

2022 Annual Report to the School Community

School Name: Regency Park Primary School (5131)



- 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.

Attested on 06 April 2023 at 10:58 AM by Carolyn Drinkwater (Principal)

- 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

Attested on 04 May 2023 at 07:35 PM by Kim Roberts (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).

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').

About Our School

School context

School Vision:

To create an inclusive, challenging learning environment which provides diverse opportunities for students to fulfil their academic, social and emotional capabilities. To uphold our sense of community through a continued commitment to mutual respect and building relationships.

School Values: *Respect, Honesty, Resilience and Responsibility. Our key values are interwoven into our daily interactions, in order to build open and mutually respectful relationships between all members of our school community.*

Regency Park Primary School was established in 1977 and is located in a residential estate in Wantirna at the foothills to the Dandenong Ranges, 30 kilometres east of Melbourne. The school is part of the Knox Network of Schools in the North Eastern Victoria Region. The school's Student Family Occupation and Education (SFOE) is currently 0.2869. The student population in 2022 was 556 students, remaining stable at around this figure over the past few years. Our community comprises of culturally diverse family backgrounds with 30 different languages spoken in students' homes with approximately 20% of our student population having a language background other than English. In 2022, Regency Park Primary School had 50 members of staff, comprising of 3 Principal class, 2 learning specialists, 31 teachers and 15 support staff, including administration, aides and a first aide officer. Team collaboration is high and there is a positive school culture, in which staff work together very effectively to provide targeted teaching and wellbeing support to all students.

Academic excellence is promoted and supported through access to extension opportunities both in and out of school. High results in both NAPLAN data and teacher judgments support the work undertaken. We actively promote high standards of teaching and learning through well planned and documented whole school instructional models. Our professional and dedicated staff have high learning and behavioural expectations. Teachers plan and implement a quality, differentiated curriculum with students' learning scaffolded and extended as needed. The Tutoring Learning program was an essential addition to supporting student learning and where required students have individual learning plans to support targeted goals. Specialist programs were held in Music, Art, Physical Education and beginning in Term 4, we reintroduced our French program from P-6. In 2023 we will be introducing a full time STEM program, which has been equipped with a range of technologies.

Our school has a strong community base, and we strive to continue to build positive relationships with everyone in the school community. Our families are supportive and engaged in their children's learning and wellbeing. Moving past the restrictions of Covid has enabled us to once again have our families interacting with staff and children in many different and positive ways. We actively encourage our families to participate in their children's learning and to enjoy special events with us. Parents are again active participants in all aspects of school life including school council, committees, classroom assistance and attending camps and excursions. Our school community night, held close to Christmas, enabled over 1000 people to come together to celebrate the year through performances, an Art show and fun, sporting games. This event was well supported by our PTFA, and the night was deemed to be very successful.

Our comprehensive Prep transition program is a key component of connecting our new parents with our school, so it was wonderful to be able to again run school tours, onsite transition and parent information sessions. Several special events were held to both welcome and engage our parent community. In 2022 these included a welcome barbeque, grandparents' day, dress up days, special ceremonies, graduation and performances to connect our community.

Our fantastic school facilities include an expansive, artificial turf area which caters for a multitude of different sports in all weather, several basketball courts, upgraded play equipment, a spacious carpeted hall with stage, a library, art room, music room, STEM room and break out learning areas. In 2023, we are looking forward to upgrading our student toilet facilities through significant funding obtained through the Minor Capital Works Grant. Sustainability will be a continued focus for our students in 2023, with students actively involved in maintaining our vegetable gardens and keeping our yards free from rubbish.

We strongly believe in the development of the whole child, with the foundation for successful, academic learning being underpinned by the explicit teaching of social and emotional competencies through our whole school program, "Play is the Way". Through offering a diverse range of learning opportunities we aim to create and inspire future talents as well as build personal capabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

Regency Park Primary School prides itself on our high quality and effective approach to teaching and learning. Our staff feel a strong sense of shared responsibility for ensuring that we are providing a comprehensive and differentiated curriculum that meets each child's point of need. Our school has an unwavering commitment to staff working collaboratively to establish what our students already know and identifying what the next step is in their learning journey. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

Following on from two years that were impacted by Covid lockdowns, 2022 provided an opportunity for us to consolidate and to further progress a number of whole school priorities, which has positively impacted student outcomes. One of our key annual implementation goals was around strengthening and embedding our whole school instructional model in Reading. Through professional learning, our teaching staff gained a greater understanding of how to deepen student skills and understandings in reading across a learning continuum. This has enabled us to target and track student growth in reading across the school. Learning walks and peer observations enabled teachers to deepen their understanding of the reading instructional model in action. Pleasingly all reading based NAPLAN and teacher judgement targets for the 2022 annual implementation plan were exceeded.

