

2023 Annual Report to the School Community

School Name: Oakleigh Primary School (1601)



- 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 13 March 2024 at 05:08 PM by Kellie Stewart (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 21 March 2024 at 02:11 PM by David Woodgate (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).

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').

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

School context

Oakleigh PS and Kindergarten has a history of over 130 years and is part of a thriving, bustling, multicultural community. Our 2023 enrolment was 449 students. The school population reflects our cultural diversity with approximately 32 different nationalities. 42% of students come from a language background other than English (LBOTE). A kindergarten is located on the premises with a consistent enrolment of over 100 children. Our SFO (Student Family Occupation) profile is low.

Our commitment to Health and Wellbeing, including Positive Education and Respectful Relationships, underpins every aspect of our school. We believe that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing they will be more likely to achieve academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life. We are committed to maximising each child's academic potential complemented by a holistic approach to their individual needs.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The Victorian Curriculum is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Physical Education and EAL (English as an Additional Language). Support and enrichment programs are offered.

Our staffing profile includes a broad balance of teaching experience, knowledge, skills and gender. The school currently has 38 EFT staff including the Principal, Assistant Principal, 2 Learning Specialists (with classroom teaching roles), 26 teaching staff and 8 education support staff. In 2023 we also had 2 teachers who implemented the Tutor Learning Initiative.

Our teaching and support staff pride themselves on their commitment to the school community and the academic, social and emotional wellbeing of each child. There are high levels of engagement in and support for school events.

We recognise the importance of performance and development, including balancing the needs of the individual and the school's goals. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.

Vision: Our aim is for each child to become happy, healthy and resilient, well equipped for the challenges of lifelong learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential. At the heart of Oakleigh Primary School and Kindergarten's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age. We will achieve this by providing a welcoming, positive, safe and inclusive learning environment in which everyone is treated equitably, individual strengths are recognised and all achievements are celebrated.

Values: The values that form the basis of the actions in our learning community are:

Positive Emotion: Train your mind to focus on the positives rather than the negatives; be resilient. Positive people look back on the past with gladness; look into the future with hope; and enjoy and cherish the present. Having the ability to recover strength, confidence and good humour. When things go wrong, we are able to 'bounce back' or 'bounce forward'.

Engagement: Use and improve your character strengths to carry out each task to the best of your ability. When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and become immersed in a task.

Relationships: Create and maintain authentic and fulfilling relationships. We develop a culture of respectful relationships and gender equality for all. Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, classmates and neighbours.

Meaning: Lead a purposeful existence. We are at our best when we have a sense of purpose and use that purpose to contribute to the community and help others - our family and friends, at school and in the local and broader community.

Accomplishment: Have a growth mindset. Strive for and achieve success. Everyone needs to experience a sense of achievement and success. Considering what you want to achieve and setting personal goals, no matter how small, is an effective way to focus on what is important. Putting effort into reaching these goals builds self-esteem and a sense of accomplishment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher assessments against the Victorian Curriculum indicate that our results, students at or above the expected level, are comparative to similar schools for Numeracy (95%) and Reading and Viewing (93%).

The Multi Sensory Structured Language (MSL) approach was introduced in Years 5 and 6 and continued to be a focus in Foundation - Year 4. Data continues to indicate the success of the MSL Program with 88% of our Year 3 students achieving in the *Exceeding or Strong* proficiencies in NAPLAN Reading and 92% of Year 5 students achieving in the *Exceeding or Strong* proficiencies.

The school utilised the PAT Reading and Numeracy tests to assist in diagnosing student achievement, analysing strengths and areas for improvement and identifying students needing enrichment or support. We identified a need to provide more opportunities for our high achievers in Numeracy with targeted learning opportunities to extend their thinking. This included the provision of Enrichment Programs for students at all year levels e.g. participation in the Maths Olympiad as well as the implementation of Number Talks.

