

2022 Annual Report to the School Community

School Name: Cranbourne South Primary School (4755)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 April 2023 at 10:14 AM by Monique Corcoran (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 04:39 PM by John Barbaressos (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Cranbourne South Primary School's (CSPS) mission is to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our vision is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The five values of Purpose, Positivity, Persistence, Pride and Passion are the cornerstone of CSPS

CSPS opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. CSPS social and enrolment characteristics remain consistent with 326 students including the following localised data::

- SFO 0.36, SFOE 0.37. Equity students equate to 54.4.
- Program for Students with a Disability (PSD) 13.2 students = 4% of student enrolments
- ASD diagnosis 17 students = 5% of student enrolments
- EAL 20 students; 6% of student enrolments; 9 languages spoken

2022 is the final year of the School Strategic Plan (SSP, 2018 - 2022), with some good progress made towards attaining the strategic goals, particularly within the areas of Writing and Reading. CSPS remains fully committed to the learning and wellbeing goals and key improvement strategies moving into the School Review in 2023.

CSPS attendance data represents a shift relative to post COVID, with a peak of medically related absences including appointments that were delayed due to COVID, COVID illness and/or symptoms and general unease with sending students to school when unwell. CSPS has undergone a significant Capital Works project (\$5.9 million) which included a purpose built, new facility (on Browns Road) including specialist environmental studies and arts spaces, a student kitchen, wellbeing and breakout rooms, administration, first aid, new toilet amenities, staff car park upgrades, new multi purpose hard court and notable landscaping across the school. This work will be completed in early 2023.

The dedicated staff of CSPS comprises of 2 Principal Class, 2 Learning Specialists, 20 teaching staff, 11 Education Support Staff, 1 Inclusion leader, 1 Business Manager, 2 Office staff and 1 part time First Aid.

At CSPS, we pride ourselves on distributive leadership, represented by a strong commitment by the School Improvement Team (SIT). Teams are based on a Professional Learning model, where data and point of need teaching, learning and wellbeing are the key focus.

The school structure is predominantly a singular class model, consisting of 14 classes, divided into Lower School (Foundation – Year 2) and Senior School (Year 3 - 6). CSPS focuses on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

Progress towards strategic goals, student outcomes and student engagement

Learning

In partnership with the DSSI (Differentiated Support for School Improvement) team, the CSPS Leadership and SIT (School Improvement Team) focused intentionally on strategically directing and deploying resources to create and reflect shared goals and values. As a result the DSSI program was a significant contributor to the manner in which the learning and wellbeing approach was scrutinised and analysed and implemented throughout 2022.

CSPS's compelling purpose is to monitor and implement the goals of the SSP/AIP. With the introduction of FISO 2.0, CSPS committed to Learning and Wellbeing being authentically intertwined and equally entrenched into the learning landscape at CSPS. The Principal class lead teams in:

- formulating explicit Action Plans to ensure collective efficacy and academic emphasis across the school
- analysing whole school data to devise explicit individual, cohort and year level targets
- ensuring a clear understanding of role clarity in explicitly driving the work.

In the final year of the School Strategic Plan (SSP 2018 - 2022), CSPS has developed and embedded a consistent Instructional Model (IM) for all teaching and learning areas across the curriculum. This has led to a whole school consistent approach to assessment, reporting and data analysis within Professional Learning Communities (PLC).

In 2022, Learning Specialists (LS) designed and implemented targeted Professional Learning in:

- Mathematics with a focus on differentiation
- Reading with a focus on Synthetic Phonics (F-2)
- Whole school assessment using PROBE

- consistent practice in teaching Writing

Instructional learning observations followed, and a definitive correlation to team planning and explicit coaching. This resulted in more detailed, sequenced lessons through the lens of an agreed upon IM, including the use of consistent language eg. learning intentions, success criteria, enablers and extenders. As a result, Staff Opinion Survey use of a pedagogical model increased from 75% (2021) to 94% (2022).

