

2022 Annual Report to the School Community

School Name: Boroondara Park Primary School (5288)



- 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 01 April 2023 at 04:30 PM by Susanne Lowe (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 05 May 2023 at 11:36 AM by Joseph Cook (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

Boroondara Park Primary School is committed to providing all of our students with a challenging and enriching primary school experience that will allow them to use their skills and knowledge to build on life lessons and opportunities, contribute responsibly to the global environment and embrace kindness. Our core values of Care, Learn and Share are embedded across the school's culture.

A local primary school serving the families of North Balwyn and Bulleen, we have an exceptionally large campus that allows us to provide a wide range of extracurricular activities and learning opportunities. At the end of 2022 the school had a student population of 445 in 18 classes, with one international student. We have a rigorous academic program, distinguished by a balanced approach of explicit teaching and inquiry. Our strong literacy and numeracy programs deliver results well above the state average in both English and mathematics. Students needing extra assistance or extension are catered for with individual learning plans, literacy support, the tutor learning program and extension programs. We complement our academic focus with a balanced, holistic curriculum and an extensive range of specialist subjects that allow our students to develop their individual passions and be active participants in their learning.

Boroondara Park fosters a positive culture of respect and responsibility, with an emphasis on student agency and pastoral care. As a community we all have three rights - the right to learn, the right to be treated with respect and the right to feel safe. These rights are matched with responsibilities, and by setting shared language and expectations we create a positive classroom environment and strong connections between students.

With a focus on student voice and agency, our Care, Learn and Share groups allow connections to be made from Foundation to Year 6. These groups meet fortnightly, with a focus on Year 6 student led activities. Through the Junior School Council, we are developing whole school inclusion and a social and community service program to promote student ideas. The school has a leadership program that empowers all year 6 students to take on leadership roles and lead projects across our various Pillars. In 2022 the School Council allocated fundraising to the JSC to implement some of their ideas. This will be undertaken in 2023.

On-going demographic changes, reduced migration (including International students) and recruitment by independent schools have seen enrolments fall in recent years, a situation shared by all primary schools in our area. Despite these challenges, in 2022 the school retained a full offering of specialist subjects and welcomed two full classes of Foundation students to our school community. The school developed specific marketing material and a marketing plan for promotion across the wider neighbourhood. This continues in 2023 with advertising in school guides and a second year of the production of postcards for delivery to all kindergartens and childcare centres.

In 2022 Boroondara Park Primary School continued the implementation of the new Strategic Plan but was also responsible for undertaking the state-wide priority goals and key improvement strategies in the Annual Implementation Plan (AIP). COVID-19 had some continued impact in terms of student absence, especially in Term 1 and Term 3. Staff absence and finding replacement staff was an ongoing issue in 2022 as staff were also impacted by COVID-19.

Our school has 34.88 effective full time (EFT) staff: 2 EFT principal class; 21.48 EFT teacher class; 5.68 EFT Education Support staff. With ongoing redevelopment of school grounds in the planning stage and our strong core of experienced and passionate teachers, we look forward to continuing to provide our families with a rich and fulfilling primary education.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Boroondara Park focused on maximising achievement in English and Mathematics, with particular emphasis on improving the learning growth in literacy and numeracy for every student.

Students (F-6) continued to excel in both core areas of English and Mathematics, with 93.5% achieving at or above the expected level in English and 95.7% at or above the expected level in Maths. These results were above the average for similar schools and well above the state average.

NAPLAN results show Year 3 students achieved strong learning growth, with the % of students in the top 3 bands for reading and numeracy above similar school average and well above the State average. The four year average is slightly above similar schools for reading, slightly below similar schools for numeracy; and well above the state average for reading and numeracy.

The Year 5 students show significant learning growth in all areas. The Year 5 students in the top 3 bands for reading were above that of similar schools and well above the State average over four years. Year 5 students in the top 3 bands for numeracy were slightly above similar schools and significantly above State average. The four year average for numeracy is slightly above similar schools and well above the state average.

In 2022 the school commenced the full implementation of the 6+1 Writing Traits across the school with the Literacy Learning Specialist (LS) modelling, observing and providing feedback. Whole school moderation in writing continued, with the addition of reading moderation supported by the work of the Literacy LS. The 6+1 traits work will be implemented as part of the Start Up program at the beginning of 2023 as a next step towards implementation. In 2022 a small group of staff researched and trialled Smart Spelling, after the successful trial the program will be implemented as part of whole school practice in 2023. The implementation will be supported by coaching and modelling from the Literacy LS.

