

2022 Annual Report to the School Community

School Name: Essendon North Primary School (4015)



- 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 17 March 2023 at 10:32 AM by Kate Barletta (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 17 March 2023 at 10:44 AM by Anthea Stephenson (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

At Essendon North Primary School, our vision is to be ‘Global learners and leaders, exceeding expectations.’ Our mission is ‘We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.’ We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

Essendon North Primary School is approximately 12 km north-west from Melbourne’s Central Business District and our Local Government area is the City of Moonee Valley. The entire school community is actively involved in the life of the school and shares a commitment to being an innovative leader in education. Our School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every child. Parent involvement and engagement in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access rich and diverse learning experiences. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of wellbeing.

Our school offers a range of specialist and extracurricular programs including languages education in Chinese (Mandarin), Visual and Performing Arts, Health and Wellbeing, Physical Education, English as an Additional Language (EAL) support, interschool sport, Perceptual Motor Program (PMP), choir, instrumental music tuition, student agency, leadership and voice, Buddy Programs, Lunch Clubs, a Camping Program, incursions and excursions, and an Out of School Hours Care Program. We have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian Student Excellence Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (PSD) and students at risk.

Essendon North PS is a very diverse community. In 2022 we had 226 students who speak a language other than English (EAL) at home, with 41 different languages spoken by our students. The Top 10 countries where students were born are Australia, India, Vietnam, China, New Zealand, Sri Lanka, Malaysia, Turkey, UK, South Africa. In 2022 we had four students who identified as Aboriginal. Our school has two principal class members, two Leading Teachers, two Learning Specialists and nine Professional Learning Communities (PLC). The school had 46.9 full time equivalent staff (FTE) and

none of those staff identify as Aboriginal and Torres Strait Islander. The Executive Team and all nine Professional Learning Communities regularly plan and evaluate teaching effectiveness and student learning outcomes, and participate in team based professional learning. The organisation of the school remains fluid and flexible so that our school's resources (human, physical and financial) can be strategically aligned to cater for the emerging learning needs of all our students. At the very heart of our purpose is to provide every child with the best possible education. We recognise that this will be achieved by our staff, and are committed to delivering high quality teaching practice so that every child learns and achieves high standards. High quality professional learning is one of the cornerstones of our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Essendon North Primary School (ENPS) focused on improving student engagement with learning, to subsequently positively impact student learning outcomes. The Key Improvement Strategies (KIS) relating to the Framework for Improving Student Outcomes (FISO) 2.0 centred around building practice excellence. Our strategy to develop, document and embed a whole school approach to instructional practices in literacy was further strengthened as a continuation of work from 2020 and 2021.

A key target for this Key Improvement Strategy (KIS) was Student Attitude to School Survey Data. Our target was to increase the rate of positive endorsement for a stimulating learning environment to at or above 80%, however in 2022 72% of students surveyed reported that the learning environment is stimulating at ENPS. The impact of extended remote and flexible learning from 2020/2021 was evident in student engagement returning to school. The Staff Opinion Survey target for teacher collaboration was to increase positive endorsement from 67% (2019) and was maintained at 67% in 2022, however still remained above both similar schools (63%) and the state (66%). A strategic plan (2019-2023) target for collective efficacy to be at 82% by 2023; this target was exceeded with 84% of staff providing a positive endorsement for this area of our school climate, well above the state at 72% and similar schools at 81%. In 2022 the staff survey showed endorsement of the school's leadership at 83%, well above the state (74%) and similar schools (71%). This was reflective of the school's commitment to developing individual and collective instructional leadership.

Following on from the complexities of 2020/2021, we acknowledge that in 2022 parent engagement was static with limited access to the school once again. In 2022 our target was to increase the parent opinion survey endorsement on teacher communication to 78%, however it decreased to 64% positive endorsement. We do acknowledge that the number of parents completing the survey had also decreased again in 2022.

