

2023 Annual Report to the School Community

School Name: William Ruthven Primary School (5544)

- 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 03 April 2024 at 03:24 PM by Donald Eddington (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 13 April 2024 at 11:14 AM by Sharon Hitchman (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

William Ruthven Primary School is located in the northern suburb of Reservoir. Our vision is to develop literate, numerate and curious learners who are empowered and ready for each stage of their learning. We seek to instil personal and collective responsibility via our school values of respect, inclusion, curiosity and excellence (doing your best). We have high expectations of ourselves and our students. Through a safe and orderly environment, we are committed to developing happy and confident learners who aspire to do their best. English and mathematics are at the core of our school's teaching and learning program. This program is enhanced through our specialist subjects - science/robotics, visual arts, physical education, problem solving and Auslan. Classroom teachers deliver the school's language and library program. Our approaches to teaching and learning enable us to tailor programs to how our students learn best. We see education as a partnership between the home and the school. By working together with our parents and carers, we give our students the best opportunity to flourish academically, physically, socially and emotionally.

In 2023, our staff comprised of two principal class officers, one learning specialist, eight classroom teachers, three part-time specialist teachers, and one full-time and nine part-time education support staff. The total number of students enrolled at the school in 2023 was 176 - 93 were female (53%) and 83 were male (47%). Seventy students (40%) had English as an Additional Language (EAL), seven students (4%) were Aboriginal or Torres Strait Islander, and there were three international students (1.5%). Ten students (5.5%) receive funding through the Programs for Students with Disabilities (PSD).

Progress towards strategic goals, student outcomes and student engagement

Learning

William Ruthven Primary School continued to deliver on its Key Improvement Strategies from its School Strategic Plan (SSP). Specifically, Curriculum planning and assessment, Evidence-based, high-impact teaching strategies, Building practice excellence, Evaluating impact on learning, and Parents and carers as partners. Coaching and mentoring were disrupted by changes to the school's staffing profile. Actions included:

- Continued implementation of Student Trackers (data collection spreadsheets) to inform planning.
- Dedicated two hours of literacy and numeracy planning supported by the Assistant Principal and Learning Specialist.
- Consistent implementation of our instructional model in classrooms that draws upon high-impact teaching strategies.
- Ongoing professional learning in mathematics (classroom teachers) and the introduction of problem solving as an additional specialist area for 30 minutes each week.
- Continued implementation of the Tutor Learning Initiative (reading and number-based concepts in mathematics) and the Victorian High-Ability Program (English and mathematics).

Teacher judgements of student learning achievement from Prep to Year 6 are above similar schools in English and equivalent to similar schools in mathematics, but are below the state average in English and mathematics. The percentage of students in the Strong or Exceeding proficiency levels in **NAPLAN** were below similar schools and the state average in Reading (Years 3 and 5) and Numeracy (Year 5). The percentage of students was slightly higher than similar schools but below the state average for Year 3 Numeracy. Continued **high levels of student absenteeism** remain a barrier to student learning.

In terms of **Effective teaching practice for cognitive engagement**, the students' 2023 Attitudes to School Survey data showed that, with the exception of Stimulated learning, the percentage of positive endorsement was above similar schools, network schools and the state:

- High expectations for success: 94% (similar schools: 93%; network schools: 91%; state: 93%).
- Differentiated learning challenge: 87% (similar schools: 85%; network schools: 80%; state: 84%).
- Effective classroom behaviour: 84% (similar schools: 77%; network schools: 76%; state: 77%).
- Effective teaching time: 88% (similar schools: 84%; network schools: 79%; state: 83%).
- Stimulated learning: 70% (similar schools: 77%; network schools: 73%; state: 77%).

In terms of **School climate**, the 2023 School Staff Survey data showed that the percentage of positive endorsement was above similar schools network schools and the state:

- Instructional leadership: 94% (similar schools: 86%; network schools: 69%; state: 79%).

