**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 21 March 2023 at 12:11 PM by Andrew Weaver (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 22 March 2023 at 10:08 AM by Kelly Dohle (School Council President) | |

School Name: Lilydale Primary School (0876)

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

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**

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| **School context** |
| Lilydale Primary School is an energetic learning community that focuses on developing each individual student to their full potential. We believe in developing the whole child by offering a range of curricular and extra curricular activities that allow students to experience a breadth of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. Lilydale Primary School has maintained and nurtured a strong relationship with its community. The school’s excellent reputation reflects its commitment to improvement, cooperative team work and the provision of effective learning programs. Our school is approximately 40km from Melbourne in the town of Lilydale. Our student population reflects those of the beautiful Yarra Valley with our families coming from a wide variety of socio-economic backgrounds and cultures. In 2022, we had 188 students attending our school spread over 9 classes, 97 girls and 91 Boys. The School had 9 full time teachers and six part time teachers, nine ESS staff, a Business manager and one Office staff member. The school offered four specialist subjects: Visual Arts, Performing Arts, Japanese and Science. The School also had a 0.8 teacher focused on the Tutor learning Initiative. The School Improvement Team (SIT) consists one Principal Class member, a Leading Teacher and representatives from each Professional Learning Team (PLT).  The School does not have any Aboriginal or Torres Strait Islander staff working at our School.  The teams at the school in 2022 include a Prep team, Grade 1 to Grade 2 team, a Grade 3/4 team and a Grade 5/6 team.The School encourages active student leadership with School Captains, House Captains and the Junior School Council being the most visible demonstration of this. The school put in place new roles for Grade 6 leadership for 2023 to include more students in leading events and activities across the school and the Curriculum Areas. The school values of Perseverance, Respect, Inclusion, Determination and Encouragement are the foundations for all the relationships across the school and every year each class produces a mission statement which reminds students how they are to work with each other throughout the year. The Vision that we have at our school states, "At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired." In 2022 the School started it's Respectful Relationship journey and will adopt the following pledge in 2023, "Lilydale Primary School acknowledges all people are born free and equal in dignity and rights Our School recognises and celebrates diversity. All people, regardless of age, gender identity, sexual orientation, physical or mental ability, religion, or perspective are valued in our inclusive community."Our Instructional Model ensures consistency of approach in all lessons. This includes HITS (High Impact Teaching strategies) and the ‘Learning Pit’ which focuses on ensuring that students realise that learning can be difficult but with practice and support from their parents and teachers that they can achieve. They learn to understand that learning is embedded due to hard work, commitment and support.Our School has clear, documented and evolving curriculum plans in Mathematics, Inquiry, Reading, Spelling, Digital Technologies and Writing focusing on the needs of our students by analysing the data of formative and summative assessments. The school also has a Chaplain working one and a half days each week. The Chaplain helps to support vulnerable students dealing with a range of problems that could impact on their learning and wellbeing. The provision of a Chaplain has been vital in supporting students and staff to provide pastoral care and support the physical and emotional welfare of students at the school.  Our School does not offer programs for overseas students.The School has tried to develop the communication with the parents including the development of a regular weekly newsletter, use of email and curriculum overviews distributed every term. In 2022 we ensured all parents had access to Sentral which allowed for quick and easy communication between teachers and Parents and vice versa. A Year Level expo is held each term where students share their learning with the parents and visitors. The School has a website which has information regarding all aspects of school life. The school has developed regular surveys to ensure that parental ideas and concerns can be heard. These techniques have also been included in the School Council and Parent Association meetings.  Parents are encouraged to help out in the classrooms and increasing numbers of parents are taking up this opportunity. This has resulted in a large number of parents volunteering to help students on the Tutoring Learning Initiative and the School has provided training for these parents in 2022. The School also partners with Kids Hope who provide one to one mentors for students who require additional emotional support.The School has a variety of teacher led and Student led clubs taking place at recess and lunchtime each week. The Chess, Lego, Gardening and Construction, Choir, Library, Soccer and Netball clubs are fantastic opportunities for our students to enjoy time together socialise and learn new skills.The school offers a camps program from Prep to Grade 6. Students in Prep and Grade 1 come back to school for an evening of activities and then go home. Grade 2 students enjoy an evening of activities and then a sleepover in the BER Building. Grade 3/4 students take part in Adventure camps whilst the Grade 5/6 students travel to Canberra and Sovereign Hill in alternate years. In 2022 the Grade 5/6 students traveled to Sovereign Hill and enjoyed three days studying the history of Australia.In 2022, the school appointed a Marrung leader to ensure that the School values and promotes Aboriginal and Torres Strait Island culture and History. The school has changed it's planning to ensure Aboriginal perspectives are taught in all curriculum areas. The school sings the National anthem in Wurundjeri and English and acknowledges the Wurundjeri people as the traditional custodians of the land on which our school is situated. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Lilydale Primary School’s 5-year average for Year 3 NAPLAN Reading, Writing, Spelling, Numeracy Grammar and Punctuation demonstrates that the school has made significant strides in closing the gap to the State average. Lilydale Primary School’s 5-year average for Year 5 NAPLAN Reading, Writing, Spelling, Numeracy Grammar and Punctuation demonstrates that the school has made significant strides in closing the gap to the State average. Reading and Writing now match the State average. This is a considerable achievement and demonstrates that the school is making progress in all aspects of teaching and learning.Our 2022 Naplan results for students in Year 3 in the top two bands of achievement showed the following comparison with other schoolsNumeracy - 27 % of our students were in the top two bands compared to 30% for similar schools.Reading - 48% of our students were in the top two band compared to 51% for similar schools.Writing - 48% of our students were in the top two band compared to 42% for similar schools.Spelling - 55% of our students were in the top two band compared to 38% for similar schools.Grammar and Punctuation - 39% of our students were in the top two band compared to 46% for similar schoolsThe School has made improvements in the percentage of students achieving the Top two bands in Numeracy, Spelling, Reading, Writing, Grammar and Punctuation from 2021. Spelling results improved from 21% to 55% and Writing results improved from 36% to 48% from 2021 to 2022.Our 2022 Naplan results for students in Year 5 in the top two bands of achievement showed the following comparison with other schoolsNumeracy - 20% of our students were in the top two bands compared to 19% for similar schools.Reading - 46% of our students were in the top two band compared to 39% for similar schools.Writing - 32% of our students were in the top two band compared to 22% for similar schools.Spelling - 39% of our students were in the top two band compared to 27% for similar schools.Grammar and Punctuation - 31% of our students were in the top two band compared to 25% for similar schoolsThe School has made improvements in the percentage of students achieving the Top two bands in Spelling, Reading, Writing, from 2021. Spelling results improved from 33% to 39% and Writing results improved from 17% to 32% and Reading Results improved from 28% to 46% from 2021 to 2022.The results show that we have improved our NAPLAN results consistently over the last five years with the gap between the school and the State narrowing in all domains.  The focus for 2023 will be to extend students in the middle band to ensure that they are reaching their full potential. This will be a focus for our Professional Learning in 2023 and ensuring we are differentiating effectively for all ability groups.  We will continue to focus on developing Scope and Sequence that are adaptive and respond to the needs of our students.Disability Inclusion Students have been supported through targeted Literacy and Numeracy work as laid out in the Individual Learning Plans as well as differentiated support programs within the class and aide support. Many of the PSD students with complex needs have progressed further than expected with 70% achieving either a year or more growth during 2022.Teacher judgements compared to NAPLAN data were accurate and we will continue to use formative assessment to guide our understanding of where students are in their learning.Teacher Judgements relating to Reading and viewing where above similar schools and on a par with the State.  Teacher judgements for Speaking and Listening, Writing and Numeracy were on a par with State and Similar schools.Relative Growth in Reading was 21% compared to 21% for similar schools. Relative growth in writing was 14% compared to 18% for similar schools. Relative Growth in Spelling was 14% compared to 18% for similar schools. Relative growth for Numeracy was 36% compared to 21% for similar schools. Relative Growth for Grammar and Punctuation was 31% compared to 20% for similar schools.In 2023, our Annual Implementation Plan will focus on improving Numeracy outcomes by focusing on tracking student data and identifying new ways to individualise the curriculum. The Curriculum Documents will also be updated based on the trends in data that we identify. The school will also be conducting Learning walks to collect data and ensure consistency of practice is evident across the school. With our partners in the SSA we will work with other schools to complete Learning walks and PLC cycles to improve practice across the network. |
| Wellbeing |
| At Lilydale Primary School we believe that everyday counts and therefore we carefully monitor attendance daily. We talk to parents about support we can provide if they are having difficulty getting their children to school.  Our PRIDE values are - Perseverance, Respect, Inclusion, Determination and Encouragement. The values provide the framework for the development of a respectful and safe learning environment. These are very important to us and they form the framework for all the conversations that we have with students regarding their behaviour and wellbeing at school. The Values are the focus of our assemblies as we celebrate student citizenship with awards and recognition.In 2023 we will be introducing Respectful Relationships and School Wide Positive Behaviours which will be a focus of our Annual Implementation Plan. The School employs a Chaplain who works at the school two days a week. The Chaplain focuses on helping students who need extra support due to home or school situations. The Chaplain provides the students with pastoral care and organises activities and events to help the students to feel safe and secure whilst also identifying any further support that is necessary. The Chaplain talks to the teachers, support staff and parents and offers strategies to help ensure the student receives the best possible support. The School also offers Kids Hope to students who need personal support and Mentoring. This has been reintroduced after a COVID induced break. The school offers a Breakfast program every day. This program is supported by Victoria Foodbank allows any student, access to good quality food and drink before the school day starts so that they are ready to learn. This breakfast club also allows staff and the Chaplain to talk to students in a social setting and identify any students who may need extra support or help. Student wellbeing programs are implemented across the school with circle time used to allow students opportunities to talk about issues or concerns either at School or at home. Restorative practices are often used with students to address difficulties between students. These practices ensure that the relationship is restored and each student can move on. Cyber safety is taught across all year levels culminating in the Grade5/6 students completing the Alannah and Madeline foundation Digital Licenses which focuses on teaching students the skills so that they can keep themselves safe online.We have clubs that are run by the teachers for all age Groups. These include, Lego, Gardening and Construction, Chess, Judo, Choir and Library Clubs and are offered to students during lunchtimes.  