In 2022 the further development of our instructional model in literacy was enhanced by the opportunity to consolidate practice, while we embarked on a new priority of enhancing our school wide professional knowledge and pedagogical practice in teaching mathematics. As a school a deep relationship was developed with the Mathematical Association of Victoria to provide ongoing whole school and team (PLC) based professional learning and classroom practice development.

Our commitment to the DET Professional Learning Communities (PLC) initiative to support our teaching and learning teams to work collaboratively to improve student learning outcomes continued. In 2022, ENPS committed to a substantive Leading Teacher position for Assessment, Data and Reporting, supporting teaching teams to deliver on improved student outcomes, including NAPLAN coordination and the delivery of the Tutor Learning Initiative. The work of our Leading Teacher to refine our data practices and support our staff to be increasingly data literate had a continued significant impact driving success against these strategies. Continued focus on ongoing formative assessment and extensive moderation practices to support our teaching community to differentiate learning based on data was evident again in 2022.

Our 2022 Annual Implementation Plan (AIP) targets stipulate that our school intention was to increase student literacy outcomes and track this growth using NAPLAN Data. The majority of these goals were not, or, in the case of *NAPLAN – Increase medium and high growth in, were not relevant due to the cancellation of NAPLAN in 2020 as a result of the global pandemic, and therefore relative growth data was not available in 2022.* The primary contributing factor to not achieving our goals was the cohort of students in 2022. There was a noticeable difference in achievement levels in comparison to other years, and this is subsequently evident in longitudinal data from their early years assessment in Foundation.

NAPLAN – Increase the percentages of students in the top two bands:

Year 3 Reading from 74% (2021) to be at or above 75% in 2022 - actual result in 2022 did not meet this goal achieving 73%

Year 3 Writing from 81% (2021) to be at or above 71% in 2022 - actual result in 2022 did not meet this goal achieving 66%

Year 3 Numeracy from 53% (2021) to be at or above 58% in 2022 - actual result in 2022 did not meet this goal achieving 46%

Year 5 Reading from 65% (2021) to be at or above 60% in 2022 - actual result in 2022 did not meet this goal achieving 52%

Year 5 Writing from 42% (2021) to be at or above 38% in 2022 - actual result in 2022 did not meet this goal achieving 35%

Year 5 Numeracy from 43% (2021) to be at or above 48% in 2022 - actual result in 2022 did not meet this goal achieving 33%

At ENPS in 2022, the Tutor Initiative Program, differentiation, learning specialist support, leading teacher allocation and our PLC initiative supported student learning to improve learning outcomes. In 2022, our school supported the learning of 12.8 students funded through the Program for Students with Disabilities. Each of these students is supported through Individual Education Plans (IEPs), Student Support Group meetings each term and classroom and playground support based on individual needs. In 2022, ENPS further committed to a second substantive Leading Teacher position for Student and Staff Engagement and Wellbeing, supporting teaching teams to develop student engagement and provide a structured school-wide approach to wellbeing and behaviour management. This role included PSD coordination as well as coordinating the school's involvement with the Respectful Relationships initiative alongside the school's commitment to The Resilience Project.

Wellbeing

In 2022 the Student Wellbeing Strategic Plan Goal was an AIP goal, and following a second consecutive year of extended remote and flexible learning as a result of the COVID pandemic, the continued need for a commitment of resources and focus to support student wellbeing in their return to school was again evident.

Student (and staff) wellbeing was subsequently prioritised in 2022. The focus undertaken for both student and staff wellbeing through the challenges of 2021/2022 was very significant.

The Staff Opinion Survey showed 82% of the staff surveyed were positive about the school's climate in 2022, compared to 78% in similar schools and 73% in the state.

As part of our commitment to the wellbeing of all stakeholders in our community we have implemented and continued a number of initiatives to support connectedness, engagement and personal, social and emotional wellbeing for all. Most notably in 2022 we committed to a substantive Leading Teacher position for Student and Staff Engagement and Wellbeing to coordinate resources and initiatives including a partnership project with The Resilience Project, beginning the DET Respectful Relationships initiative and continued our commitment to the Behaviour Champions project with Moonee Valley Student Support Services team. Imperative to strengthening the student wellbeing initiatives was the development and implementation of a school-wide wellbeing team and consistent behaviour management processes. The introduction of Student Wellbeing Action and Technology (SWAT) Teams to support student voice, together with dedicated Personal and Social Learning time in each classroom, each week, was further evidence of the school-wide strategic commitment to community wellbeing.

