

2022 Annual Report to the School Community

School Name: Great Ryrie Primary School (5478)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

About Our School

School context

At Great Ryrie Primary School our vision is to provide a 'supportive and engaging learning environment that equips students to constructively contribute to an ever-changing world'. Our school motto, "A respectful and responsible learning community", incorporates our three core values of respect, responsibility, and learning, which are a focus of our School Wide Behaviour Support. Our purpose is to provide our students with the best opportunities we can to support their growth and learning.

Our school was established in 1998 and is located approximately twenty kilometers east of the CBD. Our 512 students represent 360 families with 37% having a language background other than English. Approximately 29% of the school community qualify for the Camp, Sport and Excursions Fund (CSEF), however, Great Ryrie has a diverse social demographic, ranging from families where one or both parents are high-income earning professionals or business owners, to single parent and low-income families. We have forty-nine staff comprising the equivalent of 38 full-time staff including one Assistant Principal, two Learning Specialists, three Office Staff, a First Aid Officer, one EAL Aide, one Multicultural aide, nine Teacher Aides, a part-time Library Technician, and a Chaplain. Our Learning Enhancement Program comprises of two part time Learning Tutors and a High Ability teacher.

Our school has a strong reputation in the local community, and we celebrate the cultural diversity of our families, while providing quality, learning programs in all curriculum areas. We also offer a wide range of extra-curricular activities including extensive Visual Arts, Indonesian, Performing Arts and Sports programs as well as Chess, and other special interest programs. Student wellbeing is given a high priority and we offer many programs designed to support students over a range of issues, as well as a comprehensive suite of student leadership programs. The Victorian Curriculum provides the teaching program within an integrated model. Teachers work in teams to plan and deliver curriculum that caters for the individual needs of students in all classes.

Great Ryrie has an attractive, safe, and stimulating learning environment, enhanced by relatively new and well-maintained facilities. The school is well resourced in IT, including interactive whiteboards in every classroom and access to student laptops and iPads.

Parent engagement is high, and community involvement is valued by all the staff at Great Ryrie Primary School. We have an active school council and parents participate in various aspects of school life including classroom helpers, assisting with sports teams and with fundraising activities. The school's website, Facebook page, weekly newsletters and use of the Compass student management system provide rich and informed communication and information. The work of the School Council and the parent community is evident throughout the school in improved programs, facilities, and equipment, for students and teachers. Enthusiastic parents and community members provide hours of voluntary work to support student learning and the smooth running of the school. Our students are provided with opportunities to develop their leadership skills and to participate in extracurricular activities during and outside of school hours, including sports events, choir, chess, dance, and instrumental music programs. The school also provides an Out of School Hours Care program, including holiday programs, through Team Kids.

In managing the significant impacts and changes our school and students faced in 2021 due to COVID-19, the 2022 Great Ryrie Primary School's Annual Implementation Plan was written to focus on the three major priority areas identified by the Department of Education. These goals were written like last year to focus on, catch up with students that did not thrive or extend their learning during the pandemic, to effectively mobilise available resources to support students' wellbeing and mental health, and to maximise learning outcomes in numeracy and literacy as highlighted in our school review.

-Learning catch up and extension priority (Achievement) by building teacher capability to deliver targeted student support in literacy and numeracy.

-Happy, active, and healthy students' priority (Wellbeing). At GRPS we continued to implement a whole-school approach to improving student resilience and wellbeing.

-Connected schools' priority (Engagement). At GRPS we continued to nurture an environment where parents and teachers have strong relationships with students and parents/carers/kin.

The Professional Learning Community (PLC) initiative using the improvement cycle continued to be implemented in 2022. The teachers worked through several improvement cycles collaboratively at team levels which continued to run effectively.

Staff sharing planning and accountability, incorporating the High Impact Teaching Strategies, and teaching to the whole school instructional model also continued to make a great impact on student learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Priority 2022 Dimension Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2022 we continued to focus on student learning with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

The Tutor Learning Initiative (TLI) was implemented to meet students' individual learning needs and four cycles were completed successfully, with improved outcomes. Through, thorough data analysis and discussions with classroom teachers' students were involved in learning sprints of approximately 6-8 weeks where they were involved in intensive explicit teaching at their zone of proximal development. Extensive professional learning was provided to build staff capacity in the development of targeted individual education plans through an updated template. Leaders monitored the progress of the students closely with case meetings and regular reviews with the tutors and classroom teachers.