Focusing on academic emphasis to embed consistent assessment practices and teaching and learning instruction, led to the collaboration and co-creation of:

- whole school pacing guide
- assessment schedule with benchmark targets
- ongoing assessment for parents including student led-conferences
- consistent data continuum collection

CSPS enhanced collective efficacy in PLC's using the Improvement Cycle framework, sharing the belief that we can influence student outcomes and increase achievement for all students. As a result, the Staff Opinion Survey for Academic Emphasis rose from 50% (2021) to 62% (2022), 1-2% higher than Network or Similar schools.

CSPS supports students relative to early intervention in literacy through the Tutor Learning Initiative and students relative to extension via the Victorian High Ability Program (VHAP).

Wellbeing

The CSPS Wellbeing program is a highly organised and intentional plan of action, that acknowledges the rights and responsibilities of all staff and students to work and learn within a positive, safe and orderly learning environment.

The 2022 Wellbeing program included the extension of the School Wide Positive Behaviour Program (SWPBS) with the natural integration of the Respectful Relationships, Social and Emotional Learning and Zones of Regulation constructs, with the support of the employment of a Social Worker (0.5).

CSPS focused on:

- revising the SWPBS Behaviour Matrix with an increase of high expectations for behaviour.
- introduction of a new school value; Purpose 'I am here', with the direct intent of focusing on student engagement.
- targeted 'blitzes' held across the year such as 'Kindness Blitz to highlight well being needs.
- 'Safety 4' plans identifying a safe place, safe person and safe tokens to highlight the importance of monitoring self care strategies.

As a result, the Parent Opinion Survey indicates 90% positive endorsement for promoting positive behaviour, 5% higher than State. CSPS SWPBS level is currently at Bronze accreditation, intending to achieve Silver accreditation in 2023.

As a result:

- SWPBS survey results indicated that 97% of staff and students felt that processes were in place for positive behaviour.
- Parent Opinion survey, 85% of parents indicated that their child felt safe at school.
- Parent Opinion survey, 90% positively endorsed the processes in place for an orderly learning environment.

Staff received targeted Professional Learning focussing staff and student wellbeing, especially mental health. Students participated in regular lessons of Social and Emotional Learning with classroom teachers. The Social Worker conducted small, targeted group sessions. A major focus to help mitigate bullying was defining and differentiating between what is mean, rude or bullying with the intent to strengthen student voice.

The Wellbeing program is complemented by daily implementation of strategies and programs that support student mental wellness and welfare, including Breakfast Club, Canine Assistance and Lego Therapies.

The CSPS Wellbeing Program is highly inclusive in providing a culturally safe environment for Aboriginal students and students from culturally and/or linguistically diverse backgrounds. As a result, the Parent Opinion Survey indicates 90% positive endorsement of Respect for diversity.

CSPS is extremely committed to the Child Safe policies and strategies and to the inclusion, safety and wellbeing of all children in its care. The Victorian Registration and Qualifications Authority (VRQA) audited CSPS practices Term 4, 2022, with noteworthy feedback provided per our whole school practices.

The CSPS Wellbeing Program is strongly committed to supporting students with a disability and/or vulnerable. Student Support Group (SSG) meetings for students funded under the Program for Students with Disabilities (PSD), vulnerable students, Aboriginal and Torres Strait Islander and Out of Home Care students are conducted each term.

CSPS accesses a variety of outside agencies to support mental health and wellbeing, such as Life Education and Phoenix Soar WB Program, as well as liaising with external agencies to support priority cohorts and identified families.

Engagement

The CSPS Engagement approach is structured and focused, all staff, student body, student leaders and the community's responsibilities in promoting a welcoming and inclusive school environment.

The Appointment of a Student Voice and Agency staff Leader has led to a focus on strengthening this space throughout the school and community. Student voice, agency and leadership continues to develop strongly, evidenced with the strong Year 6 leadership program, School Community Captains (SSC), SET (Sustainability & Environment Team), JSC (Junior School Council) and iSea iCare dolphin ambassadors. The 2022 Year 6 Student Leadership profile included the introduction of two 'Fun and Excitement' Leaders who led various activities throughout the year.