A comprehensive review of the 2022 Teacher Judgement data in English and Maths, indicates our school performed very well when compared to both schools across the state and with schools with a similar demographic. Our Teacher Judgements from Prep - 6 demonstrate high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy. Our Year 3 and 5 NAPLAN data demonstrate excellent results, performing above the state average in all academic areas. (Reading, Writing, Numeracy, Spelling and Language Conventions) It was also affirming to see an increase in achievement across all areas. A particular highlight was the achievement of 48% of students in the top two bands for reading in Year 5: well above the state and similar school average and our highest result when looking across our five year trend data.

The introduction of the SMART spelling program was another positive whole school initiative that was implemented in 2022. All staff received comprehensive professional learning in the program and were able to refine their practise throughout the year. The sequential learning, repetition of concepts and the consistent language used supported student learning and progress. Last year we saw an increase in the percentage of students in the top two bands for Spelling in NAPLAN in both Years 3 and 5.

Our approach to our inquiry units was also enhanced, with teachers developing engaging new units of inquiry to address all areas of the Victorian Curriculum. The enhanced use of robotics equipment, including spheros and beebots, across all year levels of the school was a further highlight.

Our well-established Tutor Learning Initiative was another contributing factor to our pleasing results. A rigorous review of extensive learning data and review of individual needs ensures that we are targeting students in specific areas of the curriculum. Short-term, achievable learning goals were established, and our two tutors worked to maintain a strong partnership between the classroom teachers and families so that these goals were achieved. Our tutoring program was further enhanced by the training of our Education Support staff in the Literacy Enhancement Achievement Program, specifically targeting phonological awareness. This enabled more students to receive explicit literacy instruction in a small group setting up to three times a week. We will continue to track and monitor the effectiveness of these programs in 2023.

Moving forward, we will continue to build the capacity of our teachers through ongoing professional learning and collaboration. In 2023, we will have a strong focus on teaching and learning in Mathematics and our processes around our Professional Learning Communities (PLC) will be further enhanced.

Wellbeing

Following on from the impact of Covid and the ensuing instability, it was very pleasing to have all students back onsite for a whole year. Although it did take time for some children to readjust and connect with school life and learning expectations, overall, it was a very positive year with great gains made in the area of student wellbeing. We continue to provide a designated Assistant Principal role in the area of Student Wellbeing, with many key programs and support offered under this proactive leadership. Both staff and students have certainly demonstrated resilience over a long period of time.

In relation to supporting student learning, many students have individual education plans which ensure that our students are both supported and extended in their academic, social, and behavioural goals. A differentiated curriculum is provided for all students, focusing on the relative growth in their learning.

Our school wellbeing program "Play is the Way" is embedded throughout the school from Prep - 6, ensuring a common approach and language is used in developing social and emotional capabilities. Significant funds are allocated to ensure that all new staff are

trained in this important program. In addition to this, we implement the Department of Education "Respectful Relationships" program fortnightly in classrooms, focusing on building student skills in emotional regulation and interpersonal behaviour. In our recent Attitudes to School Survey (ATOSS) students indicated a highly positive attitude towards their ability to recognise, manage, and regulate their emotions, and we are proud to report that the results were higher than similar schools in this area.

The Attitudes to School Survey (ATOSS) is undertaken by all of our Year 4, 5 and 6 students, as well as a number of other surveys to measure and track wellbeing. Excellent results indicate a very high percentage endorsement from our students that they feel very connected to their school and that any poor behaviour within the school is managed well. Both these variables have shown higher than state medians and continue to indicate an upward trend in student perception and engagement. Students have strong, positive relationships with their teachers and know that their teachers care about them. A Q&A forum will again be part of the survey process in 2023, continuing the ongoing dialogue to support wellbeing growth in our school.

The ATOSS also indicated that a very high number of our students in Years 4-6 had positive peer relationships and used the language and strategies developed through Play is the Way and Respectful Relationships programs. In addition, there have been a number of successful workshops for our different cohorts of students, including a 'Leadership' program for all Year 6 students, focusing on empathy and positive communication, and a 5 week workshop for all Year 5 boys highlighting resilience and making good choices. In 2022, we also ran a program with Year 2s which focused on consolidating friendships in the yard and building positive relationships with peers. Within these programs, students developed specific skills to effectively problem solve, be assertive in conflict situations, reduce stereotyping, and be more mindful of how actions can affect peers.

All year levels participate in the "Start Right at Regency" program which builds connections between students, teachers, and the school, whilst setting the tone for a positive and collaborative start to the school year. Behavioural expectations are set, and our school values of Respect, Honesty, Resilience and Responsibility are revisited as to what these traits would look like, and sound like in our classroom and playground.

We have a comprehensive Kinder to Prep transition program as well as Year 6 - Year 7 programs, with strong links between our local kindergarten and secondary college. Our transition program to Year 7 was highlighted as very beneficial in the ATOSS, where most students were extremely positive regarding transition to Year 7. Other programs such as Reading Rocks with Years 1 and 4, Prep and Year 5 Buddy program, Peer Mediation, and Peer Support continue to run to support student wellbeing.

