learning and opportunities to reflect on their learning throughout a unit of work. Learning walks have produced evidence demonstrating that students are increasingly able to talk about their learning, the progress they have made and their next steps. This is an area of continued focus.

The social and emotional curriculum at APPS is comprehensive. The Respectful Relationships Program introduced in 2020 has continued to be embedded across the school by class teachers; and regular circle times scheduled in class to support emotional and social well-being by hearing about challenges, different points of views and solutions to these challenges. This continued in 2023 with the addition of the Smiling Minds program. The Smiling Minds program along with Respectful Relationships were used as excellent resources to deliver a highly effective social & emotional curriculum across the school. In addition, there were specific focus units of work on preventing bullying, racism – understanding what it is and calling it out as well as cybersafety - looking at keeping children safe as well as strategies to use technology positively. Being an 'upstander' and calling out unsafe, hurtful or

inappropriate behaviour is important at APPS. Positive relationships are enhanced through programs such as the Prep & Grade 5 buddy program; Grade 6 sports leaders supporting younger children's play at breaktimes through peer mediation and lunchtime activity clubs as well as school sporting events; and the very successful Albert Park Community Award buddy reading program with Grade 1 and Grade 6. Our Wellbeing & Inclusion leader ensures that the needs of all students, particularly those with additional needs are identified and appropriate support implemented with the resources the school had available. This work was done in partnership with home and external professionals through the identification of any needs; support with strategies for class teachers to be able to support students both academically, social, emotionally or physically including any adjustments for any playground/ attending camp strategies/ excursions etc. SSG meetings were held termly and SMART goals identified for the student to work towards. Staff also had professional learning to support students in their class with ADHD and ASD. APPS has a well-embedded practice across the school in developing and sharing social stories for upcoming events to prepare any worried or anxious students; these have been incredibly successful in supporting students to be less worried/ more confident. All staff support students in developing courage and resilience by putting place support strategies that enables them to attend all school events.

Engagement

Attendance in 2023 was 89%. This is below similar schools with a persistent high number of families taking longer leave during the school term to visit overseas relatives or take longer holidays during term time post COVID. The grade 4-6 student survey shows that 87% students believe attendance is important to their success at school; 86% of students believe the school is inclusive and that teachers at our school care about them. Both APPS and The Department of Education have a focus on improving attendance through developing a whole school policy in consultation with staff and parents in line with DoE guidelines and communicating to the school community the importance of attendance, 'every day counts', for both student success and wellbeing.

The school strategic plan (2021-2024) key improvement strategy, developing student voice and agency in 2023 has had some successes with a whole school focus in the classroom of developing learner engagement with learning intentions and success criteria (learning goals) that students are able to support students with clarity of individual learning goals and support self-assessment of where they are with their learning and what they are working towards achieving. The G4-6 student survey shows that in 2023, 67% students (in line with similar schools), believe they have some agency and voice at school. However, 77% of students say that they are driving some of their own learning through self-regulation and goal setting and that perseverance is a strength. The survey also shows that differentiated learning challenge at 82% is above similar schools and meeting students learning needs, in particular our high achieving students.

Student voice and agency has been effective in bringing about change to the school environment. The Junior School Council present each year to the School Council their suggestions for whole school improvement. The top priority was improved bathroom facilities and secondly, improvement of the basketball court surface. As a result, the School Council applied for a successful grant for \$180,000 for toilet refurbishment works. These works were completed with student input into the design in October last year. The Junior School Council formed a collective focus on how they could support communities that needed our support. They elected to support a local charity with food hampers at Christmas, the national Indigenous Literacy Foundation and UNICEF with a fundraising event organised for each charity. APPS students care deeply about others.

Other highlights from the school year

It was an exciting year with the school celebrating its 150th Anniversary. Many past students and staff attended the wonderful community celebration. Along with a special assembly, students had the opportunity to dress up and attend a special afternoon tea that was put together by their parents. It was a fantastic celebration culminating with a newly commissioned school song. How amazing that we were able to celebrate with an ex-student who attended in 1936! A testament to the strong and outstanding community spirit that has existed throughout the life of Albert Park Primary School.

A range of incursions were planned across all year groups including e-Safety workshops for students, staff and parents; a puppet-show building social skills for our Preps; drama, music with an indigenous performer and science. Grade 4 adventure camp to Foster North, Grade 5 adventure camp to Halls Gap and Grade 6 trip to Canberra went ahead last year. All three camps were hugely successful and enjoyed by both students and staff. These camps are valuable opportunity for students to develop autonomy, self-confidence and social skills.