Student leaders are actively engaged in focus groups to provide feedback on school matters such as:

- school policies relating to uniform, student engagement and attendance
- School Council actions relating to school improvement

CSPS has continued to maintain a highly engaged Transition Program across the school, with a strong focus at the start of each year on building a positive learning culture and setting the climate. Staff and students are strategically allocated roles throughout the transition sessions, including:

- Step in (Foundation)
- Step Through (Year 1 to 5)
- Step Up (Year 6).

CSPS provides opportunities for pre Foundation students and families to engage with the school including online sessions in Environmental Studies and Art and Seesaw activities for families to utilise in the home environment. Throughout Semester 2, CSPS structured five onsite sessions to fully immerse students and families in the school experience, including activities led by student leaders.

The Foundation leader actively engages with neighbouring Child Cares and Kindergartens to ascertain explicit need moving into school, to further support students in the early years of education. In addition, the Senior School Team leader is a key figure in connecting with the neighbouring Secondary colleges to ensure a smooth transition to Year 7.

As a result, the Attitudes to School survey indicates a pleasing response relative to Sense of inclusion with 85% positive endorsement in 2022.

Through regular and targeted Professional Learning sessions, CSPS has continued to build staff capacity in the area of Student Engagement, focusing on:

- correlation of practice to the school mission, vision and values
- proactive practices that engage the learner
- promoting a positive classroom and school culture

Professional Learning Team meetings intentionally engage in professional dialogue that elicits open and honest collaboration.

CSPS implements an Attendance Improvement and Intervention (AIIT) strategy; analysing student data on a fortnightly basis relative to types of and unexplained absences, as well as the implementation of consistent and agreed strategies to highlight the crucial importance of school attendance. Student absence plans and alternative learning plans are closely monitored. SMS messages are sent on the day of unexplained, non attendance, with staff communicating with parents daily; followed up by the Principal class as required.

Other highlights from the school year

CSPS is a school rich in history and Community Spirit Partnerships to Success. We pride ourselves in the ongoing involvement of the community and the inclusion of parents, clubs and associations to further the school experience.

The 'LEAPS' specialist programs offered at CSPS result in high student connection, motivation and engagement levels. The five key specialist programs of Language (Spanish), Artistic Flair (Arts), Environmental Science, Physical Education and Social Wellbeing (new program in 2023) open the doors for students to further critical thinking and discovery.

CSPS predominately utilises the Google platform for communication and collaboration, with additional Apple technology availability. Classroom teachers oversee the Digi Tech program; expanded through the use of commercial panels/screens in all learning spaces. Extra curriculum opportunities are varied and provide students with an opportunity to extend their learning. Opportunities include excursions and in-school activities, swimming and water safety programs, lunchtime clubs, therapies eg. Lego Therapy, Perceptual Motor Program and intra/inter school sports.

The School Concert titled 'Just Dance' was held in August 2022 at the Frankston Arts Centre. Of note, the School Concert has now moved to every second (even) year, with the odd year being an Arts Festivale held on campus (2023).

Some noteworthy 2022 celebrations include:

- access to DET initiatives via the Positive Start to 2022 included on and off site excursions such as Melbourne Zoo and sporting clinics
- Year 3 - 6 camps program; Year 3/4 Camp Arrabri and Year 5/6 Camp Forest Edge

- twice yearly Scholastic Book Fairs to ignite the love of books and reading
- Term 4 School Fair; the first large school event since 2020 COVID

CSPS engages strongly with the Victorian Sporting Schools to immerse students in varied sporting activities such as Gymnastics and Snow sports education in 2022. The Swimming in Schools profile provides a Foundation - Year 2 intensive swimming program, with Year 4 - 6 focusing on Life Saving skills in open waters. In 2023, the swimming program will extend to Foundation - Year 4, due to a noticeable decline in swimming skills due to COVID.

CSPS prides itself on community engagement and connection, highlighted by the Parents and Friends Association (PFA) who are crucial in fundraising and bringing the community together. The PFA are strongly committed in providing varied experiences for the students to engage in, through special events such as Mothers Day breakfast, fun runs and special celebration days.

As a result, the Parent Opinion Survey indicated the following increases in 2022:

- School pride 92%
- General school improvement 83%

On site, TheirCare provides a high quality before/after school care program five days a week.

