

2023 Annual Report to the School Community

School Name: Frankston Primary School (1464)



- 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 16 March 2024 at 03:30 PM by Renee Kennedy (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 16 March 2024 at 03:33 PM by Kylie Stillman (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

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its many community facilities, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

Frankston Primary School's vision is to strive for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment. As a school we have a strong commitment to building a connected and inclusive school community, connecting with our parent and wider community and promoting parent and carer participation and involvement, activating high level student literacy and numeracy achievement, developing students' personal and social capabilities and emotional resilience and inspiring student learning and creativity. We reviewed our school values at the commencement of our new School Strategic Plan, with our school community identifying with, and embracing the values of: Community, Aspire, Positivity, Respect, Resilience, Empathy and Inclusion. These seven values provide the framework to place our students in the best possible position for their future and remain at the forefront of our work.

In 2023, the school's enrolment was 240 students, 121 female and 119 male. 12 percent of students had English as an additional language, 5 percent were Aboriginal or Torres Strait Islander. Our school supported a number of international students enrolled throughout the year. The overall school socio-economic profile based on the school's Student Family Occupation and Education Index (SFOE) is Medium. The staffing profile is made up of 2 Principal Class, 2 Learning Specialist, 14.4 EFT teachers and 7 Educational Support Staff, including the Business Manager, one office clerical staff and 5 integration aides. Frankston Primary School does not currently have staff who identify as Aboriginal or Torres Strait Islander.

In 2023 there were 11 classes supported by co-curricular programs in Physical Education, Visual Arts and Performing Arts. The school obtained a Language Program exemption from the VRQA for 2023, due to the absence of a French Language Teacher and difficulties in re-staffing. The school made plans for a new Auslan Language Program to commence at the start of 2024. Camp Australia conducts a Before and After School Care Program for families within our school and a neighbouring school. Other schools and community groups utilise our school facilities and our original Old School House is open for outside educational programs.

The school's 2023 Parent Opinion Survey of Parent Satisfaction reflects 93.1% positive endorsement. This is higher than similar schools and the state primary average of 82.8%. The school's 2023 Staff Opinion Survey of School Climate also reflects positive endorsement at 80.4%. This is higher than similar schools and the state primary average of 78.1%.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school completed our School Review at the end of 2022 and commenced the first year of our new School Strategic Plan in 2023. Below is a summary of our celebrated practice milestone achievements with relevance to the school's improvement initiatives.

IMPROVING STUDENT LEARNING - LEARNING AND TEACHING

PLC - Professional Learning Community

Our school completed PLC training Term 4 2022 and implemented our first full year of PLC through 2023. Our school's PLC implementation saw a focused leadership approach utilising the Education Department's PLC Matrix. The implementation of 'Structures and Systems' has been well focused with strong consistency developed across PLC Teams. PLC Leaders and PLC Teams developed their practice through observation and feedback in support of practice consistency and building capacity of leaders. Teams focused on building 'Collaborative and Collective Improvement' and reviewing teaching impact on learning - work in this area has been well focused through the school's responsive teaching work, building team use of data and evidence in reviewing impact on student learning and student learning growth. The school participated in a PLC Link School Partnership which supported the school in our implementation journey. A number of structures assisted the school in successful implementation - including resourcing one hour of structured PLC Leadership Team per week; regularly reviewing the PLC Matrix against school practice, reflecting and responding to Team Leader feedback; development and implementation of a PLC rapid action plan that drew on the PLC Matrix; and termly Team PLC sharing sessions that supported Team accountability, collaborative learning, reflection and

shared celebration.

Use of Data to Inform Responsive Teaching

Our school completed professional learning on Responsive Teaching through the Teaching Academy in Term One. This professional learning connected with the school's focus on building teacher data literacy capacity and framing our work forward in responsive teaching. Teachers strengthened their use of formative responsive teaching strategies, use of data and evidence of student learning within PLC work - with teachers responding to data and evidence, collaborating to inform teaching and building student learning. Structured responsive teaching collaborative conversations within the 'planning' and 'implement and monitor' cycle of PLC, supported teachers in 'what teachers need to know about their students' learning' to inform next steps in teaching. The school learning and teaching leadership team participated in a triangulation professional learning session - with this learning framing next steps forward in the school's 'assessment schedule' - with a view of short term, mid term and longer term assessment needs. The school introduced Triangulation Tables to assist in accurate teacher judgements, with these being used as a source of conversation in 5 Week Data Reviews assisting teacher judgement of student learning achievement.

Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy

Our school had a focused approach to building student numeracy outcomes within the 2023 Annual Implementation Plan. Our school's work pivoted from initial planning on mathematics scope and sequence building, to work focused on and around key elements within the Department of Education's Numeracy Leaders Implementation Guide. Staff professional learning in Mathematics teaching was supported through the use of the guide by key leadership team members, as well as revisiting previous learning from the Primary Maths Specialist Program and utilising learning from the Teacher Excellence Program Mathematics learning. Mathematics consultants were utilised in supporting the building of staff capacity in use of games, hands-on learning and problem solving tasks to support student learning. Actions included reviewing and refining the school Numeracy Instructional Model as a staff. The school's first year of PLC work focused on improving Numeracy outcomes P - 6 - with a large focus placed on the implementation and monitor phase, with teachers focused on reviewing the 'evidence' of student learning growth and being responsive to student learning needs. Coaching, peer observation and feedback supported teachers in personal goals, with a focus on building capacity in implementing the Team's Numeracy PLC focus across classroom teaching. Key Numeracy leaders commenced the school's first step into the 'Big Ideas' to lead into the school's work in 2024.

Teacher Judgement data indicates the percentage of students working at or above age expected standards in English and Mathematics:

- * English Years Prep to Grade 6 - 76.2%, reflecting below 2022 and below Similar Schools at 82.9%
- * Mathematics Years Prep to Grade 6 – 81.6%, reflecting below 2022, and slightly below Similar Schools at 83.6%.

NAPLAN data includes achievement of students within the Strong or Exceeding proficiency levels. Note, that 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 – 29.6%, reflecting below Similar Schools.
- * Reading Year 5 – 71.0%, reflecting slightly below Similar Schools.
- * Numeracy Year 3 – 12.8%, reflecting below Similar Schools.
- * Numeracy Year 5 – 40.6%, reflecting below Similar Schools.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Future directions highlighted for our work through our 2024 Annual Implementation Plan includes:

- Enhancing teacher instructional practice through high impact professional learning, GROWTH coaching learning cycles, peer observation and feedback
- Curriculum planning development and differentiation to build student learning
- Evaluating impact of student learning through strengthening responsive teaching approaches
- Building and strengthening school PLC practice (Professional Learning Communities)
- Developing Tutor Learning Program supporting student literacy and numeracy learning.

We look forward to our continued work in these areas in building practice excellence and improved student learning outcomes.

Wellbeing

Student Wellbeing continues to be a high priority for Frankston Primary School, supporting student social-emotional learning across a multi-layered whole school approach.

IMPROVING STUDENT WELLBEING - BUILDING STUDENT SOCIAL AND EMOTIONAL LEARNING

Enhance the School's Positive Culture and Student Wellbeing

Our school further built and developed our positive school culture through a Restorative Practice lens with professional learning supporting staff in our Restorative Practice understandings, language and implementation skills. School staff reviewed our whole school positive behaviour support processes, with collaborative work together focused on whole staff consistent language and processes in supporting students across the school. Clear and consistent documentation was developed through this work, further supporting a whole school consistent behaviour support approach. The school employed an additional teacher in Term 4 utilising Education Department Wellbeing Boost funding, supporting positive student health and wellbeing. The school received notification of a successful National Student Wellbeing Program application, and looks forward to developing and implementing this additional student wellbeing support funding across the school over the next four years.

The school investigated further approaches to complement our positive student wellbeing approach to support student social-emotional learning needs, leading to an initial implementation team leadership team undertaking Berry Street Education Model training over the course of the year. The school is excited to move forward in commencing implementation of this trauma-informed teaching practice across 2024.