The school applied for a successful grant to have the school toilets refurbished. This was a high priority for students. The newly refurbished toilets were completed in September. In addition, the School Council successfully applied for a shade sail grant and a new shade sail was installed at the end of the year. The School Council fundraising committee held a range of community events that supported families coming together and connecting as well as raising important funds to improve the school environment for the

students. All these events were well attended and feedback was very positive. The school is very grateful to the commitment of the volunteers and school community who worked hard to put these enjoyable and fun events together that helped everyone re-connect. As a result, new IT devices were purchased and the all-purpose court area was resurfaced.

APPS is a school community that cares deeply about its community and works hard to support our students in understanding how they are an important part of the broader community. It is a community that clearly thinks about now and the future.

Financial performance

Albert Park Primary School operated within the designated expenditure budget for the 2023 year, fully funding all school programs and priorities as planned as well as the purchasing of furniture to complete the refurbishment of the school hall. The 2021-2024 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation. The school is committed to providing high quality teaching and learning experiences for our students and of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$33,195. Our surplus along with fundraising initiatives will allow us to complete our target for 2023 of various school council initiatives, including a significant contribution to the upgrading of the multi-purpose outdoor space that will be completed in 2023. The school has new school signs, we have also upgraded the Paradise garden, purchased new IT equipment for classrooms. In addition, our creative and hardworking School Council fundraising team organised various events throughout the year that raised a significant amount of funds (\$110,999.27) to be able to fully cover the costs of the upgrading of the multi-purpose court and the wonderful Seahorse mural in the hall. The school successfully applied for a grant for an additional shade sail that was installed in 2023 and the student toilets were refurbished. One shade sail was installed over the Prep playground and the other shade sail and student toilets projects will be realised in 2023.

For more detailed information regarding our school please visit our website at
<https://www.albertparkps.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 486 students were enrolled at this school in 2023, 248 female and 238 male.

6 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

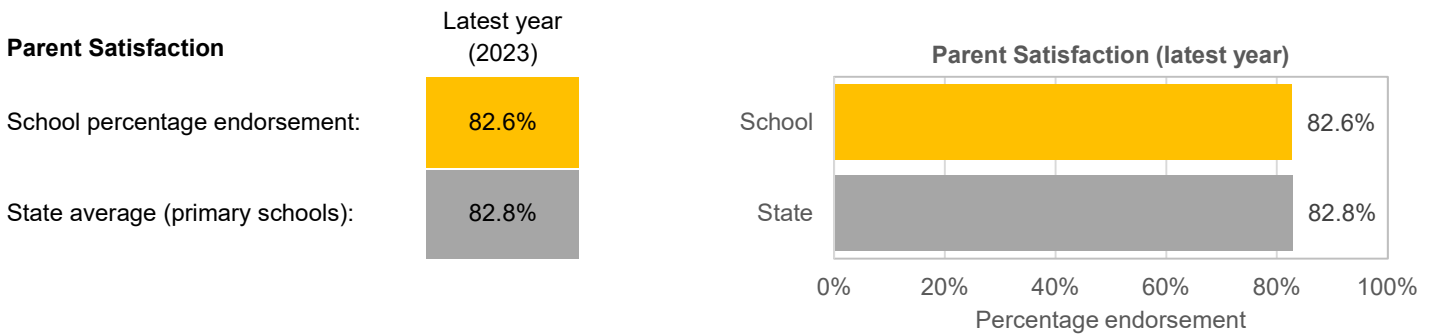
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

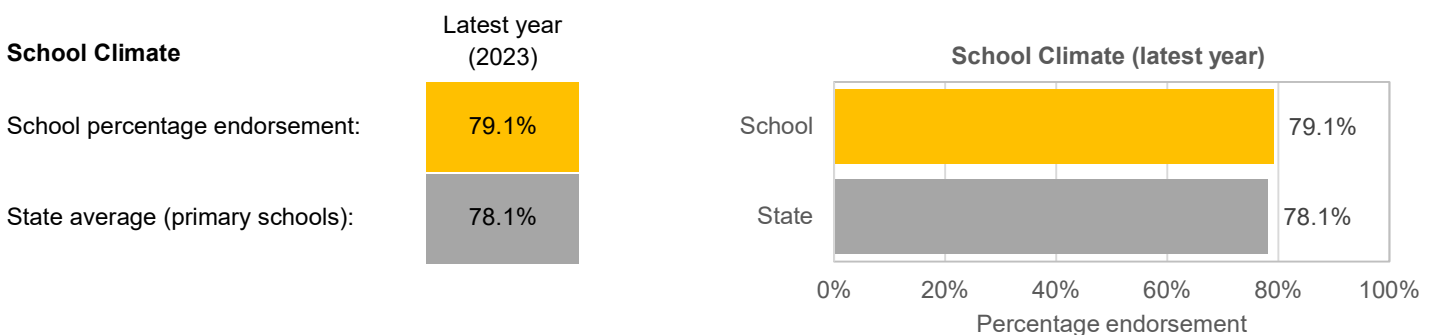


School Staff Survey

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:

NDA

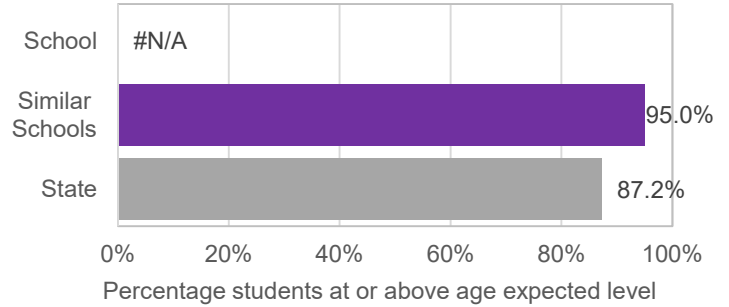
Similar Schools average:

95.0%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

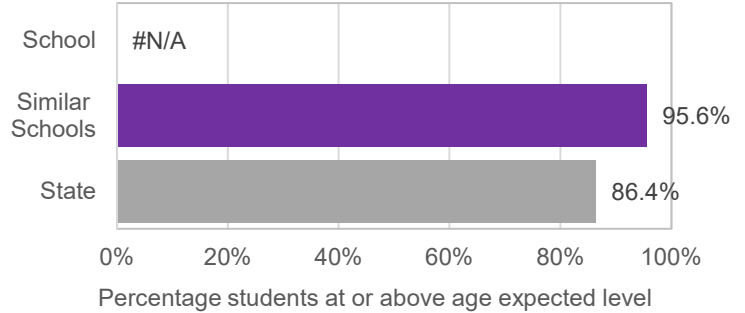
Similar Schools average:

95.6%

State average:

86.4%

Mathematics (latest year) Years Prep to 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

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:

85.9%

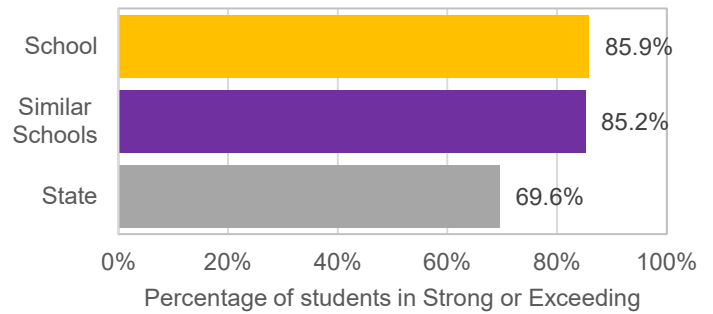
Similar Schools average:

85.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.6%

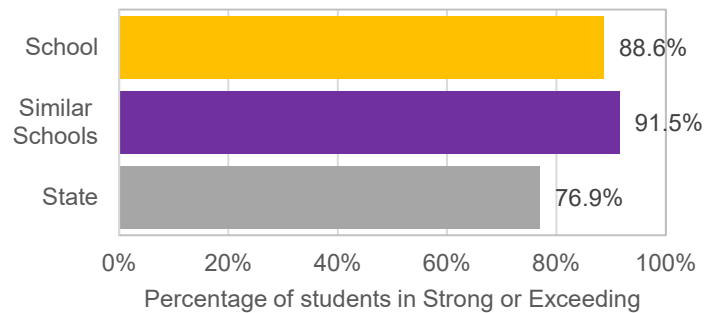
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.3%

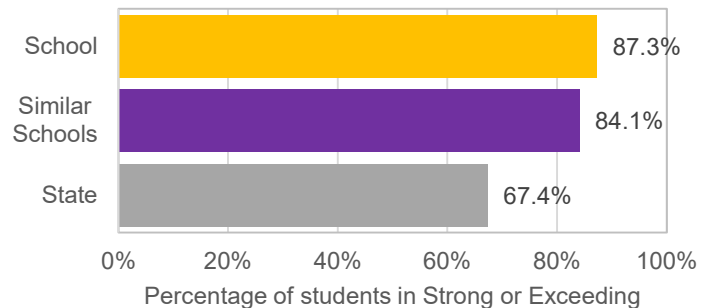
Similar Schools average:

84.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.7%

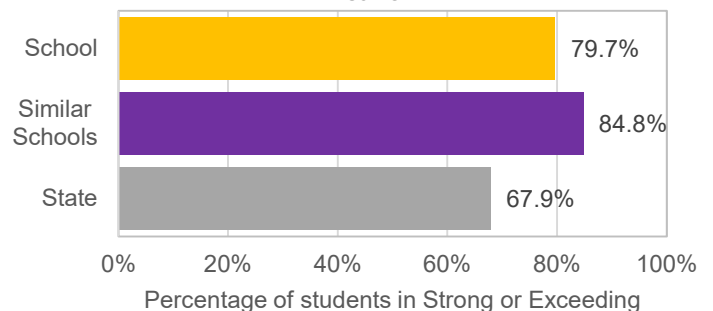
Similar Schools average:

84.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

88.2%

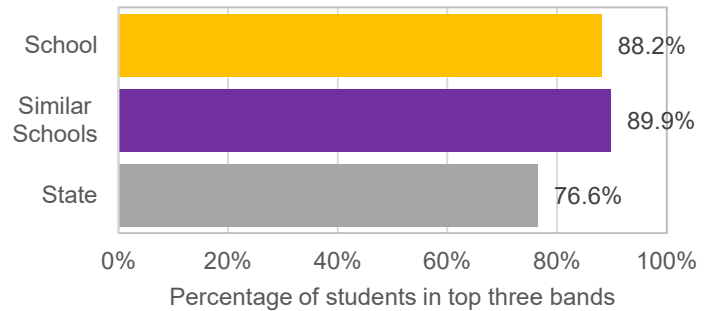
Similar Schools average:

89.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.7%

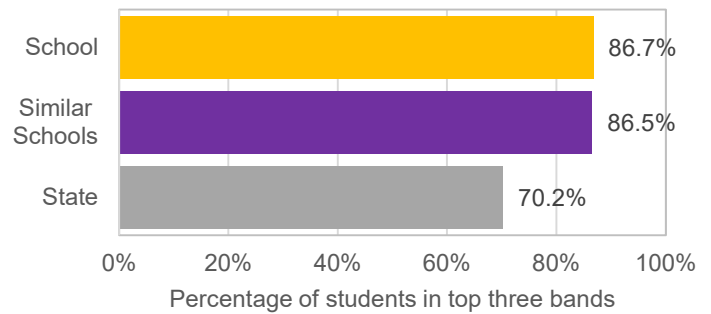
Similar Schools average:

86.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

78.9%

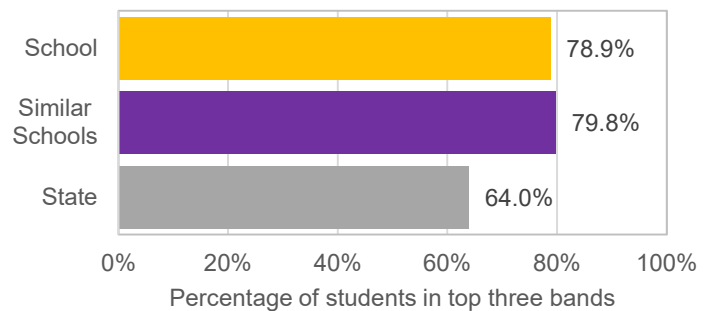
Similar Schools average:

79.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

68.0%

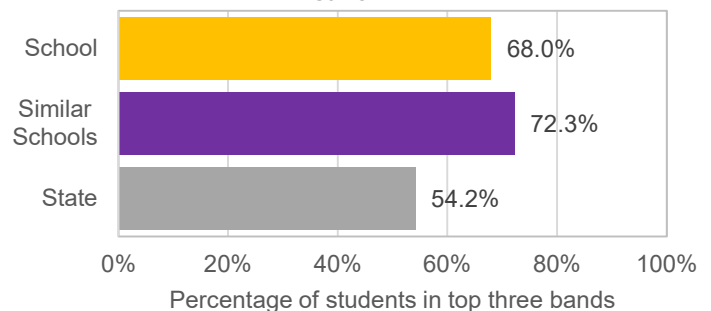
Similar Schools average:

72.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

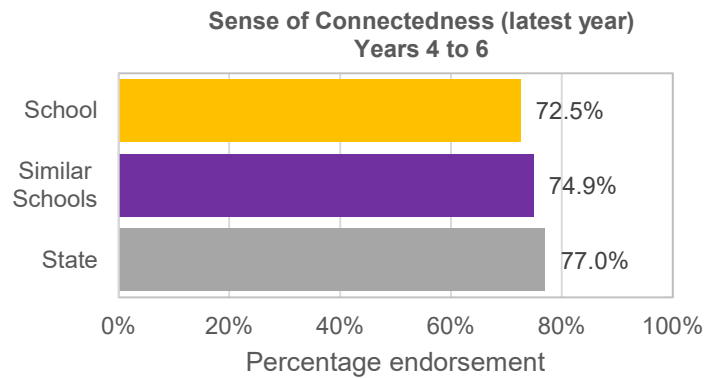
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.5%	74.4%
Similar Schools average:	74.9%	76.2%
State average:	77.0%	78.5%

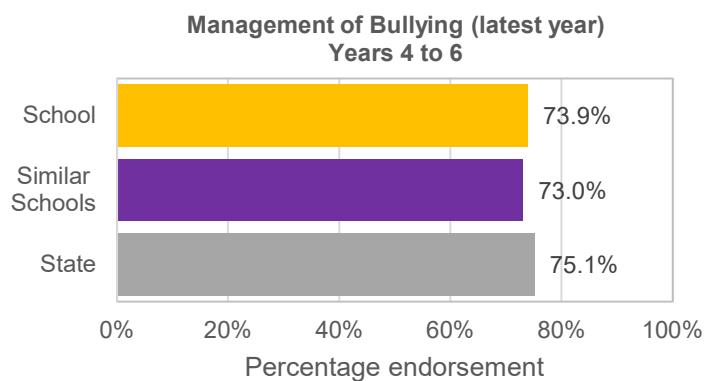


Student Attitudes to School – Management of Bullying

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:	73.9%	75.8%
Similar Schools average:	73.0%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

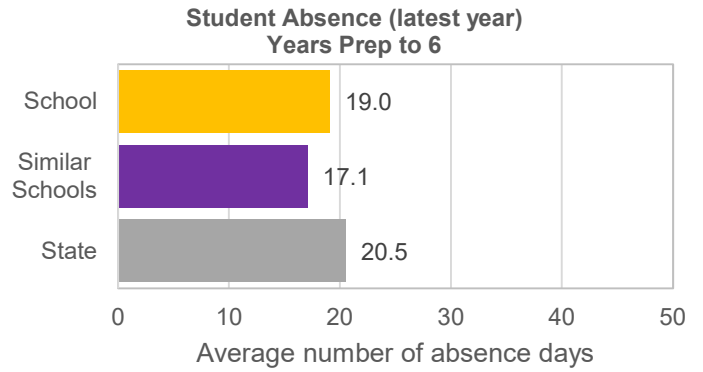
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.0	14.7
Similar Schools average:	17.1	13.6
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):	92%	89%	90%	91%	90%	89%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,392,366
Government Provided DET Grants	\$312,307
Government Grants Commonwealth	\$6,495
Government Grants State	\$0
Revenue Other	\$99,067
Locally Raised Funds	\$665,000
Capital Grants	\$5,000
Total Operating Revenue	\$5,480,235

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,574
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,574

Expenditure	Actual
Student Resource Package ²	\$4,319,733
Adjustments	\$0
Books & Publications	\$7,083
Camps/Excursions/Activities	\$245,066
Communication Costs	\$18,032
Consumables	\$111,127
Miscellaneous Expense ³	\$138,357
Professional Development	\$13,718
Equipment/Maintenance/Hire	\$60,689
Property Services	\$74,877
Salaries & Allowances ⁴	\$195,399
Support Services	\$161,026
Trading & Fundraising	\$61,548
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,385
Total Operating Expenditure	\$5,442,040
Net Operating Surplus/-Deficit	\$33,195
Asset Acquisitions	\$47,002

- (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 18 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	\$734,235
Official Account	\$117,289
Other Accounts	\$73,397
Total Funds Available	\$924,921

Financial Commitments	Actual
Operating Reserve	\$178,029
Other Recurrent Expenditure	\$8,272
Provision Accounts	\$0
Funds Received in Advance	\$618
School Based Programs	\$195,741
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$147,373
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$710,033

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.