Financial performance

CSPS has continued to allocate resources in line with the Strategic Plan and AIP to achieve the schools goals and priorities. A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Complete accounts and records are kept and internal controls monitored. As a result financial commitments are met within expected timelines and the school operated as planned within its budget.

The Finance Sub Committee and School Council meet on a monthly basis to ensure a firm hold on the financial position, including monthly reports and the distribution of the Finance reports to facilitate the monitoring of the school's finances.

School Funds and Equity Funding have provided the school with some options in regard to staffing and resources to enhance student learning and meet AIP priorities. Funds were directed in the following ways:

- explicit coaching program across the school including explicit data evaluation meetings with structured peer reflection
- DSSI implementation of a Theory of Action explicit to the achievement of AIP goals
- active participation in the Primary Mathematics and Science Specialist (PMSS) program focusing on the spheres of influence
- external consultancy in relation to Mathematic
- student voice and agency - Network initiative; Quaglia Institute (student voice and agency)

Targeted DET initiatives

- Primary Welfare program consisted of 3 days a week social worker to support students mental health and wellbeing
- The PMSS initiative commenced; final year of the 2-year program designed to drive whole school change through the leadership of two selected staff. The area of focus at CSPS was Mathematics.
- Swimming in Schools provided a Foundation - Year 2 intensive swimming program, with Year 4 - 6 focusing on Life Saving skills
- Early Years Koorie Literacy and Numeracy Program implementation was partially implemented in 2022, with funds rolled over to 2023
- Student Excellence Program allowed for additional ICT devices to be purchased to support learning and high achievers
- The Tutor Learning Initiative (TLI) ensured that any student who may have fallen behind or become disengaged due to remote learning received the additional help they needed. The focus at CSPS continued to be on Early Years Literacy Intervention and the introduction of a whole school Writing; Grammar and Punctuation program to increase students' understanding of the English language.

CSPS strengthened its with School Safe Consulting, overseeing the schools OHS Management System, structures and processes, with additional Plan Safe Emergency Management functionalities, complementing the Bushfire At Risk Register (BARR) foci.

CSPS was fortunate to receive financial support from the Sporting Schools (SS) Grants, providing students with additional and varied sporting opportunities.

Buildings and Grounds

- December 2022, Rolling Facilities Evaluation was undertaken, to replace DET Conditions Assessment Report (CAR). 2023 will see the implementation of the key identified areas of need, based on prioritisation and risk.
- CSPS received \$25K Bushfire At Risk grant, focusing on prevention measures as outlined in the VSBA BARR reports
- DET Shade Sail Grant of \$25K provided additional coverage for the outdoor learning space, adjacent to the Foundation Gallery
- Capital Works progressed in 2022, with notable delays throughout the project, a ricochet of COVID

Fundraising from the CSPA Parent and Friends Association (PFA) was reinvigorated, with successfully raised funds contributing to the Year 6 Graduation and much needed play equipment.

For more detailed information regarding our school please visit our website at
<https://cranbournesouth.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 326 students were enrolled at this school in 2022, 161 female and 165 male.

6 percent of students had English as an additional language and 3 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).

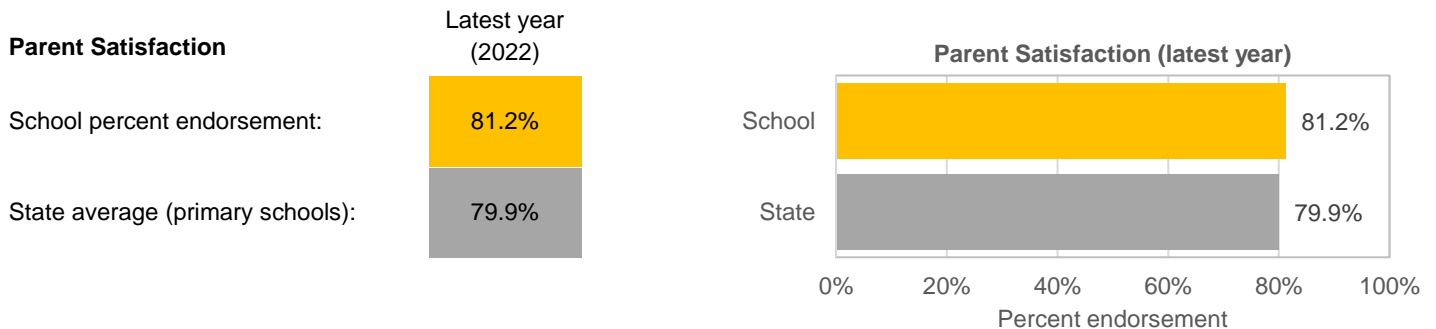
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