2023 NAPLAN numeracy data is strong for our Year 3 students. We had 89% of students achieving in the *Exceeding or Strong* proficiencies compared to 86% of similar schools and 67% of State. Although not quite as strong, 85% of our Year 5 students achieved in the *Exceeding or Strong* proficiencies compared to 88% in similar schools, but still well above the state average (67%). The Tutor Learning Initiative (TLI) was very successful and implemented in 2023 by two learning tutors. Students' individual education goals were created collaboratively by teachers and tutors and data and anecdotal evidence, including work samples, showed high levels of growth and success.

In 2023 the school had nine PSD students (Program for Students with Disabilities) including a small number of dual enrolments with local specialist schools. Student Support Group meetings, targeted Individual Educational Plans (IEPs) and differentiated learning programs based on the individual needs were implemented.

The following actions have been identified as the focus of our 2024 AIP Priority for learning in order to maximise the learning growth and achievement of all students -

- Build teacher capacity to consistently implement a shared pedagogical approach. Particular focus will be on the implementation of the new Mathematics Victorian Curriculum 2.0 and for staff to undertake Professional Development on Writing and the implementation of the six traits of writing and the Writing Revolution Program

Wellbeing

Data from the Attitudes to School Survey indicates that our Year 4 to 6 students' sense of connectedness to the school was 77%, equal to the State but slightly lower than similar and network schools.

In 2023, we continued to implement the Wellbeing and Positive Education Whole School Scope and Sequence, which included wellbeing lessons using the Respectful Relationships program, 'Resilience, Rights & Respectful Relationships' and lessons linked to Positive Education. Students from Years 2 to 6 participated in free termly online incursions through the Master Minds initiative. Each term there was a different theme that supported students to develop healthy habits for their mental wellbeing. These themes included: Mindset, Stress and Resilience. This initiative was well received by students and classroom teachers.

In Term 4, we engaged with the PosiSchools program where students participated in 28 bite sized lessons. The Mental Health funding assisted in subsidising part of this program. Each year level had a different focus and undertook the regular bite size lessons to develop the habit the year level was focusing on. The program began with a whole school multi-age 'Posi Socks Spectacular' day, where students wore their Posi socks (which they received as part of payment for the program) and engaged with activities related to the different aspects of the PosiSchool's program.

In 2023, we also introduced a new cyber safety program using the Cyber Safety Project. This program provides 15 age appropriate cyber safety lessons for F-6. The lessons proved to be engaging for students and the project will be continued throughout 2024.

Due to a rising number of students presenting with anxiety at school, we undertook a whole staff professional development day called 'Supporting Anxious Little Minds' through an external provider from Wellbeing For Kids. Staff developed their understanding about anxiety, how it can present in children, strategies to support students in the classroom and mindfulness techniques. After seeing the benefit that staff received from this Professional Development and the number of parents seeking support in this area, with school council approval, we used the same external provider to run a parent seminar on 'Supporting Anxious Little Minds'. This was well received by our school community and had a record number of attendees, with many parents providing positive feedback.

Fortnightly meetings with our Regional School Wellbeing Key Contact were valuable in ensuring we could deliver or recommend

external health and wellbeing supports to children and their families.

As for 2023, the Wellbeing improvement priority for 2024 has been determined by the Department of Education. This Priority Goal is to: *Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable.*

The following actions have been identified as a focus for our 2024 wellbeing priority:

- Provision of Professional Development activities for staff to deepen understanding of what can impact student wellbeing and achievement (e.g. trauma) including strategies to improve outcomes.
- Implementation of the Berry St Model

Engagement

The Performance Report data indicates that the average number of days absent, 16.2, is higher than our four year average of 14.9, but is lower than similar schools and the state average. Our attendance rate is similar across year levels. The most common reasons for non-attendance were illness and extended family holidays. A significant number of our families travelled overseas, visiting their relatives still living in their country of origin. COVID continued to have an impact on the number of students absent due to this and other illnesses. Despite this rationale, there is a small percentage of students who have been identified with high levels of absenteeism and school refusal. These students, in particular, have found it difficult to re-engage with school after two years of disrupted learning. A number of support processes were put in place to improve their attendance, including creating Individual Attendance Support Plans and discussions with the Department's Health and Well Being Key Contact for the school. Re-engaging these students will be a continued focus in 2024.