- Collective focus on student learning: 95% (similar schools: 91%; network schools: 81%; state: 88%).
- Collective responsibility: 97% (similar schools: 91%; network schools: 87%; state: 89%).
- Guaranteed and viable curriculum: 93% (similar schools: 85%; network schools: 73%; state: 81%).
- Collective efficacy: 86% (similar schools: 83%; network schools: 82%; state: 83%).

In terms of **Student cognitive engagement**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools network schools and the state:

- Effective teaching: 85% (similar schools: 78%; network schools: 76%; state: 77%).
- High expectations for success: 90% (similar schools: 88%; network schools: 83%; state: 86%).
- Stimulating learning environment: 83% (similar schools: 78%; network schools: 77%; state: 78%).
- Student motivation and support: 96% (similar schools: 79%; network schools: 73%; state: 77%).

Wellbeing

Explicit social-emotional learning is implemented in all classes throughout the school. Our focus for student wellbeing has been to establish a whole-school approach to social and emotional learning and behaviour management. The implementation of the Resilience, Rights and Respectful Relationships (RRRR) and Catching on Early programs, combined with the continued use of individual learning, behaviour, safety, and emotional regulation plans, formed the basis of our wellbeing program.

Our school's behaviour management charts are visible in all classrooms and around the school. We have a consistent whole-school approach, with a focus on the students' rights: (1) The right to learn without distraction, and (2) The right to be safe and happy. Staff ensure that 'low-level' incidents are dealt with and followed up with a phone call home. Our parents/carers and students have confidence that our classrooms and school yard are safe and happy places. This has been achieved through our collective work with our families. Appropriate behaviour is rewarded with our 'gold slips'. Five gold-slip rewards are drawn each Tuesday at our whole school assembly. Gold slips are issued to students who display our school values (Respect, Inclusion, Curiosity and Excellence: Doing your best) in learning spaces and in the yard. Learner-of-the-Week awards are also presented at weekly assemblies. We have a centralised system for recording classroom and yard-based behavioural incidents - the Behaviour Incident Register (BIR) - on Compass. The BIR allows the school to track the regularity and severity of behavioural incidents.

In terms of **School safety**, the students' 2023 Attitudes to School Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Not experiencing bullying: 96% (similar schools: 83%; network schools: 84%; state: 83%).
- Managing bullying: 84% (similar schools: 75%; network schools: 74%; state: 75%).
- Advocate at school: 88% (similar schools: 87%; network schools: 84%; state: 86%).
- Respect for diversity: 83% (similar schools: 78%; network schools: 77%; state: 78%).

In terms of **Safety**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Not experiencing bullying: 77% (similar schools: 65%; network schools: 72%; state: 64%).
- Managing bullying: 96% (similar schools: 79%; network schools: 78%; state: 77%).
- Promoting positive behaviour: 96% (similar schools: 88%; network schools: 85%; state: 85%).
- Respect for diversity: 96% (similar schools: 89%; network schools: 88%; state: 87%).

Staff, school council members and parent/carer volunteers receive annual Child Safe training to familiarise them with our comprehensive suite of policies, procedures and protocols.

Engagement

Student non-attendance remains an area for whole-school improvement with the average number of absence days in 2023 being 24.9 days. The average number of absence days is higher than similar school (22.9 days) and the state (20.5 days). In 2023, 42% of our students were absent for 20 or more days. Absences are primarily due to parent choice, and interstate and overseas family holidays.

The school provides a differentiated learning program in English and mathematics to target the learning needs of our students. The Victorian High Abilities Program (VHAP) and extension programs enrich the school's offering to high achieving students. The Tutor

Learning Initiative (reading and mathematics) aims to narrow the learning gap for students working below the expected level and increase their self-confidence.

Student voice and leadership is developed through whole-school and classroom-based roles and responsibilities. In 2023, Year 6 student leaders attended the Dream and Lead conference at the Mebourne Convention and Exhibition Centre.

