2024 Annual Report to the School Community

School Name: Auburn South Primary School (4183)

- 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 24 March 2025 at 04:15 PM by Marcus Wicher (Principal)

- As executive officer of the school council, I attest that this 2024 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 24 March 2025 at 04:16 PM by Marcus Wicher (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Auburn South Primary School we develop a positive sense of identity within a community that empowers individuals to flourish as open-minded inquirers, creative thinkers and compassionate, globally responsible citizens. To achieve this, our school prioritises the following:

- **Inquiry:** Learners are curious and have the skills to pursue learning that has real-word relevance and impact.
- **Agency:** Learners are motivated to take initiative and make meaningful and intentional decisions to direct their learning. This is supported by voice, choice and ownership within the learning community.
- **International Mindedness:** Learners develop the attributes to thrive in a culturally diverse and rich learning environment. They actively seek different perspectives and understand the world through a local and global lens.
- **Relationships and Wellbeing:** Learners foster respectful relationships and build strategies that enable positive behaviours to strengthen their health and wellbeing.

As an authorised International Baccalaureate Primary Years Program (IB PYP) school we ensure that all students are able to identify their strengths, experience personal and academic growth, be challenged in their learning, and reach their potential. This commitment to the philosophy of the IB PYP also ensures that our students develop the skills, knowledge and attributes required to become an internationally minded citizen. Our Stephanie Alexander Kitchen Garden program supports this philosophy and builds upon our already high levels of student engagement and connectedness to school. As a Visible Wellbeing Partner School and through the strategic implementation of the SEARCH framework, our school is wholly committed to the ongoing development of wellbeing and positive mental health. It is our aim to ensure that our students (and staff) are empowered with the knowledge, skills and experience to support and develop and enhance personal wellbeing. At Auburn South Primary School, we also use a tiered positive behaviour support approach, and the 'prevent, teach, reinforce' model, to create a school culture that develops resilient, respectful, compassionate learners.

In 2024, the school's Student Family Occupation (SFO) density was 0.0747 and in 2024, just under 20% of students speak a language other than English at home. In total, 28 different languages are spoken and of the 220 students that come from Language Backgrounds Other Than English, 117 speak English as an Additional Language (EAL). The number of students that attract EAL funding support has also grown significantly from 33 students in 2012 to 94 by the end of 2024. As an International Baccalaureate World School, Auburn South openly welcomes enrolments via the International Student program. While there was a decrease in enrolments in 2020, the school's enrolments have remained extremely stable over the past 4 years and caters for 574 students (2024). There are 3 Principal class officers, 1 learning specialist teacher, 30 teachers and 10 Education Support Staff (administration, school nurse, library and integration).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the School's strategic development aims were focused on developing teacher practice in Numeracy and Wellbeing (Positive Behaviour Support). In addition to this, the School has continued to implement Professional Learning Communities (PLCs); a collaborative, evidence based approach to improving teaching and learning. While not a strategic priority within the 2024 annual implementation plan (AIP), the school also focused on embedding a consistent approach to reading (in Years Prep-2). Importantly, this approach is consistent with the statewide mandate to introduce phonics based instruction for all Prep to Year 2 students.

In 2024, the school has worked towards completing the key actions for this key improvement strategy.
1.) **Continue to refine documentation:** Curriculum planning documentation is consistently implemented across the school and reflects the Structured Inquiry approach along with consistent ways to track student progress (rubrics).
2.) **Professional learning to support classroom practice:** Professional learning has focused on the implementation of Thinking Classrooms approach with Peter Liljedahl. Teams have drawn on the Building Thinking Classrooms in Mathematics text to broaden understanding of what constitutes a rich task with all teachers trialing random groupings for problem solving (with vertical non-permanent surfaces etc). Literacy learning specialist continued to support etachers with the implementation of a consistent approach to teaching reading in the early years (including phonics instruction). The focus on reading has extended across the school with the development of 'Text Based Reading Units'.
3.) **Continue to explore the role of the PLC to support numeracy improvement:** Fortnightly PLC meeting have continued to focus on the development of numeracy practice with a particular focus on Thinking Classrooms approaches.
4.) **Developing PLC leaders as leaders of numeracy improvement:** PLC leaders attended Network Numeracy Leader PL with Peter Liljedahl and Growth Coaching.

Positive outcomes reflected in practice and engagement observation as opposed to core data sets. Implementation and engagement from teachers/students has been very high (particularly with Thinking Classrooms focus) but too early to see this reflected in data such as NAPLAN.

