

2023 Annual Report to the School Community

School Name: Fountain Gate Primary School (5072)



- 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 18 March 2024 at 11:55 AM by Ilknur Moore (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 20 March 2024 at 02:05 PM by Bronwyn DEZOYSA (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

Fountain Gate Primary School is located in the south-eastern suburbs, approximately 45 kms from the Melbourne CBD. A wide range of culturally and linguistically diverse backgrounds is represented in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the school. In order to maximise the potential of each student, teachers focus on developing relationships with each student and create opportunities to foster peer to peer relationships. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student wellbeing.

Our school's vision states "Fountain Gate PS is a community of active, focused learners who share their curiosity, voice and expertise with others". Our moral purpose as an organisation is to know, inspire and challenge every child every day. The core purposes of our improvement efforts in 2023 were related to strengthening our focus on student learning - with an increased focus on numeracy - and student wellbeing. Our professional learning as a school centered around:

- Focus on assessment and differentiation in Number and Algebra
- Strengthen the instructional model (GRR) and PLC structures and processes
- Establish and develop student learner agency

Some of these objectives were compromised due to teacher shortages, however overall progress was made.

Our workforce consists of 2.0 Principal class, 2.0 Leading Teachers, 2.0 Learning Specialist, 26.46 Teaching staff, 6.51 Integration staff, 3.0 Office staff, 2.36 Tutors (TLI), 1.0 ICT support, 2.0 Buildings and Grounds, 0.8 Community Hub Leader, 0.8 First Aid officer, 0.51 Canteen Manager, 0.8 Social Worker, 0.4 Attendance Officer, 1.0 Library Support. The students are organised in year level classes, with composite classes where necessary.

Our teaching staff are supported by a significant number of Education Support staff including classroom education support and a social worker. Together, we work as a strong team to support the needs of our diverse community. Our community partnerships are strengthened through our Community Hub, supporting families by offering a range of classes which include language, citizenship, cooking and playgroup sessions. In 2023 we continued with our second year of delivering an Out of School Hours Care program as a result of funding received in 2022.

As with most Victorian schools, we are implementing the Victorian Curriculum and we continue to have a focus on using Professional Learning Communities to develop a consistent approach to curriculum delivery. Our priorities include a strong emphasis on Literacy and Numeracy which is also reflected in our staffing allocation to support students with their learning needs. Our specialist classes in Visual Arts, Drama, Physical Education, Music, and STEM enhance our core curriculum.

The wellbeing and safety of all students is at the forefront of all decisions we make and we are committed to using a Restorative Practices approach, which focuses on developing positive relationships between student to student and student to teacher. The school's Wellbeing Team have implemented social skills and self-regulation programs for targeted students and they liaise with various organisations to provide relevant and up-to-date information for our families. Every aspect of our school's programs support the wellbeing of students, staff and families. The school has in place excellent protocols for identifying and monitoring the well-being of students, through weekly meetings of the Wellbeing Team. Interventions include liaison with School Support Services, Allied Health Staff, Speech Therapists, Occupational Therapists and community partnerships. Our school has strong relationships with its feeder kindergartens, which we visit regularly so that we can continue to forge close relationships to enhance the transition to school. Fountain Gate Primary School complies with all the VRQA requirements and the Child Safety Standards.

The school population comprises of 495 students: 255 male and 240 female, 61% of students speak a language other than English at home. The student makeup comprises: a few students on temporary visas, roughly 10% of students funded through Students with a Disability Program whose learning is tailored to meet their emerging needs within the framework of the Victorian Curriculum. There is a small number of students from Aboriginal or Torres Strait Islander backgrounds. 30% of families are eligible for the Camps, Sport and Excursion Fund payment. The 368 families represent 33 different speaking languages. 17% of students live in a single parent family. These factors contribute to the school's Student Family Occupation index of 0.7296.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2023 Annual Implementation Plan had the following priorities and targets: Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra from 67% to 68% in Teacher Judgement 2023 Learning Priority Targets:

Increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:

- Reading from 24 per cent in 2021 to be at or above 26 per cent
- Writing from 22 per cent in 2021 to be at or above 24 per cent
- Numeracy from 13 per cent in 2021 to be at or above 16 per cent

The percentage of students working at or above expected standards in Mathematics in Teacher Judgements was 74.5% which was higher than similar schools at 71.8%. '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 for our Year Three and Five students was completed successfully. Students sat four tests over the three-day period that included Writing, Language Conventions, Numeracy and Reading. The majority of students showed confidence and resilience in completing the test.

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.

Our NAPLAN data shows the percentage of students in the Strong or Exceeding proficiency levels.

The Year 3 students performed well, having a higher percentage of students in the areas of Reading and Numeracy compared to similar schools:

- 58.6% of our students were in the Strong or Exceeding proficiency levels in reading compared to similar schools at 52.2%
- 50.9% of our students were in the Strong or Exceeding proficiency levels in numeracy compared to similar schools at 46.9%
- 75% of our students were in the Strong or Exceeding proficiency levels in writing compared to similar schools at 67%

As a school we do recognise that we did perform lower than the state average and as a professional learning community our goal in 2024 is to build teacher knowledge to assess, plan and teach using a differentiated approach.

The Year 5 students performed lower than similar schools and the state average in reading, numeracy and writing.

- 56.5% of our students were in the Strong or Exceeding proficiency levels in reading compared to similar schools at 63.3%
- 47.1% of our students were in the Strong or Exceeding proficiency levels in numeracy compared to similar schools at 52.6%
- 59% of our students were in the Strong or Exceeding proficiency levels in writing compared to similar schools at 70%

The students who performed in the developing and needs support proficiency in NAPLAN will receive small targeted intervention in the areas of reading and numeracy through the Tutor Learning Initiative.

All PSD students continued on their Individual Education Support Plans and we continued to have School Support Group Meetings each term highlighting student successes, movement to a new goal as required and were supported through modified work as required.

Wellbeing

Every aspect of our school's programs support the wellbeing of students, staff and families. The school has in place excellent protocols for identifying and monitoring the wellbeing of students, through weekly meetings of the Wellbeing Team. Interventions include liaison with Allied Health staff, Speech Therapist, Occupational Therapist and community partnerships. The school has strong relationships with its feeder kindergartens and secondary schools and continues to improve its Transition programs. Local kindergartens are visited regularly and close relationships continue to be reinforced. Students in Year 6 were provided with information about many secondary schools and encouraged to visit. Partnerships with local secondary schools allowed for student visits as well as visits by the Year 7 Coordinator to relevant students.

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey of positive responses at 85.7% were higher than the state average at 82.8%.

The school continued its focus on strengthening the implementation of Restorative Practices, Zones of Regulation and Respectful Relationships to enhance students' social and emotional skills in order to increase their wellbeing. This was supported through explicit instruction of emotional literacy. All staff engaged with ongoing professional learning to enhance wellbeing and were supported by Leading Teachers who worked directly with all staff.

The percentage endorsement 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) in the following areas

- Sense of connectedness at 71.8% which was close to our goal of 72% in 2023.
- Sense of confidence at 71% showed growth on previous year but did not meet our goal of 74%
- Emotional awareness and regulation at 73% which exceeded our goal of 70%
- Managing bullying at 72.9% showed growth on previous year but did not meet our goal of 74%

As a school in 2023 we introduced documented processes to support student attendance. This has improved our home/school partnerships as it required teachers to make direct contact with families to offer support and strategies to ensure students came to school each day. The average number of absence days in 2023 were 24.5 which was higher than similar and state averages. Our trackers showed that many of our families had extended family holidays overseas.

