# 2022 Annual Report to the School Community

School Name: Cheltenham East Primary School (4754)



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- 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 27 April 2023 at 03:10 PM by Robert Ridgway (Principal)

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- 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 07:02 PM by Hayley Rogers (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

## 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').

![Victoria State Government - Department of Education logo]

# About Our School

## School context

Cheltenham East Primary School (CEPS) is in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. In 2022 we had 49 staff working in a full time or part time capacity, including a Principal, Assistant Principal, Leading Teacher, 2 x Learning Specialists, 26 x classroom teachers, 4 x specialist teachers, 3 x intervention teachers and 7 x education support staff. The year ended with an enrollment of 419 students. There was a mix of different cultural backgrounds of students with 18% of students having English as an additional language. The school's socio-economic band value is 'low'. Our dynamic staff are a mix of new and experienced teachers who plan, implement and evaluate programs in a collaborative and collegiate environment. Open learning environments and flexible teaching spaces were utilised in addition to routine team planning and collaboration. All teachers apply the agreed Whole School Instructional Model to their teaching and deliver a variety of quality programs for our students. Classrooms display Learning Intentions and Success Criteria to focus and direct each lesson's learning and goals. Students are gaining confidence with articulating what they are learning and why, as well as how to self-monitor and assess their own progression. The foundation of the opportunities at Cheltenham East Primary School creates a pathway for students to experience the School Vision:

***Cheltenham East students are empowered learners who are flexible thinkers, with the skills and knowledge to respond critically and creatively to their world.***

Staff and parents at CEPS work together, underpinning our ideology of the school motto, 'Aim High'. Social and communication skills, as well as our school values of Courtesy, Co-operation, Respect and Responsibility are inherent across our curriculum, driven by our Positive School-wide Behaviour Program. CEPS has proven itself to be caring and supportive and also a school that prides itself on high academic standards. To support this, we are currently promoting greater learner agency from Foundation to Year 6. Emphasis is placed on the students developing sound Literacy and Numeracy skills, as well as providing happy and safe experiences through our 'CEPS Kids Are Friendly Kids' and 'Positive School Wide Behaviour' wellbeing programs. The Literacy intervention team works with those students requiring additional support acquiring English skills, across the school and the Learning Tutor (TLI) provides Numeracy intervention. Students participate in weekly Italian, Physical Education, Visual Arts, and Performing Arts sessions provided by individual specialist teachers in each domain. Science (in a dedicated Lab), Inquiry Learning and Library sessions are all taught by classroom teachers, whilst all year levels access ICT resources which are integrated across our entire curriculum.

A very active parent committee and School Council works alongside the staff to monitor and update policies in addition to fundraising and organising special events. Teachers make great efforts to connect learning with real-life experiences, which proves invaluable and promotes merit in maintaining strong partnerships with the established and broader community.

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

### Learning

In 2022, the work of the School Improvement Team, strategically designing learning programs upon the return to fulltime onsite learning after the long periods of lockdown, proved highly successful. Teachers have been working with Learning Specialists to unpack individual student data and provide point-of-need learning experiences catering for all students. On the whole, the results indicate very positive outcomes.

**Goal - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.**

In English, Reading and Viewing 90% of students achieved at or above age expected standards which was above the State average of 86%.

In Mathematics (Numeracy and Algebra) 88% of students achieved at or above age expected standards which was above the State average of 86%.

In NAPLAN Year 3 (students in the top 2 bands), the school achieved high learning gains compared to similar schools in: Reading 78% against 74% in Similar Schools, Writing 80% against 64% in Similar Schools, Spelling 75% against 61% in Similar Schools, Grammar and Punctuation 75% against 68% in Similar Schools and Numeracy 56% against 52% in Similar Schools.

In NAPLAN Year 5 (students in the top 2 bands), the school achieved high learning gains compared to Similar Schools in: Reading 63% against 58% in Similar Schools, Writing 51% against 38% in Similar Schools, Spelling 55% against 48% in Similar Schools, Grammar and Punctuation 49% against 43% in Similar Schools. In Numeracy we were just below Similar Schools 37% against 39% in Similar Schools.