NAPLAN: Year 3 NAPLAN results were largely within what was projected with strong results in literacy (Reading and Writing) and Numeracy. The number of students within the 'Exceeding' level of achievement in Year 3 reading was far greater than in 2023 (21% to 38%). This is less surprising given student access to a far greater level of consistency in terms reading pedagogy. Given the diversity within the Year 5 cohort (combined with learning loss in COVID years), the school is not surprised that NAPLAN results for this group of students was down compared to other Year 5 cohorts.

Wellbeing

In 2024, the School focused on embedding the school's strategic aim to develop a tiered framework to support the promotion of school-wide positive behaviours and the Positive Behaviour Inquiry Cycle via the 'Prevent, Teach, Reinforce' approach. Positive Behaviour Support (PBS) is an approach that focuses on promoting and reinforcing restorative and positive behaviours, while minimising and addressing challenging behaviours. At Auburn South we use this proactive framework, and the ‘prevent, teach, reinforce’ model, to create a school culture that develops resilient, respectful, compassionate learners. Our tiered approach enhances this framework, as teachers draw on universal

and preventative strategies (Tier 1) to create a positive and inclusive classroom climate with clear expectations and routines. Targeted and early intervention supports (Tier 2) are used when students may need additional support to address specific needs and challenges. When students require high levels of support (Tier 3), we tailor intensive preventative strategies to support individual needs. In 2024, the key actions that we took to embed this PBS approach included:

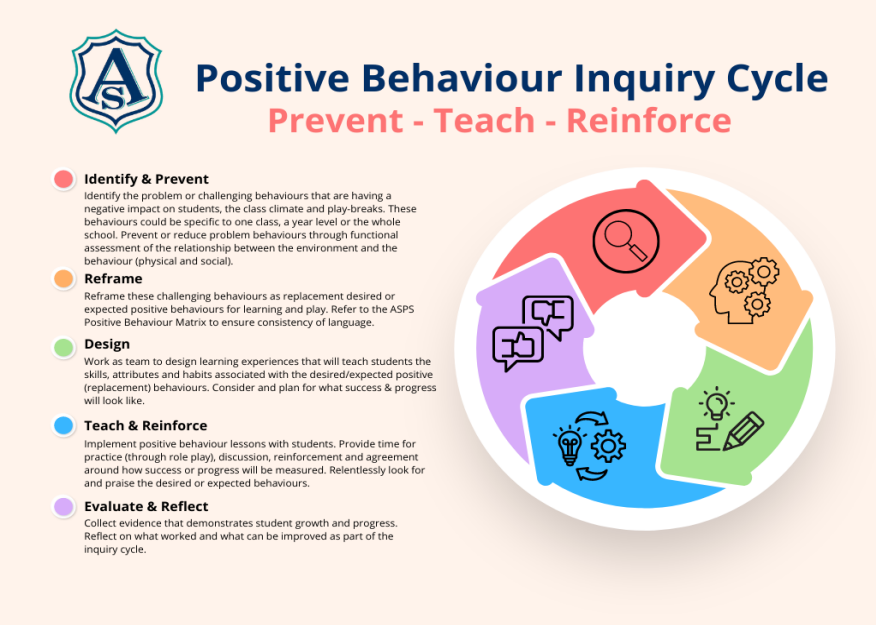
- Establishment of Mental Health and Wellbeing Leader Roles
- Staff professional learning focused on the development of a School-Wide Positive (expected) Behaviour Matrix
- Development and use of Positive Behaviour Support Plans guided by the Prevent, Teach, Reinforce (PTR) approach.
- School-wide Expected Behaviour Matrix used in all classrooms and refined by all teachers
- Leadership attendance at Berry Street Restorative Classrooms Masterclass session

