

2023 Annual Report to the School Community

School Name: Wembley Primary School (4788)



- 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 April 2024 at 02:25 PM by Vassie Vatsilas (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 24 April 2024 at 02:44 PM by Beck Thomas (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

Wembley Primary School was established in 1958 and has served the local community as a centre of educational excellence to the present day. The school is in the City of Maribyrnong on the border of the City of Hobson's Bay.

In 2023, we had an enrolment of 652 pupils – 340 female students and 312 male students, 12.7 percent of our students have English as an Additional Language (EAL) and 1 percent were from an Aboriginal and Torres Strait (ATSI) background. The school has a low Student Family Occupation Index (SFO) of 0.2034 and Student Occupation and Education Index (SFOE) of 0.1586.

In 2023, the school had 50.55 EFT staff, made up of 41.33 EFT teaching staff and 9.22 EFT education support staff including first aid officer, office staff and classroom support staff. The school staff are highly trained educators, well-equipped to provide high-level instruction, with high academic, physical, social, and emotional achievement expectations. Wembley Primary School is committed to providing a secure, caring and harmonious environment where students learn the knowledge, skills and values they need to contribute to, and live happily in society. The school maximises each student's potential to achieve academic and social success, and celebrates and embraces diversity.

To achieve these objectives, we operate as a Professional Learning Community (PLC) with a focus on the following three big ideas:

- all students learn at high levels
- working collaboratively in a collective effort to meet the needs of each student and
- focusing on results through the analysis of data and results and the development of SMART goals.

The school has made a conscious decision to operate straight classes but concedes that on occasions there will need to be a composite class or two in the senior school. In 2023 there were twenty-eight classes, twenty-eight straight classes.

2023 was a School Review year for Wembley Primary School. We sought feedback from parents, staff members and students about our successes and areas for further improvement. We worked with our review panels to review, consolidate and synthesise the feedback offered, and inform our School Strategic Plan (SSP) goals. We also used our survey data to inform the SSP goals for the next four years.

According to the Parent/Caregiver/Guardian Opinion Survey, Parent Satisfaction was given a 75.3% endorsement. One of our SSP goals is to strengthen partnerships with parents and carers to enhance student learning, wellbeing and connectedness.

According to the School Staff Survey, School Climate was given a 77.5% endorsement. We continue to support staff learning, engagement and wellbeing within our school strategic plan, culture of collaboration and instructional coaching.

The school has a whole-school pedagogical model, agreed upon essential learnings that are based on the Victorian curriculum and a learning cycle that guides all collaborative teaching teams in the planning for and implementation of the essential learnings. In collaborative teaching teams, the teachers engage in collective inquiry to ensure that the best learning and teaching practices are implemented in all classrooms to ensure that all students grow and thrive in an ever-changing global world.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Wembley Primary School entered into the final year of its current School Strategic Plan 2019-2023 with our three overarching goals being:

1. To maximise learning growth and achievement for all students.
2. To improve student engagement and learner agency.
3. To improve social and emotional wellbeing.

The core FISO elements of teaching and learning, and assessment have directed our strategic work in relation to Goal 1: To maximise learning growth and achievement for all learners. Over the course of our four year Strategic Plan, we have attended to improvements across multiple areas of the curriculum, which includes core actions such as:

- Refining our Mathematics Curriculum: ensuring vertical alignment of Essential Learnings, and thus the development of whole school Scope and Sequences. This has leveraged our reinvigorated use of student proficiency scales in Mathematics.
- Re-prioritising our Mathematics pedagogical model, to include a focus on real-life contextual problem solving.
- Re-developing our pedagogical model within writing instruction: focused on developing teacher knowledge and understanding of the Writer's Workshop model, so that we can improve student engagement in writing
- Re-developing our writing curriculum, using the 6+1 Traits of writing, so that all teachers and students use consistent vocabulary when talking about writing instruction, and so that there is vertical alignment of our Essential Learnings. This has facilitated the development of whole school Scope and Sequences and paved the way for the future direction of our work on differentiated teaching, as well as students being agentic partners in their learning.

