

# 2023 Annual Report to the School Community

School Name: Aspendale Gardens Primary School (5301)



- 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 17 April 2024 at 10:50 AM by Jonathan Baker (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 17 April 2024 at 03:36 PM by Ash Williams (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’).

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## 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

Aspendale Gardens Primary School is a vibrant and engaging primary school in the South Eastern Victorian Region (SEVR) with a current enrolment of 611 students, made up of 291 females and 320 males. The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. There are 14% of students who have an additional language spoken at home. The Student Family Occupation and Education (SFOE) index is 0.2002, which means there is a low level of socio-educational disadvantage. We have 1 principal, 1 assistant principal, 48 (37.4 EFT) teaching staff, and 16 (11.1 EFT) Education Support staff which includes 4 admin staff (2.6 EFT). We do not have any Aboriginal or Torres Strait Islander staff. The school is located on spacious well-maintained grounds with 30 classrooms along with two Art Rooms, Library/Information Technology area, two Performing Arts rooms, a gymnasium with full size indoor basketball court, Friendship room, Kitchen/Dining room and 2 Language Other Than English (LOTE) - Mandarin Classrooms. The school grounds are extensive and contain 2 junior playgrounds, a senior playground, sandpit and large open playing field. An outstanding aspect of the school is the extensive school vegetable garden. The Stephanie Alexander Kitchen Garden Program employs a Horticultural Specialist and a Food Technician, who educate students on the value of growing, harvesting and cooking their own produce. There are also quiet areas scattered throughout the courtyard and surrounds. The Before and After Care program has its own designated area and is run by 'TheirCare' during the term and Team Holiday during the school vacation periods. Aspendale Gardens PS teachers and education support staff are dedicated and committed to developing a learning environment, which maximises the overall educational needs of students. The school became an accredited International Baccalaureate, Primary Years Program World School in 2017 and completed a successful PYP Evaluation in 2021. As an International Baccalaureate PYP school we strive to be internationally minded with a purpose to provide a supportive, safe and dynamic learning environment. We promote inquiry, curiosity, creativity and individuality. We aim to develop a resilient, open-minded school community where all students become independent, emotionally intelligent and socially competent as they strive to achieve their potential as global citizens. We aim to provide an engaging, concept driven and inquiry-based learning environment that challenges the Aspendale Gardens Primary School community to live the attributes of the International Baccalaureate Learner Profile. We strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective. Aspendale Gardens Primary School students aspire to become lifelong learners who take pride in their ability to make a difference by taking action within local and global communities. The school encourages team planning and shared experiences across year levels. There are team leaders at each year level. There are also curriculum planning and development professional learning teams. Specialist teaching is provided in Performing Arts, Visual Arts, Physical Education, which included the Perceptual Motor Program (PMP) for Foundation and Year 1 students, and our Language program is Chinese Mandarin. Teams take on the leadership of special events including productions, Science Fair and the Art Expo. The school regularly supports charities and events to provide learning and understanding of the wider world around us along with our local community. The school also assists a school and orphanage in Cambodia with fundraising events. The school enjoys a wonderful relationship with its sister schools Youfu West Street Primary School in Nanjing and Yucai Primary School in Yangzhou, China. Aspendale Gardens PS participates in the Marine Ambassadors Program, which engages the school community in Marine Education and Conservation. Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles. We have two Junior School Councils (a senior and a junior) each consisting of 16 students being two elected from each class. Students are able to receive one-on-one, paired or group music tuition in the areas of singing, keyboard, guitar and drums. All students have the opportunity to participate in an intensive swimming program and a broad excursion/ incursion program along with a Yr. 2-6 school camping program. There are many and varied lunchtime activities including chess, drama, dance, choir, robotics, coding and various sporting activities. The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, excursions, kitchen/garden and numerous other activities. Our School Council is very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community. At Aspendale Gardens Primary School we enjoy a very positive school culture based on respect, high expectations and the belief that every child is unique and capable of being exceptional.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our first school improvement focus in 2023, was to upskill the staff in their use of formative assessment. The improved knowledge that the teachers have and greater ability to use a more varied range of formative assessments will enhance the teachers planning for future teaching. Our teachers are becoming more skilled in using a variety of formative assessments. Our teachers have

reinforced the processes they use to create student goals and have made these more explicit for the students and families to understand.