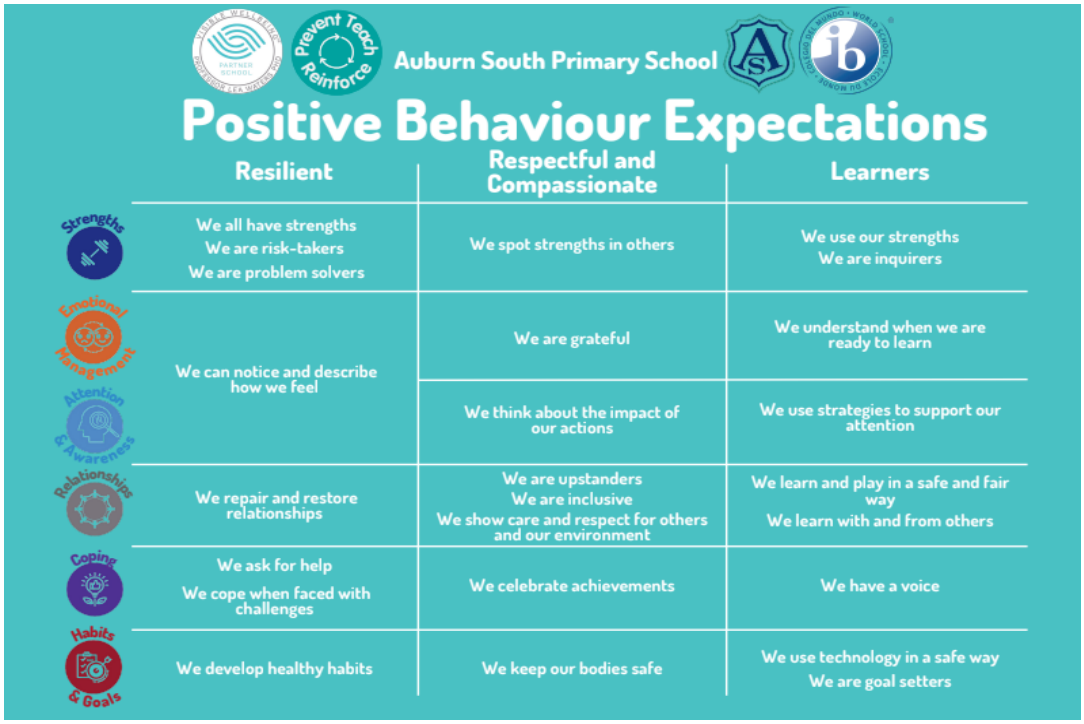
Wellbeing is complex and multi-dimensional. As such, there are many things that contribute to students feeling safe, connected and engaged at school. The school's focus on positive behaviour, learning about wellbeing (via the Visible Wellbeing approach) and a focus on positive student connections via the Respectful Relationships program will all have contributed towards the development of student wellbeing at our school. Home factors are also extremely important when considering the overall wellbeing of a child.

While subjective in nature, the following data points may indicate that the school's strategic focus on behaviour and wellbeing are having a positive impact on students. in 2024, 88% of year 4-6 students responded positively to questions related to peer relationships. As a school strength, this question domain of the Student Attitudes to School Survey, is higher than 'similar' and 'network' schools. Students' 'Sense of connectedness' (83% positive) and 'inclusion' (88% positive) are also relative school strengths with student responses the same of better than students in 'similar' or 'network' schools. Parent Opinion Survey responses also support an overall perception that ASPS students experience positive connectedness to school. This parental and student report of school connectedness is particularly important as a large number of studies have found a strong protective relationship between school connectedness and youth mental health**.

Raniti, M., Rakesh, D., Patton, G.C. *et al*. The role of school connectedness in the prevention of youth depression and anxiety: a systematic review with youth consultation. *BMC Public Health* **22, 2152 (2022).

Parents have also responded positively to questions related to the school's 'Promotion of positive behaviour' (84% positive), 'Respect for diversity' (88% positive) and over the past three years, there has been a positive improvement trend in parent perception of the ways in which the 'School manages bullying'.





To support staff in understanding trauma (in response to the October incident), the school also provided professional learning opportunities with:

- **Dr Rob Gordon:** Supporting children and families after a traumatic event
- **Headspace:** Supporting families with grief and loss
- **Dr Justin Coulson:** Establishing a school holiday family wellbeing plan

Engagement

In 2024, Student Attendance is rated as being in the HIGH performance group and 'well above' similar schools. In addition to postive community attitudes towards school attendance, the school attributes

positive attendance data to high levels of student engagement in learning. The 2024 Student Attitudes to School Survey results supports this assertion with 87% of Year 4-6 students responding positively to questions related to 'Differentiated learning challenge' and 82% of student responding positively to 'Stimulated learning'. These responses are higher than both 'similar' and 'network' schools. Parent Opinion Survey responses to questions related to Student Voice and Agency were also the most positive they have been in 5 years (82% positive) indicating that parents see their children as being active learners who are empowered to have a say in both their learning and how the school functions.

Building Thinking Classrooms (BTC) in Mathematics

Our teachers have been exploring innovative ways to engage students in deep, meaningful learning. In 2024, we started implementing Peter Liljedahl's *Building Thinking Classrooms* approach—a research-based framework designed to promote student thinking, collaboration, and problem-solving.