## Wellbeing

**Goal - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.**

Cheltenham East PS wellbeing results are gathered from the Students Attitude to School Survey (ATSS) for students in years 4-6; 'Effective classroom behaviour' 2022 data demonstrates 86% endorsement whilst Similar Schools (with aligned Student Family Occupation and Education) achieved 79%. A highlight is 'Respect for diversity' endorsing 85% whilst Similar Schools achieved 79%. This is a significant celebration of the work our staff employed in 2022, in response to rebuilding trusting relationships with students and families after the ordeal of remote learning and the ongoing realities of living with the pandemic.

Cheltenham East PS actively engages a number of approaches to enhancing the students' wellbeing experience at school. The whole school follows explicit weekly lessons and presents awards to those promoting our school values through the 'CEPS Kids are Friendly Kids' program. The 'Calm Beginnings' approach to starting each day for certain students was used to support particular students with high anxiety, whilst Mindfulness is practised in all classrooms through circle time and yoga sessions. The School Wide Positive Behaviour Support (SWPBS) framework has been adopted where a common school philosophy and purpose has been established and staff use a common language to discuss behaviour. This framework is supported by Leadership Teams and is driven school-wide by the Wellbeing Professional Learning Team, who are responsible for its implementation by creating, reviewing and monitoring the annual action plan. This work is done in collaboration with the whole staff with input from parents, students and the community. The promotion of a clearly defined set of expected behaviours, through the consultation process with staff and students has seen the identification of positively stated examples for ideal behaviour displayed across the school. This has resulted in establishing and promoting consistent procedures for teaching and practising expected behaviours both in the classroom and out in the yard. Students use the visible 'I can' statements to reflect on their actions and behaviours. Restorative Justice is routinely used when working with children, to develop responsibility, resolution skills and positive independence.

The data collected from the Attitude To School Survey demonstrates our staff having a very positive view towards school climate and the parents at Cheltenham East PS are satisfied with the operational aspects of the school. Even with these positive results, the school is addressing the engagement of students and how we can more proactively plan for 'student voice and agency' to drive engagement and curiosity in learning at all levels. The school continues to follow processes ensuring inclusion across the number of students requiring learning support and with special needs (including vision impairment), through implementing Individual Education Plans and Behaviour Support Plans across the school, ensuring transparency where teachers and parents work together to positively meet targets and goals.

## Engagement

The Wellbeing Professional Learning Team has actively planned and embedded a consistent approach to building our students' emotional and social wellbeing, in line with our school values of Courtesy, Responsibility, Co-operation and Respect. Extending this connection, teachers have worked in teams when planning to enhance a personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers which gave them greater connectedness and engagement with school. Continuing the Resilience Project into 2022 was a keystone to assisting students to build upon their resilience using gratitude, empathy and mindfulness whilst their experiences during the previous years pandemic adversely affected their daily lives. The feedback we received from the community as a result of the school's position throughout 2022 to prioritise wellbeing was very positive.

'Effective teacher practice' and 'Building teacher-student relationships'
We focused efforts to improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift 'effective teacher practice' and 'teacher-student relations'. Through using a range of strategies that enable children to use the skills they learn in explicit academic instruction, to communicate their thoughts, opinions and ideas on issues which are of interest to them, many of the students experienced what it means to be a 'change-maker', with community contacts assisting in the learning process. This personalised approach was embedded through the Humanities Curriculum Scope and Sequence for all levels of the school, and encompasses Critical and Creative Thinking as well as the Civics and Citizenship areas of the curriculum. The ATSS provides evidence of equal gains in both 'effective teacher practice' and 'teacher-student relations' areas, with our students endorsing an 83% outcome and Similar Schools resulting in 81%.

Student Absence

Absence from school impacts student learning. A Similar School comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected. Common reasons for non-attendance include illness and extended family holidays. The school regularly promotes attendance at school via Newsletter entries and at whole-school assembly presentations. Classroom teachers contact relevant families to promote clear communication and refer to the Assistant Principal where further support is required. The Assistant Principal contacts families where non-attendance is a factor, to triage the support required and contact external agencies where appropriate. Where communication is compromised, letters are sent from the school, impressing the importance of school attendance and enhancing further communication pathways.

