

2022 Annual Report to the School Community

School Name: Williamstown Primary School (1183)



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

Attested on 08 April 2023 at 01:50 PM by Mathew Montebello (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 03:23 PM by Nick Winton (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Williamstown Primary School is a welcoming community of learners where staff, students and families assume shared responsibility for the provision of the highest quality learning opportunities for our students. It is our collective purpose to provide all students with an education to succeed in a complex, changing world. It is our vision that students will develop to be responsible, happy, resilient, and socially adept. We expect them to exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens. Our school is in the historic bayside suburb of Williamstown, on the land of the Boonwurrung people, situated in the local government area of Hobsons Bay. This year marks our school's 150-year anniversary. We are very proud of our rich history, our strong community connections, and our traditions. Above all, we are very proud of our Willy Kids. We celebrate our students' learning results and the people they are becoming. At Williamstown Primary, we work hard to ensure our high student achievement occurs within an environment that celebrates the whole child. We continue to emphasise our commitment to the development of positive social skills through the Willy Kids program, a successful whole-school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Throughout 2022, Williamstown Primary accommodated twenty-one classes catering for Foundation (Prep) to Year 6 students. We maintained a stable enrolment of approximately 516 students mostly drawn from the Williamstown South neighbourhood area. Our school had an SFOE (Student Family Occupation Education Index) of 0.1517 which reflects the relatively low level of socio-economic disadvantage among many of the school's families. The staffing profile to support all students consisted of 30.1 Effective Full-time (EFT) Teaching Staff, including 2.0 Principal class, 2.0 Leading Teachers and 2.0 Learning Specialists. In addition, we had 1.4 Tutor Learning Support staff (teachers) and up to 13 Non-Teaching Staff (of various time fractions), whose roles include Education Support (Integration Aides), Educational Support Officers (Admin), and Educational Support Officers (Learning Intervention). We have five students and one staff member who identify as being of Aboriginal or Torres Strait Islander descent. The learning program at Williamstown is aligned with the Victorian F-10 Curriculum and includes a focus on learning in the core curriculum domains of English and Mathematics, as well as Science, Environmental Education, and the Humanities. In 2022, we provided a broad specialist learning program in the areas of Visual Arts, Performing Arts (music and drama), LoTE (French) and Physical Education.

Student learning was supported at all year levels through supplementary individual and small group literacy intervention. In addition, the Tutor Learning Initiative was implemented across the school to support those students whose learning growth was not at the expected level, following the extensive period of remote and flexible learning from home. We employed three additional qualified teachers to implement this program, providing up to three additional intervention sessions to each identified student each week. Individual educational plans were developed for students achieving significantly above or below the expected standard, as well as students who are funded under the Program for Students with Disabilities (PSD), students in Out-of-Home Care, and students from Aboriginal and Torres Strait Islander background.

Student engagement was enhanced through a range of co-curricular activities in the form of clubs. These included gardening club, games club, LEGO club, chess club, choir and bands, and French club. Our school buildings are a mix of beautiful heritage-listed buildings and more recently constructed classrooms which include several portable classrooms. At the beginning of term 2 we regained access to our school's PE, Library, canteen and main toilet blocks as the building containing these programs was reopened after extensive works due to termite damage.

A variety of play areas have been established within well-maintained grounds which includes both asphalted and turfed courts, a running track, playground equipment suitable for the range of physical capabilities of primary students, landscaped gardens, a vegetable garden, and quiet areas for more passive activities.

The school's mature trees and two shade covered areas provides an abundance of shaded play spaces for the children in this area. The active participation of families within our school community is a reliable and highly valued feature of our school. A strong home-school learning partnership with parents is considered essential in our endeavour to ensure the successful learning achievement for every child.

2022 still presented many staffing challenges, as we continued deal with staff leave due to COVID. The later part of the year saw these challenges ease as we moved into an almost normal school life. The newly established Williamstown Primary School Parents Association rebranded as the Willy Parents and Friends. The establishment of a school partnership which provided members of school council, school leadership and WPF office bearers the opportunity to meet at monthly meetings to was hugely positive and continues the close partnership between school, home and the community.