Liljedahl's approach encourages students to engage actively with challenging tasks in an environment that fosters curiosity and critical thinking. Key strategies include using non-permanent surfaces for problem-solving, working in randomly assigned groups, and encouraging discussion rather than 'mimicking'. This method shifts the focus from passive learning to active thinking, helping students build confidence and resilience in tackling complex problems.

Explicit teaching plays a crucial role within the *Building Thinking Classrooms* approach. While students inquire into rich problem-solving tasks and engage in collaborative thinking, teachers provide targeted instruction at key moments to clarify concepts, introduce efficient strategies, and **consolidate** learning. This ensures that students not only develop critical thinking skills but also **build a strong foundation of knowledge to apply in new and complex situations.**

Across the school, teachers have embraced these strategies, creating dynamic learning spaces where students are excited to think, share, and explore mathematical concepts together. The accompanying images showcase our students in action—working together at whiteboards, discussing ideas, and developing creative solutions. We are excited to see the impact of this approach as students continue to develop their problem-solving skills and a love of learning.

International Baccalaureate (IB) Primary Years Program (PYP)

At ASPS, we strive to challenge our students by providing learning opportunities that are engaging, relevant and purposeful. In adopting an approach that demands social, behavioural and attitudinal action, our students are provoked and inspired; they explore solutions to real world problems and challenges. Through the IB PYP transdisciplinary units of inquiry, students engage in the Victorian Curriculum in ways that enable them to form the belief that through their learning, they can make a positive difference in the world. This active promotion of student voice and agency within and through their learning is seen as a significant driver for student engagement at our school. The IB PYP approach also complements the Victorian Teaching and Learning Model (VTLM 2.0) with learning 'enabled' through the application and mastery of knowledge in a real world context. This context for learning also acts as a significant driver for curiosity, creativity and student engagement. The school's program of inquiry also allows for the meaningful integration of wellbeing learning within and across the core curriculum. This integration (which supports the values of FISO 2.0) allows students to explore and learn about wellbeing strategies that support attention, focus, emotional management and regulation, relationships, coping, habits and goals (VTLM 2.0 and SEARCH wellbeing framework).

Stephanie Alexander Kitchen Garden

Our school's Stephanie Alexander Kitchen Garden Program is a fun, hands-on learning program delivering pleasurable food education. With strong curriculum integration and a focus on student wellbeing, collaboration and leadership, students learn to grow, harvest, prepare and share fresh, seasonal, delicious food – forming positive food habits for life.

In Year 2, students are introduced to this program through fortnightly garden sessions with our resident horticulturist. In Years 3-5, students participate in a full Kitchen Garden program with approximately 4 kitchen and 4 garden sessions each term. With so many competing commitments, our Year 6 students scale back their involvement in the program with 4 kitchen sessions per term (no garden program). The Masterchef program in Year 6 is a culminating and much-anticipated learning experience that allows our students to showcase the knowledge and skills gained over their 4 years in the program.

Science Technology, Engineering and Mathematics (STEM) Program
In 2024, ASPS introduced STEM as a new specialist program. The specialist STEM program at ASPS engages students in immersive and hands-on learning experiences. The program compliments to schools POI and provides an additional opportunity for students to engage with different aspects of the Victorian Science Curriculum. It is designed to integrate science, technology, engineering, and mathematics, with a focus on inquiry-driven projects. The program emphasises critical thinking, problem-solving, and collaborative skills. Students explore real-world challenges, conduct experiments, and apply their knowledge to practical situations. This specialist STEM program aims to make students more aware of the science, technology, engineering and mathematics around them everyday and prepare students for future interactions with and careers in STEM. In semester one students in years 3-6 will be exploring electric circuits, magnetic forces, chemical changes and programable technologies. Insemester two, students participated in Nüdel Cart incursions and lessons. Nüdel creates deconstructable, mobile play carts that can be reconfigured in endless ways to encourage self-directed learning. It contains research-backed specially selected materials to stimulate children's development.

Financial performance

Revenue Overview:

- **Total Operating Revenue:** $7,004,798
- The majority comes from the **Student Resource Package** ($5,063,962), with significant contributions from **Locally Raised Funds** ($1,470,766) and **Government Grants** ($420,171 from DET, plus smaller amounts from Commonwealth and State).
- Parent payment revenue was higher than projected with strong support provided for STEM, curriculum enhancement and the Stephanie Alexander Kitchen Garden Program. Parents also continued to provide support for the employment of a registered School Nurse.
- **Equity Funding** totaled $9,921, specifically for **Social Disadvantage** support. This funding supported the provision of additional literacy support.