Cheltenham East PS currently records less absences than expected against schools with a similar Student, Family Occupation and Education. In 2022 the school average number of absence days was 12.7, with Similar Schools averaging 14.3. There were many and varied strategies to engage the students that teachers used to ensure students wanted to come to school rather than being away. The consistent message to parents has been "It's not okay to be away" as this creates gaps in the student's learning and they quickly fall behind. There was always follow up on students who were away for extended periods of time. The school's focus is on students being engaged with their learning with some form of accountability on parents to send their children to school.

Attendance Rate
Our comparative data is positive with 31% of students in Foundation-Year 6 at Cheltenham East PS having 20+ days absent in 2022, whilst a comparison of 37% is shown for the same measure from similar schools and 44% across the state.

# Other highlights from the school year

- Whilst living with the pandemic in 2022, adjustments to the school camps program occurred, to ensure our students would still benefit from the highlighted school experience, whilst placing student and staff safety as a priority in terms of the length of the stay. Moving forward, we anticipate Year 3 school camps to occur for one overnight stay, and years 4, 5, 6 to be held over 2 nights.
- Cheltenham East Primary School places great pride in celebrating all student efforts to 'Aim High'. 2022 cohort celebrations of achievements across an array of student and family experiences include: Year 6 graduation held onsite at an outdoor event in addition to their families enjoying a student performing arts show bridging the transition from primary to secondary school. Year 5 students challenged to successfully complete the Dancesport Confidence - My Best Self program, culmination in a school vs school gala competition viewed and cheered on by their families. The students from Foundation to Year 4 celebrated the end of the 2022 school year with performing arts highlights at a school picnic on the oval for friends and families.
- The Parents Committee planned and ran a successful and fun whole school fundraising event via an outdoor colour run. Students and staff enjoyed the warm day's novelty of having white t-shirts sprayed with water pistols then showered with powdered food colouring, whilst walking or running the obstacle course. The community came together with child-like spirit, which put a colourful smile on everyone's face!
- The school continues to participate in local school network sport competitions: athletics, team and water sports. Students with potential who qualified for the progression of competitions enabling them to demonstrate their independent strengths, trained with our teachers and performed their personal best at each level of competition. Weekly student-led Friday afternoon assemblies celebrate all student sport achievements both in and out of school.
- Students with academic strengths in 2022 were exposed to a Schools Solar Car building challenge and worked with one of our teachers to co-operate as a team, drawing on each others' strengths, to design the vehicle ready for competition. The opportunity culminated in two highly successful teams taking out first place!
- Cheltenham East Primary School proudly supports the work of a number of university education faculties. In partnership, our school provides excellent mentors to preservice teachers completing their education degrees and internships. Over 85% of our teachers are in the Expert classification range, which benefits both students, universities and collegiate planning and impact.
- In 2022 the school was pleased to receive a successful school grant, enabling a full student toilet facility upgrade, to be completed in Term 1 of 2023.
- The inquiry learning programs built into the scope of learning across the school, continues to involve students in building their competence and responsibility to be civics minded and co-operative, as part of a team collective with similar goals. The school endeavours to promote this through dispersing environmental responsibility groups throughout the school's learning programs and with the voice and actions of the Junior School Council. The range of environmental impact groups

included: Green Team Veggie Gardening, the Nude Food initiative, Waste Warrior Collectors, recycling stations in all classrooms, composting bins in all classrooms, air filters in all classrooms.

## Financial performance

The school's total operating revenue as at 31st December was $4,660,471 comprising of the Student Resource Package, Department Grants, Commonwealth Government Grants and Locally Raised Funds. The total operating expenditure as at 31st December was $4,584,966. The school finished the year with Total Funds Available of $180,329.  All expenditure in 2022 was kept within the proposed budget. Our generous and involved families contributed $56,120 in curriculum contributions and $39,806 in other contributions which enabled us to provide an enriched learning and teaching program for every student which is highly valued by our community. Our hardworking Parents Committee have continued their support of our school in a variety of ways, contributing $38,202 of our total locally raised funds through their fundraising efforts. Our Business Manager has done an excellent job of allocating funds for budgets across the school year and is to be congratulated on the reliable work done which dependably secures the school's financial management. Our Professional Learning Community leaders have effectively resourced their particular curriculum area budgets, inclusive of distributing funds for staff professional learning.

**For more detailed information regarding our school please visit our website at
https://cheltenhameast.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.

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## SCHOOL PROFILE

**Enrolment Profile**

A total of 419 students were enrolled at this school in 2022, 213 female and 206 male.