Our second school improvement area was to develop a greater consistency of teaching approaches in Reading. With quality evidence-based professional learning and implementation of strategies our teachers are more confident in targeting the students' area of need and promotion of quality texts. We have continued to have a focus on developing our students' maths fluency skills. This in turn is having an impact on students' maths confidence and willingness to tackle more challenging problem solving. Our Professional Learning Communities (PLCs) have been identifying areas of need amongst their students and have used professional reading, professional learning and resources to find more impactful ways to teach the area. This shared learning and frequent analysis and celebrations have assisted our staff in moving our students forward, using best practice.

A highlights in our NAPLAN data were the strength of our results against 'Similar Schools'. For our Year 3 NAPLAN Reading, our average was 18% above the state average and 6% above that of 'Similar Schools.' For our Year 5 NAPLAN Numeracy, our average was 21% above the state average and 8% above that of 'Similar Schools'.

The Student Attitudes To School Survey reflected some positive improvement in key areas for student learning. Learning Confidence, Motivation and Interest and Student Voice and Agency all had positive improvements on the previous year, with some excellent results being achieved in the Year 5 cohort of students. The area of Stimulated Learning from our student survey produce results of 83% for our school compared to 76% for 'similar schools'.

## Wellbeing

Our student Wellbeing focus has been directed towards the development of students connection and engagement in their schooling. This included a focus on the creation of elements of the School Wide Positive Behaviour Supports with a particular focus on the expected behaviour matrix. This was developed and reflected upon throughout 2023 with the idea of this being implemented to the school in 2024.

The school has also worked on refining the implementation of support programs including the Buddy Bear program, student driven Peer Support Program, Therapy Dog Program and the Friendship Room to ensure they help support students health and wellbeing. Other programs such as our Running Group and Lunchtime Clubs allow students to feel connected and engaged in their schooling as well as providing students an opportunity to experience different types of activities (Singing Club, Drawing Club, Chess Club, Robotics Club, Lego Clubs etc).

Another aspects we have focused on is utilising our own internal surveys to help teachers to track and reflect upon the way the students in their class are thinking and feeling about coming to school. This has provided teachers with individualised feedback on how they can improve their teaching and also allowed us as a school to understand how different cohorts are feeling on a more regular basis.

We have continued to implement the Department mandated Rights, Resilience and Respectful Relationships program. This program enables students to understand how important it is for them to develop into emotionally aware people who promote and celebrate individuality and practise kindness, respect and acceptance to each and every person.

Our Student Attitudes to School data reflect that these programs are having an impact on our students with the amount of students who demonstrate a low level of resilience decreasing from 32% in 2022 to 27% in 2023. We have seen an improvement in the amount of students responding positively to how satisfied they are with their life from 72% in 2022 up to 74% in 2023. We have also identified an increase in the amount of students ability to be emotionally aware and regulate themselves from 67% in 2022 to 70% in 2023.

## Engagement

Engaging with our students, with our parent community and with the local community is something that we pride ourselves on at AGPS, as we understand the impact this has.

Results from the 2023 Student Attitudes To School Survey (AToSS)

Sense of Connectedness school 83%, in comparison to Similar Schools at 76%

Sense of Inclusion school 89%, in comparison to Similar Schools at 87%

Student Voice and Agency school 70%, in comparison to Similar Schools at 65%

We develop engagement within our students through the relationships that are fostered between the students and the staff and between the students and their peers. Teachers show a genuine interest in the lives of our students, showing a natural care and support. In their planning sessions, the teachers discuss the needs of the students and how best to present the lessons so that teaching is engaging and impactful.

We offer a range of extra-curricular activities to engage our students. These include lunchtime clubs, competitions and a large range of special events. Students in Years 3 - 6 have the option of participating in a morning running club to enhance fitness, health and wellbeing. We often have up to 100 students, parents and staff participating in this weekly activity.

We have developed closer partnerships with our feeder kinders. This has included running activities with the kinder children, visits from our Student Representative Council, school readiness sessions and student information sharing. We look to further develop relationships with Aspendale Gardens kinder and Aspendale Gardens Community Centre, through programs such as The Fathering Project. Partnerships have been developed between neighbouring schools for sharing student celebrations and the Community of Practice between staff.

We acknowledge and participate in many national celebration weeks/days including NAIDOC Week, Harmony Day, Science Week, Book Week, Mother's Day and Father's Day. Our school celebrates these events in a variety of different ways including student activities, whole school assemblies or special celebrations.

