

# 2023 Annual Report to the School Community

School Name: Nullawarre and District Primary School (1652)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2024 at 01:42 PM by Linda Mooseek (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 April 2024 at 03:33 PM by Renee Cornelissen (School Council President)

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Nullawarre and District Primary School (NDPS) is situated in tranquil and spacious grounds in the heart of a dairy farming region some thirty-two kilometres from Warrnambool, just off the Great Ocean Road. Our school provides a purposeful and stimulating learning environment where we encourage the development of the whole child through a culture of nurture and inclusion, and high-quality teaching. Our aim is to support learners in becoming curious, reflective, and critical in their thinking, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

At NDPS, all members of our school community work together to set high expectations for our students and prioritise their engagement and achievement. We strive to be **Responsible, Respectful** and **CURIOUS** in all that we do and above all else, we aim to equip our students with the skills they will require to be successful in whatever it is they choose to pursue after school.

The overall socio-economic profile based on the Student Family Occupation and Education is rated '**Medium**' for social disadvantage. We give regular thought to how values can be used to support and promote quality teaching and learning. We have a culture of high expectations for student attendance, connectedness, and learning.

2023 Staffing Profile: 1.0 full-time equivalent Principal, 5.2 full time equivalent teaching staff, 1.0 full time Business Manager and 1.52 full-time equivalent Education Support staff. Specialist staff work in the areas of STEAM, Health and Physical Education, MARC Library and Performing Arts. 11% of our student cohort had English as an additional language, with many of these families being Filipino. We offer an inclusive curriculum based around the Respectful Relationships Program with connections with our regional English as an Additional Language staff.

In the 2023 Parent Opinion Survey, our school achieved a 93% positive endorsement for 'General School Improvement' and 'General Parent Satisfaction' (State average 83%). NDPS is a progressive school but also honours the many traditions that contribute greatly to our school culture. As a school community, we understand that family circumstances for all students are vastly different, but when they enrol at NDPS, they become part of a family of learners that are encouraged and nurtured to do their best in their learning, supported to be well adjusted students and encouraged to be active contributors to society.

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

### Learning

In developing a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, and the wider community. Staff place a significant emphasis on knowing and understanding our students and developing their capacity to best cater for individual student's points of need. Curriculum provision is ensured through quality learning opportunities in Literacy, Numeracy, and Inquiry Learning. In the 2023 Staff Survey, our school achieved a 100% positive endorsement for a collective focus on teacher professional learning is targeted to improving literacy and numeracy and achieved a 100% positive endorsement for a collective focus on student learning (State average 78%). We implemented the department's Professional Learning Communities Initiative and will continue embedding this process into our practice. These communities focus on improving student learning and well-being outcomes by focusing on student data to inform planning, developing teacher practice to best meet the needs of students and evaluating the impact of our work. Our challenge is to embed current best practices in numeracy, develop greater student agency and ensure consistent growth in learning outcomes. We believe students can influence change and have the ability to reflect, to act and take responsibility for their learning.

We are aware of changes that need to take place in English and Mathematics to improve student outcomes. Throughout 2022-2023, teaching staff were reflective of the emphasis placed on the use of formative assessment to inform planning and teaching pitch levels and in developing our Instructional Model for Numeracy. In 2024, we aim to consolidate the significant work accomplished throughout our work with the Numeracy and Literacy Leaders Community and research using evidence-based approaches in developing and enhancing student agency. Our school Numeracy and Literacy Specialists will lead capacity building based on knowledge and experience. This will also be supported by regularly reviewing student work in PLC's, as we aim to drive school improvement by encouraging teachers to engage in meaningful discussions about their practice and the needs of students.

Intervention and extension programs continued throughout the year, through the Tutor Learning Initiative, with a focus in 2023 on English. All students funded under the PSD program worked with integration aides for their allocated hours during all teaching and learning sessions. Equity funding has enabled the school to facilitate professional learning, and to refine curriculum documents. The school had previously implemented several programs and strategies to specifically improve student learning outcomes in Literacy and Numeracy. Some of these strategies had a positive impact on outcomes; however, data currently available does not provide a clear picture that student outcomes in these learning areas had improved across all year levels. The school put a focus on formative

and diagnostic assessment to support teaching and learning planning; however, this will continue to be a priority in 2024.