24 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).
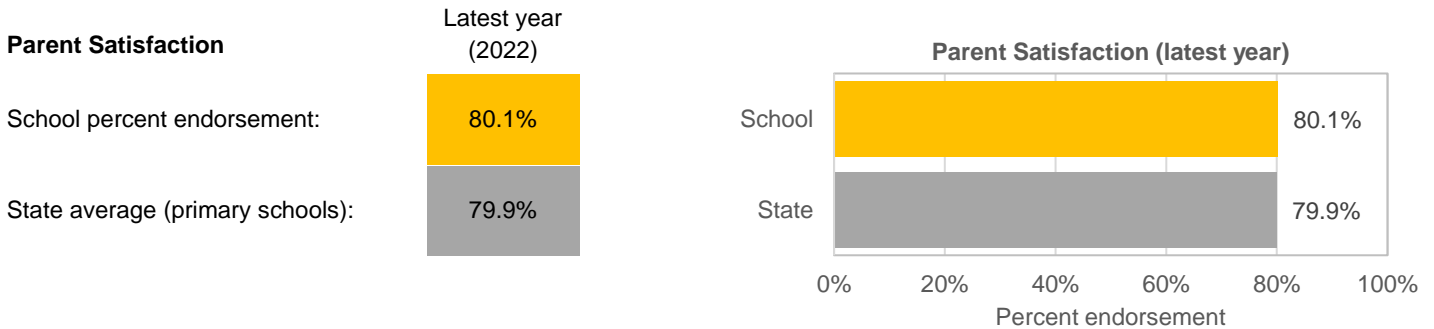
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

**Parent Satisfaction Summary**

The 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.
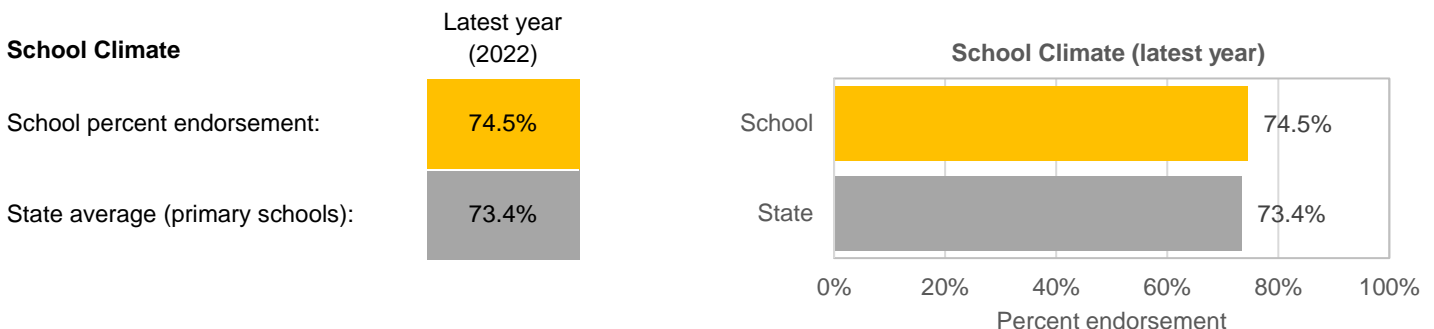
| **Parent Satisfaction** | Latest year (2022) |
| --- | --- |
| School percent endorsement: | 80.1% |
| State average (primary schools): | 79.9% |

**Parent Satisfaction (latest year)**

| | |
| --- | --- |
| School | 80.1% |
| State | 79.9% |

**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.

| **School Climate** | Latest year (2022) |
| --- | --- |
| School percent endorsement: | 74.5% |
| State average (primary schools): | 73.4% |

**School Climate (latest year)**

| | |
| --- | --- |
| School | 74.5% |
| State | 73.4% |

# 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**<br>**Years Prep to 6** | Latest year<br>(2022) |
| --- | --- |
| School percent of students at or above age expected standards: | 90.2% |
| Similar Schools average: | 92.5% |
| State average: | 87.0% |

**English (latest (year)**
**Years Prep to 6**

| | |
| --- | --- |
| School | 90.2% |
| Similar Schools | 92.5% |
| State | 87.0% |