In terms of **Social engagement**, the students' 2023 Attitudes to School Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- School stage transitions (new students): 96% (similar schools: 78%; network schools: 75%; state: 78%).
- Sense of inclusion: 92% (similar schools: 88%; network schools: 86%; state: 88%).
- Sense of connectedness: 81% (similar schools: 76%; network schools: 76%; state: 77%).
- Student voice and agency: 74% (similar schools: 67%; network schools: 61%; state: 66%).

In terms of **Student development**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Confidence and resiliency skills: 94% (similar schools: 85%; network schools: 82%; state: 84%).
- Student agency and voice: 85% (similar schools: 79%; network schools: 73%; state: 77%).

In terms of **Parent community engagement**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Parent participation and involvement: 83% (similar schools: 77%; network schools: 80%; state: 78%).
- School communication: 91% (similar schools: 84%; network schools: 81%; state: 82%).
- Teacher communication: 92% (similar schools: 76%; network schools: 71%; state: 72%).

In terms of **Connection and progression**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- Positive transitions: 87% (similar schools: 82%; network schools: 81%; state: 82%).
- Student connectedness: 96% (similar schools: 88%; network schools: 89%; state: 88%).

Other highlights from the school year

In 2023, the school continued to host well-loved school-community events such as:

- A Book Week parade (whole school participation).
- A colour run (whole school participation).
- Year 5 and 6 Market Day (whole school participation).
- A movie night (attended by 100 students and family members).
- A three-day/two-night Year 5 and 6 camp (attended by 39 students).
- An Open Afternoon with numeracy, art, science and Auslan themed activities (attended by 47 students and their families).
- Celebration and Awards night (with 133 students performing representing 102 families).

The school also introduced several new school-community events such as:

- Family Tabloid Sports Night (attended by 53 students/toddlers and their families).
- Blue Light Disco (attended by 66 students).
- Arts Show (attended 70 students and their families).

Students also participated in a whole-school excursion (BBC Earth Experience), a two-week intensive swimming program (Preps and students in Years 2, 4 and 6) and interschool sports in terms 2 and 4 (Years 5 and 6).

Our talented students performed well across a diverse range of extra-curricular events and competitions:

- District Athletics (42 students)
- Division Athletics (6 students)
- Region Athletics (2 students).
- District Cross country (34 students)
- Division Cross country (3 students).
- Australian Mathematics (24 students - with 8 students achieving a credit).

In terms of **School ethos and environment**, the 2023 Parent/Guardian/Caregiver Survey data showed that the percentage of positive endorsement was above similar schools, network schools and the state:

- General school improvement: 86% (similar schools: 78%; network schools: 73%; state: 75%).
- General school satisfaction: 88% (similar schools: 82%; network schools: 82%; state: 83%).
- Physical environment: 96% (similar schools: 81%; network schools: 77%; state: 83%).
- School pride and confidence: 88% (similar schools: 80%; network schools: 77%; state: 79%).

Financial performance

William Ruthven Primary School maintained a healthy financial position throughout 2023. The 2020-2023 School Strategic Plan (SSP), together with the 2023 Annual Implementation Plan, continued to provide the framework for School Council to allocate funds to support school programs and priorities. The Financial Performance and Position Report shows an end-of-year surplus. This surplus was due to effective management of the Student Resource Package and changes in the staffing profile. Equity funding (\$153,113.00) was used to support our SSP goal to improve literacy and numeracy outcomes for all students.

The school made a 'credit to cash' transfer of \$100,000.00 to offset an overspend in the employment of casual replacement teachers due to staff absenteeism and to cover staff travelling overseas.

The school received \$6,240.00 in voluntary financial curriculum contributions from 57 families and \$2270.00 for its Library fund (to purchase new books).

Our generous and hard-working parent community continued to fundraise throughout the year. The Special Events and Fundraising sub-committee of School Council raised \$12,747.43 (net profit).

After two years, the Victorian Schools Building Authority issued a receipt of payment for the shade sails that were damaged in a 2021 storm. This enabled the school to make an insurance claim with the VIMA (\$64,608.94).