Our 2023 attendance data is still good in comparison to state results. There is consistent attendance percentages across all year levels. We have continued to develop processes to follow up on students who have regular attendances and work through supports we can put in place to encourage improved attendance. The percentage of absences has increased over the last couple of years, with a larger number of families taking the opportunity to travel / holiday, following the COVID years.

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## Other highlights from the school year

We have many highlights each year, as we value extra-curricular activities and special events greatly.

### **Science Week**

Across the school, students participated in designing a house for the future out of LEGO. The students worked in groups constructing their futuristic house out of LEGO. These were displayed as a whole school futuristic village. This project was supported by using funds provided by the government through the National Science Week Grants as well as generous donations of LEGO from our school community.

The Year 3 students all participated in our Science Expo. This was linked to their Central Idea, which is 'Different reactions occur when everyday substances interact.' The students have worked on presentations showing their understandings linked to this Central Idea. They presented to visiting students and to the Year 3 parent group. The range of experiments and information was excellent and the students did an amazing job in being able to explain their scientific thinking.

Our Year 6 Technology Leaders organised Sphero races. They designed a course for the students to navigate a pathway through using the controls of an iPad to direct the Sphero. The students had a great time competing against each other and enjoying watching the racing.

### **Year 5 + 6 Production - It's A Jungle Out There.**

We were entertained by the Year 5 and 6 production of 'It's A Jungle Out There.' The students performed well in their class songs / dances, the main characters used excellent expression, the dancers and acrobats demonstrated energy and precision and the choir sang the songs enthusiastically. This was accentuated by the amazing costumes and make-up. It was a big couple of days for our students who had dress rehearsals and 2 performances to focus on.

### **PYPX2023 - Year 6 Exhibition**

The Year 6 students presented their PYP Exhibition. The theme is based on the unit 'Where We Are in Place and Time'. Students engaged in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems in the world. They presented their real-life issues through 2 writing pieces, 1 piece that links to a Specialist area and a personal expression of learning. The quality of presentations was excellent, the content was interesting and thought provoking. The Year 6 students presented to the younger students and also the parent community.

### **Sports**

Our students have been involved in a number of sporting events throughout the year. All students from Year 3 - 6, have had an additional hour of sport, in addition to their PE hour. The students have been developing their skills, game tactics and sportsmanship during these times. Each Thursday morning, the students have had the option of taking part in the morning running group. We have up to 100 students, staff and parents running through the wetlands and then returning to school for breakfast. The end of year celebration for these students was to run down to the Mordialloc foreshore for a barbecue breakfast cooked by parents and staff. A large number of our students have achieved good results in athletics, cross country and swimming, making their way through to performing at division, district and state level.

### **Colour Fun Run**

The Colour Fun Run was certainly an afternoon to be remembered. The students looked great with their colourful headbands and sunglasses, as they ran around the oval. There were inflatables to run through, obstacles to jump over, water spray areas and

coloured powder. There were squeals of excitement from the students as they made their way around the course. The afternoon ended with the staff members being slimed by the highest fundraising students in each year level. We are very grateful for our families efforts to fundraise in order to make further improvements to our school.

**Mothers/Grandparents Days**

The Mothers Day breakfast was an excellent opportunity for the school community to celebrate our amazing Mothers and guardians in our student's lives. The community involvement and atmosphere around the school was very positive. Grandparents' Day was fantastic for our students and grandparents to reconnect with the school community after many years of restrictions. It allowed our students to share their celebrations with important people in their lives.

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**Financial performance**

Throughout 2023 we mostly kept within the planned budget for the year with the exception of the CRT budget which continues to be overrun by increased staff illness post covid. We continue to see a surplus inflated by family credits from 2020/2021 but this is slowly reducing. We saw an increase in fundraising income which has been marked for a future basketball court upgrade as well as continuing to receive overseas funding for our Mandarin program. We received a Wellbeing Boost from the Department which has been partially used for student leadership opportunities, with the balance due to be utilised in 2024.

There were a number of large budgeted expenses in 2023, including the finalisation of the senior playground, new library furniture, replacement of ceiling tiles and our continuing touchscreen upgrade as well as some unexpected expenses such as replacement front doors and a new phone system.

We continue with leases for our photocopiers and laptops, hire agreements with external contractors and our contract with Theircare for our Out of School Hours care program.