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
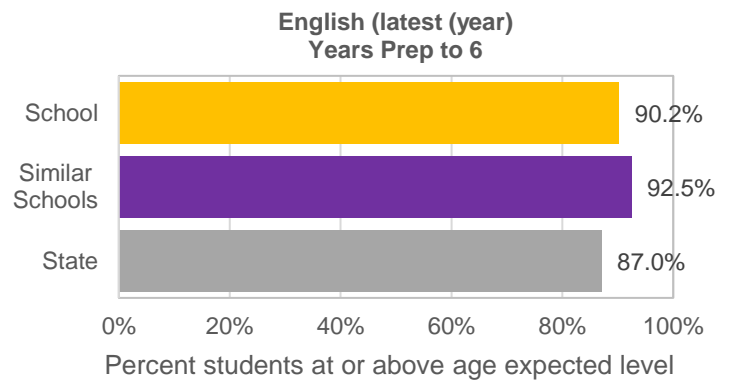
| **Mathematics**<br>**Years Prep to 6** | Latest year<br>(2022) |
| --- | --- |
| School percent of students at or above age expected standards: | 86.9% |
| Similar Schools average: | 92.3% |
| State average: | 85.9% |

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

| | |
| --- | --- |
| School | 86.9% |
| Similar Schools | 92.3% |
| State | 85.9% |

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
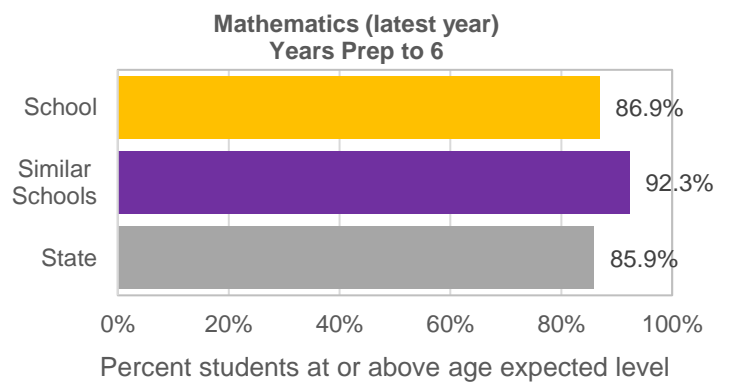
# LEARNING (continued)

*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.*
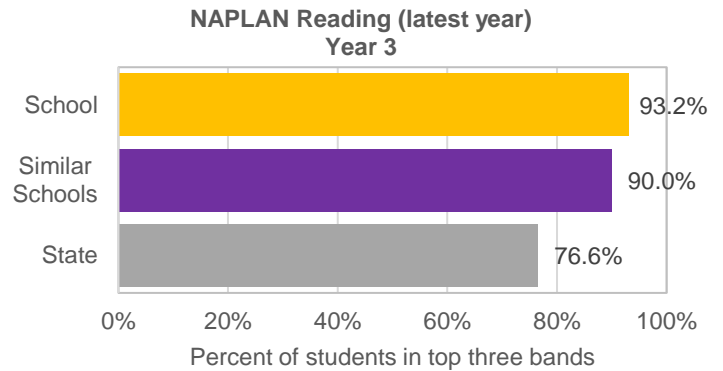
**NAPLAN**

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.
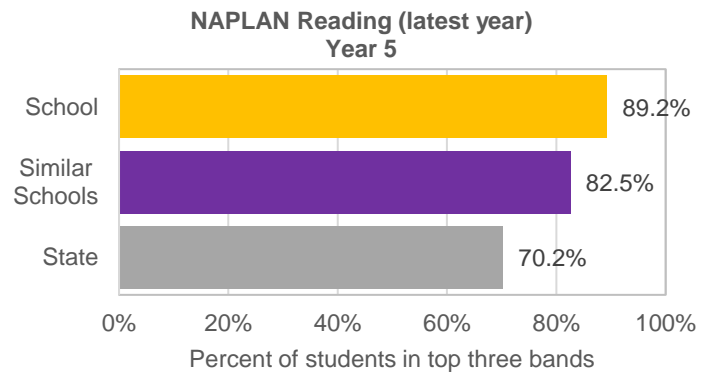
| **Reading Year 3** | Latest year (2022) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 93.2% | 88.4% |
| Similar Schools average: | 90.0% | 87.9% |
| State average: | 76.6% | 76.6% |