School Council currently has two contracts:

1. Junior Adventures Group/OSH Club (after school hours care): Under the contract, Junior Adventures Group has a guaranteed revenue of \$7,500 per term (\$30,000 per year) paid by the school.
2. PSW (school uniform supplier agreement): Under the terms of the uniform supplier agreement, PSW sells school uniforms directly to parents/carers. The school receives a 5% commission calculated on GST-exclusive sales.

For more detailed information regarding our school please visit our website at
<https://www.williamruthvenps.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 176 students were enrolled at this school in 2023, 93 female and 83 male.

40 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).

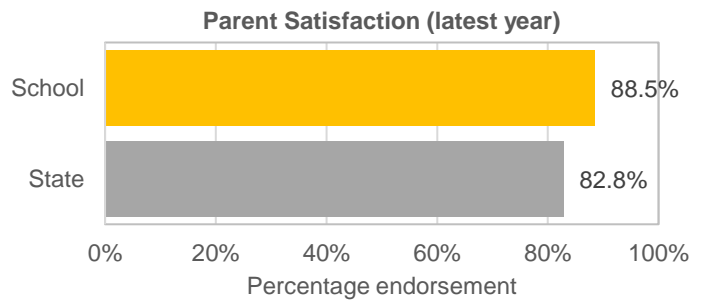
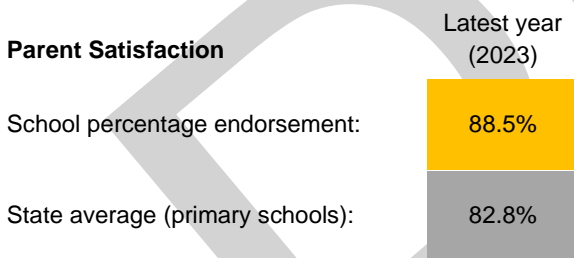
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

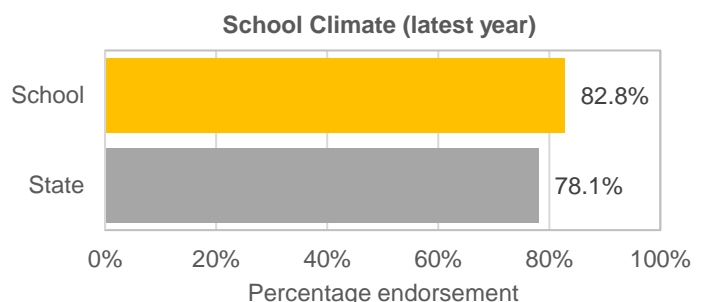
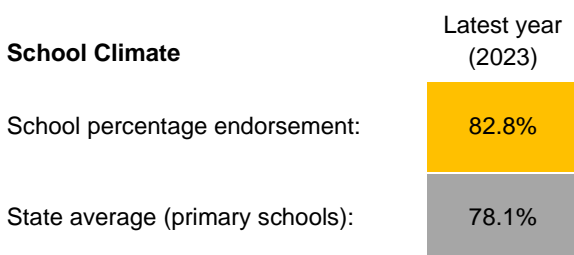


School Staff Survey

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:

84.6%

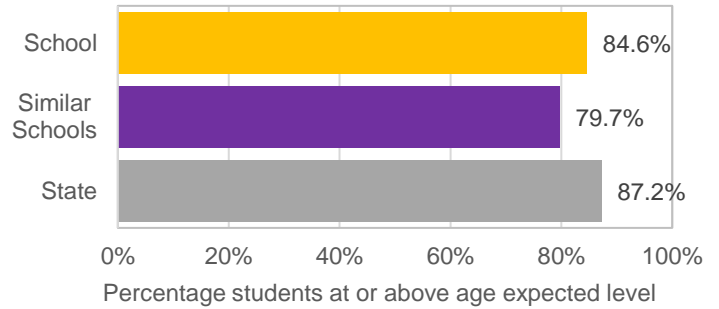
Similar Schools average:

79.7%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

78.8%

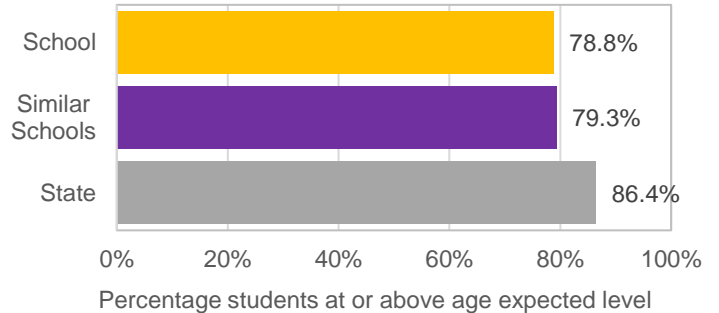
Similar Schools average:

79.3%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

52.2%

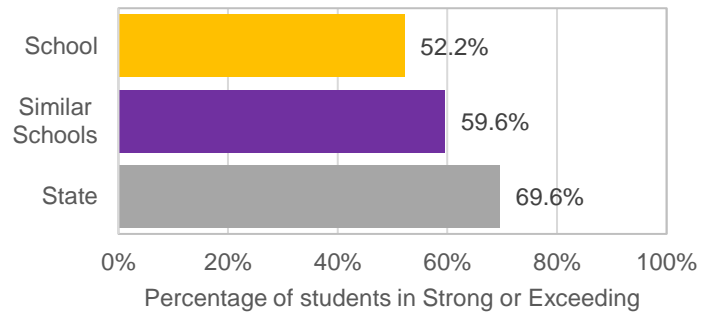
Similar Schools average:

59.6%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.7%

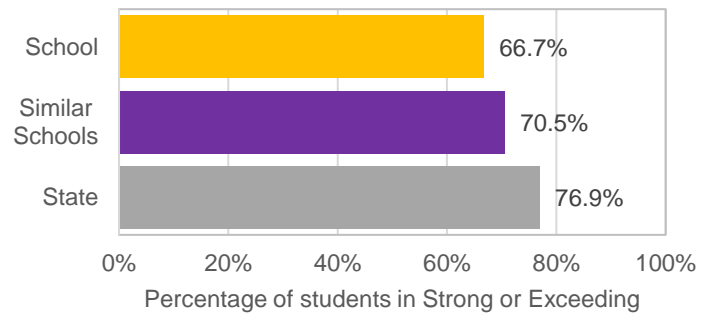
Similar Schools average:

70.5%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.5%

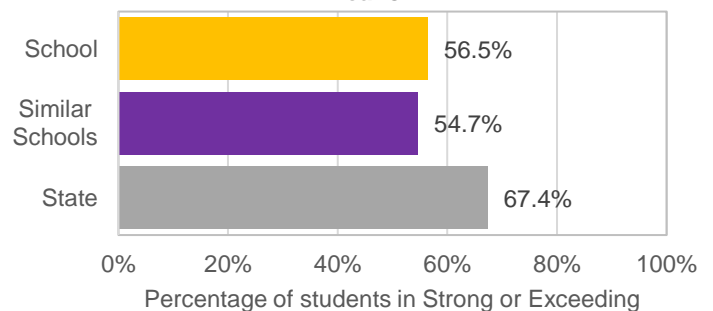
Similar Schools average:

54.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

45.8%

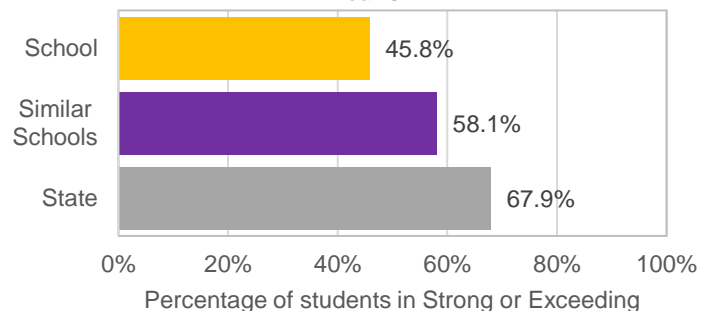
Similar Schools average:

58.1%

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:

66.7%

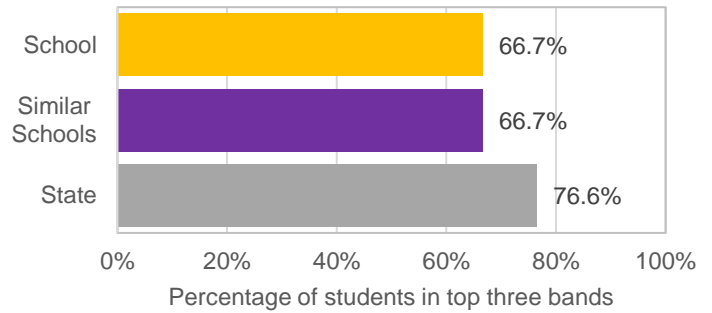
Similar Schools average:

66.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

63.3%

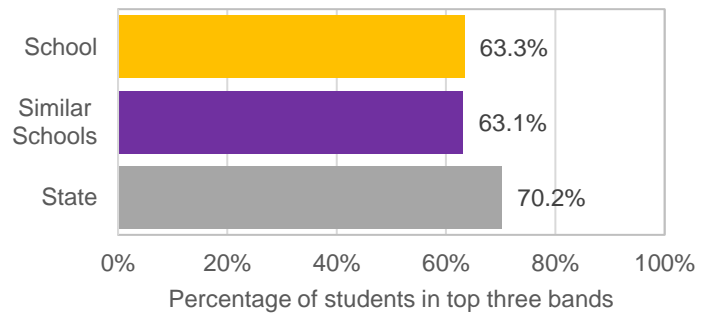
Similar Schools average:

63.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

40.0%

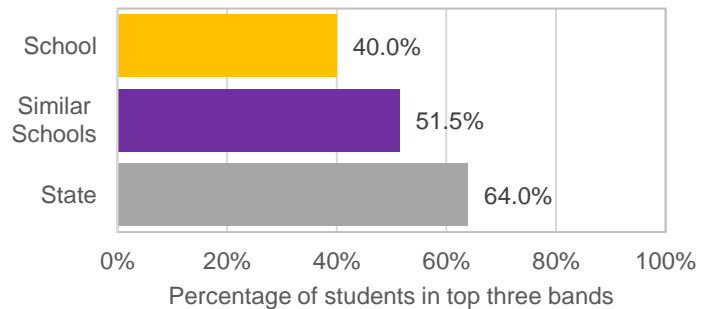
Similar Schools average:

51.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

48.3%

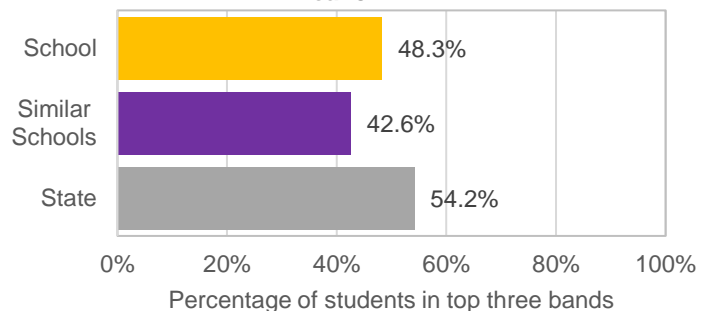
Similar Schools average:

42.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

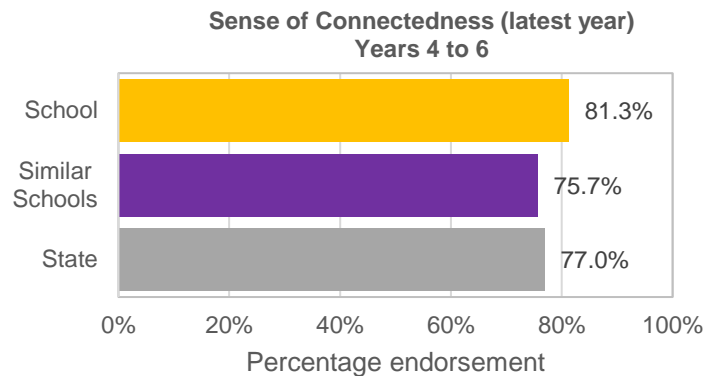
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 81.3% | 80.2% |
| Similar Schools average: | 75.7% | 76.8% |
| State average: | 77.0% | 78.5% |