The school continues to perform consistently well across all curriculum areas, and across multiple measures. As referenced in previous Annual Reports, we have continued to improve student performance 'At and Above' the expected level, following the interruption to learning caused by the Covid19 pandemic. For example, in Reading, we are now within 1% of our performance in 2019, pre-pandemic, with 96% of our student body performing 'At and Above' the expected level, and in writing, 90% of our students were performing 'At and Above' the expected level, which is within 2% of our pre-pandemic performance. Within English, as a whole curriculum area, we are performing considerably better than the state average, and just above our similar Schools.

This performance is mirrored in our Mathematics data, where Wembley Primary School outperforms state performance by 10%, as well as comfortably performing above our similar schools. We currently have 97% of our student body performing 'At and Above' the expected level in Mathematics.

These trends in academic data (performing considerably better than the state average, and just above similar schools) are replicated in our 2023 NAPLAN data, with the exception of Year 5 reading data. Year 5 reading data demonstrates that Wembley students continue to perform above the state average, however our similar schools have outperformed us by approximately 5%. The change in NAPLAN proficiency bands, in 2023, means that we cannot directly compare our 2023 data with our 2022 performance, however both formats report on performance against the State and Similar Schools. In 2023, we maintained our 'above State' performance and vastly improved our performance against Similar Schools; we outperformed our Similar Schools in all areas, except Year 5 Reading, this is in comparison to our 2022 data, where we outperformed our Similar schools in one curriculum area. Overall, our data outcomes show that we are performing well with regards to the percentage of our students performing "At and Above" the expected level. This paves the way for our future direction of fully embedding quality differentiated practise in the classroom, to further enable extending students to work above the expected level. We are confident in the curriculum structures we have refined over the course of this School Strategic Plan 2019-2023, and are now well positioned to action the work outlined by our new School Strategic Plan 2024-2027, which will focus heavily on the instructional practices and over-arching models used in the classroom to leverage these improved curriculum frameworks.

Wellbeing

The core FISO elements of teaching and learning, engagement and support and resources have directed our strategic work in relation to Goal 3: To improve social and emotional wellbeing.

In 2023, we continued to implement actions in relation to the following Key Improvement Strategies (KIS):

- KIS 3a: Embed consistent wellbeing processes throughout the school.
- KIS 3b: Build the capacity of staff to manage complex social and emotional learning needs.
- KIS 3c: Embed social and emotional learning across the school curriculum.

Our principal actions in relation to these Key Improvement Strategies were:

- Appointing two assistant principals whose roles focused on student wellbeing and engagement
- Implementing several strategies under the School-Wide Positive Behaviour Support (SWPBS) framework. These included publishing our school's behaviour expectations matrix, introducing values stamps (respect, resilience, inclusion and empathy) to acknowledge positive behaviour tied to our house point system, delivering fortnightly behaviour-focused lessons aligned with our expectations and introducing student nominated Wembley values awards
- Running multiple professional development sessions for staff to equip them with the tools and knowledge to effectively implement and embed the SWPBS framework and the Resilience, Rights and Respectful Relationships program
- Employing a school counsellor to provide personalised support to students
- Engaging an Inclusion Outreach Coach to collaborate with staff to enhance our inclusive
- Developing a comprehensive Social and Emotional (SEL) pacing document aligning our behaviour foci with the Resilience, Rights and Respectful Relationships program
- Integrating art therapy sessions into our weekly schedule, allowing students to explore their emotions and express themselves creatively
- The introduction of wellbeing student leaders, and the continuation of our Wellbeing Dogs Program through Dogs Connect.

- Continuing to have wellbeing dogs onsite each school day to support students
- Working with Koorie Engagement Coordinators and Koorie Engagement Support Officers.

In 2023, our student data regarding their sense of connectedness to school and managing bullying tells us we are below the state and similar schools and so these will both be areas of focus for further exploration with students, parents/carers and staff in addition to our new School Strategic Plan goal linked to wellbeing being our highest priority moving into 2024.