Of note, due to Principal Andrea Duxson taking leave from May, Assistant Principal Mathew Montebello filled the roll of Acting Principal for the remainder of the year, while Leading Teacher, Lisa Leydin, filled the role of Acting Assistant Principal also for the remainder of the year. After Andrea informed school council that she would be stepping down as principal, after a state wide merit based selection process Mathew Montebello was appointed substantive Principal from the 2023 school year.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the area of learning there are a range of data sets that the school utilises in assessing the impact of teaching and learning practices.

Teacher Judgement.

Below is the percentage of students from Foundation to Year 6 at or above expected level according to teacher judgement.

English:

- Reading 91% of students are at or above age expected standards (Compared with similar schools 94% and state 87%).
- Writing 80% of students are at or above age expected standards (Compared with similar schools 91% and state 82%).
- Speaking and listening 96% of students are at or above age expected standards (Compared with similar schools 97% and state 92%).

Mathematics:

- Number & Algebra 89% of students are at, or above age expected standards (Compared with similar schools 94% and state 86%).
- Measurement & Geometry 90% of students are at, or above age expected standards (Compared with similar schools 95% and state 86%).
- Statistics & probability 91% of students are at, or above age expected standards (Compared with similar schools 95% and state 86%).

In recent years when comparing teacher judgement data with the school's NAPLAN data it has been identified that there is a significant variance that sees teacher judgement data lower than NAPLAN data. This could potentially indicate a more conservative assessment on teacher judgement.

Below is the percentage of students from Foundation to Year 6 who achieved at or above expected growth according to teacher judgement.

- Reading growth data across the school sees 81% of students achieve at or above the required growth.
- Writing growth data across the school sees 78.8% of students achieve at or above the required growth.
- Number & Algebra growth across the school sees 82.5% students achieve at or above the required growth.
- Measurement & Geometry growth data across the school sees 85.66% students achieve at or above the required growth.

NAPLAN

2022 saw the following results in NAPLAN achievement in the top two bands with comparison to state averages, as well as school results for top 3 bands.

Year 3:

- Reading - 69% of students in top 2 bands compared to 39% across the state, with 90.6% in the Top 3 bands.
- Writing - 58% of students were in the top 2 bands compared with 51% of students across the state, with 89.7% in the top 3 bands.
- Spelling - 45% of students achieving in the top 2 bands compared to the state average of 49%. This has been noted as a considerable drop on our 5-year trend results.
- Grammar & Punctuation - 65% of students achieve in the top 2 bands in comparison to the state average of 54%
- Mathematics - 55% of students were in the top 2 bands compared with 39% in the state, while 81.4% were in the top 3 bands.

Year 5:

- Reading - 48% of students were in top 2 bands compared with the state average of 44%, while 79.1% were in the top 3 bands.
- Writing - 39% of students were in top 2 bands compared with the 29% state average, while 72.4% were in the top 3 bands.
- Spelling 53% of students were in top 2 bands compared with state average of 37%.
- Grammar & Punctuation 44% compared with state average of 32%.
- Mathematics 27% of students were in top 2 bands compared with state average of 27%, while 66.1% achieved in the top 3 bands.

Overall, we saw a drop in our achievement data in year 5 reading and mathematics when compared to our trend data of top 2 bands achievement. While we continued to maintain achievement of students at or above expected level. With no NAPLAN growth data available due to no students undertaking NAPLAN in 2020 due to the COVID pandemic. This data set will be monitored and measured in assessing if it was cohort specific or a trend.

2022 saw the partial implementation of a synthetic phonics program in grade prep. 2023 will see this program fully implemented from foundation to year 1, with all staff receiving targeted training in this approach. A full-time literacy support teacher will also utilise this approach creating a consistent and targeted approach to reading and spelling in the early years and support program. Through the Tutor Learning Initiative 2023 will also see the implementation of two 0.4 (0.8 total) maths tutors. This will support the development of core numeracy understanding for students in years 1-6.

The school also provided the opportunity for students operating above the expected level to participate in the Gateways learning program. This program was subsidized by the school through the student excellence funding. Many of our students in years 5&6 also accessed the Victorian High Abilities program. This was offered virtually for all identified students who connected with their virtual class and teacher 1 day a week.

