

# 2023 Annual Report to the School Community

School Name: East Bentleigh Primary School (4837)



- 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 22 March 2024 at 03:53 PM by Susan Jackson (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 22 April 2024 at 06:30 PM by Rachel Jeffreys (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

**School Vision:** East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students can achieve their full academic, creative, and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

**School Values:** · Respect – for ourselves, for each other and for our environment · Empathy – the ability to understand and share the feelings of others. · Optimism – Hopefulness and confidence about the future, or the success of something. · Confidence – A feeling of trust and a firm belief in yourself or others, to pursue goals and face situations with an open mind. · Perseverance – The ability to stick at something despite difficulty or delay in achieving success. · Teamwork – Getting things done as a group and at the same time maintaining good relations within the group.

East Bentleigh Primary School is in the South-Eastern Region of Victoria. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. The addition of the BER building in 2011 and the building of a new Performing Arts Centre and classrooms (completed in June 2020) are testimony to the steady growth in the school in the first half of this review period, although our enrolment trajectory has not yet recovered post the pandemic years. In 2023, the enrolment of 345.6 students at census day in February, included 19 students receiving support from the Program for Students with Disabilities and 11 students receiving funding through DIP (Disability and Inclusion Program) with the level of funding for these students ranging from Level 1 to Level 4. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse. The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as several specialist staff such as instrumental, craft, dance and eurythmy teachers. The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs including the Stephanie Alexander Garden program, Sport and Physical Education programs, Languages Other Than English (LOTE) – French, Performing Arts, Music/Drama, Art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival. Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels in the Steiner stream and in multi-aged classes in our Mainstream. Classes at our school currently consist of 8 Steiner classes and 7 Mainstream classes, a drop from a high of 11 Steiner classes in previous years. Additionally, the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously. Having a unique situation in place at our school because of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum. The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some multi-aged classes to cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6, where they are immersed in practical, hands-on activities involving gardening and cooking. Digital technologies are embedded through all the mainstream year levels using a range of devices, such as iPads and interactive screens, to support the development of students' capabilities. In the Steiner stream the Victorian Curriculum is taught through a creative, artistic and hands on approach which is focused on the development of the whole child. The Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical, and play-based experiences. In the second semester students are supported in their transition to year 1 by the introduction of formally organized instruction. Through Prep and Year 1 letters and sounds are introduced imaginatively through stories and pictures. In the older grades much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three. Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. Over the last 2 years all staff were trained in the Berry Street Education Model (BSEM) to deepen their understandings of trauma informed practices. When moving around the school, a positive tone permeates the school environment, with a sense of harmony, community and wellbeing reflected in the behaviour and demeanour of students. Due to our strong focus on student wellbeing, our school was identified as a Lead school in the Resilience, Rights and Respectful Relationships program which is taught at all year levels.

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

### Learning

#### **Mathematics**

We have made strong progress in our mathematics goals in 2023. The school's approaches to mathematics education have been a key focus on our School Strategic Plan over the past 4 years and we have made significant progress over this time.

The focus over the past four years was strategic in purpose – to provide a clear and consistent approach to the teaching of mathematics and to deliver improvements in student mathematics learning. In 2023 we looked to further embed this.

*In 2023, we were able to:*

- Strengthen our partnership with the Mathematics Association of Victoria (MAV) – including professional development, staff coaching, modelled lessons and leadership mentoring
- Develop lesson structures and planning documents that reflect the overall EBPS instructional model
- Develop different lesson types (explicit teaching, investigations, purposeful games, modelled representations) that fit within our instructional model and allowed teachers to strengthen all mathematics proficiencies

*Successes of this work was:*

- MAV Board accreditation as a Maths Active School, and the publishing of EBPS articles in the MAV 'Common Denominator' magazine
- 88.7% of students from Prep to Grade 6 were at or above age expected standards in mathematics, an increase of over 5% from 2022

#### **Literacy**

In 2023, we made significant progress in our goals for 2023. We continue to work towards developing our approaches and building consistency in our Literacy framework, aligning our pedagogies and programs to research based explicit teaching structures (especially in the junior school). We are very proud of the work we have been able to achieve.