The focus on numeracy in 2022 included a pupil free day exploring the whole school numeracy approach and resources. The Riversdale Network Numeracy Leaders Capability Day with Peter Sullivan enabled leaders to access professional learning and learn from other schools. The online sessions for all staff focused on the use of challenging tasks and lessons that allow for sustained thinking, decision making, and some risk taking by the students. Staff built their knowledge of problem solving and how it can build mathematical understanding and improve fluency. Staff have started to use the framework and open-ended maths lessons and problem solving to support student voice and agency in numeracy. When solving tasks students are encouraged to persist, believe they can succeed and appreciate that learning mathematics takes effort. A Pupil Free Day in 2023 with Peter Sullivan is scheduled and will further develop whole school knowledge around numeracy teaching and program development that will enable staff to implement appropriately challenging tasks and experiences with their students.

A range of support programs were provided to students in 2022, including the Tutor Learning Program for reading and maths in Years 1-6 and Literacy support (F-2). Students with a disability were supported through the development of Individual Education Plans, monitored by support group meetings with all students showing progress against their goals. A numeracy extension program will add to our support for students achieving well above the expected level in 2023.

In 2022 the school participated in the Professional Learning Communities learning program, with principal class and curriculum leaders. The team were able to build their understanding and capacity to implement the PLC model at BPPS. The focus across the school was to introduce data talks in 2023 at team meetings, reviewing achievement data and using this to identify patterns, gaps and misconceptions to drive planning. Due to the demonstrated commitment of the PLC leaders, the school has been invited to participate in PLC intensive coaching to further build our plan for implementation in 2023.

Wellbeing

Student wellbeing is a core part of FISO 2.0 and remains an ongoing focus for all at Boroondara Park PS. All students have the right to equal access to education. We welcome all students, striving to build a program to suit their needs while making adaptations and providing support to ensure success. The school has built a process for identifying and supporting students with specific needs. Individual Education Plans are co-created documents (student, parent, teacher) to set goals, implement strategies and assess ongoing development.

The work of the Learning Specialists - student voice, agency and wellbeing has been to focus upon the establishment of agreed best practices in the delivery of social and emotional learning, to build staff capacity in establishing true opportunities for student voice in our classrooms and to create measurable practices to both garner a real time picture of student wellbeing trends and to create processes that enable student feedback on classroom practice to be both promoted and actioned up.

The ongoing work to promote the whole school Rights and Responsibilities has given a language to use with students around the expectation of the relationships we establish and value at our school.

Using an evidence based, school specific Start Up program allows students to form a connection with their peers, teachers and the physical environment of their classroom. With age appropriate activities students have a voice and sense of agency in determining the make-up of their class, the rights and responsibilities by which they self-govern with teacher scaffolding and support. Resilience, empathy and gratitude form the focus of Care, Learn and Share pastoral care groups with the development of ongoing relationships Foundation to 6 across the school. Year 6 student leaders develop the activities and are supported to build their skills to implement Care, Learn and Share.

Resilience, Rights and Respectful Relationships is timetabled for the whole school each fortnight with embedded implementation of the scope and sequence. Staff regularly review units and students build on developing emotional and positive relationships skills. In 2022 professional learning for staff took place around Units 7 and 8 (gender and identity/positive gender relations). A parent forum was undertaken to support the growing knowledge across the community around this program, it was recorded and made available to the community.

We have successfully been re-accredited as an eSafety school, with policy and program review being part of this work. All staff implemented the elearning lessons based on professional learning presented by Learning specialist and expert teacher.

The Pivot survey was trialled in 2022, with both the learning survey and the wellbeing survey enabling staff to explore Pivot resources and build on their practices. Full implementation of PIVOT survey across the school will take place in 2023. The wellbeing survey and weekly check-ins will enable the identification of students in distress. PIVOT enables teachers to use resources to support students with wellbeing, to set goals and build strategies in their class.