Our future directions and strategies throughout 2024 include:

- Creating a document outlining Wembley's Multi-tiered Systems of Support (MTSS) for student wellbeing and engagement and building staff understanding and capacity to implement these practices
- Providing multiple professional learning sessions for staff on Universal Tier 1 practices to support student behaviour and targeted Tier 2 and 3 practices to support students who need additional support
- Introduction of 'Welcome Wembley' club. A before school club to welcome and support students who may experience separation anxiety when transitioning to school in the morning
- The introduction of behaviour intervention groups to support students to learn expected behaviours and strategies to support their self-regulation
- Employing a Leading Teacher whose role is dedicated solely to Disability Inclusion
- Involving peer mediators in our approach to supporting student wellbeing
- Introducing a school-wide reward system to reward students who demonstrate expected behaviours
- Implementation of the Schoolwide Positive Behaviours framework
- Ongoing employment of a Mental Health and Wellbeing Leader
- Further embedding and improving the implementation of the School-Wide Positive Behaviour Support framework

Engagement

As we move beyond the four year band which includes two years of remote and flexible learning due to COVID-19, our student attendance data continues to improve and be an area of priority and focus.

In 2023 our student attendance rate by year level continues to be at and above 90% for all year levels except Year 6, which sits at 89%. Our Student absence data for Prep to Year 6 sits at 17.4 as the average number of absence days per child, which is above the average of similar schools (16.9), but below state average (20.5). In seeking further information regarding this number, we also note that over 370 students spent time on extended families holidays last year in the wake of the 2020-21 lock downs. This is also one factor which is reflected in our number of student absence days (four-year average) of 14.4 days per student, which is equal to similar schools and slightly below the state average of 18.1).

We still note the impact of Covid19 and the Department of Education (DE) guidelines around attendance and absences on our current data sets.

Wembley continues to promote attendance and punctuality as a vital component for school success. This focus is also shared by the network and region, where getting students to school remains a key priority. Community members will observe this priority through assembly and newsletter reminders, Sentral communications, contact and communications directly from classroom teachers and office staff, and our ongoing commitment to fostering respectful and proactive relationships with families.

The Wellbeing Team met fortnightly in 2023, with a focus on student attendance, engagement, and wellbeing, helping to advise on proactive measures to connect with students and the community. We ran the Breakfast Club, lunchtime clubs, and the Buddy Program and also engaged in a range of community events through the Wembley Parents Association (WPA).

Wembley continued to develop through School Wide Positive Behaviour (SWPBS) with a focus on our school values and our growing SEL curriculum, directly referencing the Resilience, Rights and Respectful Relationships program.

Other highlights from the school year

Buildings and Grounds - \$10.219million Capital Works Funding

The school has well-maintained grounds and buildings thanks to the ongoing work of the Building and Grounds committee and the committed effort of our maintenance person. However, our administrative building is in need of a major upgrade. In 2021 we received funding for a major capital works program to replace the administrative building with a new two-storey building incorporating administration, five classrooms, art room, science room, food preparation area and staff amenities. Planning commenced in 2021, the planning, and design development process ensued in 2022, and construction commenced in 2023. The capital works is due to be completed in quarter three of 2024.

Mental Health in Primary Schools Pilot

We were chosen to participate in the Mental Health in Primary Schools Pilot Program. As a result we appointed a Mental Health and Wellbeing Coordinator, who works with our staff, students and parents to strengthen and embed proactive and preventative mental health wellbeing processes. We are working in collaboration with the Department of Education, The Melbourne Graduate School of Education and the Murdoch Children's Research Institute.

Specialist Programs - School Musical in 2023!

The school offers instruction in the following specialist areas: French Language, Visual Arts, Performing Arts, and Physical Education, and on a biennial basis the students participate in a Musical or an Art show. In 2023 we held a school musical. It was a remarkable showcase of the performing arts interest, engagement and learning across the school.

Resilience, Rights, Respectful Relationships

Students are engaged in lessons focused on the Department of Education and Training's Resilience, Rights Respectful Relationships program, and in 2023 the School Wide Positive Behaviour Support (SWPBS) program has evolved.

Values and SWPBS

As a school community, we agree to use the school's values in all interactions with staff, students, parents, and guardians. Our school values are Respect, Resilience, Inclusion and Empathy. Our values were reviewed as part of the introduction of the SWPBS program, and our students, parents and staff members had input into the four values chosen.

Financial performance

In 2023, we ended the year with a net operating surplus of \$390,315 in our Student Resource Package (SRP) and with Financial Commitments of \$137,438 for the 2022 school year.

We had a surplus due to staff salary surplus due to workforce shortages, as well as unspent subprogram budgets carried forwarded to 2024, as approved by School Council.