## Wellbeing

The strategic focus of Nullawarre and District Primary School is for students to achieve a high level of student wellbeing whereby students are socially competent, confident, and resilient. Both the Wellbeing and Achievement of students benefited from this school investment, and we will continue this focus into 2024.

In 2023, health and wellbeing support for students, staff and parents were a key priority for our school. We were a part of the Respectful Relationships Initiative and Trauma Informed Practice in Schools. The Rights, Resilience and Respectful Relationships resource was used across all classes with an emphasis on emotional literacy and personal strengths. We resourced a wellbeing support person, to work with staff in supporting identified students and families in need of care and guidance. In the 2023 Attitude to School Survey, our school achieved a 92% positive endorsement for a 'Sense of Connectedness' (State average 77%) and a 91% for a 'Sense of Inclusion'. Leaders and teachers built collaborative relationships with families to create a shared understanding of how to support student wellbeing, through feedback, raising concerns and shared decision-making. This was evidenced by our approach to open and honest communication. In order to have a relationship you must have the opportunity for a conversation. We provided multiple avenues for parents to communicate with their class teachers and school administration. The obvious mechanism was arranging a face-to-face interview, but our digital platforms provided an immediate source of communication. The 'XUNO' platform gave parents the opportunity to share information about their child, seek advice and feedback and genuinely build a rapport with staff in relation to a child's learning and wellbeing. Staff maintained inclusive and sustainable relationships and organisation to seek guidance, advice, and feedback on how to maintain inclusive services and activities. This was evidenced by the types of support and interventions we provided to students and families to give students the best chance to access their learning. Our school takes guidance from an array of service providers both department associated and private enterprises.

Staff professional learning in Wellbeing and Inclusion continued throughout the year and was supported by a successful grant to the value of \$60 000 through Schools Plus. This grant included coaching and has allowed us to successfully implement a whole school approach to trauma-informed practice that develops the confidence and competence of all students and staff. The 2023 focus was meeting the wellbeing, social and emotional literacy needs of all students and staff. In 2024, health and wellbeing will continue to be a priority for all stakeholders in our school community. We will continue to be a part of the Respectful Relationship Program and will resource a teaching specialist to focus on the key concepts of positive coping and problem solving. We will continue to build the capacity of our staff to embed effective and consistent practices across the school.

Vulnerable families were supported throughout 2023 by weekly and sometimes daily check-ins by the principal. The school also provided to these families: delivery of Food Share hampers, Target Australia clothing/home supply vouchers, State School Relief (school uniform/school supplies), and breakfast/lunch and snacks.

## Engagement

Engagement and Wellbeing are integrally linked at Nullawarre and District Primary School. Within an optimum learning environment, we encourage our students to engage in critical thinking and global awareness. To support this, we provide a great variety of extra-curricular activities and opportunities for students to experience success in subjects they are passionate about.

In 2023, the school's average number of absence days was 20.1 per year, which was an outstanding results considering in 2022 the average was 26.9 days. In 2023, we regularly communicated the importance of attending every day, all absences required an explanation and extended absences were followed up.

We conducted a strong Transition Program that consisted of kindergarten to school transition, inter-class transitional activities and Year 6-7 transitions. In the 2023 the Parent Survey, our school achieved an 93% positive endorsement for connections and progressions (state average 86%). Students participated in a range of leadership roles that represented the diversity of the school community, which provided them with opportunities to develop the important skills of organisation, communication, and decision-making. Student leaders organised and facilitated our weekly whole school assemblies. Teachers authentically engaged with students to design rich, open-ended tasks and lead in the design and implementation of inclusive teaching, learning and wellbeing practices. Throughout 'Inquiry Learning' students and staff collaborated to determine key questions and tasks to explore these key ideas. Inquiry learning provided an opportunity for cross class interaction and an opportunity to showcase a variety of student learning styles.