# 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 612 students were enrolled at this school in 2023, 291 female and 321 male.

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

### Overall Socio-Economic Profile

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

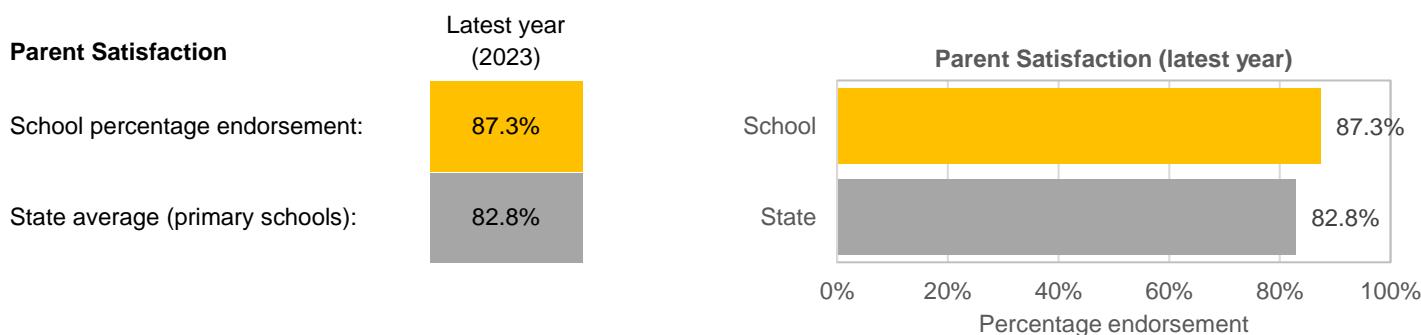
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

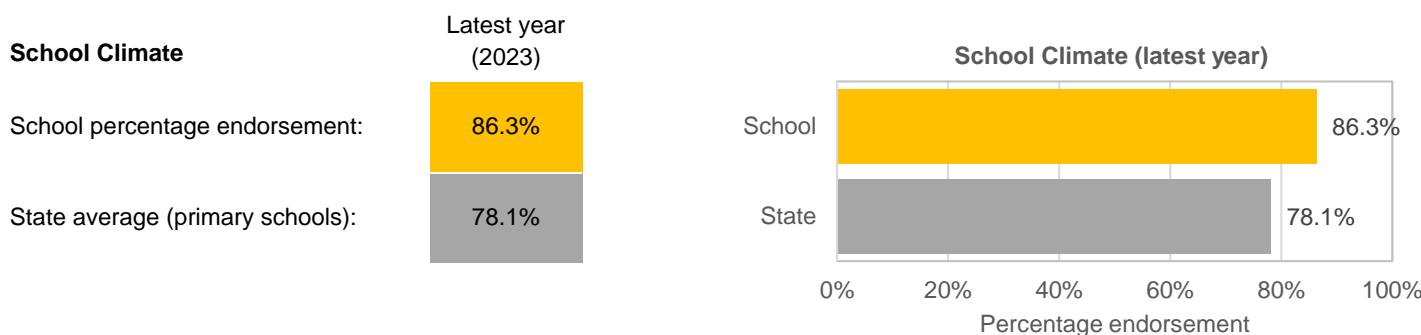


### School Staff Survey

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:

94.3%

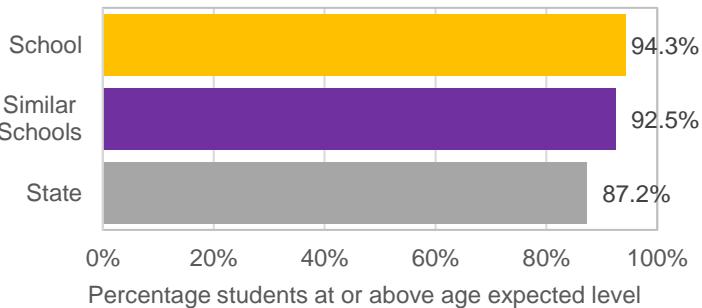
Similar Schools average:

92.5%

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:

94.9%

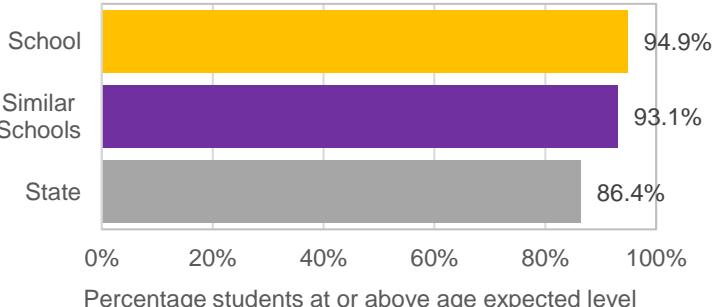
Similar Schools average:

93.1%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6



## LEARNING (continued)

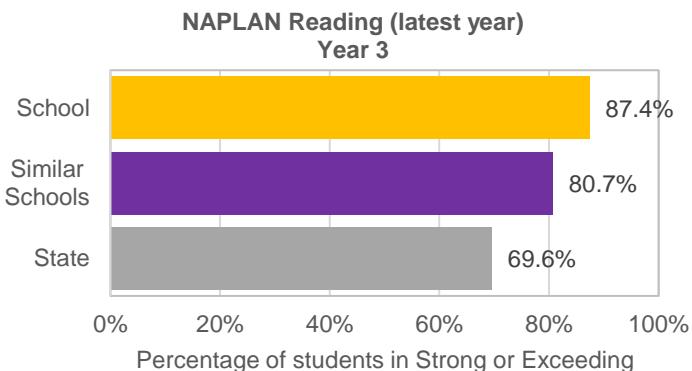
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### NAPLAN

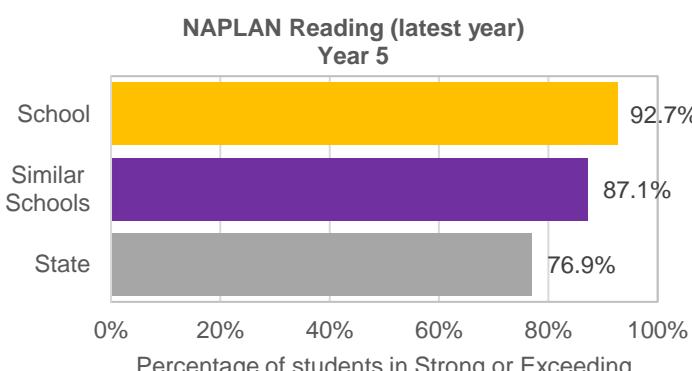
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

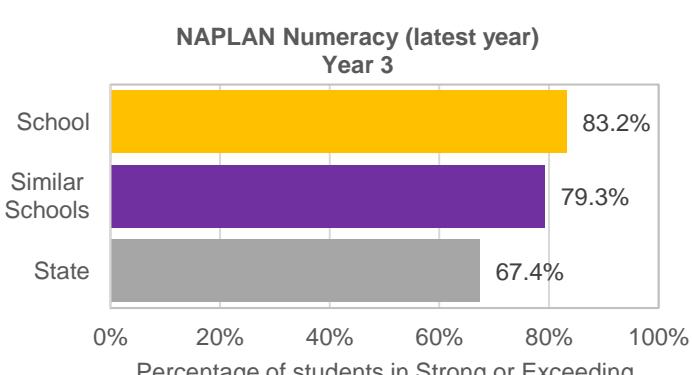
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	87.4%
Similar Schools average:	80.7%
State average:	69.6%



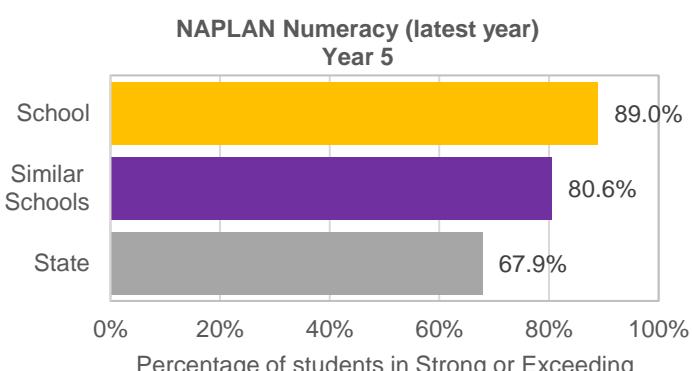
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	92.7%
Similar Schools average:	87.1%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	83.2%
Similar Schools average:	79.3%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	89.0%
Similar Schools average:	80.6%
State average:	67.9%