The Attitude to School survey showed Sense of Connectedness at 73.2% positive endorsement, slightly less than 74.8% endorsement in 2021. The four year trend shows 76.3% endorsement, less than similar schools and state average. Peer relationships had 81% positive endorsement and 83% positive endorsement for sense of inclusion. 64.3% endorsement for Management of Bullying was less endorsement than results in 2021, the positive endorsement over 4 years is 69.8%. The results for this area were considerably different for Year 4 - 73% positive endorsement; Year 5 - 65% positive endorsement; Year 6 - 55% positive endorsement. There was also a distinct difference in positive endorsement for boys and girls at some levels. The focus for 2022 included student conversations to gain a deeper understanding around the Attitude to School data and how we can work with students to build our practices to support student wellbeing. This work is ongoing and a focus for 2023. The PIVOT survey results will support the information students provide about their experiences at school, the focus on wellbeing, reflection on school wide practice and use of evidence based strategies will continue in 2023. Focusing on naming behaviour which is acceptable, behaviour which is unacceptable and the impact of bullying and the power of bystanders standing up. This will be supported by sessions for students and professional learning for staff.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 80.3% positive endorsement, an increase from 2021 and above the state average. There were areas of note in the survey, including Managing bullying 78% positive endorsement, which is considerably higher than student endorsement, Promoting positive behaviour 81% positive endorsement and School connectedness 91% positive endorsement.

The staff satisfaction, according to the School Staff Survey, was 83.2% endorsement, an increase from 77.5% endorsement in 2021 and 10% above the state average.

Engagement

Boroondara Park Primary School students are engaged and connected to their school. We are proud of the programs which support students to build resilience, persistence, engagement and social capacity. Reconnecting students with each other and their classroom teacher was a focus during the Start Up program at the beginning of 2022. Term 1 presented an opportunity for staff to provide opportunities for students to enjoy being back together, starting a new year with the potential of being at school together all year.

Junior School Council provided an opportunity for our students to lead school wide days including Book Week, Harmony Day and Footy Day as well as undertake social service. Science week activities were developed as part of the work of our year 6 leaders and this work was undertaken by all classes. Our Junior school students were able to participate in a Concert, performing all together for their parents and carers in

May. The end of year Carols Night returned with all students having the opportunity to participate and parents picnicking and singing along.

In 2022 the school goal of increasing opportunities for parents and carers to be more involved in student learning, reconnecting and providing opportunities for parents and carers to be at school ran as a theme throughout the year. The engagement commenced through the introduction of Open Classrooms/Meet the teacher in early Term 1. Parents were invited to visit classrooms and find out about learning for the year ahead. This was followed by our classroom Expos at the end of each term and the Welcome back BBQ linked to the Term 1 Expo. The Colour Run held in Term 3 was a significant engagement opportunity for the school community and a celebration of being back together as a community. The school working bee saw support from the community with a focus on the garden areas around the school. The culmination of engagement with the community occurred in Term 4 with the old fashioned Fete being run at the school and the end of year Carols night.

The full resumption of extra curricular activities, including camps, sporting events, concerts, carols and excursions was part of school life in 2022.

Absence data indicates students were engaged in their learning programs and attended regularly, with the school recording fewer days of absence than similar schools and the state average. The four year trend also indicates fewer absences than similar schools and the state average. The school worked hard in Term 1 to reach out to any family when a child was absent for more than three days, checking in with families remained a focus in Term 2. Attendance will be a continued focus in 2023, with promotion throughout the year and regular conversations with families.

In 2022 the Year 6 students continued to be school leaders selecting the Pillars they would work in throughout the year. Alongside staff the students contributed to initiatives and school improvement in their chosen area, including the STEM pillar teaching Year 1/2 students during Education week, the Sports pillar supporting Year 3/4 sport each week.

This is an initiative which stems directly from the Framework for Improving Student Outcomes and has particular emphasis placed upon each and every one of our students being highly capable and will flourish given the opportunities to develop their leadership skills. Through providing opportunities for student voice and agency the school can support engagement, leadership and build school pride.