In 2023, we continued to engage with the school community to gain feedback on the strengths and areas for improvement throughout our school. In the 2023 Parent Survey, our school achieved an 85% positive endorsement for parent community engagement (State average 78%). Parents made valuable contributions through involvement in School Council and associated sub-committees.

In 2024, we will continue the charge to improve attendance, access student input and drive teaching and learning to promote a strong sense of school and community connection. We will continue to increase student engagement through further opportunities for student voice and participation. This includes supporting students to articulate and set their individual learning goals. In addition, teachers will be supported to deepen their understanding of personalised learning opportunities for all students. We will also support students to develop their metacognitive and creativity skills.

## Other highlights from the school year

### Minor Capital Works Fund: \$416 897

**Project:** Completion of **new student toilet block** and replacement of **vinyl** in the main building corridor area

**Goal:** refurbishing the student toilets to improve amenity, cleanliness, and hygiene Short project summary: Refurbish school toilet facilities to improve amenity, cleanliness, and hygiene (due to increasing numbers) and to provide inclusive gender-neutral amenities.

### State Government Grant Funding: \$75 000

(For a period of 3 sequential years: 2022, 2023, 2024)

**Project:** Out of School Hours Care Provider

**Goal:** The School Council wants the OSHC to provide an education and care service to the school community. The School Council believe that OSHC should be a place for growth, nurture and building long-term life skills.

**Short project summary:** TheirCare are the service provider with our Service Educator being Skye Billings. The before-school care program operates from 7.00am – 8.45am and includes breakfast (on request). The after-school care program operates at 3.30pm – 6.00pm each afternoon – a nutritious afternoon tea is provided. Both programs offer a daily plan of activities that are play-based, child-centred, and inclusive experiences, focusing on the developmental, social, and recreational needs of all the children.

### Foundation/Prep 2024 Transition

Nullawarre and District Primary School is committed to welcoming our new Foundation/Prep students and their families to the school community and to making the transition to school a positive experience for all. We develop strong connections with our onsite kindergarten throughout the year and invite them to visit us in the Prep Learning Area, participate in our Perceptual motor program (PMP) and enjoy some time in the playground.

Our extensive **Transition Program** commences in Term 4. Foundation students are invited to attend fortnightly sessions. During these sessions, they undertake a variety of literacy and numeracy activities. They also are assigned a Year 6 Buddy that they will work with throughout their Foundation/Prep year.

### Camping Program

Our school camping program, for students in Years 3-6, provides a valuable educational experience for our students which are complementary to their learning and social development as they provide access to resources, environments and expertise that may not be available within their everyday environment. We know from experience that this program provides a fantastic opportunity for the students to enjoy 'an away from home' experience in a safe and supportive environment.

### Whole School Agricultural Program

We have a Chicken house with four very friendly hens called: Karen, Wendy, Pecky and Brittney. Our student leaders care for our 'girls' and sell eggs to raise money for community projects. In Term 2 all students care and for and study their classroom calf, housed in our school calf nursery, throughout the entire term. The program enables students to learn using applied learning opportunities and at the same time demonstrates the many different career paths available in agriculture.

Our Ag Program ticks so many boxes from a teaching perspective. Students celebrate and consolidate their learning through presenting to their peers, developing skills and recognising the commitment of the local community in their education. We understand the importance to continue strengthening and building connections with our local farming community, focusing on sustainability, knowledge and skills needed to improve our strong agricultural and dairy industry.

## Financial performance

Each year the allocation of funds is a carefully considered process which considers the context of the year – student cohorts, achievement data, responsiveness to student wellbeing and learning needs, and to staff professional learning needs, and responsiveness to Department of Education priorities. Nullawarre and District Primary School maintained a sound financial position throughout 2023. Equity funding allows us essential wellbeing support, professional learning, resources, intervention, and instructional leadership. All resources have been activated to implement the two key teaching and learning initiatives for 2023, those being learning (numeracy) and wellbeing. Additional funds from the School Mental Health Menu have been accessed to provide