Professional Learning Communities were maintained to focus on student learning growth. Progress was shared at leadership meetings, using relevant data sets to identify students requiring specific learning support through the Tutor Learning Initiative (TLI) and other learning intervention programs.

The School Improvement Team (SIT) identified that a focus on the Reading and Viewing mode of English was necessary based on the 2021 NAPLAN data and the associated 5-year trend data. Even though the 2021 Priorities Goal identified that there was to be a focus on Numeracy across the state, current school data indicated that we were performing much stronger in Numeracy than we were in Reading in the categories of Top 2 Bands (Year 3 and Year 5) and Benchmark Growth.

The leaders and staff participated in workshops with the English Curriculum Team and documented the whole school teaching and learning plan for the Reading and Viewing mode of English, inclusive of the instructional model, relevant teaching approaches and high impact teaching strategies (HITS).

- The school developed, documented, and implemented an action plan to establish practice excellence and collective efficacy in Reading with the Literacy Learning Specialist.
- Staff capacity was built in the use of curriculum roadmaps to identify zones of proximal development, as well as relevant formative assessment practices, to meet student's individual learning needs.
- The whole school instructional model was revisited with a focus on Reading, to build teacher capacity in relevant teaching approaches and high impact teaching strategies (HITS)
- Foundation to Year 1 teachers completed eight days of Spalding Training as part of the school's vision for Literacy. This resulted in teams sharing success with staff, which has built excitement and curiosity about the implementation of Reading and Viewing across the school.

The school's success in Learning is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP). We are measured against similar schools and the state. 'Similar Schools' are a group of Victorian government schools that are like this school, considering the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Regarding the Victorian Curriculum, the school's percentage of students (P-6) at or above age expected standards exceeded the State average in English and Mathematics.

Our NAPLAN results in 2022 show that the percentage of students in the top 3 bands for Year 5 and Year 3, Reading and Numeracy, including our respective 4-year averages for these areas are above similar schools and state averages.

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was above state, with an 81% positive response from those who completed the survey.

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was well above the state average with a percentage of 82.7% compared with the state average of 73.4%.

Wellbeing

In 2022, the school had a focus on the state-wide Key Improvement Strategy to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.

- The school placed a greater emphasis on the Zones of Regulation and UR Strong programs which has allowed students to identify their emotions and develop strategies to manage them.

- In Term 1, Professional Learning for all staff on the Zones of Regulation and UR Strong was facilitated to ensure consistency across the school.
- The Wellbeing Coordinator was instrumental in ensuring detailed planners, to support teachers to deliver these programs in the classroom and across the school.
- UR Strong in 3-6, and Zones of Regulation in F-2, continued to be targeted across the school. To complement the programs an area of the playground was completed to showcase the UR Strong key components, that support students to maintain healthy friendships.
- Although URSTRONG was implemented to target Year 3 – 6 cohorts, the interest and eagerness of all staff led to F-2 teachers trialing the program. In the end of year reflections, it was proposed that URSTRONG would be implemented across the school in 2023. With consistent language used to deal with friendship matters, the hope would be increased positive endorsement of 'management of bullying' in 2023 ATSS.

The Wellbeing Curriculum Team was established to refocus attention and to build staff capacity to effectively deliver the school's agreed processes for School Wide Positive Behaviours (SWPBS) using a whole school focus. E.g., Term 1 was moving around the school and the Term 2 focus was appropriate behaviour at the whole school assembly.

- The Curriculum team collected and analysed major behaviour data using the Positive Data app which showed a decline in major incidences. The Positive Data app was installed on all staff laptops which resulted in more data being collected and analysed.
- Staff reflected on the data in teams, and successfully implemented an improvement cycle to prevent major behaviours. Eg. Whole school focus/reward in Term 4. This resulted in a highly successful whole school reward in Term 4 with a games afternoon.
- RRRR and SWPBS continue to ensure consistent vocabulary and expectations for both behaviour and positive mental health and are used by both teachers and students across the school.