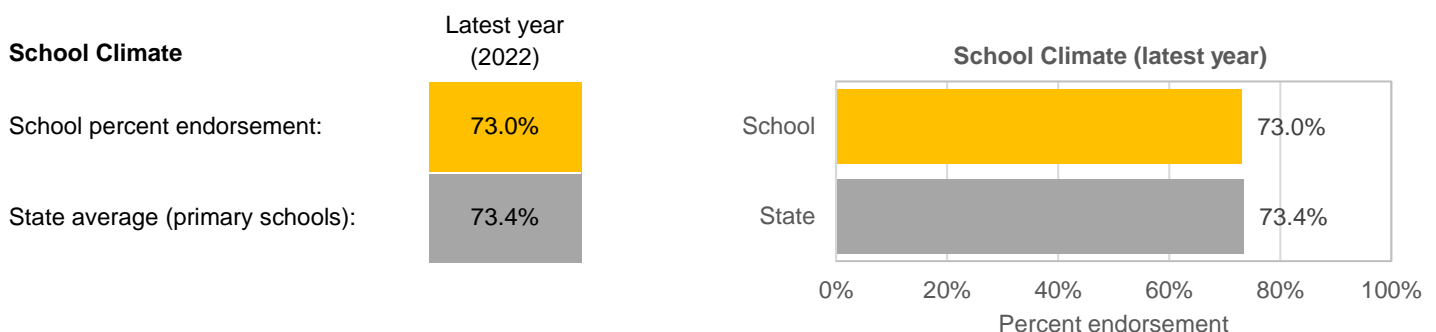


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

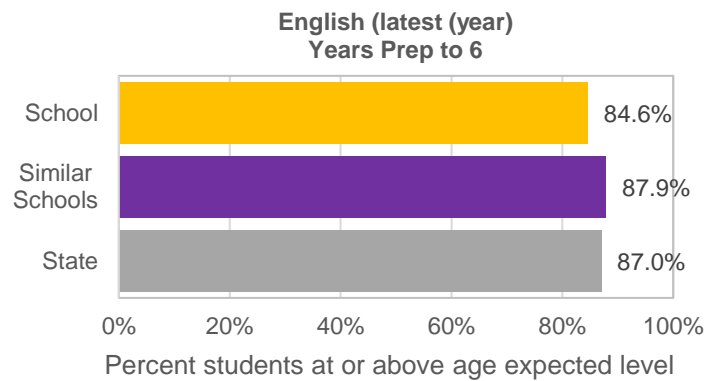
84.6%

Similar Schools average:

87.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

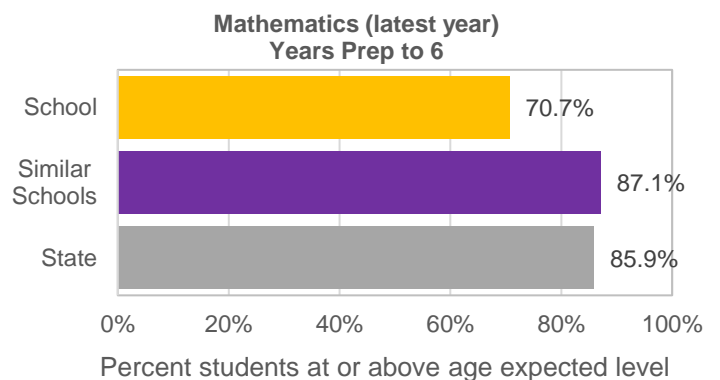
70.7%

Similar Schools average:

87.1%

State average:

85.9%



LEARNING (continued)