Wellbeing

Student wellbeing continued to be a major focus of the school in 2022, and this was highlighted in the school's AIP. A key component of supporting this focus was the continued delivery of the school's Willy Kid program and the deep development of a whole school student inclusion and wellbeing planner. This interactive document ensured a scaffolded whole school approach to the delivery of Willy Kids, Respectful Relationships and Child Wise programs. This planning resource was developed throughout targeted planning days and through the newly established Inclusion and Wellbeing Curriculum Focus Group. The continued allocation of a designated inclusion and wellbeing coordinator helped drive this work, ensuring teacher and classroom support was on hand.

The 5/6 teaching team implemented the PIVOT student wellbeing survey. This survey which built upon the PIVOT teaching and learning survey, gave students weekly opportunities to let their teachers know how they were tracking with their mental health and wellbeing. This provided teaching staff a weekly pulse check of their class and individual students, while also providing school leadership with an overview understanding of student wellbeing.

Through the Department's Attitude to School Survey under the Individual and Emotional Wellbeing Domain students at WPS displayed a 7% increased endorsement rate for resilience when comparing to both similar schools and the state average. While also displaying a 2% increased of positive endorsement for life satisfaction when compared with state averages, and 1% increase compared to similar schools. Under the domain of Emotional and Relational Engagement, the school again outperformed similar scores by 2% for positive endorsement while being equal with state averages.

The school continued to utilise an expressive arts therapist two days a week to support students with additional social and emotional needs. The therapist also undertook small group and whole class sessions to broaden her reach and to build stronger connections with students.

Overall, in student wellbeing student data indicates that these data sets are tracking up which is also a positive sign. The school will continue to utilise tool such as PIVOT to support student wellbeing.

Through the new Disability and inclusion reforms in 2023 the school will utilise additional funding for the employment of a 0.6 student inclusion and wellbeing support person. This role will significantly support the wellbeing coordinator with the broad range of work that is involved in supporting our Willy Kids and families. Cash allocation from the DI reform will go towards the set-up of a wellbeing sensory room that will be utilised by students with additional needs to support their wellbeing.

The school has continued to work closely with allied health professionals and medical practitioners to build strong partnerships to support students and their families. This has been further strengthened with dedicated welfare and wellbeing staff.

Engagement

In what was a somewhat return to normal school life we no longer had the challenges of remote learning but did have several challenges around absenteeism due to COVID for both students and staff. Student attendance is seen as a key indicator on student engagement, and this was an area the school monitored closely throughout. Learning programs had a clear focus on student engagement to capitalise on the return to consistent face to face learning. Where possible incursions and excursions were utilised, and we saw the return of our full camping programs across the school.

Overall student attendance data outperformed similar schools by 9% and the state average by 14% when looking at students that missed 20 days or more. It is judged that this result was due to highly dedicated staff that partnered strongly with families to provide consistent communication pathways and support. A key success of this area was the appointment of a full-time inclusion wellbeing coordinator part way through 2021. And although Lisa Leydin, who was appointed to this role moved into an Acting AP role for most of the year, she continued to oversee this area. This meant that students and families that had challenges of returning to school consistently had a consistent point of contact. I think it should be noted that the work Lisa did with families throughout the year and the way she engaged with them for support was highly valued by the school community.

The school continued to evolve its inquiry model, while working with well-known education consultant, Kath Murdoch. Year level teams worked directly with Kath to develop an inquiry approach that was highly engaging and emphasised the student voice and agency throughout the inquiry units. This was well received by students as they enjoyed the ability to shape their learning.

This pedagogical approach was further supported with the development of our approach to teaching mathematics. Having already worked with maths consultant Michael Minas, we developed deeper into the launch and explore model to further engage students into the area of mathematics. In 2023 all teaching staff will work closely with Michael to further develop the school's pedagogical model in mathematics to ensure student engagement is highly considered.

The school continued to leverage data from the PIVOT teaching and learning survey. This information which provided teachers key information about students and their learning environment was utilised to continually reflect and enhance the learning experience for our students. This tool will continue to be used throughout 2023 from years 3-6.

The Koori reconnect program was introduced to support the school's Koori students. This program was led by the school's KESO (Koori Education Support Officer). Students were provided with opportunities to connect with indigenous traditions and history through a range of hands-on activities. Although the school has a new KESO, the hope is that this program will continue.