The Wellbeing Curriculum Team meetings were a platform to refocus staff on the Wellbeing Education Scope and Sequence from Foundation to Level 6. They also provided an opportunity to share resources and the implementation of ideas. Each meeting, year levels reported back on what they were explicitly teaching, and resources were shared for other teams to access. All teams are explicitly delivering the Wellbeing Education Scope and Sequence.

After analysis of the Attitude to School Survey, ATSS, the curriculum team developed an improvement cycle focusing on teacher concern due to the percentage being slightly below state.

- The Year 3 - 6 teams trialed the iyarn app to do a weekly wellbeing check in. Pre data was collected which will be used in 2023 to compare, to ascertain if this has made an impact on teacher concern.
- Class Meetings were discussed as a vehicle to allow student voice in classrooms and give teachers opportunity to check in with students. This will be included and trialed as part of the 2023 AIP and will attempt to address 'sense of connectedness' data in the ATSS.
- In term 4, the school revisited the school-wide set of expected behaviours (school matrix) that are aligned to the school's values.

The Wellbeing and Disability Coordinator with the Assistant Principal prioritised the identification of students with emerging or acute wellbeing needs and as a result.

- Students with emerging or acute wellbeing needs were referred to On Psych or SSS. Students were then able to access services within the school or privately, as well as strengthening parent participation and partnership with teachers to support student wellbeing.
- Individual student wellbeing IEPs, and behaviour management plans were developed for students at risk and eligible for possible funding.
- As a response to the behaviour data, as well as teacher referral, social skills programs have been implemented. An Occupational Therapist has been employed to facilitate these sessions.
- The school connected with Secondary Schools in Term 4 to schedule 6/7 SSG meetings for vulnerable students.
- The Foundation teachers conducted kinder visits to screen students to identify DIP funding for 2023.

The school's progress in Wellbeing is shown in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP).

Engagement

We are proud of the school culture at Great Ryrie Primary School that is built upon our school values and Wellbeing Programs. With the continual focus on Programs such as RRRR, Zones of Regulation and the UR Strong Program, we helped to provide the vocabulary and process for students to feel comfortable to seek help if needed. There was a whole school focus on the promotion of the school's values, expected behaviours using the matrixes and the VIA character strengths to help foster an inclusive environment and effective engagement in learning.

As a school we prioritised the pre-COVID events and extra-curricular opportunities. Whole school assemblies, camps, excursions, and incursions operated across all levels. Junior School Council and Student Leaders were involved in decision making across the school and were excited to participate in leading assemblies, special sports days, and music events. The Friendly Leaders were trained and established in the playground to assist with minor friendship fires.

The team of teachers and ES revisited the school motto "empowering students to achieve", and worked collaboratively to ensure that there were no children that were going to slip through the COVID gap. Two experienced tutors worked with data sets and the School Improvement Team to deliver a program using the Tutor Funding Initiative to ensure all students felt successful in their learning. The tutors planned closely with the High Ability Teacher, the EAL teachers and the Literacy Intervention teachers to ensure that all students had the opportunity to achieve at their zone of proximal development.

The Performing Arts, Visual Arts and Physical Education Program continued to deliver opportunities for students to re-engage with school with a priority also placed on fitness with all classes receiving an extra 50-minute session per week.

Our Multicultural Aide continued to provide improved communication with parents of EAL families, which resulted in stronger connections between school and home. It was observed that more EAL families have engaged with the school, to seek out assistance using the MEA's to translate. Eg. translation of documentations, seeking clarification around school procedures and general enquires about their child's learning.

The Chaplaincy Program continued to provide for many students and families needing extra support that couldn't access health professionals but needed ongoing monitoring. The Chaplain connected with vulnerable families as a priority, in line with equity funding.

Student engagement is measured in Student Absence Data.

In 2022, the school average number of absence days was 18.9 compared to similar schools at 24.1 and state 23.3 days.

The School Improvement Team investigated the absences from school. The common reasons for non-attendance included illness, COVID, and extended family holidays due to the lifting of restrictions. The school continued to offer optional remote learning to those students isolated because of COVID related illnesses and held Student Support Group meetings, to develop Student Attendance Plans to assist the students having difficult returning to school.