Engagement

Essendon North Primary School has continued to achieve below the median against all Victorian government schools, and the same for like schools, for School Attendance. Some of the main reasons for student absence in 2022 continued to be illness (inclusive of Covid isolation requirements) and family holidays given the return to international travel. In 2022, the average attendance rate for students from Foundation - Year Six was 90.3%. Non-attendance was very closely monitored and addressed with the return to onsite learning. Additional resources and support were continued throughout 2022 to support student engagement and wellbeing. This included the role allocation of a Leading Teacher for Student and Staff Engagement and Wellbeing, as a full time out of classroom position. This role was further supported by the principal and attendance officer, and continued commitment to working with the DET attendance officers as additional support. In 2022 the School Council of Essendon North Primary School continued an ongoing focus on Community Engagement and Communication. The purpose of this sub-committee has been to re-connect families and foster positive relationships within the school and the broader community. Strategic emphasis continued to be placed on having clear and transparent communication with all members of the community. The 2022 AIP goal for student engagement target was to improve rates of positive endorsement in the student Attitudes to school (AtoSS) for the measures of Sense of Inclusion to at or above 88%, however in 2022 82% of students surveyed reported positive endorsement in this area.

Other highlights from the school year

Essendon North Primary School is an authorised International Baccalaureate (IB) World School, delivering the Primary Years Programme (PYP) from Foundation to Year 6. The PYP aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB mission is reflected in the school's vision and the values, highlighting an emphasis on global citizenship, international mindedness and high expectations. The PYP is inquiry-based and provides a curriculum framework for all of the core learning areas of the Victorian Curriculum, including the personal, social, ethical and intercultural capabilities. In 2021, the school received an outstanding review through the five year re-accreditation and evaluation with the Council of International Schools (CIS) and International Baccalaureate (IB), which provided feedback and directions for continual improvement for 2022 and beyond. In 2022 the school undertook a comprehensive review of the Programme of Inquiry to ensure structured and comprehensive inclusion of literacy and numeracy within a transdisciplinary approach to learning.

Community connection was yet again a highlight for Essendon North PS in 2022. The strength of the school's commitment to bringing families together and creating a sense of belonging was evident through the School Council's relationship with the school and the combined capacity to continue to improve the school together. In 2022 the school raised funds through community engagement events such as a Walk-a-thon/Colour Run, outdoor movie night and that funded cooling for the gymnasium, a kiln for the art program and improved outdoor learning environments and equipment (including gaga pit). The school also capitalised on connections to the community with a joint project with the Strathmore Men's Shed to develop an outdoor nature play space.

Financial performance

In 2022, Essendon North Primary School has strengthened and further refined the fiscal management and administrative practices. The establishment of a cohesive and dynamic Business Management Team has enabled the human resources, financial and administrative management and compliance to be improved and enhanced throughout the duration of the Annual Implementation Plan.

Essendon North Primary School (ENPS) was well positioned in 2022 due to the strategic and intentional management of our Student Resource Package. The total Department of Education and Training (DET) Government Cash grant for 2022 was \$487,065. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including: Equity funding of \$15,677, EAL funding of \$2831, and targeted initiatives funding areas; Student Excellence Program of \$14,270, Early Years Koorie Literacy and Numeracy Program \$1700.00 and Swimming in Schools Grant of \$20,445.

The Department of Education and Training (DET) Government Credit allocation for Essendon North Primary School was \$5,313,709, this revenue must be utilised for staffing requirements and encompasses \$128,995 for the DET Tutor

Learning Initiative. A further \$116,352 was received in credit allocations to support the Career Start (Transforming the First Years of Teaching) program.