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

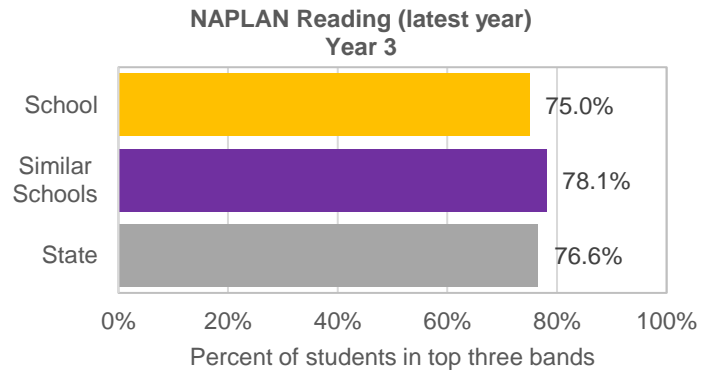
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

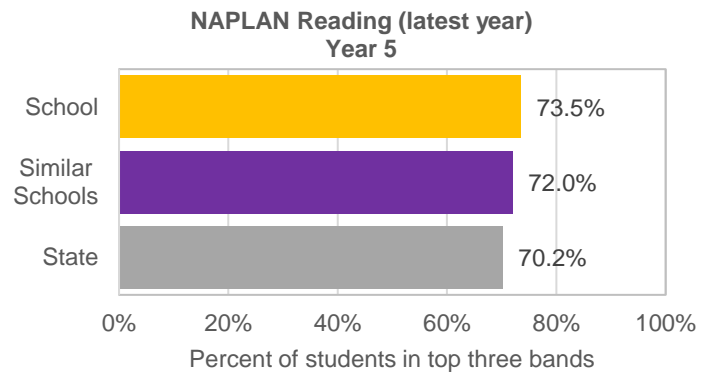
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	74.8%
Similar Schools average:	78.1%	76.9%
State average:	76.6%	76.6%



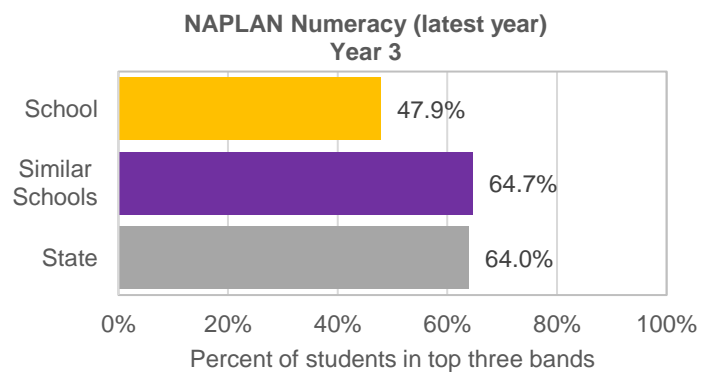
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.5%	64.0%
Similar Schools average:	72.0%	70.5%
State average:	70.2%	69.5%



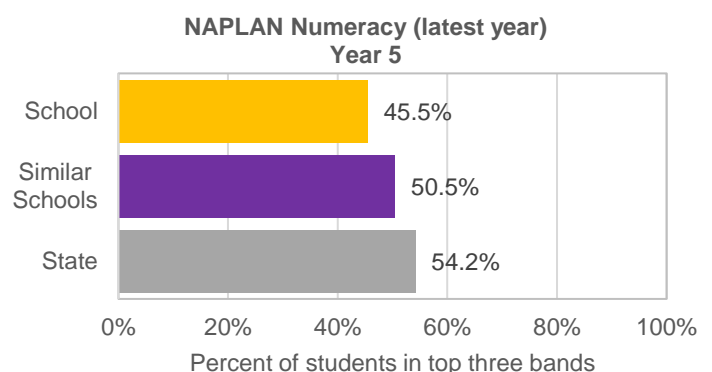
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.9%	58.0%
Similar Schools average:	64.7%	67.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	47.0%
Similar Schools average:	50.5%	54.6%
State average:	54.2%	58.8%