Other highlights from the school year

The Year 2022 was a year to celebrate the return of onsite learning.

In addition to onsite learning Great Ryrie Primary School was able to re-engage in a variety of extra-curricular and community events. Some of these events included:

- The grand opening of the Senior Playground including a ninja track, passive garden, sensory equipment, and a sandpit complete with a water pump for water play and discovery. In 2020, GRPS received a government grant of \$468,000.00 to complete the work. Unfortunately, construction was halted due to COVID and supply shortages. Thankfully, the playground was opened in term 3 and has been eagerly received by the students.
- Year 5 /6 five-day Coolamatong Camp
- Year 3 /4 three-day Arrabri Camp
- Junior school excursions and incursions.
- Whole school Education Extravaganza with a literacy focus and dress up.
- Whole school disco, facilitated by Junior School Council coupled with an Art exhibition evening.
- End of year Christmas Concert
- Whole school Swimming and Athletics Carnival.
- Student attendance in district sporting events.
- Parent Trivia and Silent Auction Evening.

Financial performance

Great Ryrie Primary School performed well financially in 2022 with student and staff numbers remaining relatively stable. Our financial position has ensured that the program budgets continue to be well catered for with a large focus on upgrading school facilities including new classroom furniture, replacing flooring throughout the school, upgrading lighting, developing classrooms, painting internal walls, and developing the grounds. All upgrades support providing a safe and accessible learning environment for our entire school community.

Fundraising efforts in 2022 exceeded expectations with a profit of \$27,000 raised. The parent community were generous in their contributions as well as their participation in events, especially entering a year with fewer COVID restrictions. The total profit showed a significant increase due to both the State and Federal Elections providing opportunity to run BBQ's and Cake Stalls. Both these fundraisers were very successful and raised over \$5,000. Money raised was used to purchase new furniture for Foundation, Year 1 and Year 3 classrooms and upgrade the facilities.

The financial management practices adhered to enable the optimal use of school funds for the benefit of the school community. All funds received from the Department of Education or raised by the school including external hiring of our facilities, have been expended or committed to subsequent years. Equity and Targeted Initiative Program funding were fully expended with student achievement outcomes reflecting this financial output. The funds will continue to extend educational outcomes together with further improvements to develop the buildings, grounds, and facilities. The Financial Performance and Position report shows an end of year Net Operating Surplus of \$494,807.00. This surplus occurred because of workforce changes together with the generous contributions made by families and government grants.

For more detailed information regarding our school please visit our website at
<http://www.greatryrieps.vic.edu.au>

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

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 513 students were enrolled at this school in 2022, 241 female and 272 male.

33 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).

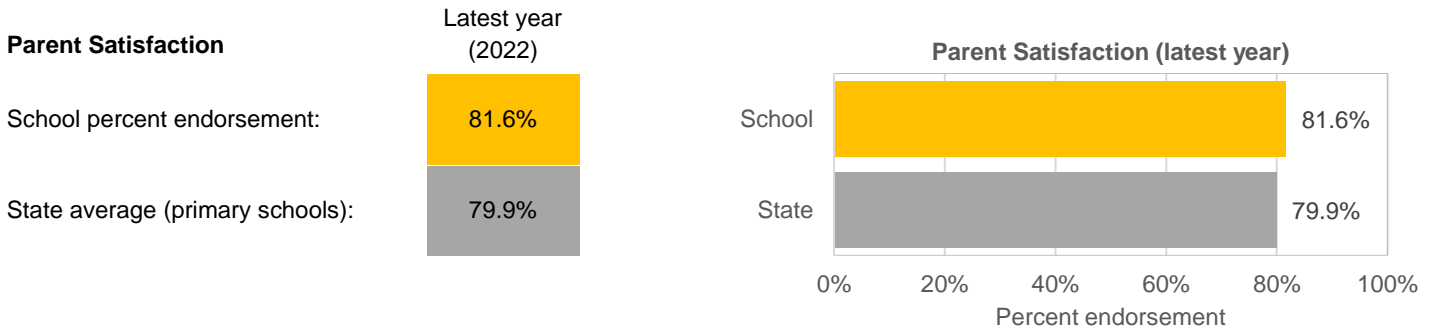
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