In 2022, Essendon North Primary School undertook the rigorous development of an effective Annual Master Cash Budget, to determine sub-program allocations and strengthen school resourcing. The 2022 School Budget Management Report reflects a surplus of \$152,305.

In the 2022 financial year there was a decrease in student numbers from previous years. At the time of the February 2022 census 612.8 students were enrolled at ENPS and this reduction in student numbers had an impact on the school's financial position. The new DET Parent Payment Arrangements also reflected a reduction in the amount of voluntary contributions that were made by our parent community compared to previous historical data, again reducing the program budget allocations.

Opportunities for locally raised funds in 2022 were undertaken to further support school wide initiatives, together with buildings and grounds upgrades. Locally raised funds were made up of a range of opportunities including our ENPS Walk-a-thon, sales of our Bucket Hats and Bunnings and Electoral Day Barbecues. Locally raised fundraising in 2021 supported the 2022 installation of cooling for the gymnasium. The ENPS Movie Night proved to be a major fundraising event in 2022, with revenue of \$17,377 which will be utilised for ground resurfacing and improved play spaces in 2023. Additional fundraising undertaken in 2023, including the scheduled Trivia Event will continue to support our goals to improve the ENPS facilities.

Essendon North Primary School has continued to be accredited with the Council of International Schools (CIS) and authorised to offer the International Baccalaureate Primary Years Program (IB PYP) which has involved annual membership fees and expenses to maintain both programs within the school. In 2022 ENPS maintained the provision of Out of Hours Care with Team Kids, as well as a renewed contract for an instrumental music provider with Andrew Nunns School of Music. The hire of our gymnasium also provides additional revenue. These contracts followed an extensive procurement process in 2020 through the ENPS School Council and will be reviewed in future.

In 2022, the ENPS Business Management and Executive Teams have engaged with a range of Department of Education and Training professional learning opportunities to gain increased knowledge and expertise in a variety of fields, which will continue to strengthen our fiscal and administrative management moving towards 2023.

For more detailed information regarding our school please visit our website at
<http://www.enps.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 614 students were enrolled at this school in 2022, 307 female and 307 male.

37 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).

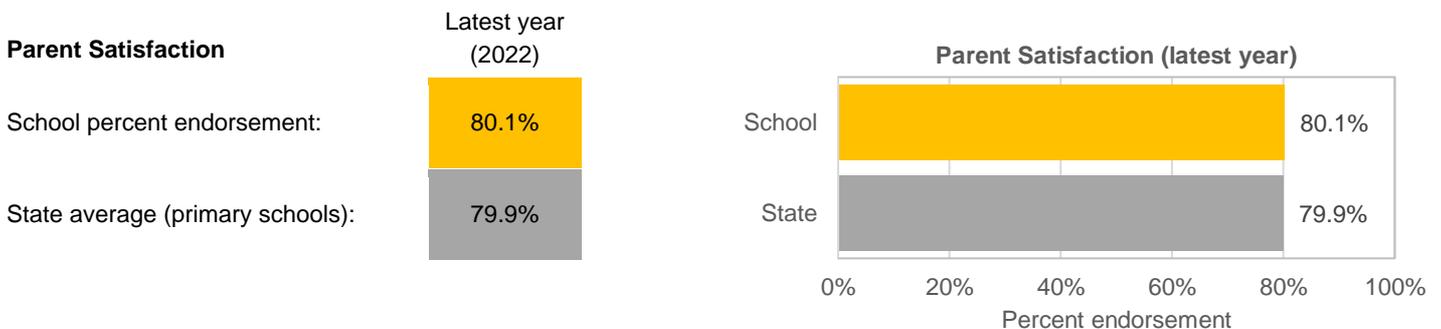
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