Oakleigh Primary School continues to offer programs to support the various transitions our students make. Strong communication links with our feeder preschools, in particular our own kindergarten, have been maintained and enhanced, including our current Foundation staff visiting our kindergarten to meet and observe 2024 Foundation students. Foundation teachers also visited external feeder premises to deliver prepared transition 'kits' to the Pre-foundation students to undertake shared activities as part of our Foundation Orientation Program. A key focus was to engage with students and build relationships.

The Engagement focus in 2023 was to develop staff capacity to activate student agency in classroom experiences. The Wellbeing and Engagement learning specialist carried out professional development during staff meetings on Student Voice and Agency. Drawing on from this learning, classroom teachers ran student forums to offer opportunities for students to have a voice in what and how they are learning in the classroom. In Term 4, staff audited the Student Voice, Agency and Leadership Matrix to ensure it met school and student needs. The updated matrix will be implemented in 2024.

In Term 4 we engaged with external providers to run organised lunchtime sessions, this included chess lessons through Chessmates and a soccer clinic. We continued to open the library for half of lunch most days to help support students in the yard. In Term 3, across Year 3 to 6, students had an active presence in three-way conferences for part of the meeting. Students were invited in to take parents/carers through a reflection of their learning goals. Foundation to Year 2 students undertook reflection in their classroom which classroom teachers shared on their behalf. Both staff and student feedback was positive around this forum and we will continue this in 2024.

Other highlights from the school year

A highlight of 2023 was the opening of our refurbished Heritage Hall by Steve Dimopoulos and Natalie Hutchins. The refurbishment was a perfect fusion of assimilating modern upgrades with original architectural features and character. Our school also invested in a School Panels Grant with Green Australia which resulted in Solar panels fitted on our Gymnasium roof.

2023 was a big year for our Performing Arts program. Students in Foundation, Year 1 and Year 2 all show cased mini productions on one night to family and friends, while our Year 3 and 4 students put on Madagascar Jnr over two nights at a local secondary college theatre. A ballet excursion was another highlight of our Year 4-6 Arts Program, as well as a Drama Extension Program and an opportunity for Year 5 and 6 students to attend a Harry Potter performance.

Extra-curricular experiences also included our camps program. Students in Years 3 and 4 attended a 3 day adventure camp, while our Yr 5 and 6 students attended a 3 night camp in Creswick after a day at Sovereign Hill. Another extra-curricular program that was co-ordinated by our Physical Educator teacher was a kids Triathlon. Over 40 students from Year 2 - 6 competed which was a terrific effort. The focus was on having fun and achieving personal bests. A variety of physical education incursions were planned for students across the school, including a martial arts incursion, to experience and try a variety of different activities focusing on physical activity and wellbeing.

One of our teachers oversaw a Bunnings Sausage Sizzle Fundraiser for new Year 5 and 6 sports tops which was well supported by volunteers. A weekend Working Bee in Term 2 also had its highest attendance with families across the school volunteering and

much being accomplished as part of our Grounds and Garden projects.
Our Japanese teacher undertook a study Tour with a group of language teachers.

Financial performance

The administration of Oakleigh PS has used funds to support the teaching and learning programs of students. Our School Council and Finance Sub Committee works diligently to ensure internal controls are stringently applied. The school's Out of School Hours Program continued to operate in a financially sound manner and the appointment of a new OSHC Coordinator has been welcomed by families and students. Another major source of revenue was through the hiring of the school's facilities, in particular a Community Greek School. This revenue supported the school's ability to operate in a financially sound way. In 2023 School Council were pleased to note that the school still operated a cash surplus at the end of the year.

Equity funding of \$34,343, was used to contribute to the staffing of a 0.4 Learning Support Teacher.