Other highlights from the school year

In 2022 celebrated the return of school camps, the school disco, the house sports, inter school sports and the school colour run. Many of these events had not be able to run due to COVID restrictions throughout 2020 and 2021 respectively. The school continued to have strong performances in inter school sports carnival with school teams winning the district swimming and athletics carnivals. These highlights were well supported by strong participation and achievement in our summer and winter sports programs. After being closed down for approximately 12 months the school gained access to its newly refurbished PE hall, main toilets, library and canteen. This building block had been closed down due to extensive termite damage that saw the full replacement of all structural wood with structural steel, this included the wooden sports floor that was replaced by a synthetic sports floor.

One of the biggest highlights of the year was welcoming school families back on site, something that COVID restrictions had prevented. Events such as the Lantern Walk, Parent Trivia Night and the Colour Run which were organised by the Willy Parents and Friends Association were great examples of bringing the community back together. All three events were a huge hit.

In 2023 the school celebrates its 150th birthday, and this will see several events and celebrations planned, while the Seaside Fair will return in November for the first time since 2019. 2023 will see the school look to continue to find ways to connects its students, families and community.

Financial performance

Williamstown Primary continued to maintain a healthy financial position throughout the 2022 school year. The school met all budget requirements in part due to the strong parent payment commitment to the school's curriculum and voluntary contributions by our families. These contributions ensure our school's capacity to provide a breadth of additional experiences and opportunities for our students, specifically, themed events and celebrations, access to key learning resources including digital devices and tools. The school received \$16,922 in equity funding which largely went towards enhancing the resources of our literacy support programs. Our school received \$111,314 for the Tutor Learning Initiative. This was further topped up by the school to provide the equivalent of 1.4 tutors, 1.0 literacy and 0.4 mathematics. At the end of the school year the school had an SRP surplus of \$189,196. This surplus will allow the school to continue to provide a broad range of learning experiences for all students. The Willy Parents and Friends Associated held numerous fundraising events including the traditional events such as the Easter raffle, and mothers and fathers day stalls. Fundraising benefited from two election day BBQ and bake sales while the return of the colour run and parent trivia night meant the school benefited from strong fundraising utilised for key learning programs and resources such as classroom indigenous literacy libraries (\$8,000) and targeted grounds projects. Little Learners was a key reading resource, which the school heavily invested in (\$37,832). These resources support both our junior school reading program and our literacy support program. The school accessed the government's shade sail grant which looked to increase outdoor learning spaces. The school installed a commercial grade waterproof shade sail at a cost of \$42,000 (\$25,000 subsidised via grant) to enhance our outdoor cooking area. The Grade 2 iPad's were upgraded (\$14,366), while other digital tools to support student learning such as bluetooth keyboards and headphones (\$4,900) were also purchased. Outside of the shade sail there were not any major buildings and grounds projects. Overall the school is in a strong financial position both in cash reserves and SRP surplus.

For more detailed information regarding our school please visit our website at
<https://www.williamstownps.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 516 students were enrolled at this school in 2022, 237 female and 279 male.

8 percent of students had English as an additional language and 1 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).

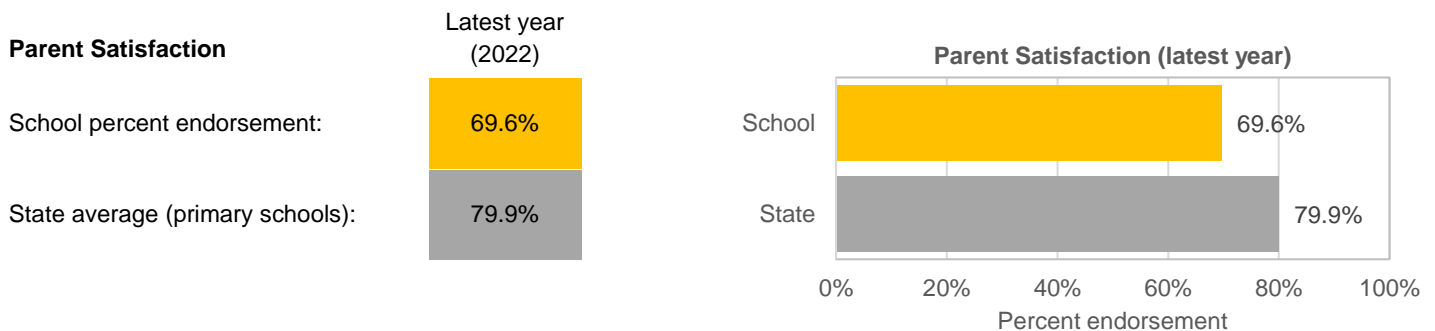
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