regular social and emotional learning guided by the department's "Rights, Resilience & Respectful Relationships" resource. The school continued to strategically manage the allocation of financial resources (Equity, Locally Raised Funds, extensive Grants) to support high quality teaching and learning programs and continue our relentless pursuit of improved student learning outcomes. The school continued to be supported by a Mobile Library Service (MARC) in 2023. Our Outside School Hours Care (OSHC) program continues to support a small majority of our families. We are now in the third year of a three-year grant. Grants for Sporting Schools, Schools Plus (Trauma Informed Practice), an Inclusive Playground, a new outside shaded classroom space, and a new Toilet Block were received. Students, staff, and the wider school community take great pride in having well-resourced teaching and learning spaces, with the school being identified as a place of importance within the Nullawarre community.

**For more detailed information regarding our school please visit our website at**  
<https://www.nullawarreps.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 71 students were enrolled at this school in 2023, 34 female and 37 male.

11 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).

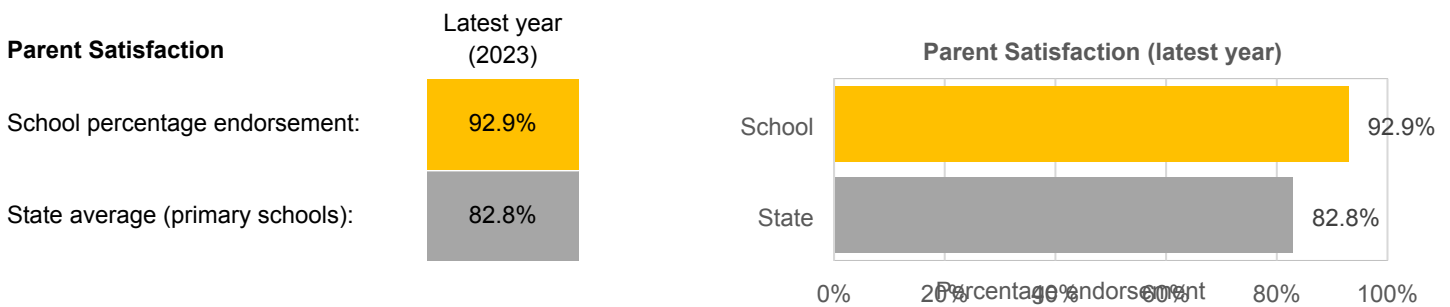
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