It should be noted that the school's financial position of \$1,245,512 includes a carry over of \$90,000 from the Kindergarten. Funds available from our investments will be used to enhance and upgrade facilities e.g. the upgrading rear of the school including replacement of back fence

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 449 students were enrolled at this school in 2023, 217 female and 232 male.

42 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).

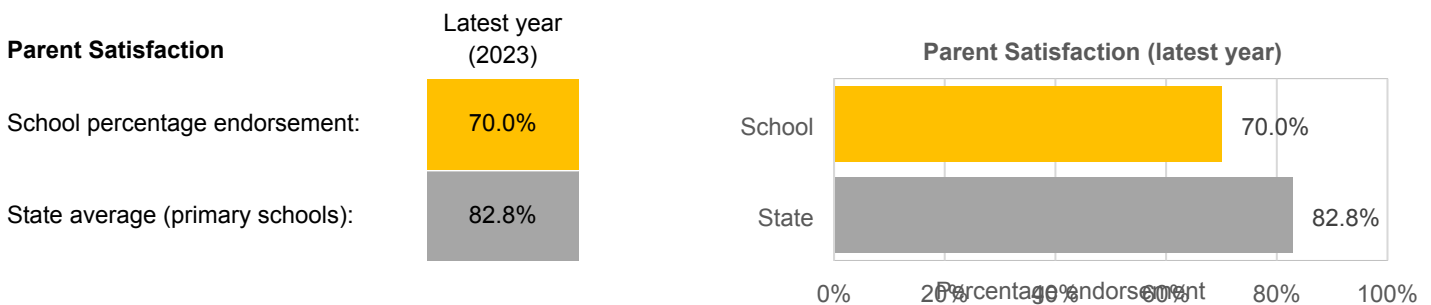
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

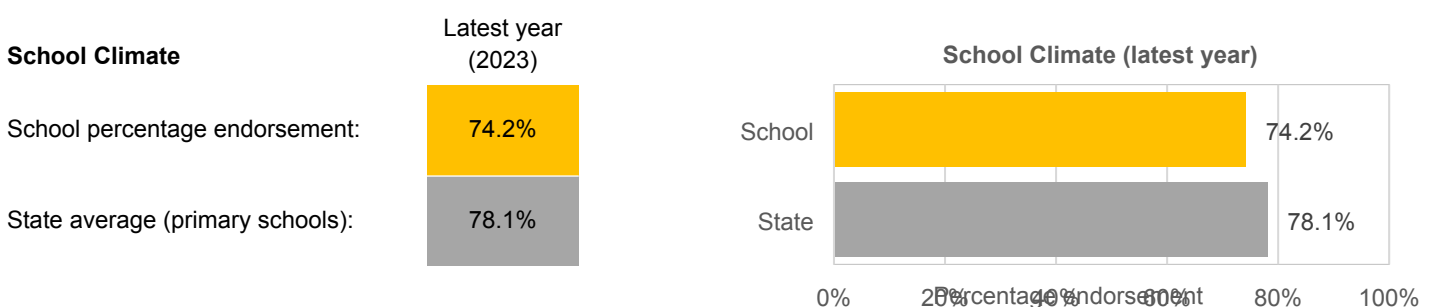


School Staff Survey

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:

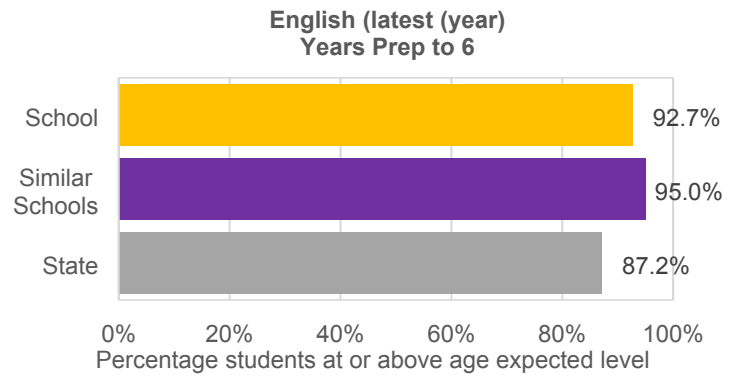
92.7%

Similar Schools average:

95.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

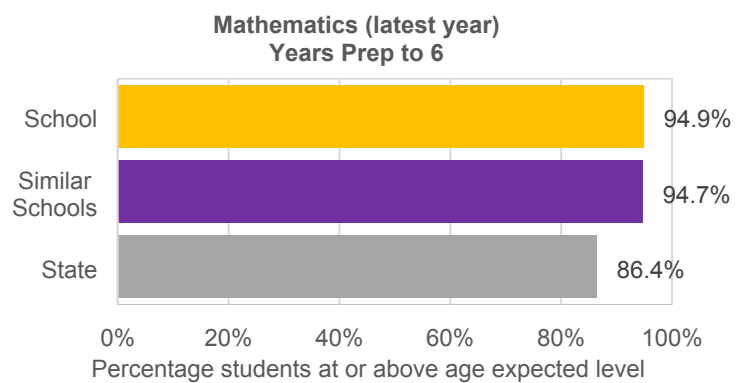
94.9%

Similar Schools average:

94.7%

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:

88.1%

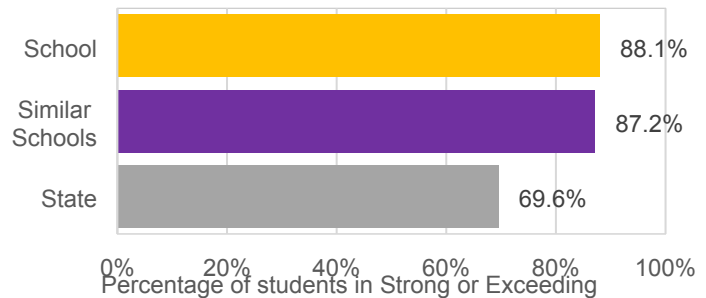
Similar Schools average:

87.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.2%

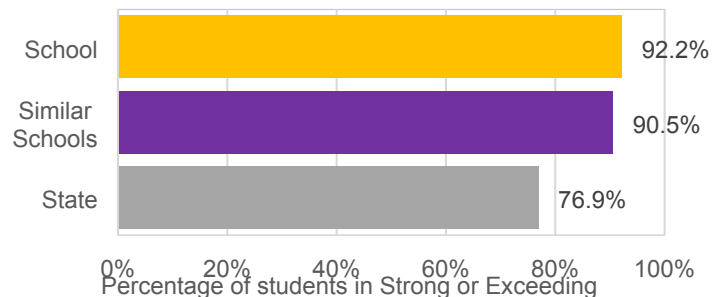
Similar Schools average:

90.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.6%

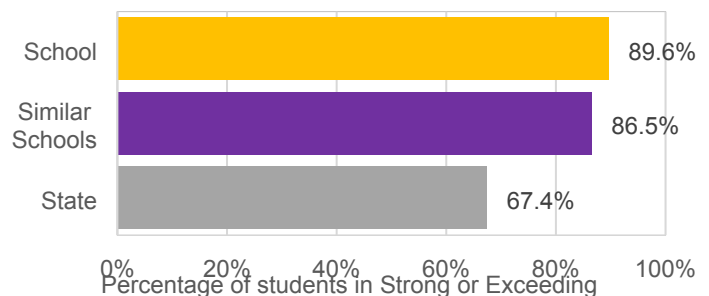
Similar Schools average:

86.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.9%

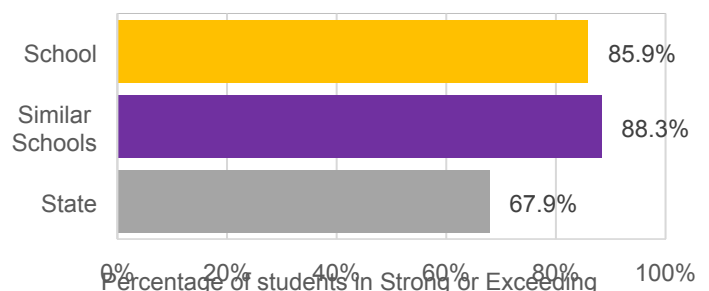
Similar Schools average:

88.3%

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:

87.0%

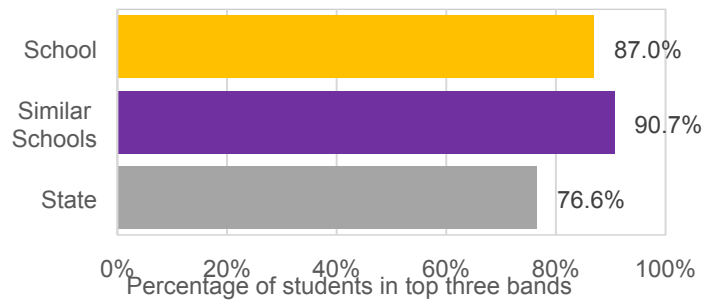
Similar Schools average:

90.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.1%

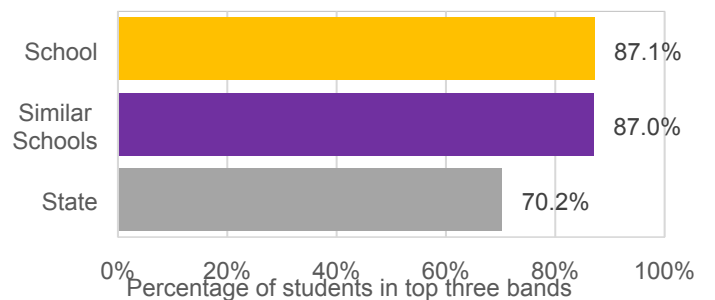
Similar Schools average:

87.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

86.8%

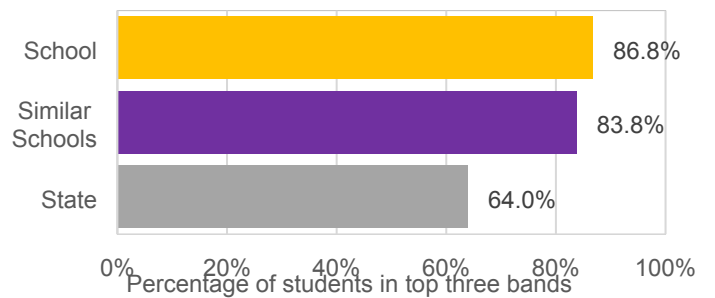
Similar Schools average:

83.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

67.7%

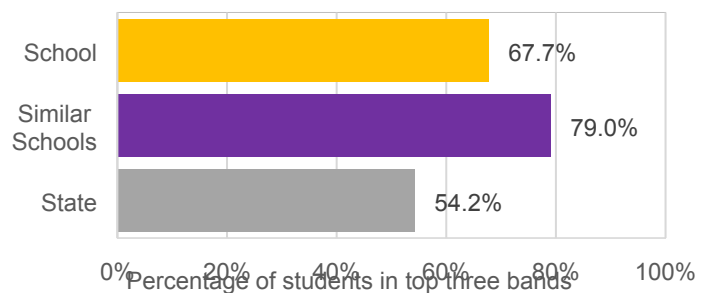
Similar Schools average:

79.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

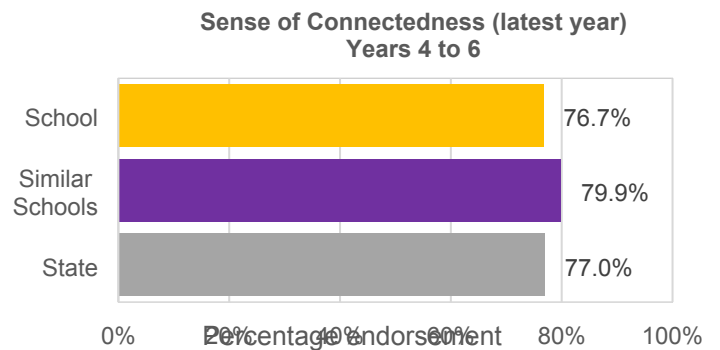
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.7%	80.4%
Similar Schools average:	79.9%	81.2%
State average:	77.0%	78.5%

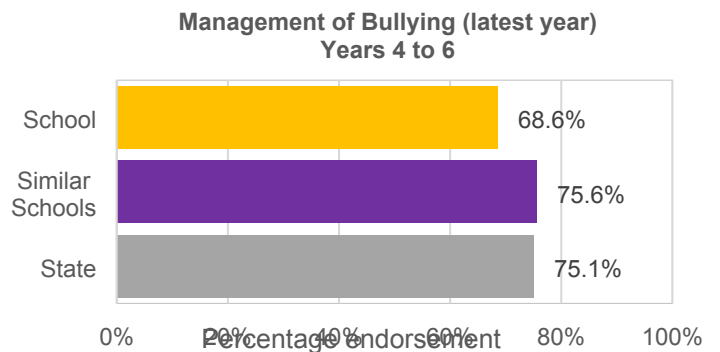


Student Attitudes to School – Management of Bullying

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:	68.6%	75.0%
Similar Schools average:	75.6%	77.4%
State average:	75.1%	76.9%



ENGAGEMENT

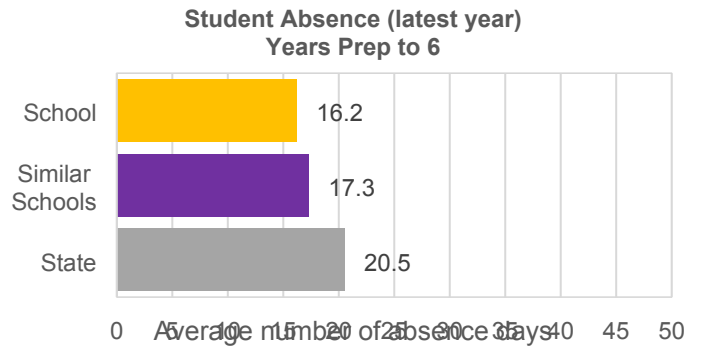
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.2	14.9
Similar Schools average:	17.3	14.1
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):	92%	93%	91%	92%	93%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,109,569
Government Provided DET Grants	\$1,093,777
Government Grants Commonwealth	\$271,093
Government Grants State	\$0
Revenue Other	\$48,544
Locally Raised Funds	\$621,016
Capital Grants	\$0
Total Operating Revenue	\$6,143,998

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,343
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,343

Expenditure	Actual
Student Resource Package ²	\$3,961,961
Adjustments	\$0
Books & Publications	\$9,591
Camps/Excursions/Activities	\$203,186
Communication Costs	\$3,276
Consumables	\$139,423
Miscellaneous Expense ³	\$51,331
Professional Development	\$16,525
Equipment/Maintenance/Hire	\$199,947
Property Services	\$141,501
Salaries & Allowances ⁴	\$1,029,245
Support Services	\$85,229
Trading & Fundraising	\$23,032
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,127
Total Operating Expenditure	\$5,911,376
Net Operating Surplus/-Deficit	\$232,623
Asset Acquisitions	\$54,738

- (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

Funds available	Actual
High Yield Investment Account	\$1,184,344
Official Account	\$40,475
Other Accounts	\$20,693
Total Funds Available	\$1,245,512

Financial Commitments	Actual
Operating Reserve	\$308,500
Other Recurrent Expenditure	\$0
Provision Accounts	\$75,448
Funds Received in Advance	\$0
School Based Programs	\$93,131
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$70,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$419,842
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,800
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$998,221

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.