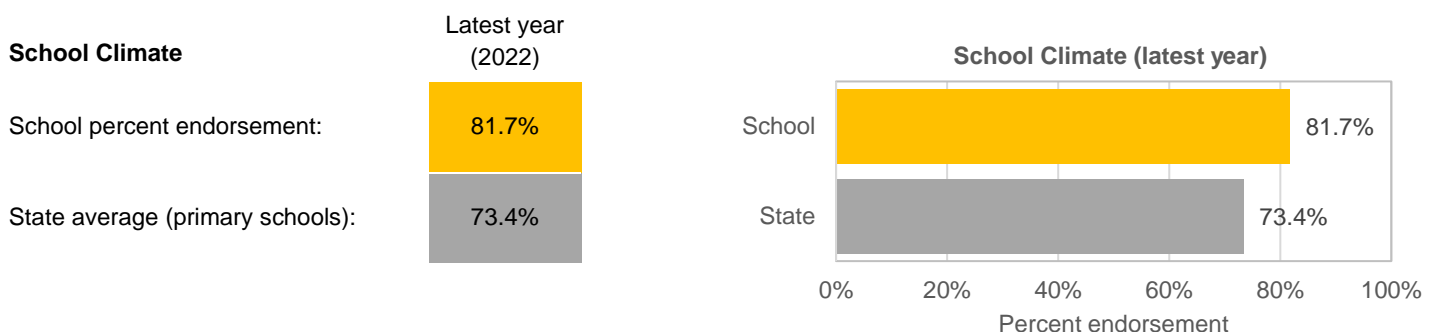


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

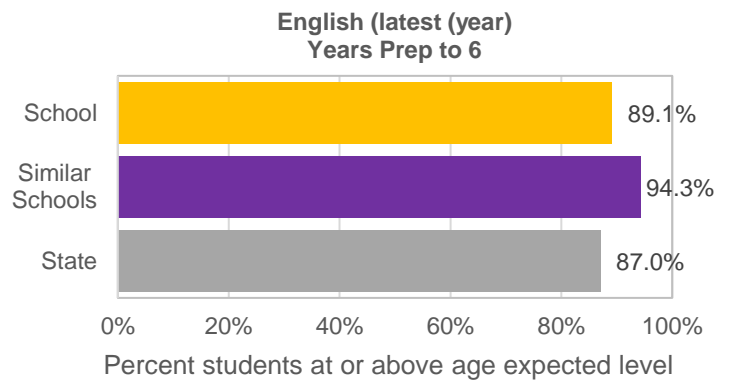
89.1%

Similar Schools average:

94.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

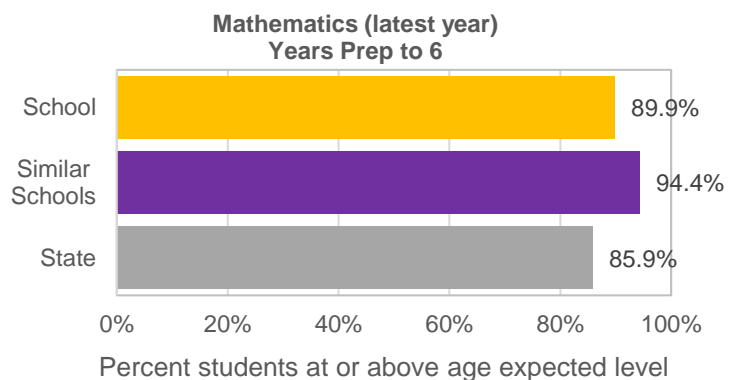
89.9%

Similar Schools average:

94.4%

State average:

85.9%



LEARNING (continued)