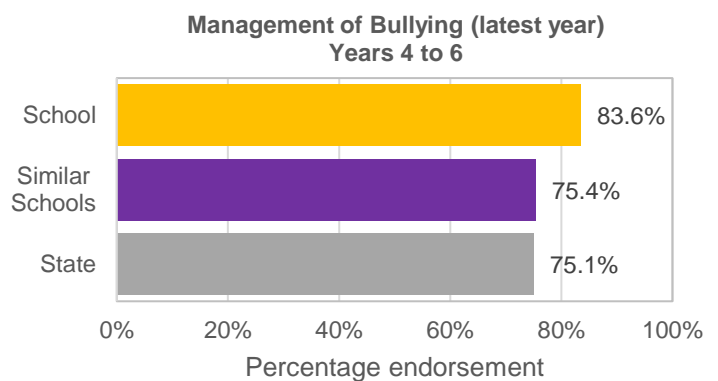


Student Attitudes to School – Management of Bullying

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: | 83.6% | 82.3% |
| Similar Schools average: | 75.4% | 75.9% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

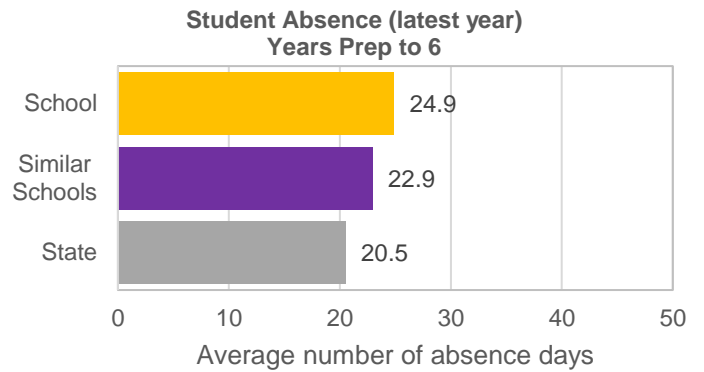
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 24.9 | 22.8 |
| Similar Schools average: | 22.9 | 21.0 |
| 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): | 84% | 84% | 89% | 90% | 88% | 86% | 90% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,335,545 |
| Government Provided DET Grants | \$380,939 |
| Government Grants Commonwealth | \$6,014 |
| Government Grants State | \$0 |
| Revenue Other | \$86,350 |
| Locally Raised Funds | \$65,892 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,874,741 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$153,113 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$153,113 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,053,633 |
| Adjustments | \$0 |
| Books & Publications | \$1,338 |
| Camps/Excursions/Activities | \$42,068 |
| Communication Costs | \$4,442 |
| Consumables | \$38,682 |
| Miscellaneous Expense ³ | \$3,886 |
| Professional Development | \$3,207 |
| Equipment/Maintenance/Hire | \$11,145 |
| Property Services | \$64,040 |
| Salaries & Allowances ⁴ | \$97,530 |
| Support Services | \$104,521 |
| Trading & Fundraising | \$55,027 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$23,212 |
| Total Operating Expenditure | \$2,502,730 |
| Net Operating Surplus/-Deficit | \$372,011 |
| Asset Acquisitions | \$65,109 |

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$405,938 |
| Official Account | \$33,247 |
| Other Accounts | \$3,885 |
| Total Funds Available | \$443,070 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$66,638 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$14,000 |
| School Based Programs | \$31,372 |
| 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 | \$167,000 |
| 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 | \$279,010 |

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.