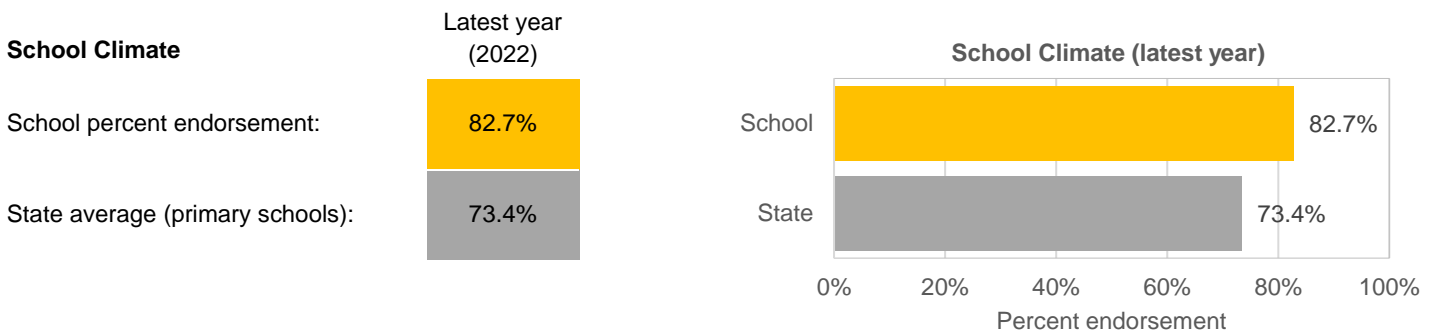


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

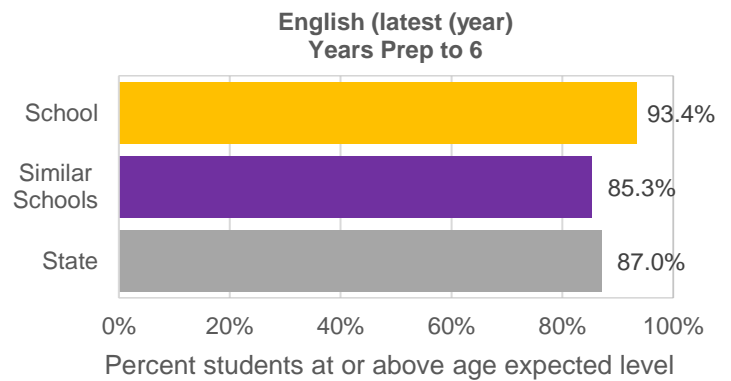
93.4%

Similar Schools average:

85.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

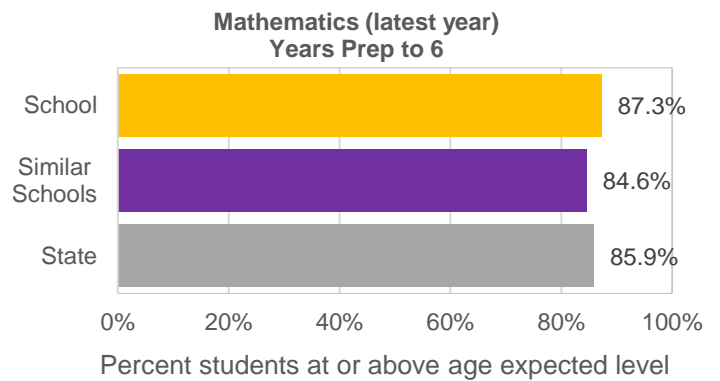
87.3%

Similar Schools average:

84.6%

State average:

85.9%



LEARNING (continued)