The Keen Green Team continues as a key component of our senior school program. With a strong voice in initiating and directing the work, students undertake a variety of tasks to improve the school environment, build school pride and enhance connection with the natural world. Students develop a sense of agency and have opportunities to work in many settings and groups, building their collaboration, communication and problem solving skills. Successful projects implemented in 2022 include the art fence installation in the 5/6 playground, the painting of the 1/2 playground shops and the bin audit which lead to a new bin system. KGT supports the school to focus on student voice and the sustainable schools framework. The success of the team can be measured against the Sustainable Schools Victoria framework, and its work is an important contributor to our bid to achieve a five-star sustainability rating. The work continues in 2023 with a local street library being installed, sections of the garden being redeveloped and the entryway boxes being refurbished and planted with native plants. The reintroduction of chickens in our new chicken palace will also form part of the KGT work in 2023.

Engagement in 2023 will include development of a STEM room and promotion of new opportunities to engage in new and exciting learning experiences.

Financial performance

Boroondara Park Primary School maintained a very sound financial position throughout 2022. The Financial Performance and Position report shows an end of year operating surplus of \$10,136. This surplus was reduced from the previous year due to expenditure on programs and improvements school wide in 2022.

There was some opportunity to recommence fundraising and expenditure of accumulated funds on significant maintenance and improvements. The school was well supported by a high percentage of parent contributions, and we are grateful for our families' continued willingness to provide this vital funding.

The swimming funds allocated to the school over the last two years were accumulated due to Covid-19 impacting program delivery. The funds were used to ensure a swimming program was provided for all students at no cost to parents in 2022.

The School Council entered into contracts for the hire of school facilities to a number of organisations, most notably Balwyn Blazers. This contract continues in 2023 with a plan to resurface the court to support the use of the facility. The school is continuing to look for other opportunities for programs and facility use, with the inclusion of a digital coding club in 2023.

The school's strong finances mean it was able to undertake a number of projects in 2022 and allocate funds for an expanded maintenance program and school ground improvements.

In 2022 the school Finance team and School Council supported the following projects:

- Replacement of the synthetic basketball and netball courts
- Replacement of asphalt areas in two places in the yard (with further works planned for the start of 2023 including the Balwyn Road entry pathway)
- Continued maintenance and upkeep of the school grounds
- Build on classroom libraries to support the reading program throughout the school
- Replacement of Foundation to 2 iPads
- Adding to the Shade Sail grant funds to plan for 2 new shade sails in two different sections of the playground to support outdoor learning opportunities (planned for 2022 and implementation in 2023)

In a continued effort to build on the sustainability of Boroondara Park, the School Council approved the installation of a new solar PV 39kW system at a cost of \$45,699.25. Undertaking this work with the Greener Government Building program the school paid for the system and removal of the old system was undertaken at no cost to the school. This system will continue to support the school financially by reducing electricity costs. The ongoing work of the Finance committee has ensured our school has accumulated funds to enable the school to undertake projects when the opportunity arises.

The school is investing in improving the grounds further in 2023 including applying for grants for the cricket pitch and the embankment of the bottom oval. The school will again undertake an evaluation of all trees, the Library is being refurbished with all new shelving and some furniture replacement, new outside benches and re-covering of all couches in the school. The school will also be exploring replacement of one area of playground equipment in 2023. The Finance committee and School Council support the teaching and learning program by developing and monitoring a considerable budget enabling programs to be implemented across all year levels.

For more detailed information regarding our school please visit our website at www.bpark.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 431 students were enrolled at this school in 2022, 218 female and 213 male.

36 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).

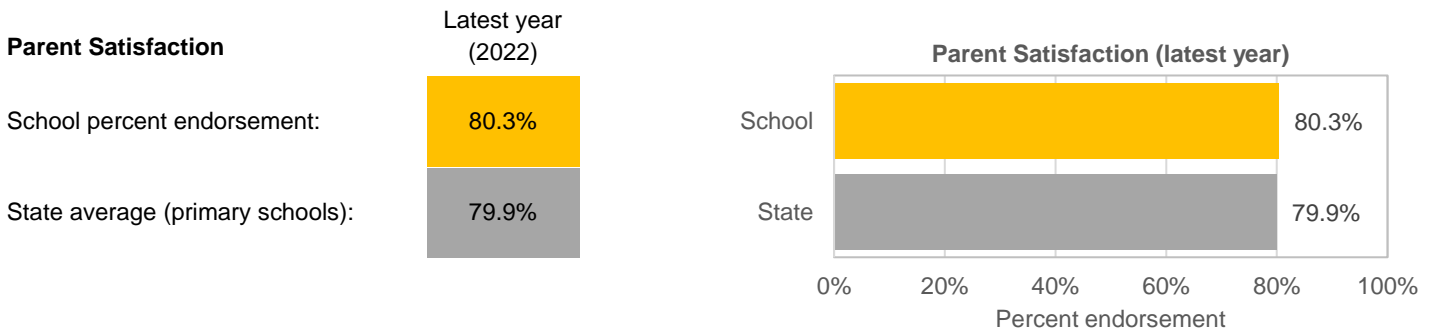
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