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

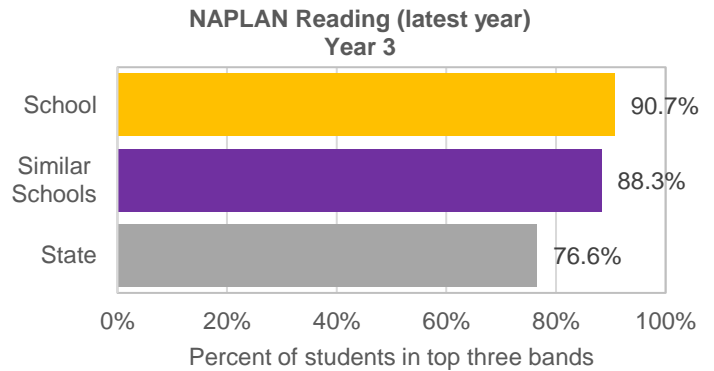
NAPLAN

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

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

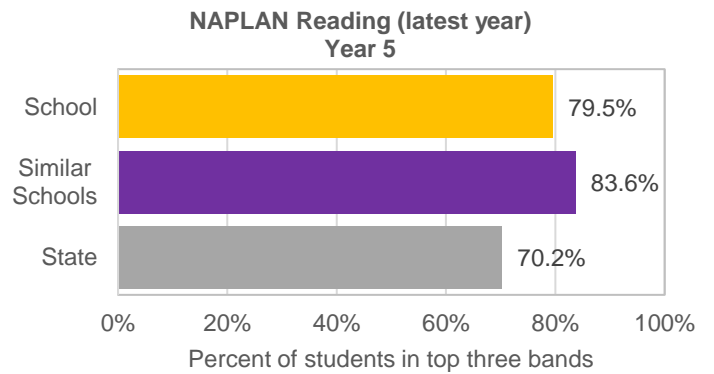
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.7%	90.7%
Similar Schools average:	88.3%	88.5%
State average:	76.6%	76.6%



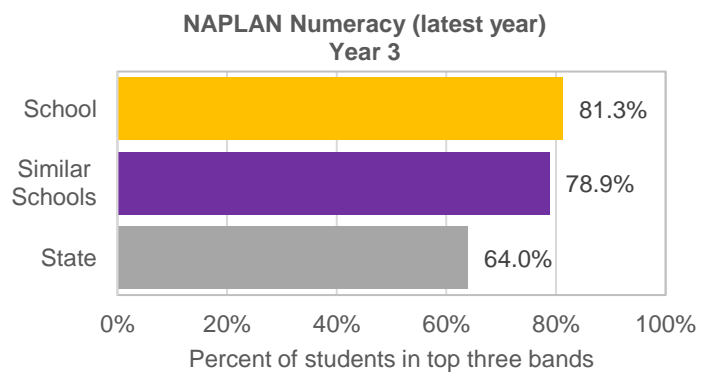
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.5%	81.0%
Similar Schools average:	83.6%	82.6%
State average:	70.2%	69.5%



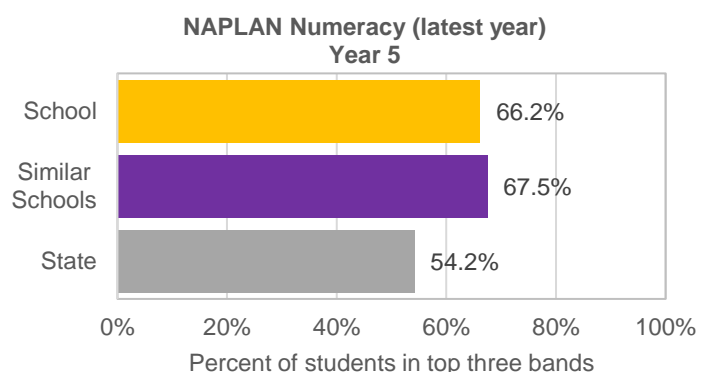
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	82.2%
Similar Schools average:	78.9%	80.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.2%	75.5%
Similar Schools average:	67.5%	72.2%
State average:	54.2%	58.8%