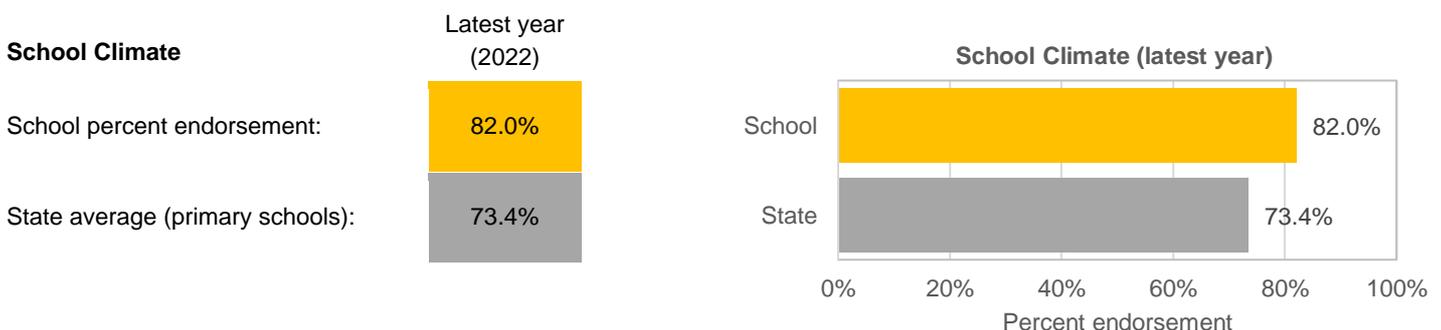


School Staff Survey

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:

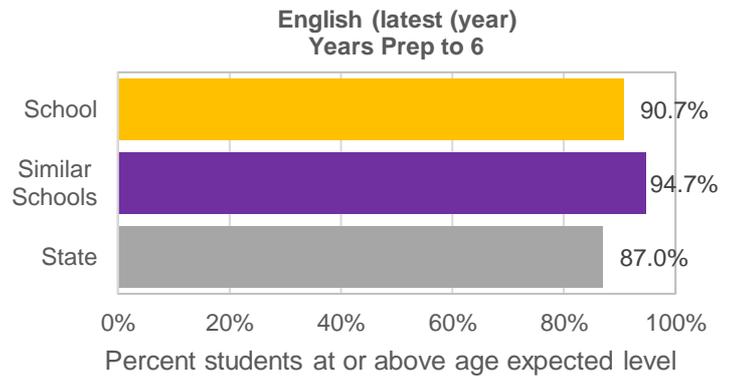
90.7%

Similar Schools average:

94.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

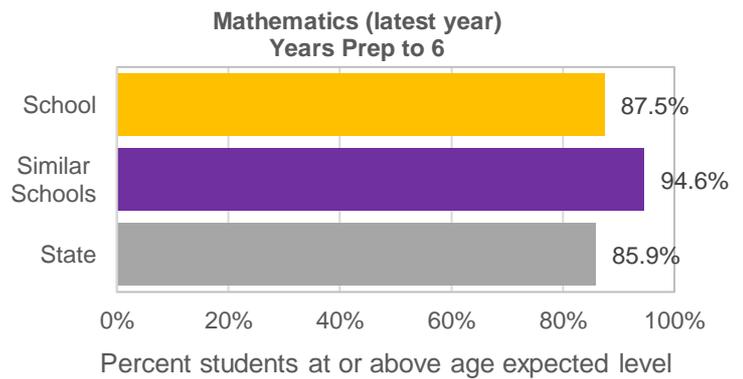
87.5%

Similar Schools average:

94.6%

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.

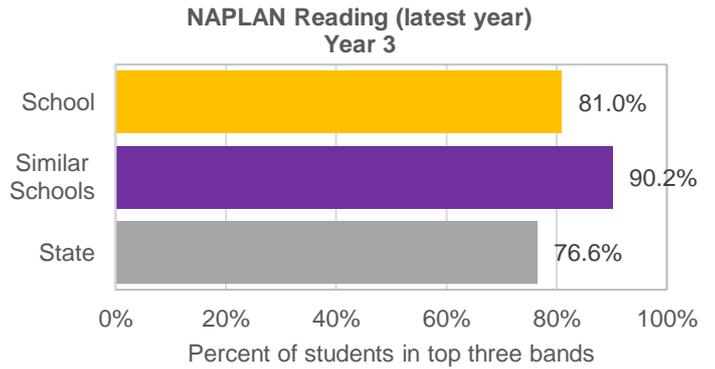
NAPLAN

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.