**NAPLAN Reading (latest year) Year 3**

| | |
|---|---|
| School | 93.2% |
| Similar Schools | 90.0% |
| State | 76.6% |

Percent of students in top three bands

| **Reading Year 5** | Latest year (2022) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 89.2% | 86.1% |
| Similar Schools average: | 82.5% | 81.8% |
| State average: | 70.2% | 69.5% |

**NAPLAN Reading (latest year) Year 5**

| | |
|---|---|
| School | 89.2% |
| Similar Schools | 82.5% |
| State | 70.2% |

Percent of students in top three bands

| **Numeracy Year 3** | Latest year (2022) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 79.7% | 74.0% |
| Similar Schools average: | 77.7% | 79.1% |
| State average: | 64.0% | 66.6% |

**NAPLAN Numeracy (latest year) Year 3**

| | |
|---|---|
| School | 79.7% |
| Similar Schools | 77.7% |
| State | 64.0% |

Percent of students in top three bands
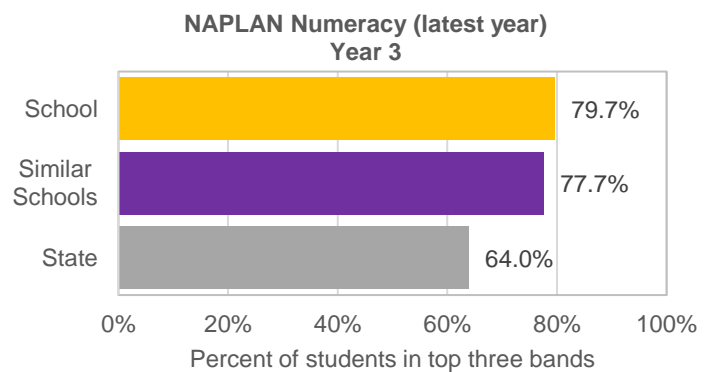
| **Numeracy Year 5** | Latest year (2022) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 73.8% | 74.5% |
| Similar Schools average: | 69.1% | 73.0% |
| State average: | 54.2% | 58.8% |

**NAPLAN Numeracy (latest year) Year 5**

| | |
|---|---|
| School | 73.8% |
| Similar Schools | 69.1% |
| State | 54.2% |

Percent of students in top three bands
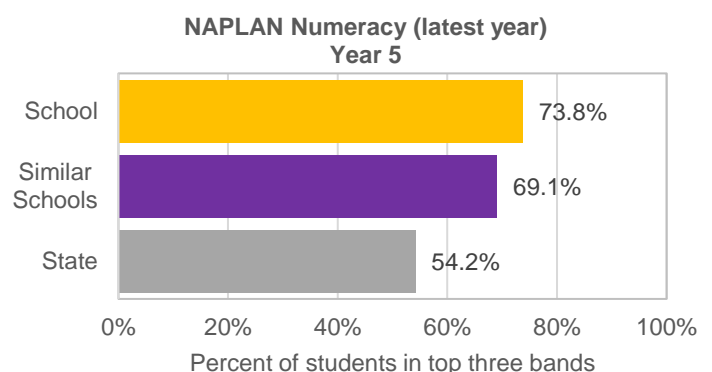
# WELLBEING

***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: | 78.0% | 80.4% |
| Similar Schools average: | 79.8% | 80.4% |
| State average: | 78.1% | 79.5% |