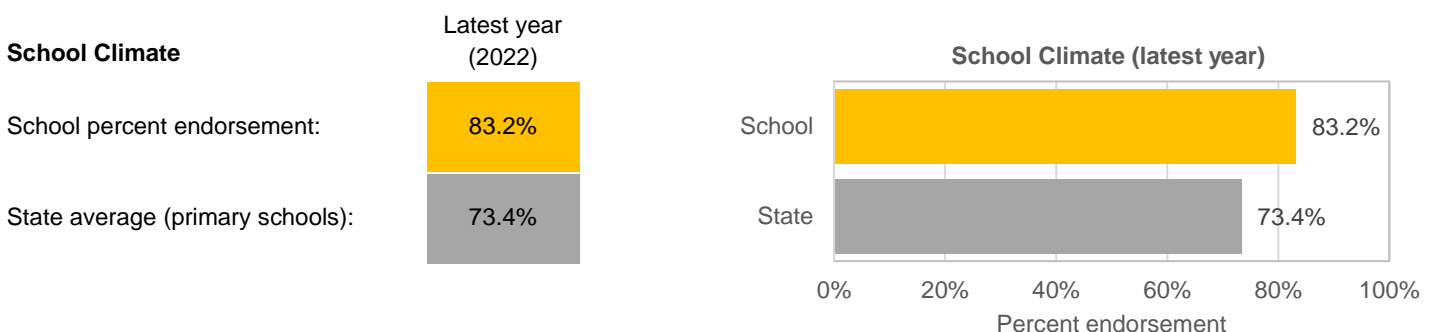


School Staff Survey

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:

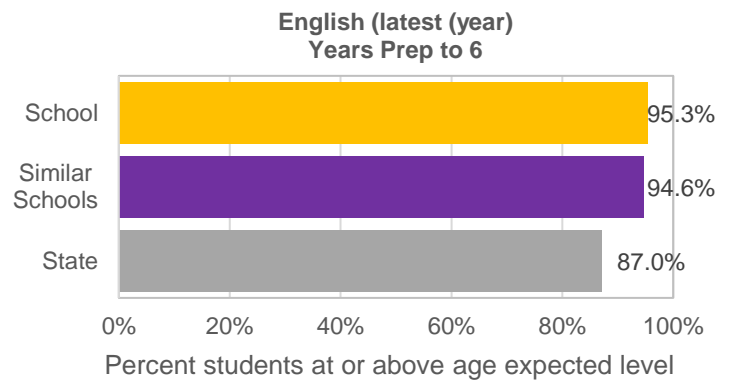
95.3%

Similar Schools average:

94.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

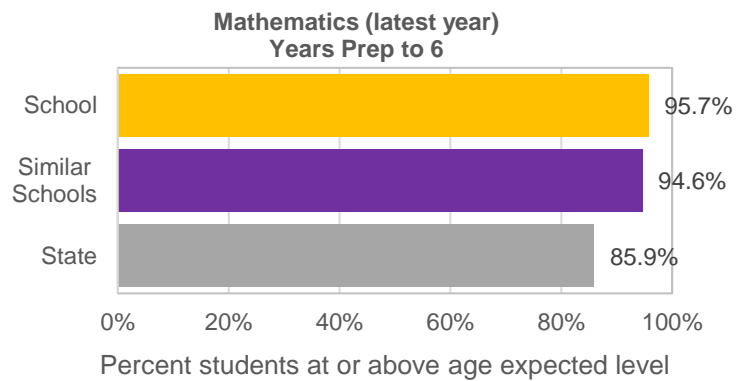
95.7%

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.