Engagement

The school has a strong commitment to engaging all students to reach their potential. We have in place a number of excellent programs to enhance and support the whole child. These include:

- a strong Student Leadership profile
- constant reinforcement of our school values.
- regular intervention meetings with our Wellbeing Team including our Social Worker, Speech Therapist and Department Psychologists.
- Close contact with families needing support
- Breakfast Club operates 5 mornings a week
- Restorative Justice practices
- Cybersafety programs re-visited annually

Expanding on the commitment to engaging all students and enhancing their potential, the school implements the following:

- **Individualized Learning Plans (ILPs):** Tailored plans for students with diverse needs, including gifted students, those with learning difficulties, and English language learners. These plans outline specific goals, strategies, and resources to support each student's academic and personal growth.
- **Peer Mentoring Program:** Pairing older students with younger ones to provide academic support, guidance, and friendship. This fosters a sense of community and empathy among students while promoting leadership skills in mentors.
- **Enrichment Programs (Lunchtime Clubs):** Offering activities such as coding clubs, robotics competitions, arts workshops, and STEM initiatives to provide opportunities for students to explore their interests and talents beyond the standard curriculum.
- **Mindfulness and Wellbeing Workshops:** Introducing mindfulness practices, yoga sessions, and stress management workshops to promote emotional resilience and mental wellbeing among students. These sessions can be integrated into the curriculum or offered as extracurricular activities.
- **Whole School Events:** Providing opportunities for staff and students to foster understanding, respect, and appreciation for cultural diversity within the school community. This includes celebrating multicultural events, incorporating diverse perspectives into the curriculum, and organising whole school events.
- **Environmental Education Initiatives:** Integrating sustainability and environmental education into the curriculum through initiatives such as school gardens, recycling programs, and eco-friendly projects. This instils a sense of environmental responsibility and encourages students to become stewards of the planet.

By implementing these additional initiatives, the school has further enriched the educational experiences and supports the holistic development of all students, ensuring they thrive academically, socially, and emotionally.

Other highlights from the school year

Our Community Hub is in its 3rd year of operation and is growing daily. Many programs to support our families are on offer. These include:

- Citizenship Classes
- English Classes
- Playgroup
- Conversation English Classes
- Sewing Classes
- Fitness Classes

Our connections with agencies is a key contributor to the number of families who access the service. These include City of Casey, Bunnings, Woolworths, Monash Health and the Smith Family. There is a strong relationship between the school and the hub currently. The hub frequently works in collaboration with the school and has recurring meetings to maintain communication and discuss new activities and programs for both school students and hub members. For example, the school and hub have worked together on the community garden program and senior students often come to assist with playgroup. A good example of the strong connection between hub and school, is during playgroup, the music class students visit the playgroup to perform songs for the

children, and encourage the families to join in. This demonstrates the strong connection between the hub, its members, and the school. In 2023 TeamKids began its first year as our Out of School Hours Care provider which was possible through an Out of School Hours Establishment Grant. This service has been growing steadily, providing consistent before and after school care and we look forward to seeing it extend to vacation care in coming years.

As a school we continued our commitment to extending students experiences through having two successful camps. Year 5/6 students went to Phillip Island Adventure Camp and the Year 3/4 students went to Waratah Beach Camp. Both camps provided invaluable opportunities for students to step outside the confines of the classroom and immerse themselves in a world of experiential learning and personal growth. Amidst the backdrop of nature, friendships blossomed, and bonds deepened as students engaged in team-building activities, outdoor adventures, and shared experiences. Whether conquering challenges on a ropes course, sharing stories around a campfire, or exploring the wilderness, each activity fostered resilience, confidence, and a sense of connectedness. Through these immersive experiences, students not only acquired practical skills but also developed emotional intelligence and a greater appreciation for the natural world.

A highlight of the 2023 school calendar was our whole school Production "Twisting Through Time". The event, held at Bunjil Place in Term 4, was the culmination of months of work by staff and students. The show had dance performances from each Year Level with our 'alien' main characters weaving the story between the acts. With over 700 family members filling the theatre the night was a resounding success with both parent and students describing the experience as 'amazing'!