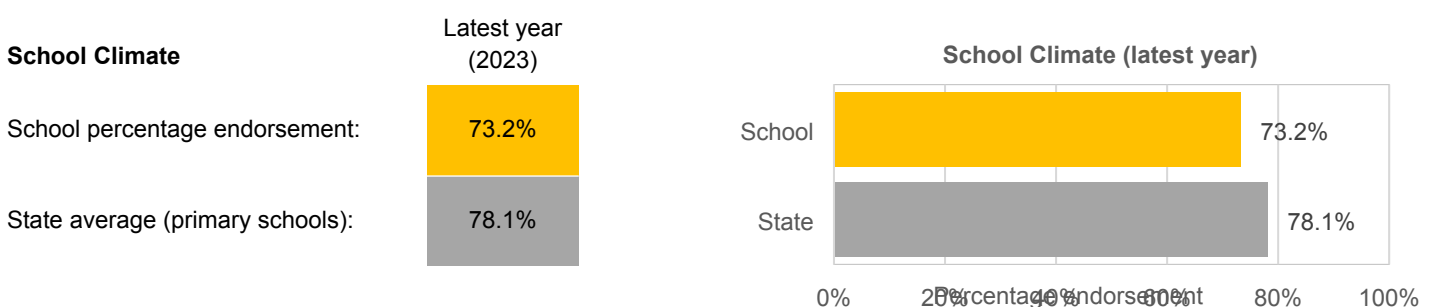


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

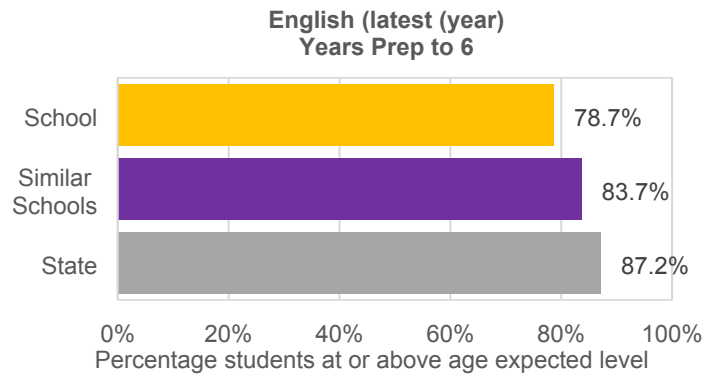
78.7%

Similar Schools average:

83.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

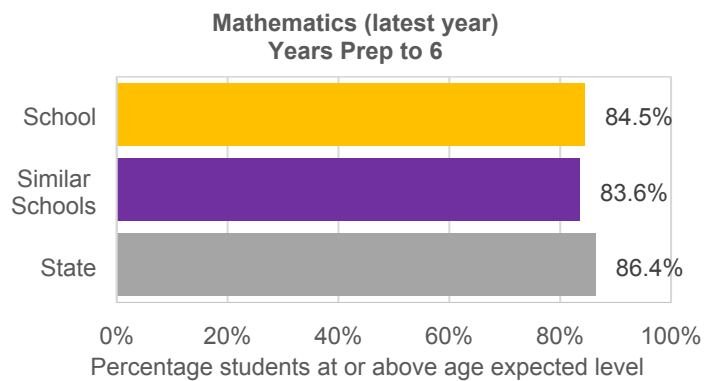
84.5%

Similar Schools average:

83.6%

State average:

86.4%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

10.0%

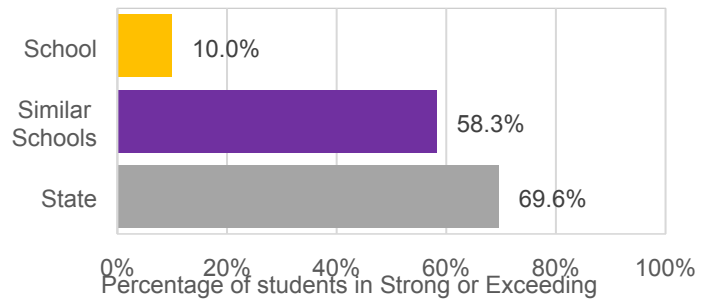
Similar Schools average:

58.3%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

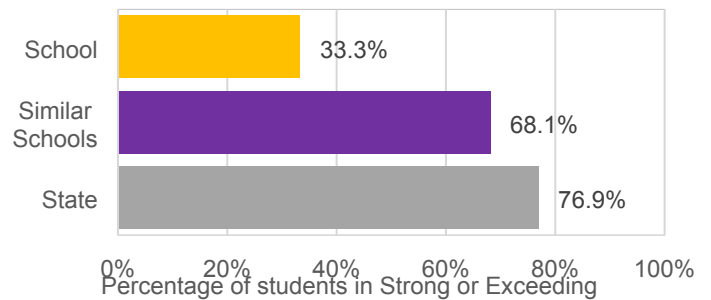
Similar Schools average:

68.1%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

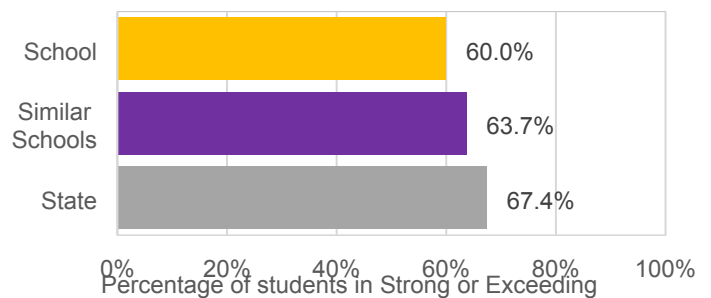
Similar Schools average:

63.7%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

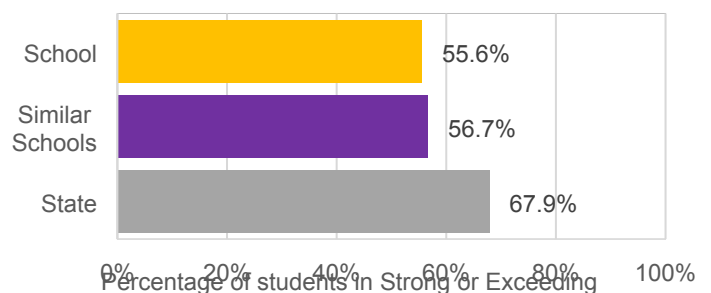
Similar Schools average:

56.7%

State average:

67.9%

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



## 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 2022

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

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

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.2%

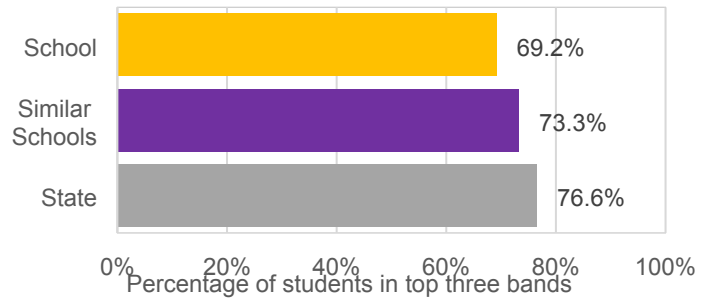
Similar Schools average:

73.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

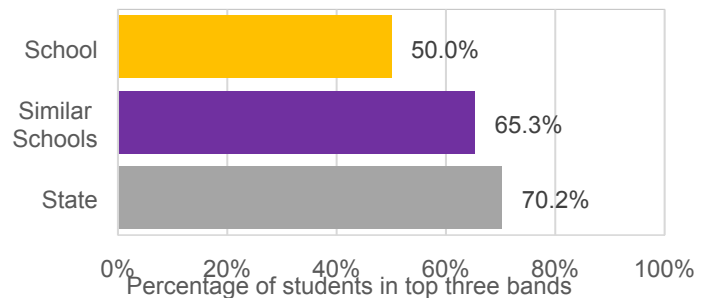
Similar Schools average:

65.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.1%

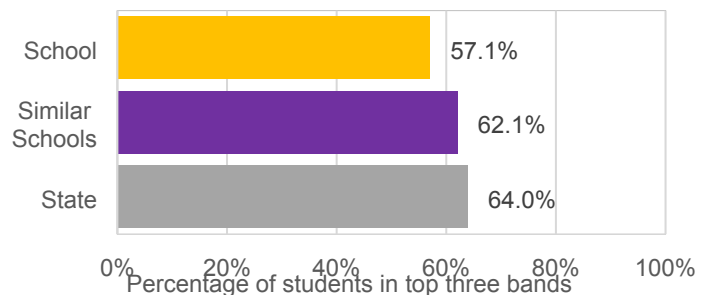
Similar Schools average:

62.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

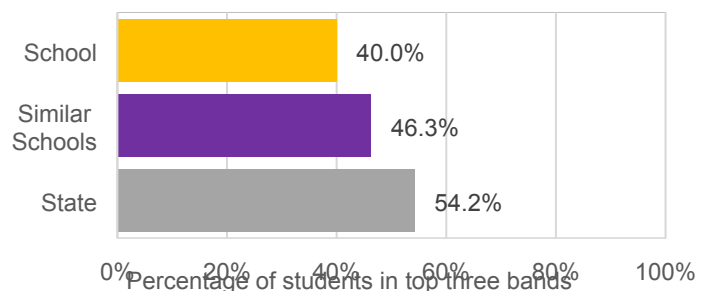
Similar Schools average:

46.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

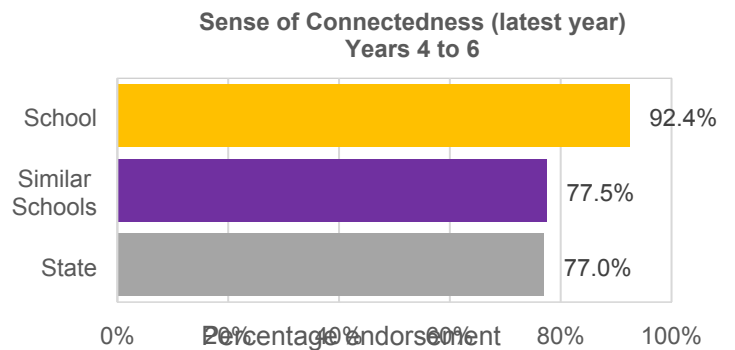
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	92.4%	86.8%
Similar Schools average:	77.5%	79.4%
State average:	77.0%	78.5%

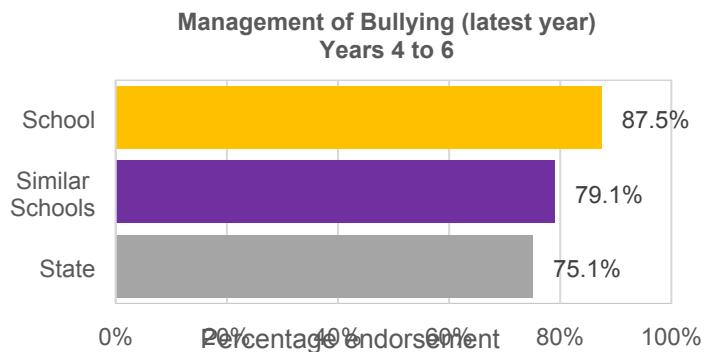


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.5%	93.5%
Similar Schools average:	79.1%	81.7%
State average:	75.1%	76.9%



## ENGAGEMENT

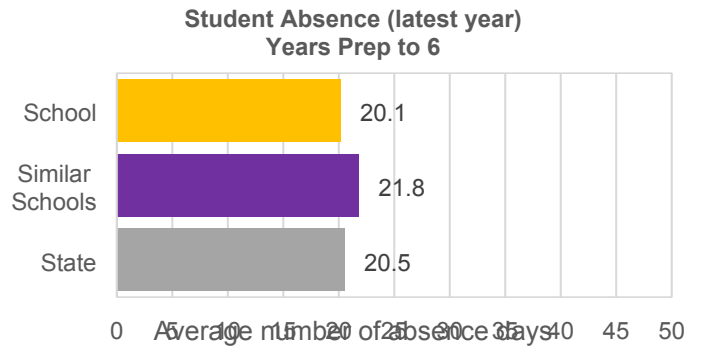
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	20.1	20.7
Similar Schools average:	21.8	19.9
State average:	20.5	18.1



### 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 (2023):	91%	83%	90%	93%	92%	87%	93%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$848,225
Government Provided DET Grants	\$364,387
Government Grants Commonwealth	\$3,700
Government Grants State	\$0
Revenue Other	\$36,256
Locally Raised Funds	\$38,187
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,290,755</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$59,359
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$59,359</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$843,083
Adjustments	\$0
Books & Publications	\$1,838
Camps/Excursions/Activities	\$13,717
Communication Costs	\$2,197
Consumables	\$12,855
Miscellaneous Expense <sup>3</sup>	\$6,862
Professional Development	\$5,656
Equipment/Maintenance/Hire	\$24,610
Property Services	\$59,782
Salaries & Allowances <sup>4</sup>	\$92,509
Support Services	\$106,831
Trading & Fundraising	\$58,252
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$233
Utilities	\$7,747
<b>Total Operating Expenditure</b>	<b>\$1,236,174</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$54,581</b>
<b>Asset Acquisitions</b>	<b>\$21,595</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$657,037
Official Account	\$23,135
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$680,171</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,856
Other Recurrent Expenditure	\$4,220
Provision Accounts	\$0
Funds Received in Advance	\$6,286
School Based Programs	\$162,261
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,750
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$29,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$129,300
Asset/Equipment Replacement > 12 months	\$22,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$479,672</b>

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