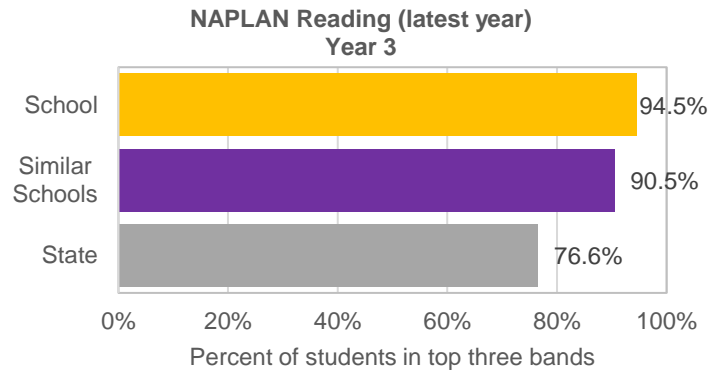
NAPLAN

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.

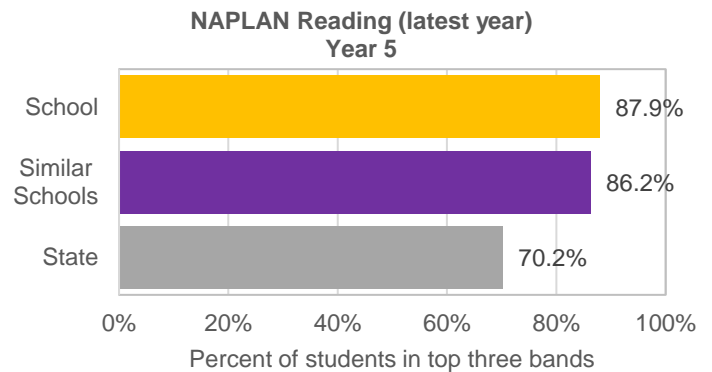
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.5%	89.5%
Similar Schools average:	90.5%	89.4%
State average:	76.6%	76.6%



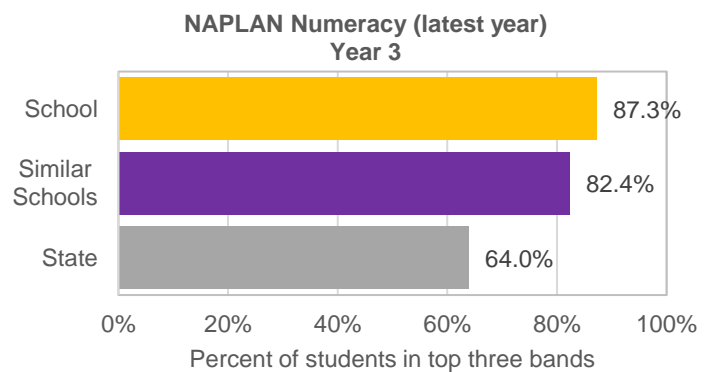
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.9%	85.1%
Similar Schools average:	86.2%	85.4%
State average:	70.2%	69.5%



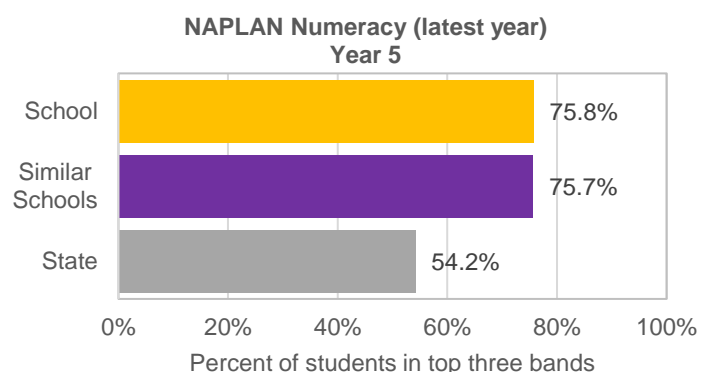
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.3%	83.8%
Similar Schools average:	82.4%	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:	75.8%	79.8%
Similar Schools average:	75.7%	79.2%
State average:	54.2%	58.8%