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

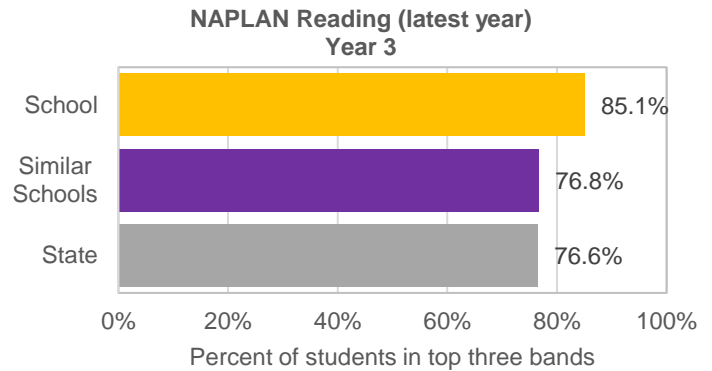
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

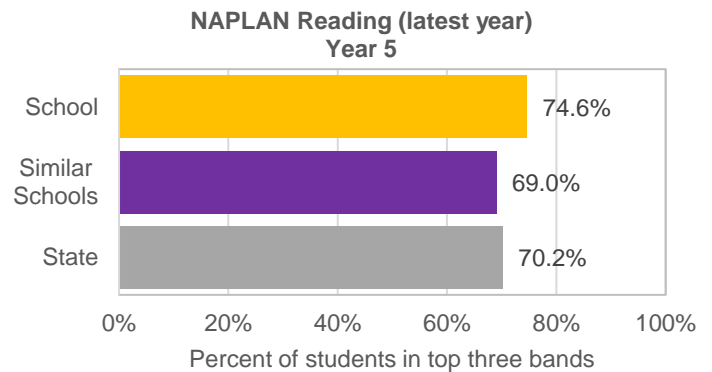
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	79.1%
Similar Schools average:	76.8%	76.0%
State average:	76.6%	76.6%



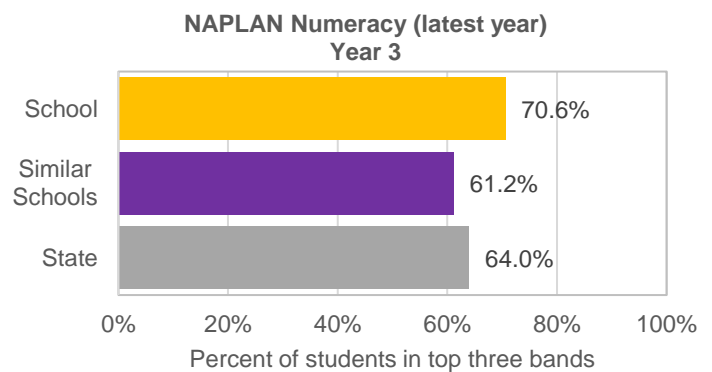
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.6%	73.6%
Similar Schools average:	69.0%	67.0%
State average:	70.2%	69.5%



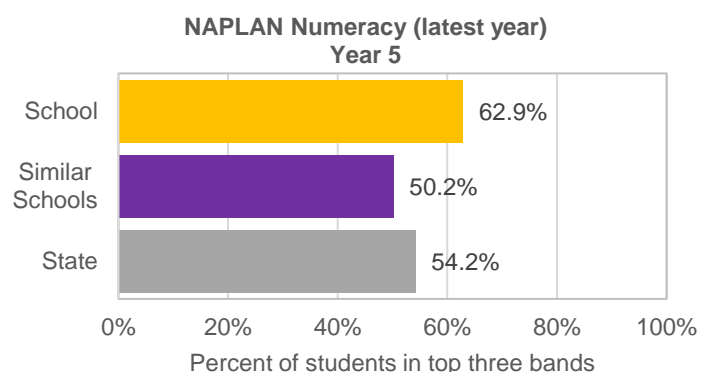
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.6%	72.9%
Similar Schools average:	61.2%	63.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.9%	68.9%
Similar Schools average:	50.2%	55.1%
State average:	54.2%	58.8%