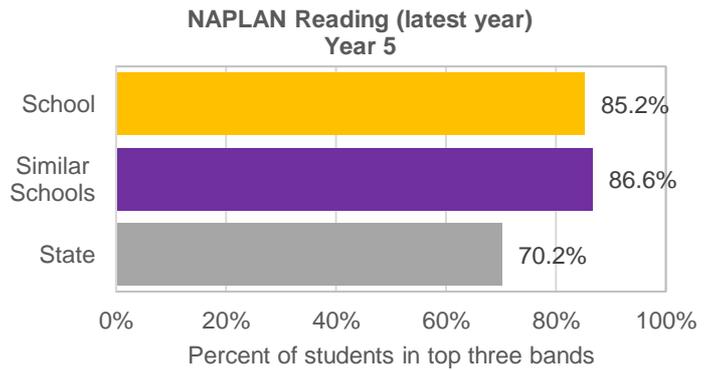
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	87.9%
Similar Schools average:	90.2%	89.8%
State average:	76.6%	76.6%



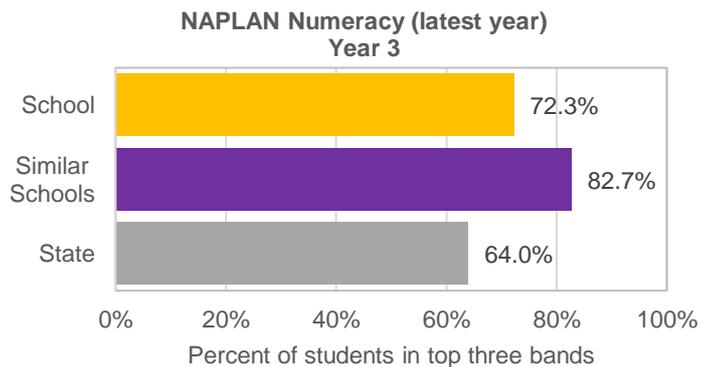
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	84.5%
Similar Schools average:	86.6%	86.0%
State average:	70.2%	69.5%



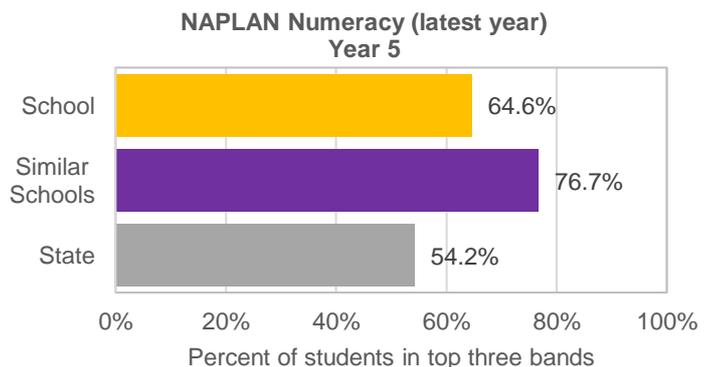
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.3%	75.7%
Similar Schools average:	82.7%	83.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.6%	68.1%
Similar Schools average:	76.7%	79.9%
State average:	54.2%	58.8%