WELLBEING

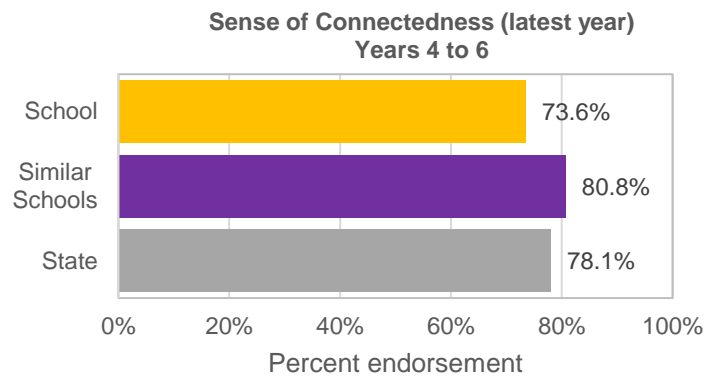
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.6%	76.3%
Similar Schools average:	80.8%	81.5%
State average:	78.1%	79.5%

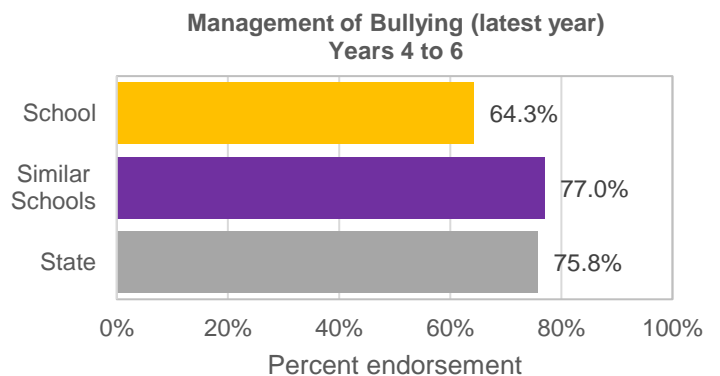


Student Attitudes to School – Management of Bullying

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:	64.3%	69.8%
Similar Schools average:	77.0%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

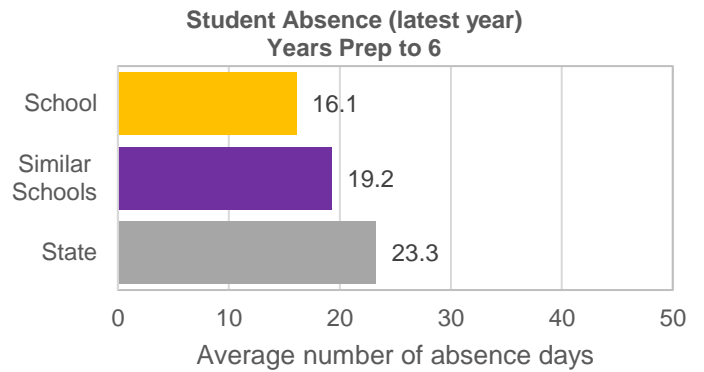
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	16.1	12.0
Similar Schools average:	19.2	13.2
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):	90%	91%	93%	92%	92%	92%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,568,862
Government Provided DET Grants	\$383,703
Government Grants Commonwealth	\$9,491
Government Grants State	\$0
Revenue Other	\$18,504
Locally Raised Funds	\$558,731
Capital Grants	\$20,000
Total Operating Revenue	\$4,559,292

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,733
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,733

Expenditure	Actual
Student Resource Package ²	\$3,547,642
Adjustments	\$0
Books & Publications	\$2,463
Camps/Excursions/Activities	\$243,517
Communication Costs	\$3,049
Consumables	\$96,204
Miscellaneous Expense ³	\$19,138
Professional Development	\$14,808
Equipment/Maintenance/Hire	\$49,776
Property Services	\$158,881
Salaries & Allowances ⁴	\$282,913
Support Services	\$49,547
Trading & Fundraising	\$36,911
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,306
Total Operating Expenditure	\$4,529,156
Net Operating Surplus/-Deficit	\$10,136
Asset Acquisitions	\$119,427

- (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	\$803,984
Official Account	\$40,659
Other Accounts	\$101,717
Total Funds Available	\$946,360

Financial Commitments	Actual
Operating Reserve	\$139,258
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$93,426
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$170,000
Asset/Equipment Replacement < 12 months	\$108,527
Capital - Buildings/Grounds < 12 months	\$175,799
Maintenance - Buildings/Grounds < 12 months	\$88,999
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$68,400
Total Financial Commitments	\$844,409

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.