The school received \$22,089 equity funding in 2023. The money was spent on wellbeing resources, programs and staffing. 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 approval and the intent/purposes for which the funding was provided or raised.

For more detailed information regarding our school please visit our website at
www.wembleyps.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 666 students were enrolled at this school in 2023, 344 female and 322 male.

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

Overall Socio-Economic Profile

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

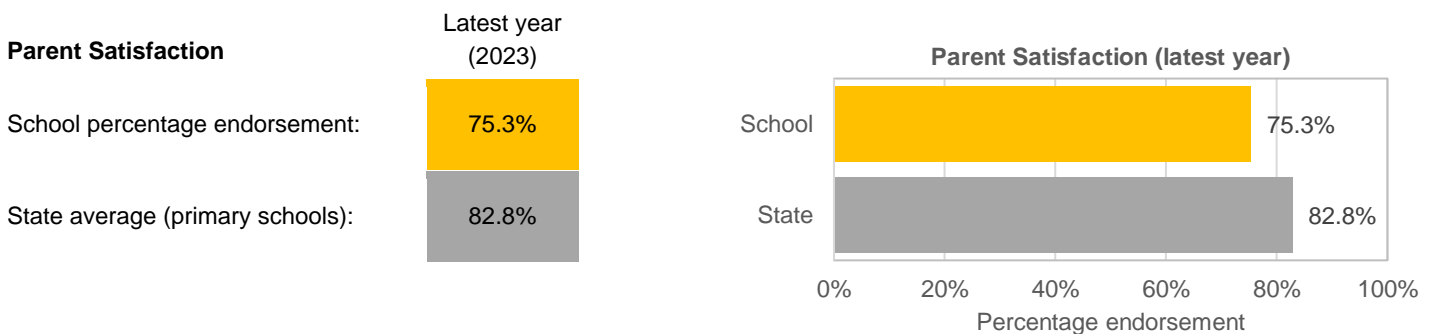
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

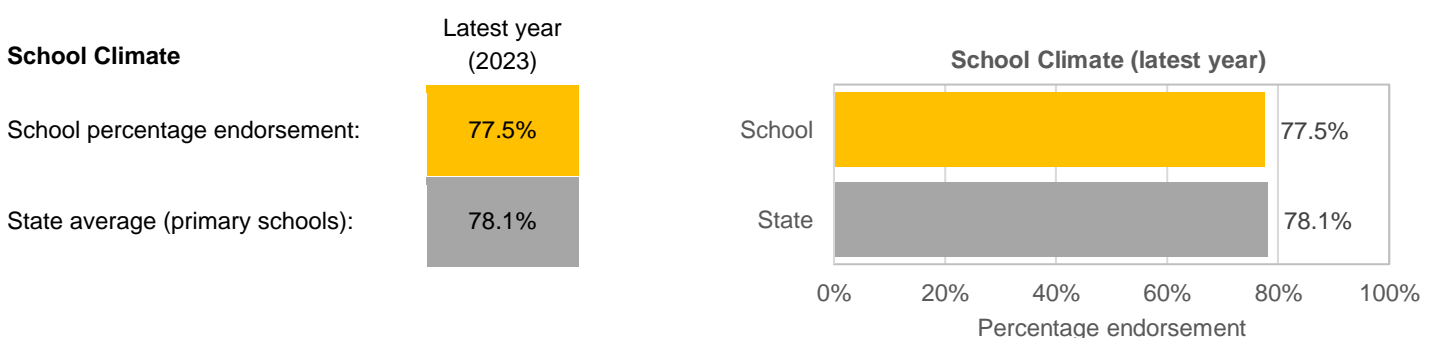


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

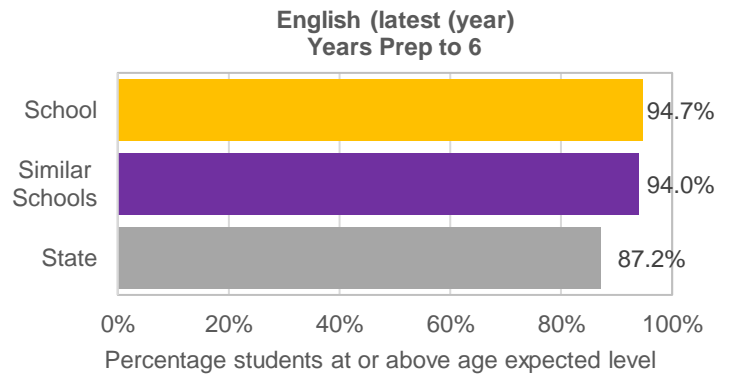
94.7%

Similar Schools average:

94.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

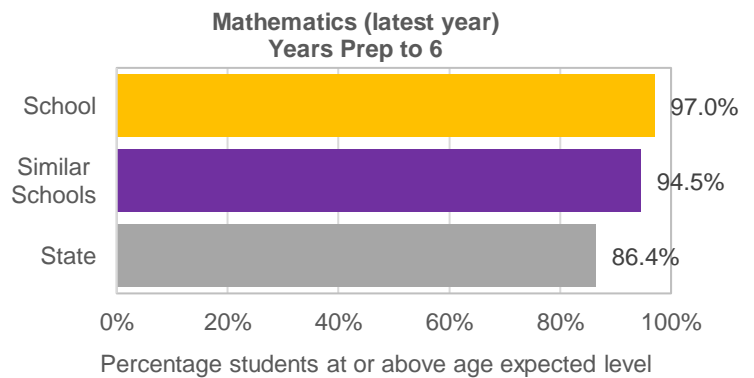
97.0%

Similar Schools average:

94.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.8%

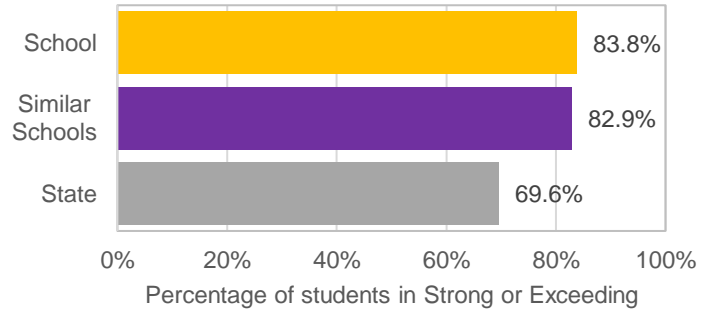
Similar Schools average:

82.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

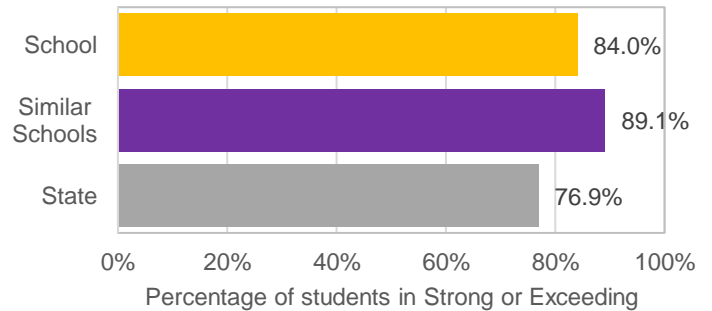
Similar Schools average:

89.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.8%

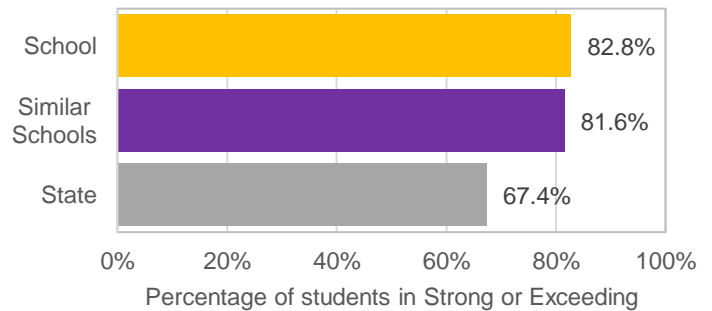
Similar Schools average:

81.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

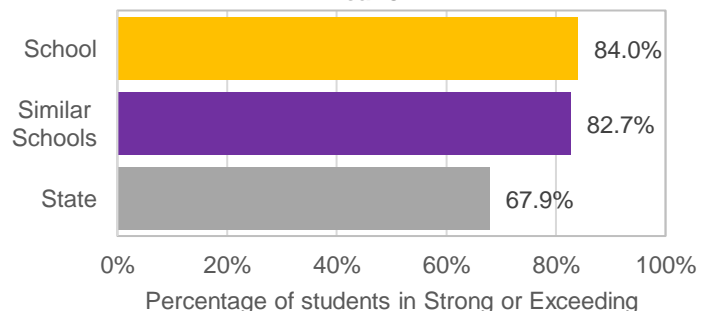
Similar Schools average:

82.7%

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:

85.3%

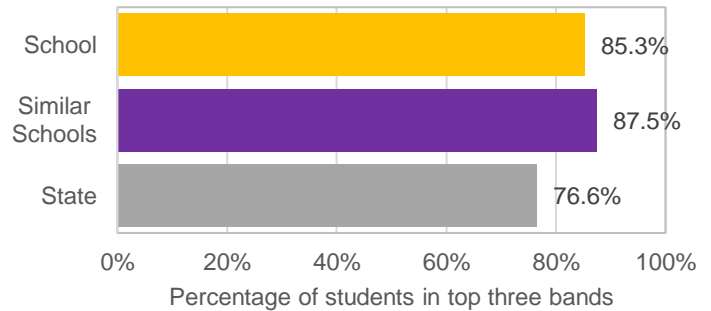
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

83.3%

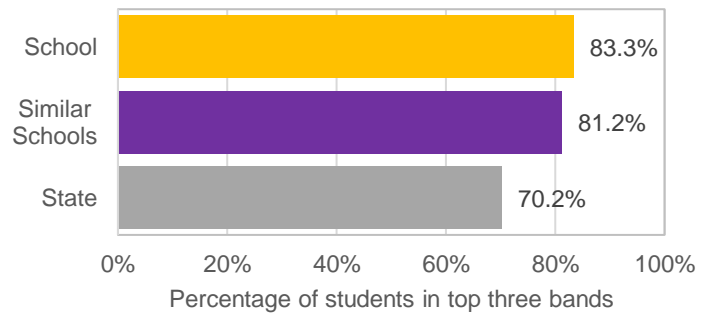
Similar Schools average:

81.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

73.4%

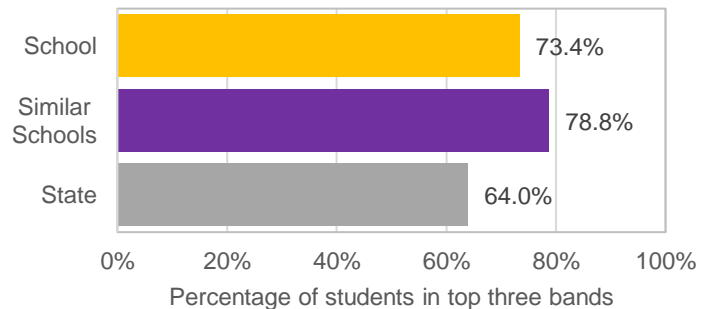
Similar Schools average:

78.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

57.8%

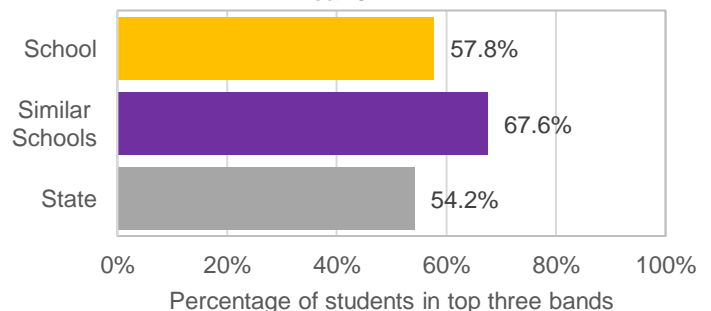
Similar Schools average:

67.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

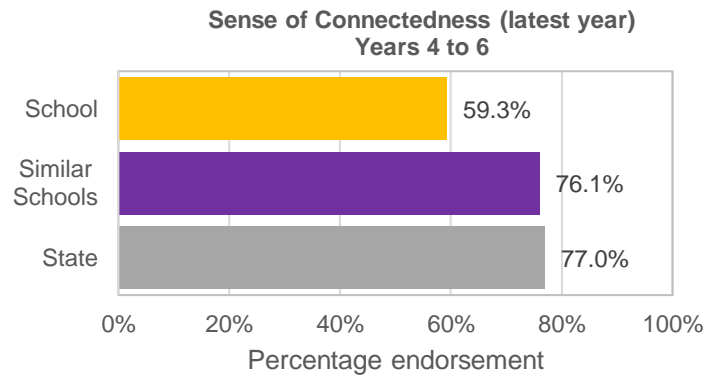
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	59.3%	65.8%
Similar Schools average:	76.1%	77.9%
State average:	77.0%	78.5%

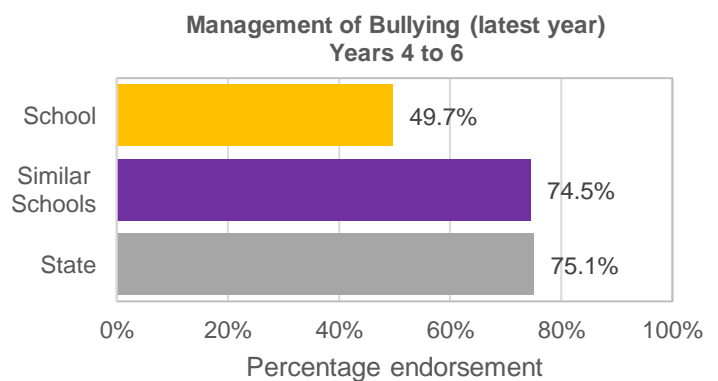


Student Attitudes to School – Management of Bullying

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:	49.7%	60.1%
Similar Schools average:	74.5%	76.3%
State average:	75.1%	76.9%



ENGAGEMENT

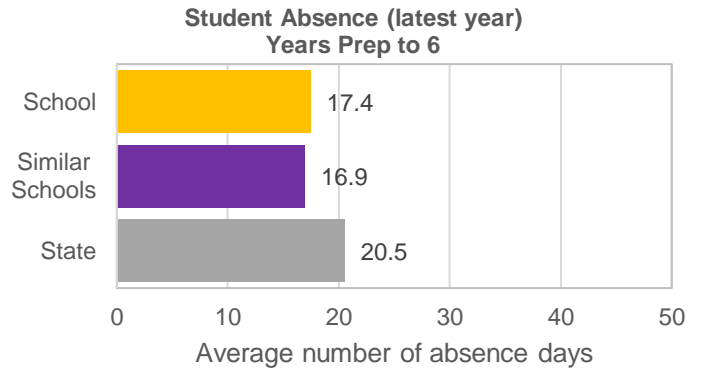
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.4	14.4
Similar Schools average:	16.9	14.0
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):	93%	92%	92%	92%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,902,734
Government Provided DET Grants	\$745,009
Government Grants Commonwealth	\$12,038
Government Grants State	\$0
Revenue Other	\$91,053
Locally Raised Funds	\$880,097
Capital Grants	\$0
Total Operating Revenue	\$7,630,931

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,089
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,089

Expenditure	Actual
Student Resource Package ²	\$5,745,276
Adjustments	\$0
Books & Publications	\$22,731
Camps/Excursions/Activities	\$292,469
Communication Costs	\$5,725
Consumables	\$181,848
Miscellaneous Expense ³	\$357,343
Professional Development	\$27,468
Equipment/Maintenance/Hire	\$55,143
Property Services	\$70,794
Salaries & Allowances ⁴	\$370,294
Support Services	\$36,167
Trading & Fundraising	\$17,219
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,140
Total Operating Expenditure	\$7,240,617
Net Operating Surplus/-Deficit	\$390,315
Asset Acquisitions	\$0

(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	\$1,526,440
Official Account	\$71,936
Other Accounts	\$32,281
Total Funds Available	\$1,630,657

Financial Commitments	Actual
Operating Reserve	\$239,999
Other Recurrent Expenditure	(\$506)
Provision Accounts	\$1,562
Funds Received in Advance	\$18,374
School Based Programs	\$598,045
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,931
Capital - Buildings/Grounds < 12 months	\$230,000
Maintenance - Buildings/Grounds < 12 months	\$253,744
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$253,508
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,630,657

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.