WELLBEING

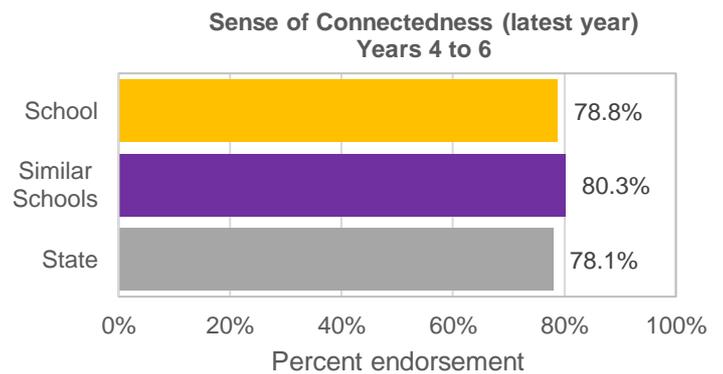
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.8%	78.5%
Similar Schools average:	80.3%	81.5%
State average:	78.1%	79.5%

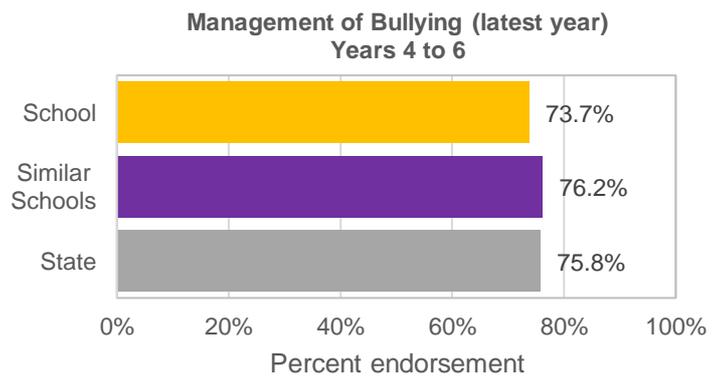


Student Attitudes to School – Management of Bullying

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:	73.7%	73.2%
Similar Schools average:	76.2%	79.3%
State average:	75.8%	78.3%



ENGAGEMENT

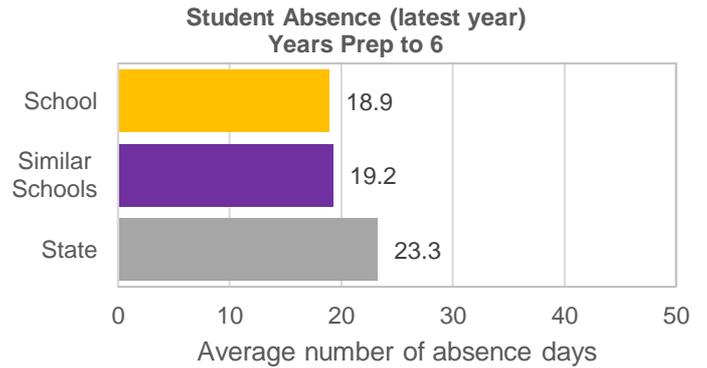
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.9	13.6
Similar Schools average:	19.2	13.6
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):	92%	91%	89%	88%	91%	89%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,241,556
Government Provided DET Grants	\$521,370
Government Grants Commonwealth	\$8,100
Government Grants State	\$14,822
Revenue Other	\$20,384
Locally Raised Funds	\$512,598
Capital Grants	\$0
Total Operating Revenue	\$6,318,830

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,755
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,755

Expenditure	Actual
Student Resource Package ²	\$5,111,635
Adjustments	\$300
Books & Publications	\$9,816
Camps/Excursions/Activities	\$164,219
Communication Costs	\$4,519
Consumables	\$204,531
Miscellaneous Expense ³	\$30,113
Professional Development	\$55,522
Equipment/Maintenance/Hire	\$124,429
Property Services	\$41,879
Salaries & Allowances ⁴	\$23,608
Support Services	\$256,991
Trading & Fundraising	\$32,392
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,820
Total Operating Expenditure	\$6,104,774
Net Operating Surplus/-Deficit	\$214,056
Asset Acquisitions	\$28,241

- (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	\$452,074
Official Account	\$153,217
Other Accounts	\$10,324
Total Funds Available	\$615,615

Financial Commitments	Actual
Operating Reserve	\$161,569
Other Recurrent Expenditure	\$8,125
Provision Accounts	\$0
Funds Received in Advance	\$138,166
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$58,261
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$366,122

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.