All our Preps have a Year 5 buddy and we will run a Pre-School helpers program for Year 4 students again in 2023. Year 5 and 6 students attend transition programs at our local secondary schools. Our Pathway to Learning transition program begins in Term 2 with focused teaching on the skills the students require to start Prep and School orientation and experience sessions. These sessions are open to any student from the local area and not necessarily students who enrol at our school. The preparation for being in a Prep classroom is vital, particularly after the previous two years robbed kinder age students the chance to take part in this program. This difficulty was reflected in their ability to manage the transition to a Primary School.  Our leadership program includes School and House Captains, Junior School Council and Responsibility Day. This Leadership Program will be extended in 2023 to ensure more Grade 6 students have the opportunity to lead. These new roles will include Science Captains, Visual Arts Captains, Performing Arts Captains and Japanese Captains. |
| Engagement |
| At Lilydale Primary School our teaching staff work hard to support students in their learning. Each lesson has a clear learning intention and success criteria in line with our Instructional Model. We have introduced a clear assessment, moderation, formative Assessment practices and a planning cycle within the school which ensures that teachers are planning sequences of lessons that meet the needs of the cohort of students and that cater specifically for each individual student’s needs.We have a Tutor learning Initiative, Tutor who runs sessions for students across the school for three days a week. The students are identified through discussion with the class teacher and the PLC team meetings which analyse student performance. Students are chosen for this work, not on their ability, but on teacher concerns and data that reveals the students have not made the progress that would have been expected. The students work in five week sprints to boost their learning.  An experienced staff member monitors the student’s progress and reports directly to the class teacher and parents.Individual Learning Plans are used across the school to identify additional needs of students and provide an individual work program. The Leadership of the school monitors the Individual Learning Plans and these plans are discussed with parents at a Student Support Group meeting. These meetings ensure that teachers, support staff and parents are aware of the student’s learning goals and the strategies to be employed. These meetings also recommend ways that the parent/ carer can support their child and how they can assist with their learning.At Lilydale Primary School, we believe in supporting all our students and so the school offers our high achieving students opportunities through the differentiated learning in all curriculum areas. We also provide high ability students with extension projects and activities through the State supported High Achieving Students Program. These groups and the work in the classroom ensure that highly gifted students are identified and given opportunities to receive extra support and challenge at Levels beyond their academic year level.The School’s attendance figures for 2022 remain inline with the attendance figures from previous years however the percentage of students being absent from 10 to 19 days has increased from 25% to 36% in 2022. The School has implemented procedures for nonattendance in 2022 with clear protocols relating to how absences are reported to the school and procedures for improving student attendance. These strategies include making direct contact with parents through Email each morning,  phone calls, formal letters and notifications as well as pastoral care for students and a regular attendance prize drawn each week to encourage students to attend. The School also uses the School Chaplain and support for families that are facing personal difficulties in getting their children to attend school. These support measures have included, involving other families in the transport of students to the school, regular communication and conversations with families whose student attendance is a concern and clear guidelines to staff regarding what to do when absences become an issue. |
| **Financial performance** |
| Lilydale Primary School continues to have strong financial  systems in place as indicated by the recent audit of our accounts. Proper process and protocols are in place to ensure that spending is focused on the learning needs of the students and money is targetted for students who require support through equity payments and disability inclusion payments.  In 2022, the school was in a credit deficit position that was due to staff changing positions and replacing staff on Maternity leave. The School has received grants to improve the Buildings and Grounds with the planting of new trees and the construction of the new Chicken Coop. The tracked balances remain in line with spending and fundraising has also contributed $15,000 to to the school budget in 2022. The school also increased spending on Digital Technology to improve opportunities for students and their access to high quality devices. The school also provided provision in the budget for a Science Coordinator to run sessions with each class and therefore boost Science learning and understanding across the school. Lilydale Primary School is committed to ensure that the money that is receive is used in the best interests of the students and the community that we serve. |
| **For more detailed information regarding our school please visit our website at** [**www.lilydaleps.vic.edu.au**](file:///C:\Users\08490711\Downloads\www.lilydaleps.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 188 students were enrolled at this school in 2022, 97 female and 91 male.