WELLBEING

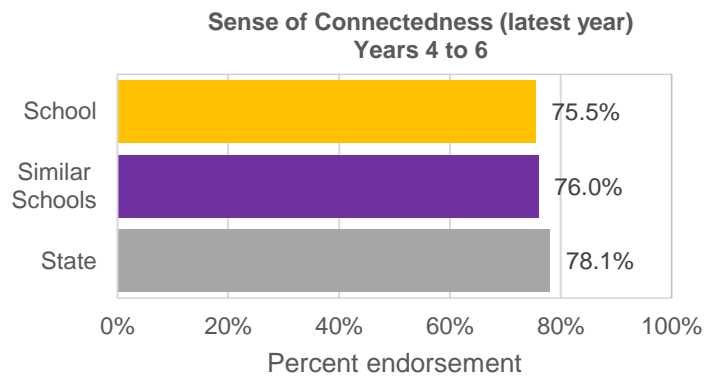
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.5%	75.0%
Similar Schools average:	76.0%	77.4%
State average:	78.1%	79.5%

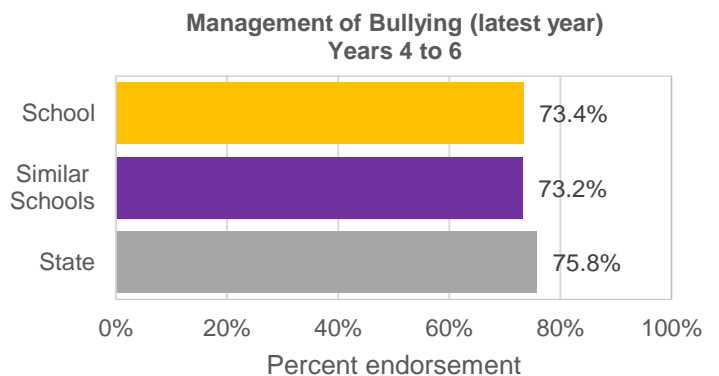


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.4%	72.6%
Similar Schools average:	73.2%	76.0%
State average:	75.8%	78.3%



ENGAGEMENT

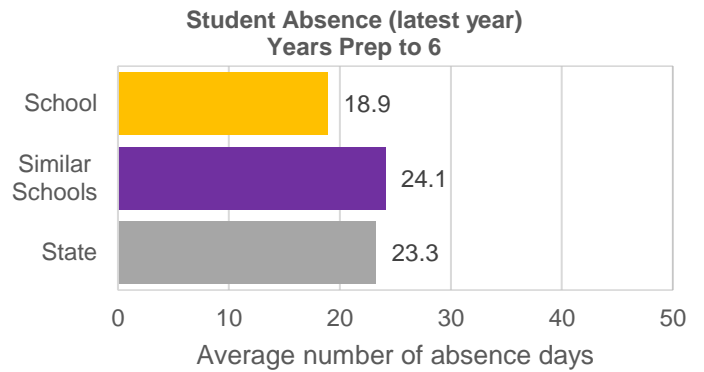
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.9	12.5
Similar Schools average:	24.1	17.3
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	92%	91%	91%	90%	90%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,145,408
Government Provided DET Grants	\$644,951
Government Grants Commonwealth	\$13,630
Government Grants State	\$29,175
Revenue Other	\$9,813
Locally Raised Funds	\$429,200
Capital Grants	\$0
Total Operating Revenue	\$6,272,177

Equity ¹	Actual
Equity (Social Disadvantage)	\$115,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$115,112

Expenditure	Actual
Student Resource Package ²	\$4,494,222
Adjustments	\$0
Books & Publications	\$4,921
Camps/Excursions/Activities	\$187,401
Communication Costs	\$7,209
Consumables	\$101,674
Miscellaneous Expense ³	\$14,641
Professional Development	\$16,146
Equipment/Maintenance/Hire	\$165,230
Property Services	\$270,383
Salaries & Allowances ⁴	\$318,614
Support Services	\$99,188
Trading & Fundraising	\$53,990
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,752
Total Operating Expenditure	\$5,777,370
Net Operating Surplus/-Deficit	\$494,807
Asset Acquisitions	\$165,473

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$450,549
Official Account	\$62,488
Other Accounts	\$4,840
Total Funds Available	\$517,877

Financial Commitments	Actual
Operating Reserve	\$171,317
Other Recurrent Expenditure	\$13,768
Provision Accounts	\$0
Funds Received in Advance	\$129,509
School Based Programs	\$71,668
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$115,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$501,262

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.