*In 2023, we were able to:*

- Provide privileged time for Literacy leaders successfully completed the Leading Literacy course from The Academy
- Implement a consistent approach to early literacy across all Prep-2 classes, with research based phonemic awareness (Heggerty), systematic synthetic phonics (UFLI), handwriting (Phormes) and reading fluency programs used with fidelity. This is both across the Mainstream and Steiner classes, with adaptations made to pedagogical demands of each program
- Enhance our classroom libraries and school libraries with decodable texts
- Further embed the EBPS Writing Cycle

*Successes of this work was:*

- 85% of students from Prep to Grade 6 were at or above age expected standards in English, an increase of 4% from 2022
- Improved Instructional Leadership in the School Staff Survey from 43% in 2022 to 82% in 2023
- Improved use of Instructional Model in the School Staff Survey from 43% in 2022 to 88% in 2023

### Wellbeing

We have further embedded our strong wellbeing program at EBPS and are proud of the goals we have achieved. This process has been a priority for the school over the last 4 years, and we have re-established our strong sense of engagement and inclusivity post COVID lockdown periods.

*In 2023, we were able to:*

- Further embed the evidence-based Berry Steet Education Model practices; observing consistent use of morning circle, Brain Breaks and Ready to Learn Plans and Scales.
- Completing our Respectful Relationships Lead School responsibilities, not only promoting Respectful Relationships across our school, but assisting other schools on their implementation.
- Consulting with a Department Inclusion Outreach Coach to develop a framework and documentation of our Multi-Tiered Support Systems and Response to Intervention.
- Further enhancing our Disability Inclusion Program through a consistent SSG process, and proactive supports, such as the Green Zone and Nook.

*Successes of this work was:*

- Improvement in student ATOSS data in Emotional Awareness and Regulation, from 60% in 2022 to 76% in 2023 (and 4% above network schools)
- Improvement in student ATOSS data in Motivation and Interest, from 71% in 2022 to 84% in 2023 (and 6% above network schools)

- Improvement in student ATOSS data in Effective Classroom Behaviour, from 72% to 84% (and 6% above network schools)
- Improvement in student ATOSS data in Sense of Confidence, from 69% to 79%

## Engagement

In 2023 we were part of the RAP - Regional Action to address our Attendance. Through this involvement we developed and implemented a whole school action plan to improve attendance. COMPASS was installed in June of 2022 so parents could enter reasons why their child was absent from school. In 2023 we employed an Attendance Officer to keep of all our data and who reported to the Principal and Assistant Principal each week. Chronic absences were followed up on a regular basis and students exhibiting school refusal were supported by a return to school plan, which was successful in most cases. Our Student Absence Days data decreased from 29 days in 2022 to 24 days in 2023. This is a wonderful decrease, though we are aiming to further decrease this figure to align with similar schools - 18 days.

Student Agency at East Bentleigh is demonstrated in the following way:

1. Students set SMART goals in Literacy and Numeracy - areas they need to work on.
2. We hold Student Led Conferences in Term 4 where students talk through their learning goals with their parents/guardians and reflect on their learning.
3. We have a vibrant leadership program for our Year 6's. They all can demonstrate leadership qualities through the following leadership roles: - School Captains, Sports Captains, Environment Leaders, Digital Leaders, Wellbeing Leaders, Assembly Leaders, Library leaders, Community Leaders.
4. One of the main goals of our engagement program is to support the recovery of students following the years of COVID, including lockdowns. The school finished its training and implementation of the Berry Street Education Model (BSEM) in 2023, and all classrooms consistently apply student check-ins throughout the day beginning with morning circle and include positive primers and regular brain-breaks throughout learning sessions to facilitate continued engagement and stamina. In addition, teachers use a range of strategies including: ready to learn plans, co-regulation, triage conversations and motivation interviews to support student regulation and engagement.