2023 STUDENT WELLBEING IMPROVEMENT TARGETS

Student Attitudes to School Factors - 2023

- * Sense of Confidence - improve from 79% to 81% - MET 91% above similar schools and state
- * Student Voice and Agency - improve from 73% to 75% - MET 89% above similar schools and state
- * Managing Bullying - improve from 84% to 89% - MET 89% above similar schools and state

Parent Opinion Survey Factors - 2023

- * Promoting Positive Behaviour - improve from 83% to 85% - MET 92% above similar schools and state.
- * Student Voice and Agency - improve from 77% to 80% - MET 84% above similar schools and state.

Our school is proud of our Student Wellbeing achievements. Future directions highlighted for our 2024 Annual Implementation Plan includes:

- Building staff understanding and capacity to respond and support students through a trauma informed lens - Berry Street Education Model implementation
- Addressing 'bullying' - development and implementation of what is bullying and addressing 'bullying'
- Structured support of Tier 1, Tier 2 and Tier 3 students - DIPS and profiling, including well structured IEPs and SSGs responding to regular adjustments required to ensure student success.
- Revisit and review whole school positive behaviour approach in line with Berry Street Model

We look forward to our continued work in these areas in building practice excellence and improved student learning outcomes.

Engagement

Frankston Primary School's 2023 - 2026 Strategic Plan has a clear focus to improve student attendance.

The school remained focused on building our whole school positive school culture - building and maintaining connection between school, students and families and fostering positive home-school partnerships.

Important Strengths identified include:

- * Student wellbeing maintaining a strong focus across school and supported through clear whole school documented to social and emotional learning - this is reflected strongly in the 2023 Student Attitudes to School survey data.
- * Student attendance tracking, support and follow up by key leadership staff
- * Strong family relationships - demonstrated in positive Parent Opinion Survey data
- * Parent and Carer Association recommenced - supporting parental involvement and participation
- * SRC - commenced refocus this year - highlighting strong student voice and agency

The school Attendance data reflects a lower student absence rate than 2022 - meeting the school's target to reduce the number of student absence days. With data reflecting the average number of absence days for students Prep - Year 6 at 19.8, lower than similar schools and state average; and the 4-year absence average reflecting lower than similar schools.

Key school targets - Student Attitudes to School Survey

- Attitudes to Attendance - improve from 88% to 90% - MET above similar schools
- Sense of Connectedness - improve from 83% to 85% - MET 93% above similar schools and state

2023 Department of Education Parent Opinion Survey data reflects positive endorsement across all variables, above similar schools and state.

Our school is proud of our accomplishments across these areas and continues to strive to provide our learning community with a stimulating, safe and caring environment where striving for excellence is at the core of what we do.

Other highlights from the school year

2023 Highlights Include:

Whole School Christmas Concert - our whole community come together at the end of the year in celebration of the year. Our students perform our Xmas Concert onsite on our school oval, with parents, carers and families bringing blankets and picnics for a twilight concert. It is a fabulous way for our community to be together and celebrate all of our students, really bringing together the community, inclusive spirit of our school.

School Camps - all of our school camps were back up and running last year. 3/4 students thoroughly enjoyed all of their learning experiences at Philip Island camp and surrounding learning experiences. 5/6 students travelled up to the city for their City Camp - enjoying a night-time experience at the Melbourne Zoo and a Harry Potter theatre experience. A number of our 5/6 students enjoyed our Snow Camp at Mt Buller.

Frankston Primary School Aerobics Squad - we were very proud of our two Aerobics Squads, with Team Tenacity competing at the Nationals in Adelaide.

Financial performance

The school continues to be proud of our well-maintained buildings, facilities and grounds.