Expenditure Overview:

- **Total Operating Expenditure:** $7,076,717
- The largest expense was the **Student Resource Package** ($5,327,776), covering staff salaries and core student resources.
- Other notable costs include **Camps/Excursions/Activities** ($314,329), **Property Services** ($299,164), **Salaries & Allowances**** ($269,320), and **Support Services** ($256,648).

**This includes significant costs associated with staff replacement for personal leave.

- The works associated with the Tooronga Rd Nature Play and outdoor learning project was completed and funded via family donations and fundraising initiatives such as the annual school fun run.

Bottom Line:

- **Net Operating Deficit:** ($71,919) — the school spent slightly more than it earned this year.
- **Asset Acquisitions:** $36,027 was invested in new assets

Key Points

- The school maintained strong revenue, particularly through government funding and local fundraising.
- The deficit is relatively small considering the overall budget size — influenced by high staffing replacement costs and student programs.
- Asset purchases highlight forward investment, but the deficit may need monitoring to avoid impacting future reserves.
- The Deficit Deferral Plan has enabled the school to establish a strong operating reserve which will future proof the school in the event of there being decreases in parent payments or International Student Program revenue.

For more detailed information regarding our school please visit our website at:
https://auburnsthps.vic.edu.au/

The Education State

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 569 students were enrolled at this school in 2024, 251 female and 318 male.

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

Overall Socio-Economic Profile

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

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

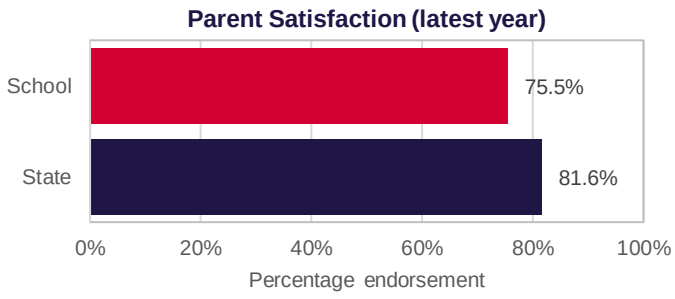
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	75.5%
State average (primary schools):	81.6%



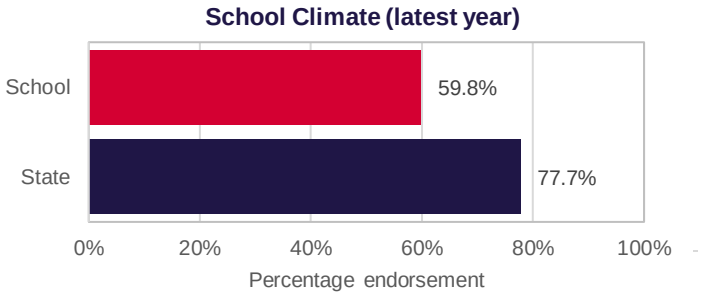
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	59.8%