Financial performance

Fountain Gate Primary School maintained a very sound financial position throughout 2023. The 2022-2024 School Strategic Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$338,009.00. This surplus was maintained to enable us to respond in the case of unexpected contingencies. Significant equity funding was allocated to literacy intervention programs, which continued throughout 2023. 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. This is inline and consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.fountaingateps.com/>

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 490 students were enrolled at this school in 2023, 239 female and 251 male.

62 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).

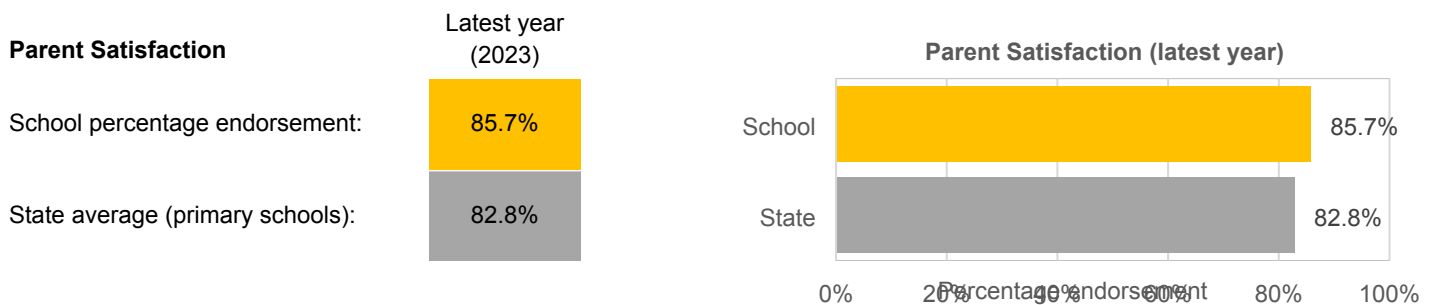
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

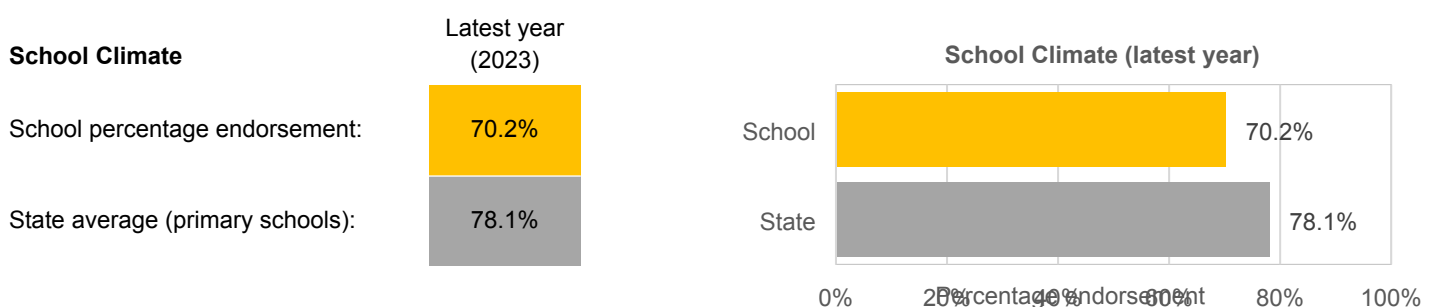


School Staff Survey

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:

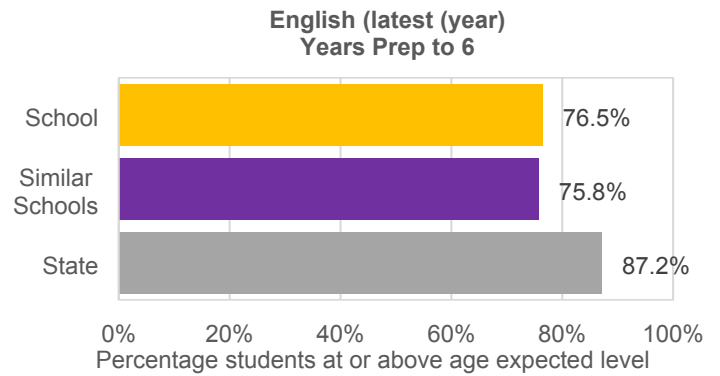
76.5%

Similar Schools average:

75.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

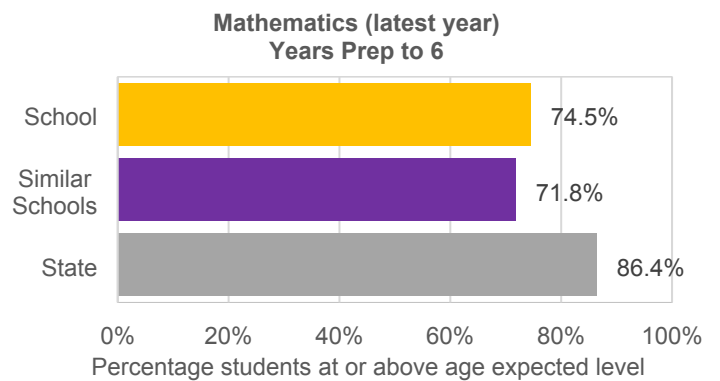
74.5%

Similar Schools average:

71.8%

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:

58.6%

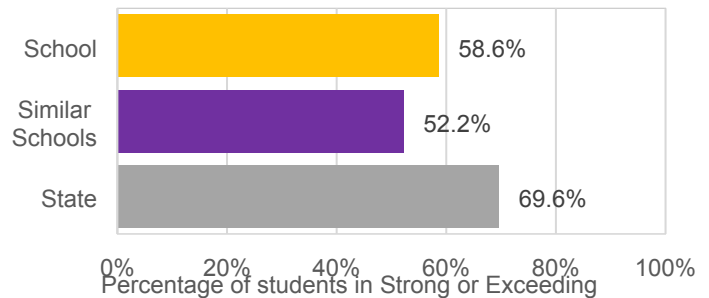
Similar Schools average:

52.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.5%

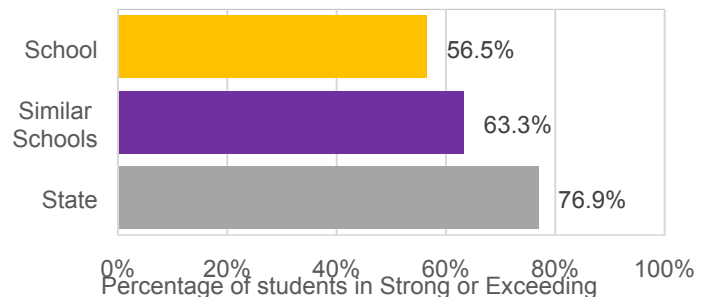
Similar Schools average:

63.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.9%

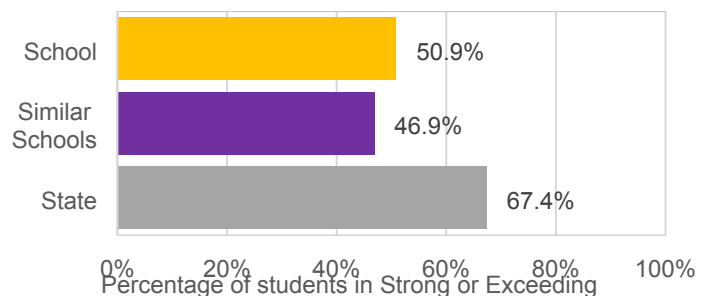
Similar Schools average:

46.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.1%

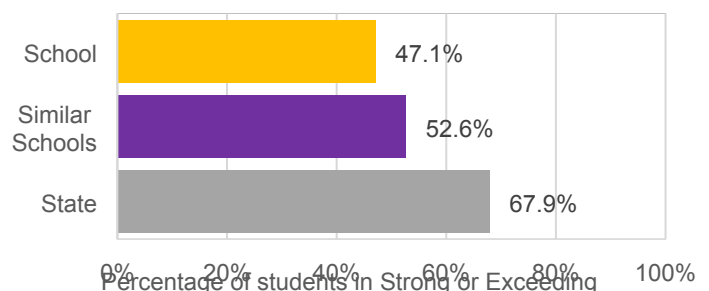
Similar Schools average:

52.6%

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:

65.3%

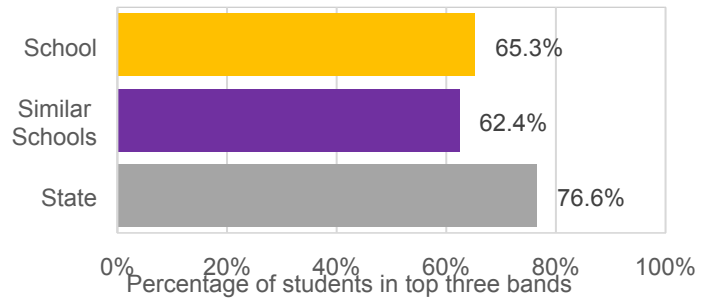
Similar Schools average:

62.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

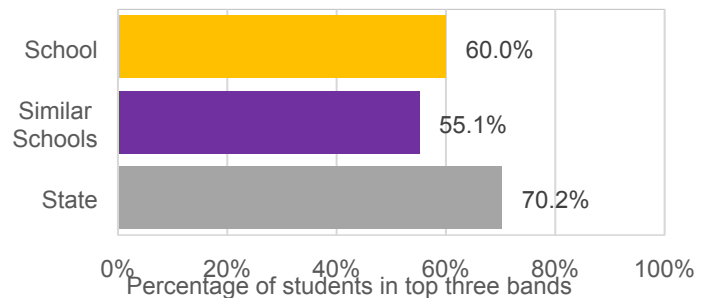
Similar Schools average:

55.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

45.9%

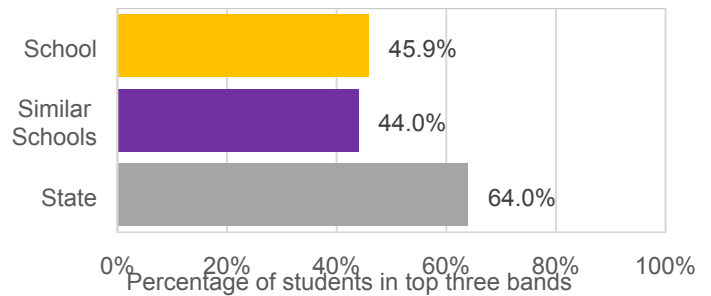
Similar Schools average:

44.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

36.4%

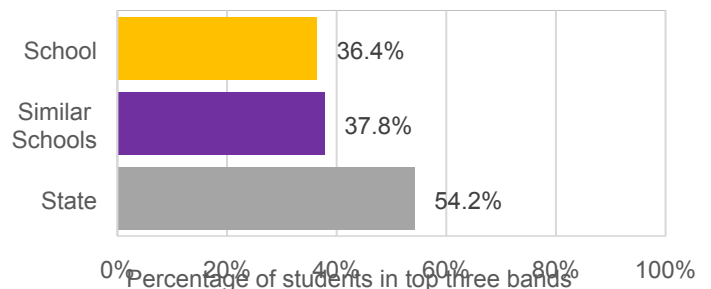
Similar Schools average:

37.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

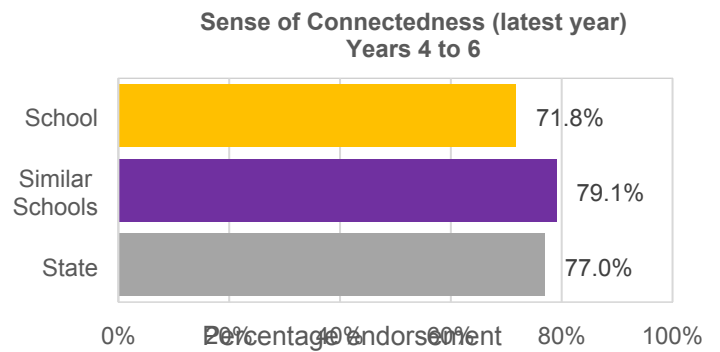
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	71.8%	74.7%
Similar Schools average:	79.1%	81.1%
State average:	77.0%	78.5%

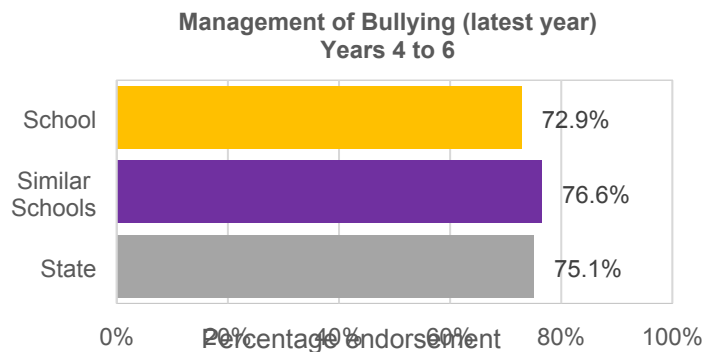


Student Attitudes to School – Management of Bullying

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:	72.9%	72.1%
Similar Schools average:	76.6%	78.6%
State average:	75.1%	76.9%



ENGAGEMENT

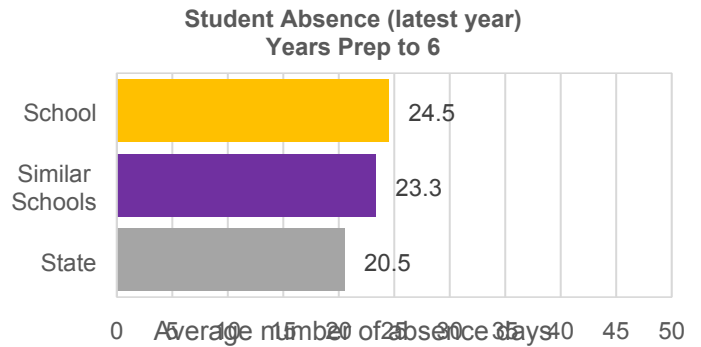
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.5	24.6
Similar Schools average:	23.3	21.3
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):	87%	87%	88%	87%	88%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,931,334
Government Provided DET Grants	\$1,184,278
Government Grants Commonwealth	\$60,618
Government Grants State	\$0
Revenue Other	\$29,580
Locally Raised Funds	\$185,058
Capital Grants	\$0
Total Operating Revenue	\$7,390,869

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,180,919
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,180,919

Expenditure	Actual
Student Resource Package ²	\$5,794,448
Adjustments	\$0
Books & Publications	\$7,254
Camps/Excursions/Activities	\$96,735
Communication Costs	\$12,503
Consumables	\$153,055
Miscellaneous Expense ³	\$27,648
Professional Development	\$38,704
Equipment/Maintenance/Hire	\$151,800
Property Services	\$198,520
Salaries & Allowances ⁴	\$259,115
Support Services	\$199,049
Trading & Fundraising	\$76,049
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,449
Total Operating Expenditure	\$7,066,328
Net Operating Surplus/-Deficit	\$324,541
Asset Acquisitions	\$336,076

- (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	\$256,714
Official Account	\$81,295
Other Accounts	\$0
Total Funds Available	\$338,009

Financial Commitments	Actual
Operating Reserve	\$183,683
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,276
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,460
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$14,590
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	\$338,009

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.