Buildings and Grounds works completed during the 2023 school year included:

- carrying out fourth year of our School Council Painting Maintenance Program
- tree works supported through the VSBA Tree Safe Program
- administration building roofing rectification works supported through VSBA Planned Maintenance Funding (\$96 000)
- administration building roofing rectification works supported through Minor Capital Works Funding (\$208 000) - including replacement of one classroom air conditioner unit and downpipe rectification
- installation of 3 new flagpoles - supported through School-Aboriginal Community Partnerships Funding (\$5 800)

Equity Funding enables the school to employ a Disability and Inclusion Learning Specialist supporting our school's work across disability and inclusion for all students as well as the purchase of resources supporting students within classrooms and across the learning program. The school continues to engage with Camp Australia as our out of school care provider.

The school completed a Commonwealth Schools Upgrade Funding submission with a focus on refurbishing our 3/4 classroom and learning spaces, and are awaiting result of this during 2024.

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

<https://frankstonps.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 240 students were enrolled at this school in 2023, 121 female and 119 male.

12 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).

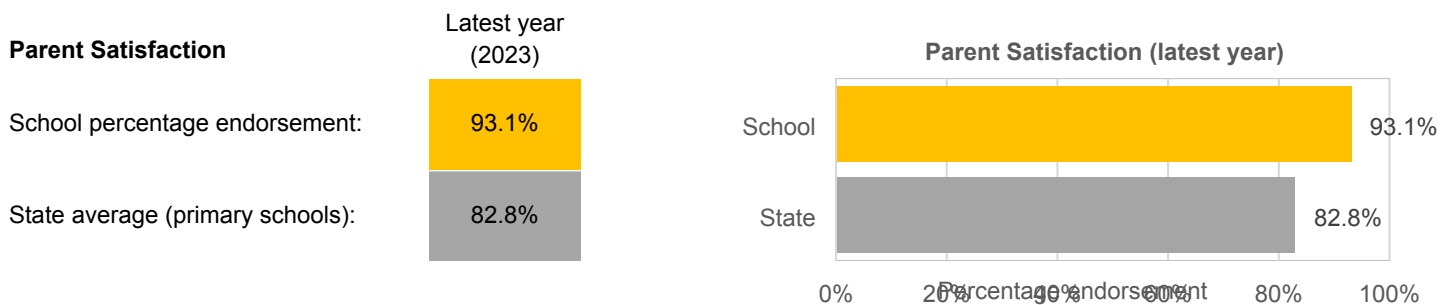
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

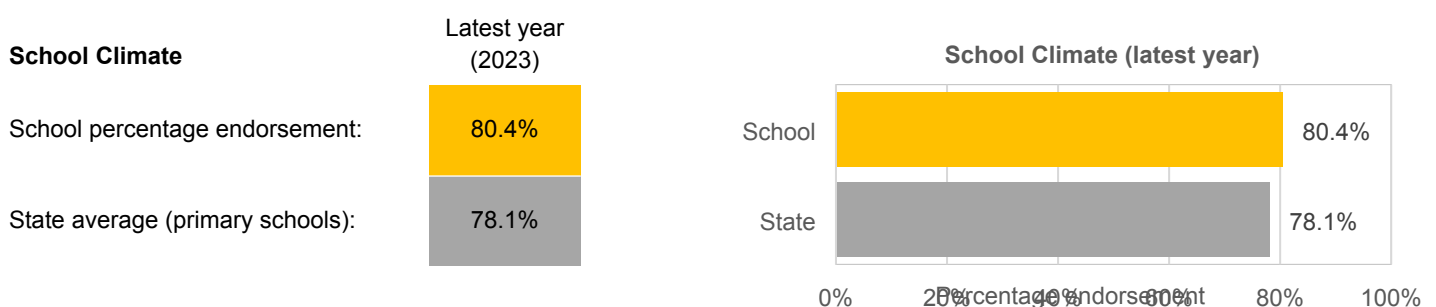


School Staff Survey

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:

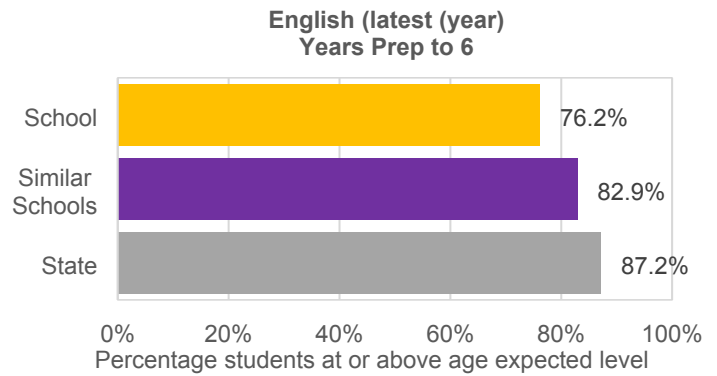
76.2%

Similar Schools average:

82.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

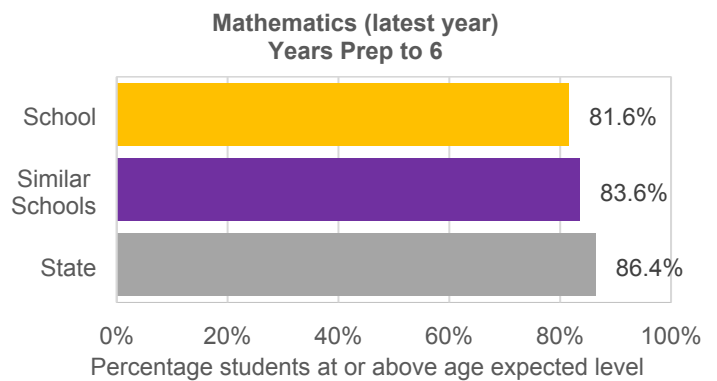
81.6%

Similar Schools average:

83.6%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

29.6%

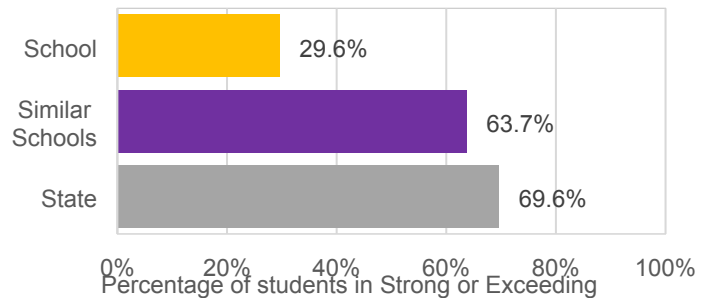
Similar Schools average:

63.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.0%

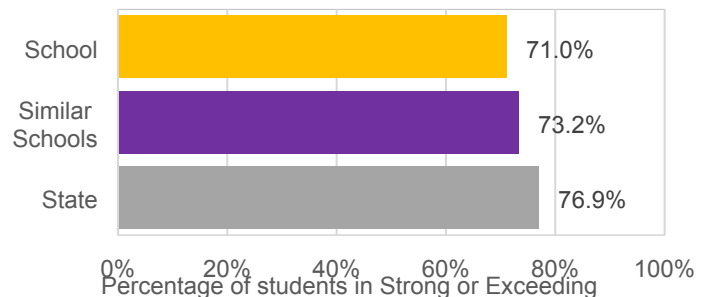
Similar Schools average:

73.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

14.8%

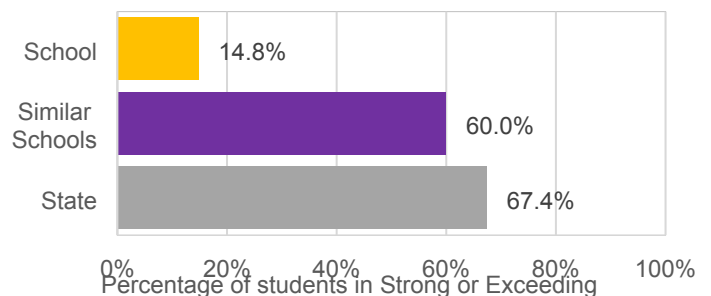
Similar Schools average:

60.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.6%

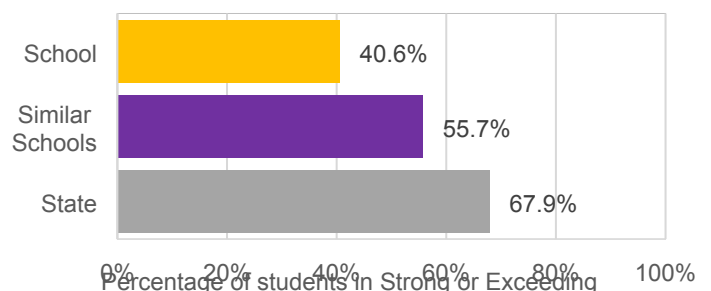
Similar Schools average:

55.7%

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:

62.9%

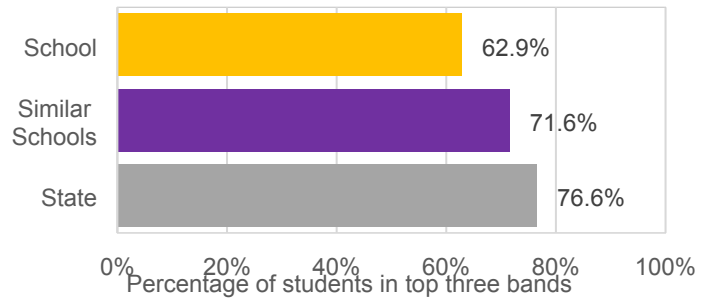
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

56.3%

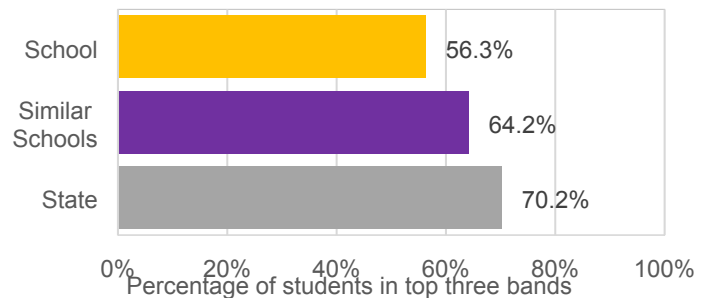
Similar Schools average:

64.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.0%

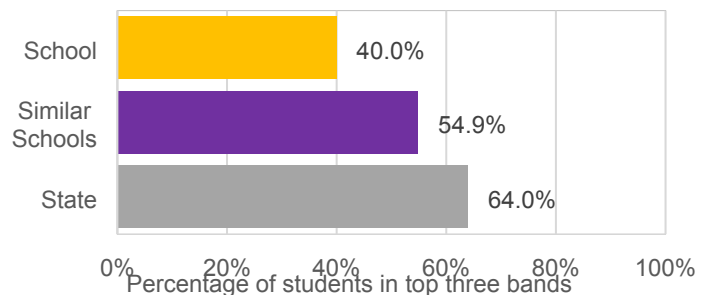
Similar Schools average:

54.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

33.3%

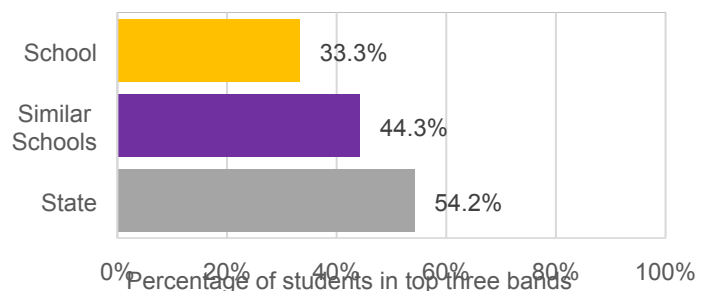
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