WELLBEING

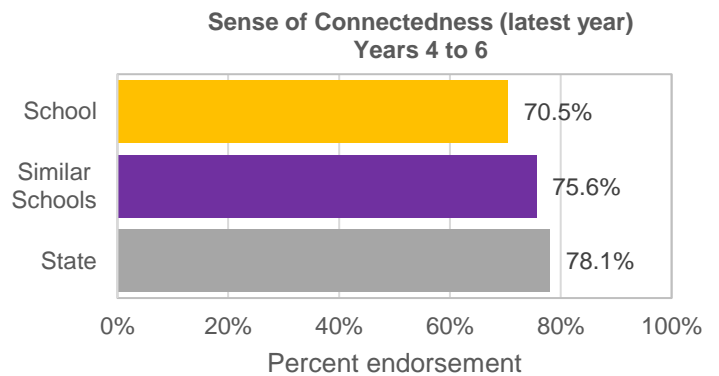
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.5%	74.8%
Similar Schools average:	75.6%	77.8%
State average:	78.1%	79.5%

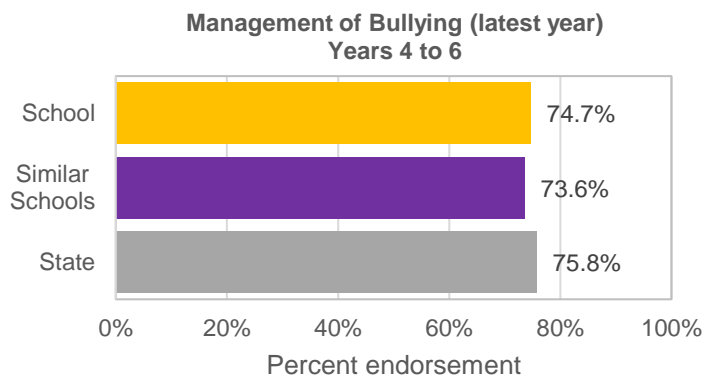


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.7%	78.9%
Similar Schools average:	73.6%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

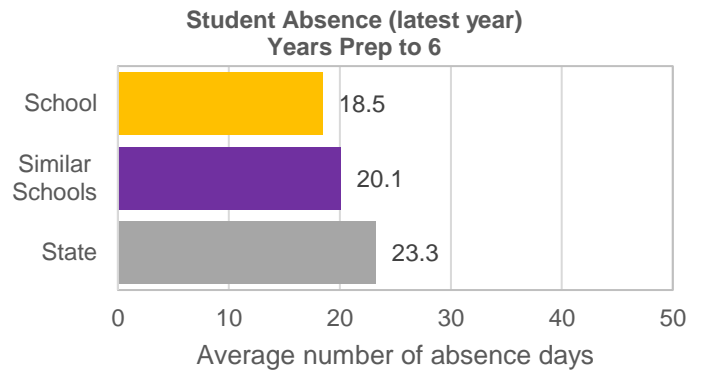
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.5	13.3
Similar Schools average:	20.1	13.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	91%	92%	90%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,512,909
Government Provided DET Grants	\$450,860
Government Grants Commonwealth	\$14,600
Government Grants State	\$0
Revenue Other	\$14,391
Locally Raised Funds	\$499,269
Capital Grants	\$0
Total Operating Revenue	\$5,492,030

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,561
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,561

Expenditure	Actual
Student Resource Package ²	\$4,323,713
Adjustments	\$0
Books & Publications	\$1,832
Camps/Excursions/Activities	\$206,088
Communication Costs	\$5,000
Consumables	\$107,113
Miscellaneous Expense ³	\$47,946
Professional Development	\$28,776
Equipment/Maintenance/Hire	\$47,318
Property Services	\$115,185
Salaries & Allowances ⁴	\$272,453
Support Services	\$33,464
Trading & Fundraising	\$26,969
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,204
Total Operating Expenditure	\$5,246,060
Net Operating Surplus/-Deficit	\$245,970
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$181,375
Official Account	\$10,087
Other Accounts	\$17,533
Total Funds Available	\$208,996

Financial Commitments	Actual
Operating Reserve	\$137,898
Other Recurrent Expenditure	\$80
Provision Accounts	\$0
Funds Received in Advance	\$17,533
School Based Programs	\$45,000
Beneficiary/Memorial Accounts	\$2,510
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,909
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,066
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$208,996

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.