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## Other highlights from the school year

This year was the final year of our SSP. We achieved most of our goals with the exception of our attendance data. We employed an attendance officer in 2023 that oversaw our attendance data and ensured that the reasons for absences are correctly entered in the system. This has made families more accountable for why their children are missing class time. Our targets for Numeracy were mostly met, though the absence of NAPLAN data through the COVID years did present a challenge in achieving these targets. The change from paper-based to digital NAPLAN testing and the new scale scores made the targets difficult to achieve, though we were trending in a positive direction in both students in the top two bands and decreasing the number of students in the bottom two bands in both writing and numeracy.

The DIP (Disability and Inclusion Program) commenced in 2022. The DIP approach was designed to work with families to identify strengths, needs, and educational adjustments schools can make for individual students.

Various East Bentleigh Primary School (EBPS) initiatives included:

- employment of a DIP coordinator to oversee the program, provide support to school staff, and establish processes for effective implementation
- establishment of an Inclusion and Intervention SIT
- creation of dedicated spaces to support students, for example, the school's 'Green Zone' and 'The Learning Centre.'

The DIP actions have produced improved outcomes for students – with 11 DIP Meetings completed over 2022 and 2023 with more planned.

A variety of Wellbeing and Engagement programs across the school designed to meet the diverse needs of students' were introduced.

Examples included:

- Berry Street Educational Program was undertaken by all staff throughout 2022 - 2023. - this included positive education, including the pedagogy and methodology around trauma informed and strengths-based teaching practices
- the use of evidence-based classroom-based strategies to increase the engagement of all students
- all classes began each day with a morning circle, giving teachers the capacity to personally check in with students
- brain breaks used throughout the day
- implementation of ready to learn scales and ready to learn plans
- becoming a lead Respectful Relationships school.

Our Attitudes to School Survey in 2023 data was above state, like schools and network in all categories.

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## Financial performance

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to providing the best possible learning environment and learning opportunities for all students. The Bentleigh Farmers' Market, on the back of very hard work from many parents and staff, continued to add to the school's finances, allowing valuable programs such as the Stephanie Alexander Kitchen Garden Program (SAKGP) to be staffed and resourced. Our financial processes were undertaken by our retired Business Manager this year – working 5 days per fortnight as , our substantive Business Manager requested leave for 2023. This was unsustainable as we needed a full-time Business manager and were advised that our substantive Business Manager may not be returning. In October, we therefore advertised for a full-time Business Manager to commence work in 2024. We employed a business manager n this position. Our office manager, continued her hard work with all other administrative duties, ably assisted by our Attendance Officer to her duties. The major focus for expenditure in the future will continue to be in ensuring our students have access to the latest, most evidence-based resources to support their learning, as well as maintaining the efficient operation of the SAKG program for students in Year 3-6. We will continually upgrade and maintain our ageing facilities and provide a diverse range of engaging programs throughout the school.

# 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 348 students were enrolled at this school in 2023, 188 female and 160 male.

19 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

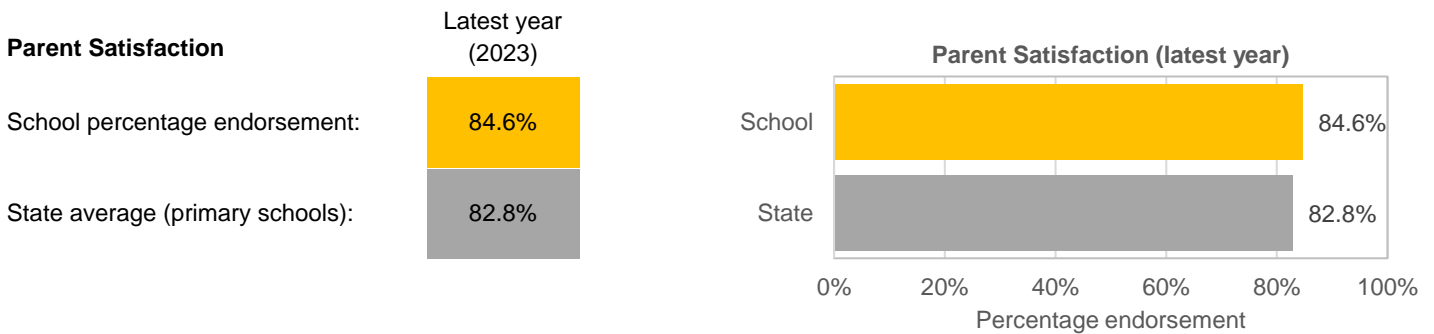
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