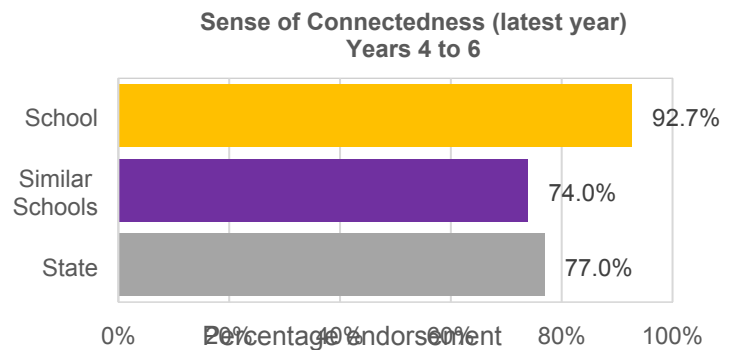
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.7%	86.4%
Similar Schools average:	74.0%	76.6%
State average:	77.0%	78.5%

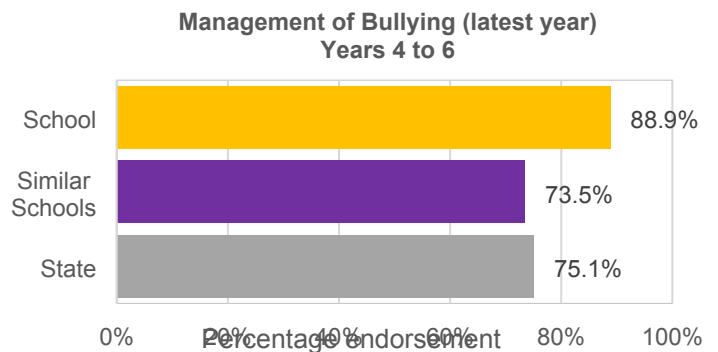


Student Attitudes to School – Management of Bullying

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:	88.9%	86.2%
Similar Schools average:	73.5%	75.7%
State average:	75.1%	76.9%



ENGAGEMENT

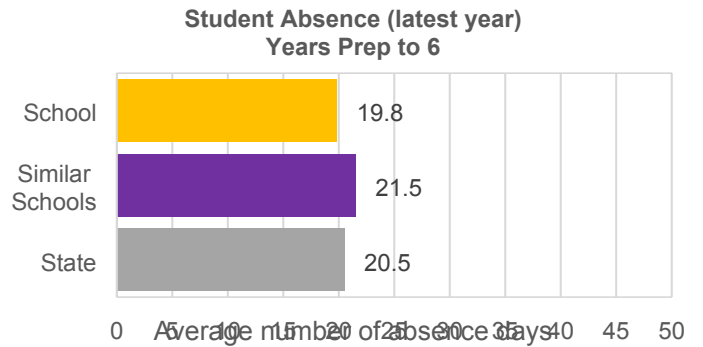
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.8	18.3
Similar Schools average:	21.5	19.9
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	87%	91%	93%	90%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,580,320
Government Provided DET Grants	\$410,395
Government Grants Commonwealth	\$2,245
Government Grants State	\$0
Revenue Other	\$18,870
Locally Raised Funds	\$142,177
Capital Grants	\$0
Total Operating Revenue	\$3,154,007

Equity ¹	Actual
Equity (Social Disadvantage)	\$176,324
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$176,324

Expenditure	Actual
Student Resource Package ²	\$2,530,791
Adjustments	\$0
Books & Publications	\$850
Camps/Excursions/Activities	\$85,077
Communication Costs	\$3,242
Consumables	\$50,524
Miscellaneous Expense ³	\$18,986
Professional Development	\$16,100
Equipment/Maintenance/Hire	\$31,431
Property Services	\$132,281
Salaries & Allowances ⁴	\$164,106
Support Services	\$60,060
Trading & Fundraising	\$13,918
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,860
Total Operating Expenditure	\$3,132,225
Net Operating Surplus/-Deficit	\$21,783
Asset Acquisitions	\$67,772

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$187,889
Official Account	\$20,909
Other Accounts	\$0
Total Funds Available	\$208,798

Financial Commitments	Actual
Operating Reserve	\$80,371
Other Recurrent Expenditure	\$3,823
Provision Accounts	\$0
Funds Received in Advance	\$24,517
School Based Programs	\$168,721
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,291
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$77,639
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$356,362

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.