## LEARNING (continued)

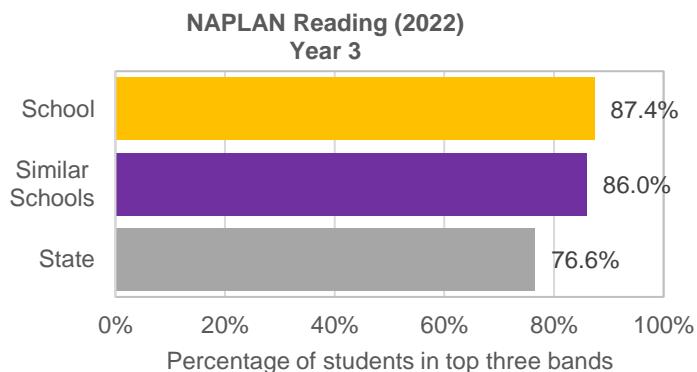
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### NAPLAN 2022

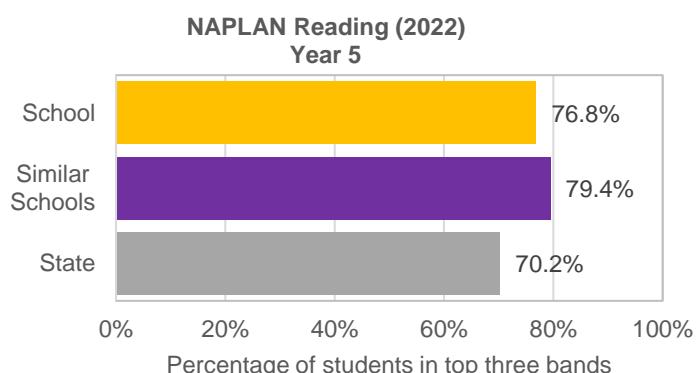
Percentage of students in the top three bands of testing in NAPLAN.

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

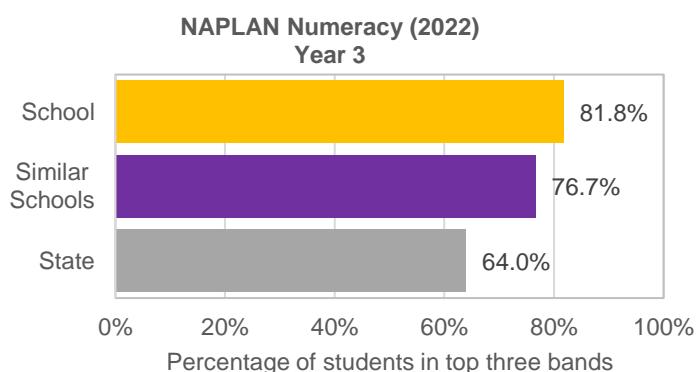
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	87.4%
Similar Schools average:	86.0%
State average:	76.6%



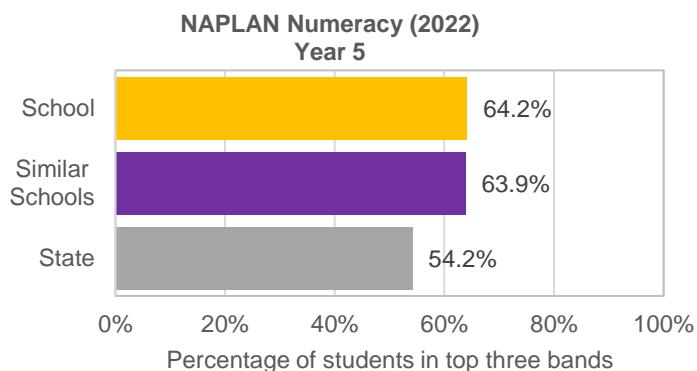
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	76.8%
Similar Schools average:	79.4%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	81.8%
Similar Schools average:	76.7%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	64.2%
Similar Schools average:	63.9%
State average:	54.2%