WELLBEING

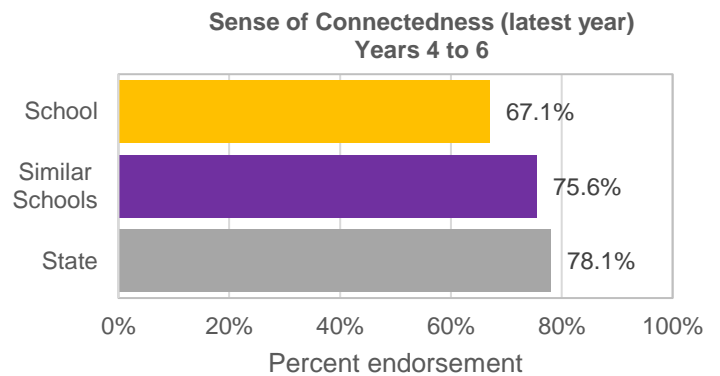
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.1%	73.0%
Similar Schools average:	75.6%	77.3%
State average:	78.1%	79.5%

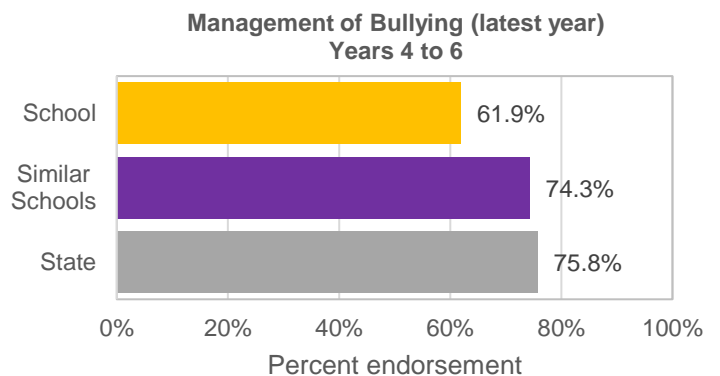


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	61.9%	69.3%
Similar Schools average:	74.3%	77.1%
State average:	75.8%	78.3%



ENGAGEMENT

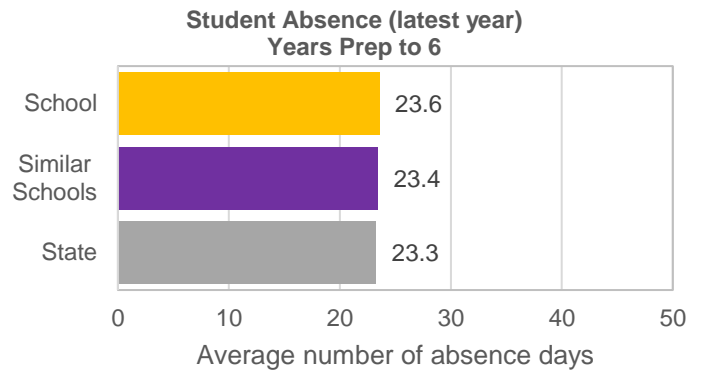
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	19.8
Similar Schools average:	23.4	17.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	89%	90%	88%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,198,487
Government Provided DET Grants	\$188,007
Government Grants Commonwealth	\$6,760
Government Grants State	\$0
Revenue Other	\$3,635
Locally Raised Funds	\$159,743
Capital Grants	\$0
Total Operating Revenue	\$3,556,631

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,770
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,770

Expenditure	Actual
Student Resource Package ²	\$3,277,512
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$67,995
Communication Costs	\$5,058
Consumables	\$41,297
Miscellaneous Expense ³	\$14,965
Professional Development	\$9,406
Equipment/Maintenance/Hire	\$132,085
Property Services	\$48,181
Salaries & Allowances ⁴	\$35,137
Support Services	\$100,841
Trading & Fundraising	\$27,261
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,832
Total Operating Expenditure	\$3,788,571
Net Operating Surplus/-Deficit	(\$231,940)
Asset Acquisitions	\$49,476

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$169,603
Official Account	\$17,190
Other Accounts	\$0
Total Funds Available	\$186,793

Financial Commitments	Actual
Operating Reserve	\$79,567
Other Recurrent Expenditure	\$9,928
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$89,494

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