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

- School: 78.0%
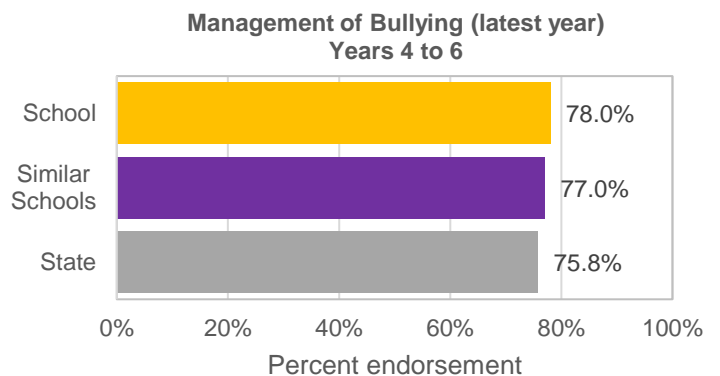- Similar Schools: 79.8%
- State: 78.1%
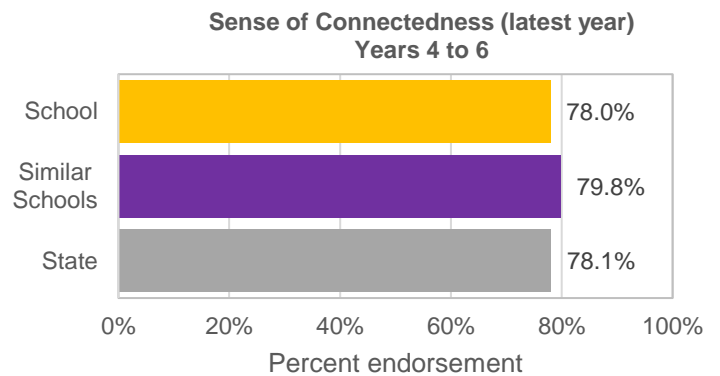
**Student Attitudes to School – Management of Bullying**

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: | 78.0% | 83.0% |
| Similar Schools average: | 77.0% | 78.7% |
| State average: | 75.8% | 78.3% |

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

- School: 78.0%
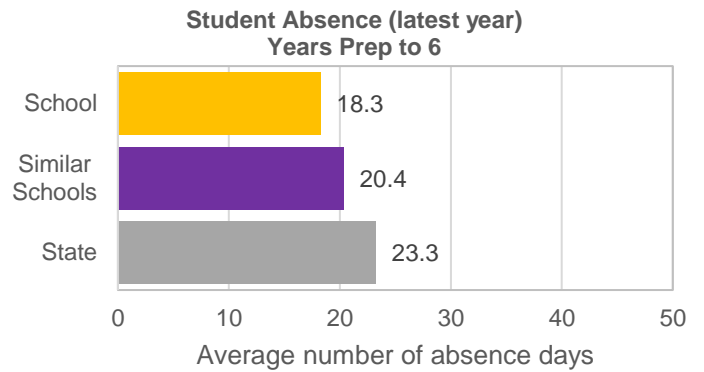- Similar Schools: 77.0%
- State: 75.8%

# 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: | 18.3 | 12.8 |
| Similar Schools average: | 20.4 | 14.3 |
| State average: | 23.3 | 17.0 |

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

| | Average number of absence days |
|---|---|
| School | 18.3 |
| Similar Schools | 20.4 |
| State | 23.3 |

## 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% | 92% | 92% | 92% | 90% | 91% | 88% |

# Financial Performance and Position

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

| Revenue | Actual |
|---|---|
| Student Resource Package | $3,903,497 |
| Government Provided DET Grants | $358,432 |
| Government Grants Commonwealth | $7,499 |
| Government Grants State | $0 |
| Revenue Other | $8,100 |
| Locally Raised Funds | $342,109 |
| Capital Grants | $40,833 |
| **Total Operating Revenue** | **$4,660,471** |

| Equity [1] | Actual |
|---|---|
| Equity (Social Disadvantage) | $22,374 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| **Equity Total** | **$22,374** |

| Expenditure | Actual |
|---|---|
| Student Resource Package [2] | $3,863,827 |
| Adjustments | $0 |
| Books & Publications | $207 |
| Camps/Excursions/Activities | $151,865 |
| Communication Costs | $2,598 |
| Consumables | $110,596 |
| Miscellaneous Expense [3] | $19,043 |
| Professional Development | $8,418 |
| Equipment/Maintenance/Hire | $89,518 |
| Property Services | $41,122 |
| Salaries & Allowances [4] | $111,310 |
| Support Services | $117,581 |
| Trading & Fundraising | $37,436 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $31,443 |
| **Total Operating Expenditure** | **$4,584,966** |
| **Net Operating Surplus/-Deficit** | **$34,672** |
| **Asset Acquisitions** | **$35,525** |

(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 | $152,653 |
| Official Account | $27,676 |
| Other Accounts | $0 |
| **Total Funds Available** | **$180,329** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $115,389 |
| Other Recurrent Expenditure | $4,124 |
| Provision Accounts | $0 |
| Funds Received in Advance | $8,703 |
| School Based Programs | $35,003 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $30,448 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $30,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$223,667** |

*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.*