## 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.

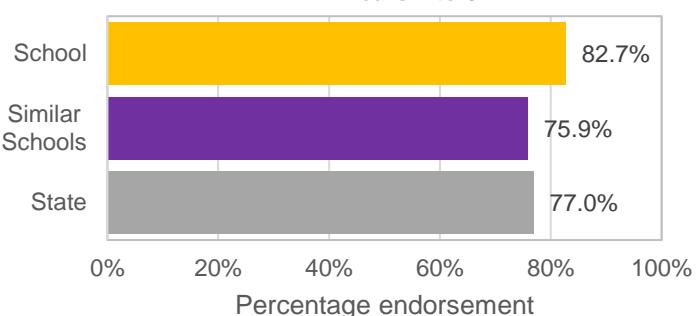
### Student Attitudes to School – Sense of Connectedness

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:	82.7%	81.2%
Similar Schools average:	75.9%	78.6%
State average:	77.0%	78.5%

#### Sense of Connectedness (latest year) Years 4 to 6



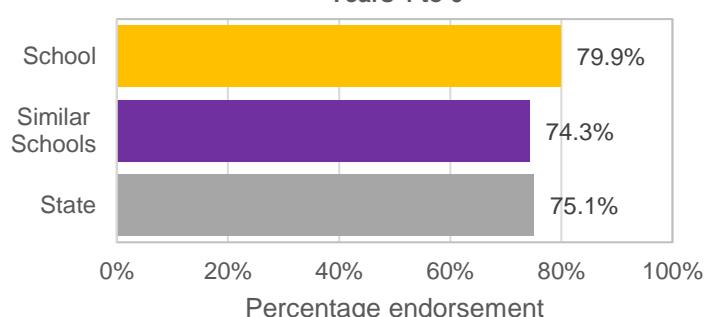
### Student Attitudes to School – Management of Bullying

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:	79.9%	77.7%
Similar Schools average:	74.3%	76.6%
State average:	75.1%	76.9%

#### Management of Bullying (latest year) Years 4 to 6



## 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

School average number of absence days:

Latest year  
(2023)      4-year  
average

17.3      11.8

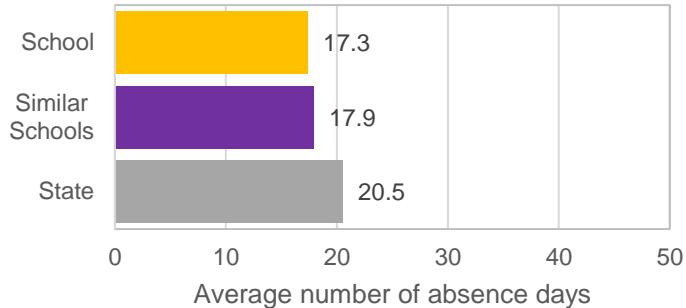
Similar Schools average:

17.9      14.9

State average:

20.5      18.1

#### Student Absence (latest year) Years Prep to 6



### Attendance Rate (latest year)

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

#### Attendance Rate by year level (2023):

Year Level	Attendance Rate (%)
Prep	91%
Year 1	91%
Year 2	91%
Year 3	92%
Year 4	92%
Year 5	90%
Year 6	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,855,632
Government Provided DET Grants	\$586,981
Government Grants Commonwealth	\$11,412
Government Grants State	\$0
Revenue Other	\$45,675
Locally Raised Funds	\$836,279
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$7,340,979</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$21,461
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$21,461</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,624,701
Adjustments	\$0
Books & Publications	\$4,254
Camps/Excursions/Activities	\$277,544
Communication Costs	\$6,083
Consumables	\$140,009
Miscellaneous Expense <sup>3</sup>	\$51,068
Professional Development	\$16,155
Equipment/Maintenance/Hire	\$104,448
Property Services	\$81,733
Salaries & Allowances <sup>4</sup>	\$419,007
Support Services	\$115,219
Trading & Fundraising	\$122,663
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$259
Utilities	\$38,175
<b>Total Operating Expenditure</b>	<b>\$7,001,318</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$334,661</b>
<b>Asset Acquisitions</b>	<b>\$122,117</b>

- (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	\$893,503
Official Account	\$44,485
Other Accounts	\$38,069
<b>Total Funds Available</b>	<b>\$976,057</b>

Financial Commitments	Actual
Operating Reserve	\$218,651
Other Recurrent Expenditure	\$38,650
Provision Accounts	\$0
Funds Received in Advance	\$74,515
School Based Programs	\$23,202
Beneficiary/Memorial Accounts	\$250
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$78,894
Capital - Buildings/Grounds < 12 months	\$273,045
Maintenance - Buildings/Grounds < 12 months	\$69,128
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$776,335</b>

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.