The Education State

State average (primary schools):	77.7%

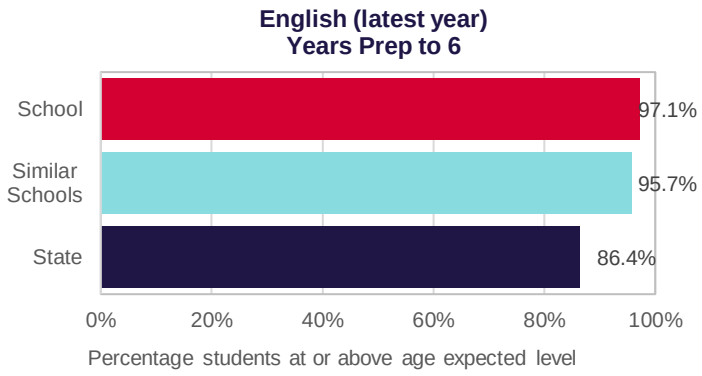
LEARNING

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.***

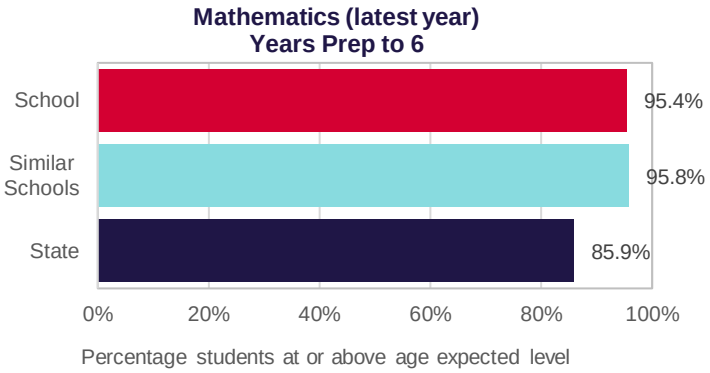
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	97.1%
Similar Schools average:	95.7%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	95.4%
Similar Schools average:	95.8%
State average:	85.9%



The Education State

LEARNING (continued)

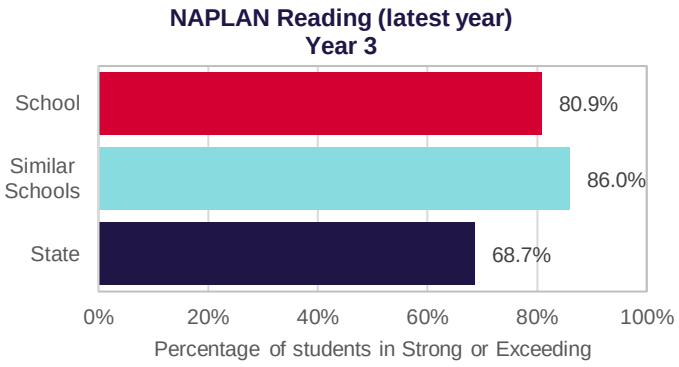
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

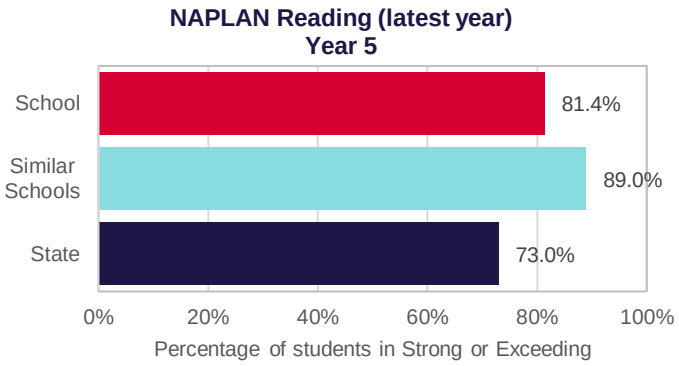
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

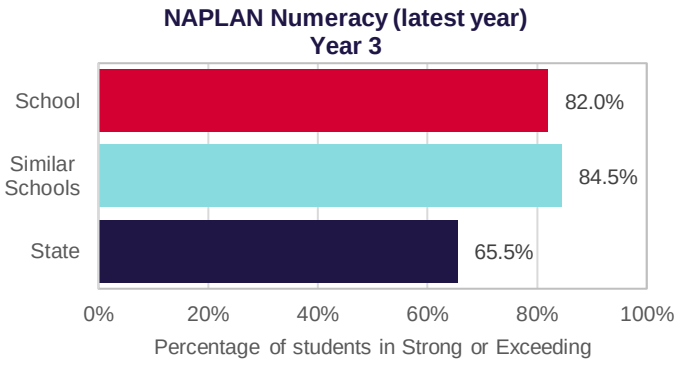
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.9%	81.7%
Similar Schools average:	86.0%	85.9%
State average:	68.7%	69.2%



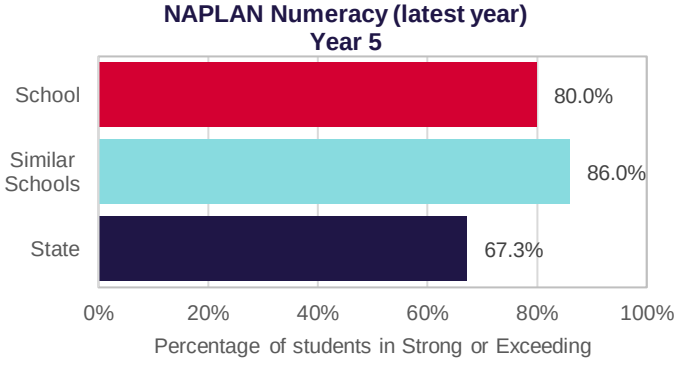
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.4%	87.0%
Similar Schools average:	89.0%	90.4%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.0%	82.8%
Similar Schools average:	84.5%	85.0%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	83.2%
Similar Schools average:	86.0%	86.6%
State average:	67.3%	67.6%