6 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 79.8% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 65.3% |
| State average (primary schools): | 73.4% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 83.8% |
| Similar Schools average: | 84.9% |
| State average: | 87.0% |

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| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 83.4% |
| Similar Schools average: | 84.4% |
| 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.

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| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 75.8% | 70.0% |
| Similar Schools average: | 73.3% | 71.2% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 74.3% | 71.4% |
| Similar Schools average: | 67.6% | 65.6% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 60.6% | 63.3% |
| Similar Schools average: | 58.7% | 62.0% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 57.1% | 57.7% |
| Similar Schools average: | 48.6% | 51.9% |
| 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 72.6% | 79.5% |
| Similar Schools average: | 75.8% | 78.0% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 64.1% | 78.2% |
| Similar Schools average: | 74.2% | 77.9% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 22.3 | 18.7 |
| Similar Schools average: | 24.1 | 18.2 |
| State average: | 23.3 | 17.0 |

**Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 87% | 89% | 89% | 89% | 92% | 89% | 88% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,047,491 |
| Government Provided DET Grants | $256,984 |
| Government Grants Commonwealth | $9,960 |
| Government Grants State | $0 |
| Revenue Other | $2,448 |
| Locally Raised Funds | $121,609 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,438,492** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $102,394 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$102,394** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,080,097 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $76,449 |
| Communication Costs | $3,900 |
| Consumables | $31,492 |
| Miscellaneous Expense 3 | $4,372 |
| Professional Development | $5,397 |
| Equipment/Maintenance/Hire | $30,222 |
| Property Services | $54,014 |
| Salaries & Allowances 4 | $105,817 |
| Support Services | $20,280 |
| Trading & Fundraising | $18,596 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $30,974 |
| Total Operating Expenditure | **$2,461,611** |
| Net Operating Surplus/-Deficit | **($23,118)** |
| Asset Acquisitions | **$56,840** |

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 | $107,169 |
| Official Account | $6,658 |
| Other Accounts | $0 |
| Total Funds Available | **$113,828** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $56,608 |
| Other Recurrent Expenditure | $2,021 |
| Provision Accounts | $0 |
| Funds Received in Advance | $44,660 |
| School Based Programs | $8,590 |
| 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 | $9,949 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$121,828** |

*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.*