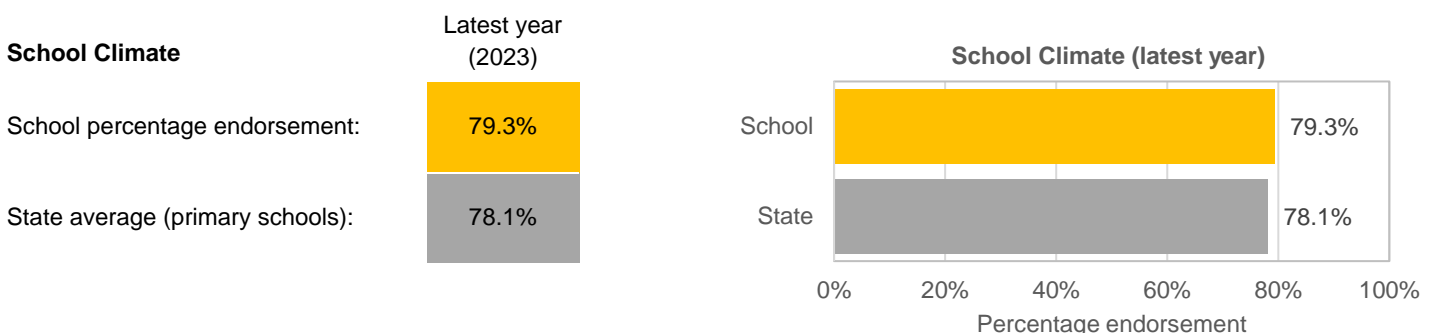


### School Staff Survey

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:

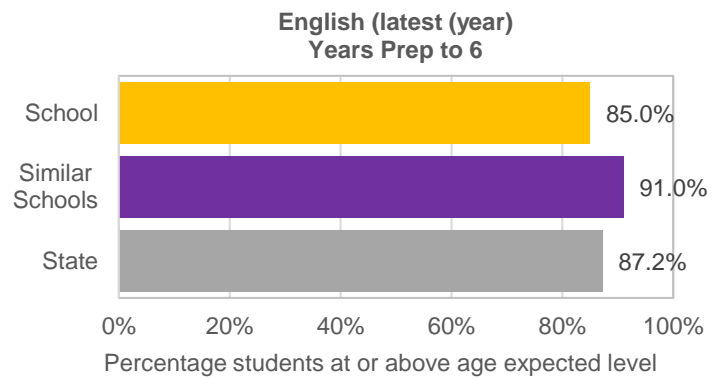
85.0%

Similar Schools average:

91.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

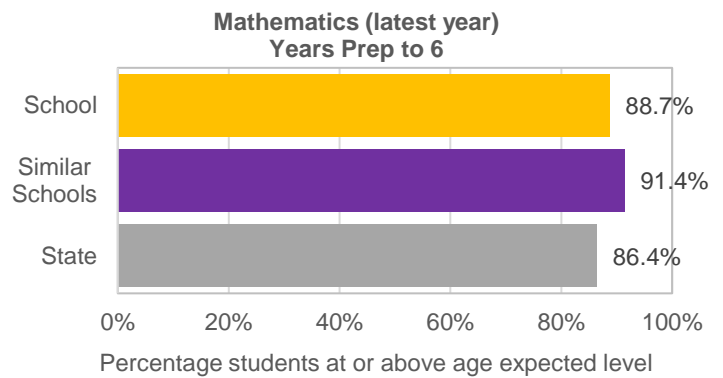
88.7%

Similar Schools average:

91.4%

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:

73.0%

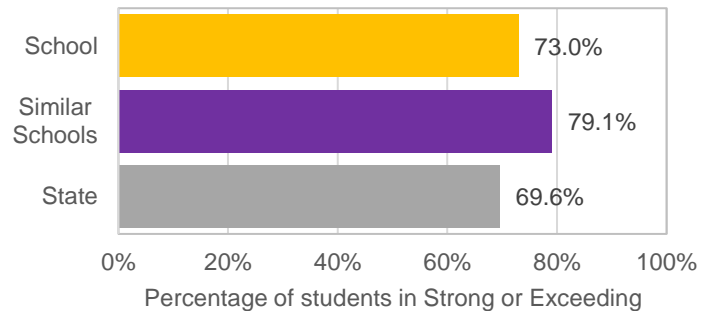
Similar Schools average:

79.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.9%

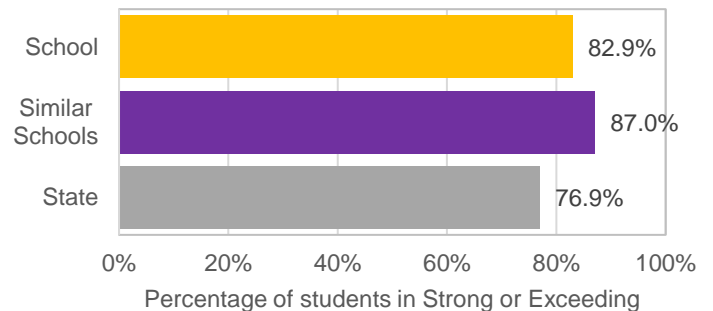
Similar Schools average:

87.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.4%

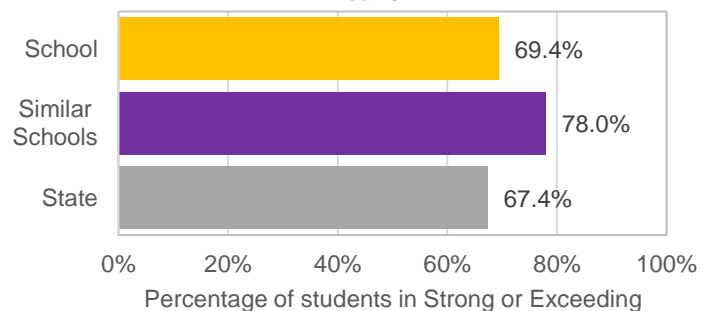
Similar Schools average:

78.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.5%

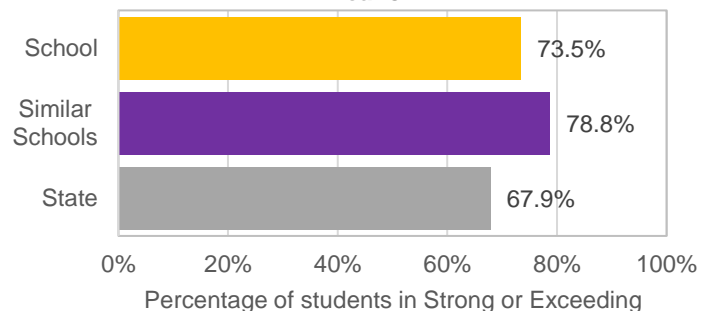
Similar Schools average:

78.8%

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:

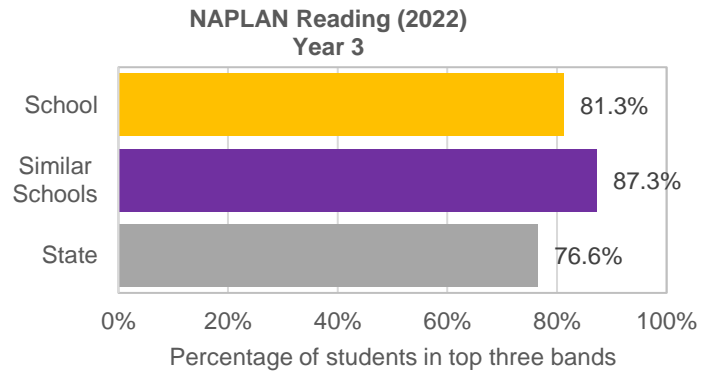
81.3%

Similar Schools average:

87.3%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

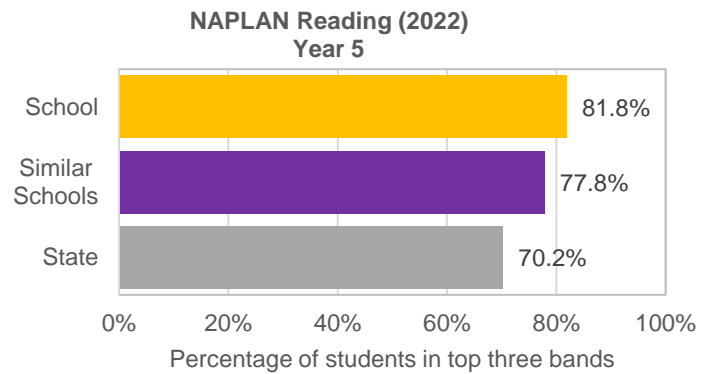
81.8%

Similar Schools average:

77.8%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

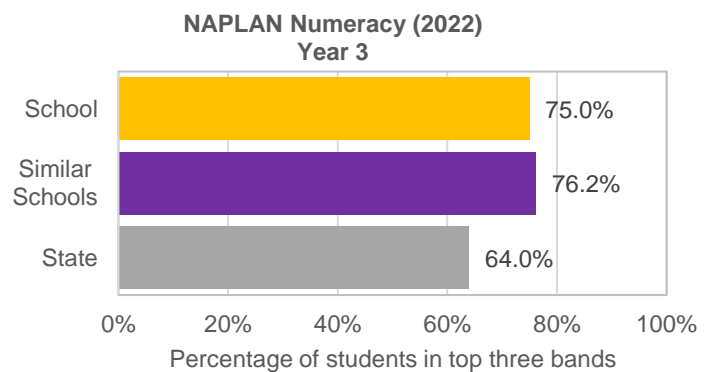
75.0%

Similar Schools average:

76.2%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

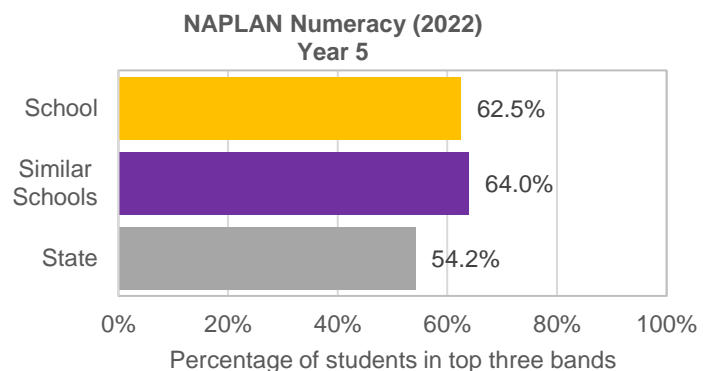
62.5%

Similar Schools average:

64.0%

State average:

54.2%



## WELLBEING

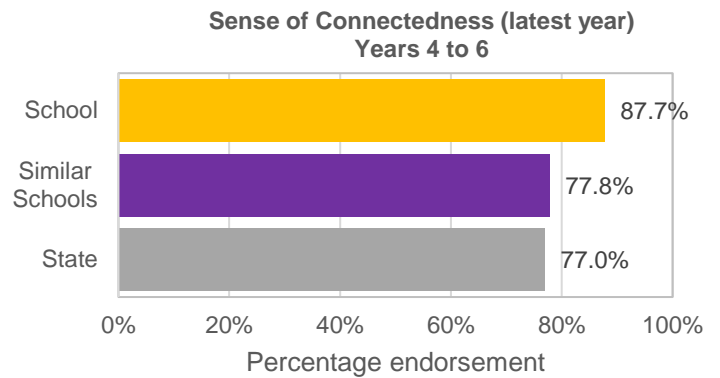
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	87.7%	83.2%
Similar Schools average:	77.8%	78.3%
State average:	77.0%	78.5%

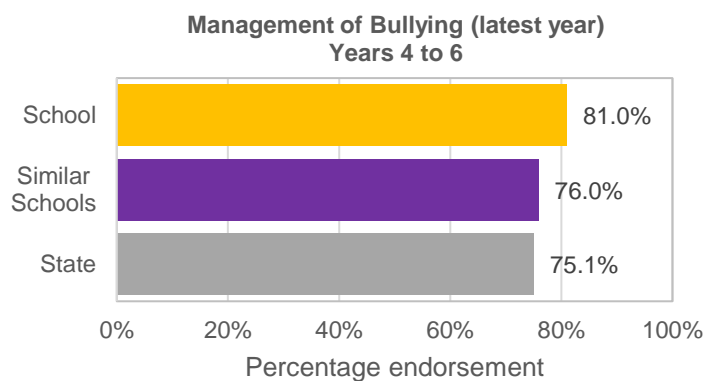


### Student Attitudes to School – Management of Bullying

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:	81.0%	78.1%
Similar Schools average:	76.0%	77.0%
State average:	75.1%	76.9%



## ENGAGEMENT

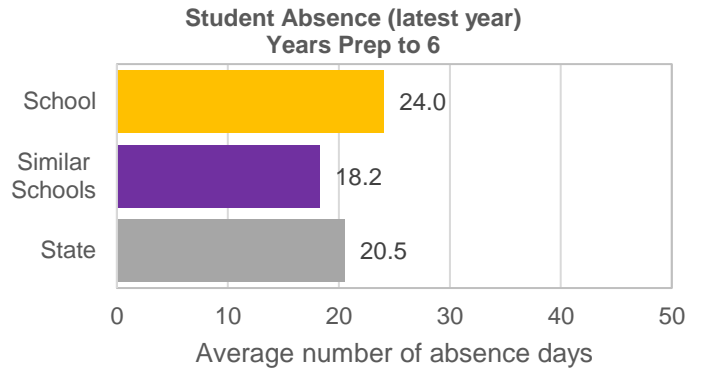
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.0	22.4
Similar Schools average:	18.2	15.9
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):	85%	89%	91%	90%	89%	87%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,130,746
Government Provided DET Grants	\$418,149
Government Grants Commonwealth	\$11,483
Government Grants State	\$0
Revenue Other	\$254,312
Locally Raised Funds	\$514,845
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,329,534</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$28,332
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$28,332</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,941,848
Adjustments	\$0
Books & Publications	\$1,996
Camps/Excursions/Activities	\$148,548
Communication Costs	\$2,770
Consumables	\$103,193
Miscellaneous Expense <sup>3</sup>	\$265,023
Professional Development	\$23,175
Equipment/Maintenance/Hire	\$54,220
Property Services	\$70,476
Salaries & Allowances <sup>4</sup>	\$432,152
Support Services	\$115,819
Trading & Fundraising	\$19,125
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,704
<b>Total Operating Expenditure</b>	<b>\$5,211,049</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$118,485</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$254,929
Official Account	\$571
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$255,501</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$201,494
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,506
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$255,501</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.*