The Education State

LEARNING (continued)

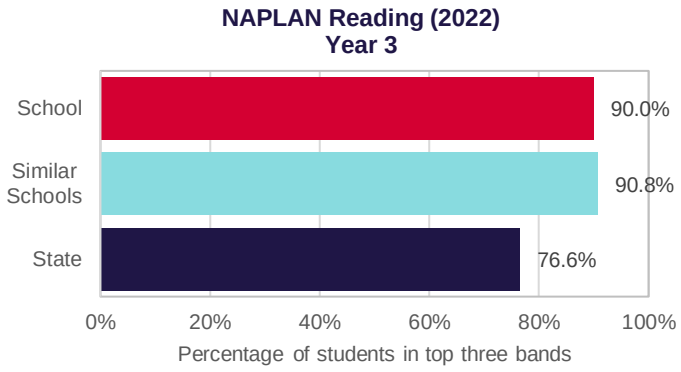
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

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

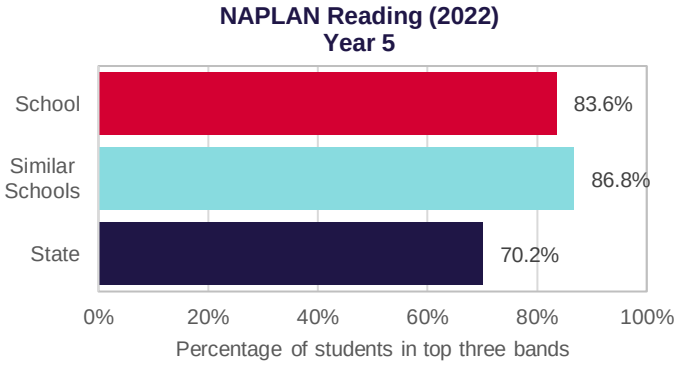
Reading
Year 3

	(2022)
School percentage of students in the top three bands:	90.0%
Similar Schools average:	90.8%
State average:	76.6%



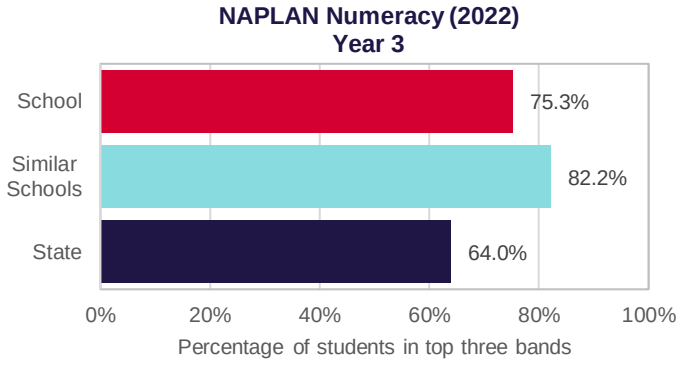
Reading
Year 5

	(2022)
School percentage of students in the top three bands:	83.6%
Similar Schools average:	86.8%
State average:	70.2%



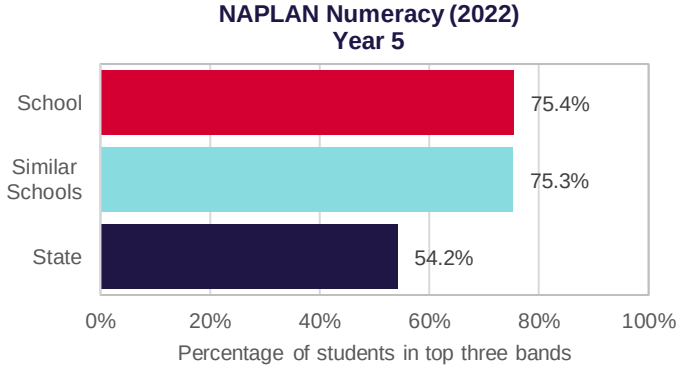
Numeracy
Year 3

	(2022)
School percentage of students in the top three bands:	75.3%
Similar Schools average:	82.2%
State average:	64.0%



Numeracy
Year 5

	(2022)
School percentage of students in the top three bands:	75.4%
Similar Schools average:	75.3%
State average:	54.2%



The Education State

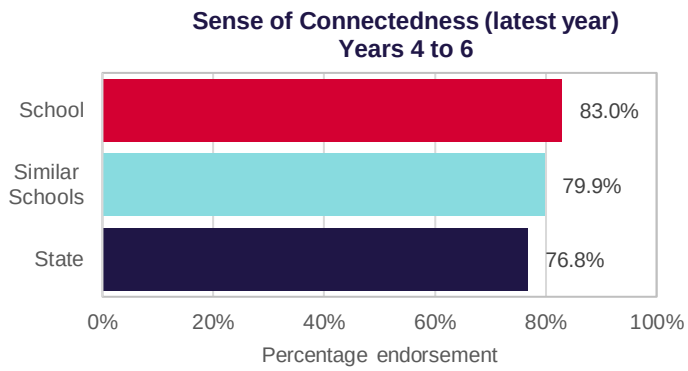
WELLBEING

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).

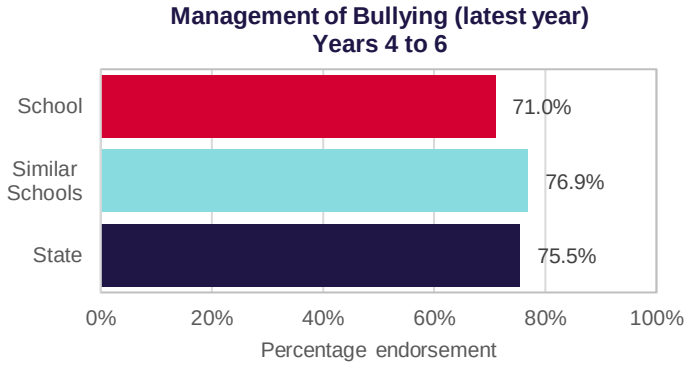
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	83.0%	80.1%
Similar Schools average:	79.9%	80.0%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	71.0%	71.3%
Similar Schools average:	76.9%	77.6%
State average:	75.5%	76.3%



The Education State

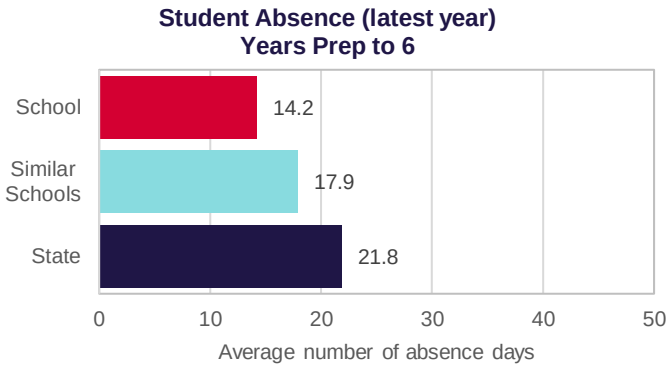
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	14.2	13.1
Similar Schools average:	17.9	15.5
State average:	21.8	20.1



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 (2024):	94%	92%	94%	93%	93%	92%	93%

The Education State

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$5,063,962
Government Provided DET Grants	$420,171
Government Grants Commonwealth	$9,609
Government Grants State	$9,873
Revenue Other	$30,417
Locally Raised Funds	$1,470,766
Capital Grants	$0
Total Operating Revenue	**$7,004,798**

Equity [1]	Actual
Equity (Social Disadvantage)	$9,921
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$9,921**

Expenditure	Actual
Student Resource Package [2]	$5,327,776
Adjustments	$10,492
Books & Publications	$20,637
Camps/Excursions/Activities	$314,329
Communication Costs	$3,671
Consumables	$137,370
Miscellaneous Expense [3]	$69,943
Professional Development	$36,867
Equipment/Maintenance/Hire	$73,164
Property Services	$299,164
Salaries & Allowances [4]	$269,320
Support Services	$256,648
Trading & Fundraising	$185,799
Motor Vehicle Expenses	$0
Travel & Subsistence	$420
Utilities	$71,116
Total Operating Expenditure	**$7,076,717**
Net Operating Surplus/-Deficit	**($71,919)**
Asset Acquisitions	**$36,027**

(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 16 Feb 2025 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.

The Education State

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$456,595
Official Account	$75,318
Other Accounts	$61,321
Total Funds Available	**$593,233**

Financial Commitments	Actual
Operating Reserve	$289,802
Other Recurrent Expenditure	$23,955
Provision Accounts	$4,614
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	$790,840
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	**$1,109,212**

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.

The Education State