Our social and emotional wellbeing approach includes building positive mental health through our wellbeing programs, self-awareness, emotional intelligence, self-regulation, resilience, interpreting the world and our community positively, as well as a focus on social behaviours. We work in partnership with our families to build strong, supportive relationships and this creates a sense of belonging and engagement. The provision of many interactive activities such as grandparents' day and Community Night, as well as many special assemblies and performances further strengthens this connection.

Engagement

Our school community reunited with an excited return to onsite learning at the beginning of 2022. Student engagement was once again, one of the top priorities for our school, ensuring that both staff and students were supported in the transition out of the extended remote learning period. Relationships were again strengthened and positive connections between students, staff and families were slowly rebuilt. Student engagement was managed carefully, acknowledging that stamina levels for sustained learning was challenging for some students, but by the end of term 1, everyone was working well. Students also enjoyed being able to participate in the range of additional activities such as swimming, excursions, camps and many other programs which previously had not been permitted due to the Covid restrictions.

Student voice, agency and leadership have a central role in improving student outcomes and supporting student safety, wellbeing and engagement. Each year our school offers a comprehensive leadership program for all of our year 6 students. The Year 6 Leadership Program aims to encourage and engage every student to recognise themselves as role models, identify their skills and abilities and explore their leadership qualities. Student voice is about empowering students and providing them with the opportunity to give feedback – to each other and their teachers. Therefore, each class in our school has a representative to form our Student Voice Team, led by our year 6 Student Voice captains. The team meet once a fortnight, guided by our staff to share the things that are going well for Regency Park and suggestions to make improvements, as well as considering fundraising opportunities for student related charities. One of the highlights included the book drive in which students brought in books from home to swap and/or purchase for a gold coin donation. Teachers and students work together to build learning agency - whether it involved selecting which activity they will do in a numeracy lesson, setting personal writing goals and checking it against the 'bump it up' wall, choosing an area of interest for reading or taking personal responsibility within the classroom to minimise distractions. Students are always encouraged to make positive choices regarding their learning and behaviour.

Across the week, our staff offer lunchtime clubs based on student interest and feedback from the Student Voice Team to engage students in extra-curricular activities, such as gardening, drawing, chess, band and dance club. These clubs are updated termly and are offered for students from Prep-Year 6. Another popular event during 2022 was our student versus staff sporting games, which included a netball, volleyball and basketball -lots of strong competition and cheering!

The 'Attitude to school survey of our Years 4-6 students in 2022 indicated that their emotional and relational engagement was on an upward trend with results higher than the state average. A review of the 2022 attendance data, indicates that the average number of absence days was 20.7, which is significantly higher than the average for the past few years of 12.4 days, but lower than the state and similar school averages. Common reasons for non-attendance were illness, due to the increased amounts of covid cases, the mandatory isolation periods for covid cases and household contacts, as well as an increase in family holidays post lockdowns. Student attendance will be a top priority for 2023, with the continuation of a formal 'Processes for Managing Attendance & Absences' designed to make it clear the role and responsibility of teachers, staff and parents in managing attendance at Regency Park Primary School. Class rolls are marked by 9.10am every day. In the event the classroom teacher or CRT cannot mark the roll on COMPASS, a paper roll is immediately sent to the office. Global messaging to parents occurs each day when a student has any unexplained absences, which then prompts parents to log onto COMPASS to indicate the reason for the absence. Letters to families are distributed twice per term reminding them to log all absences, which in turn provided an increase in the explained absences for the year. After three days of consecutive, unexplained absences, the classroom teacher contacted the parents/carers. Where absences are of concern due to their nature or frequency, the Assistant Principal contacted these families and sought regional support.

Through the consistent use of COMPASS and our weekly newsletter, we continue to communicate the importance of attending school and minimising late arrivals where possible, whilst highlighting the impact it can have on their child's learning. We continue to promote that school attendance is important for all children to succeed in their learning and to ensure they maintain healthy social relationships with their peers.

Other highlights from the school year

We are very proud of our school community as a whole and have welcomed the opportunity, post Covid restrictions, to again include our families in a number of traditional Regency Park events. Of most importance was our annual Community night which was run in December with a Christmas theme. The students performed Christmas songs, participated in sporting activities and we were treated to a whole school Art show. It was a big night, attended by over 1000 people! Food trucks and Christmas stalls added to the evening! Other memorable events were the Years 3-6 camps, interschool sport, swimming, Year 6 graduation, excursions including a trip on Puffing Billing and special concerts for our Grandparents saw hundreds of very interested visitors! We loved dressing up for "footy day", literacy and numeracy week" and Harmony Day. Our Student Voice team met regularly and facilitated some worthwhile events to raise money for charity, whilst our Sustainability team planted vegetables and encouraged "Wasteless Wednesdays". Of particular note is the role our student leaders continue to play in running our fortnightly assemblies so efficiently, with confidence and poise. In 2023 we are looking forward to staging our biennial school production, which no doubt will be a big hit!

Financial performance

Regency Park continues to maintain a strong financial position. The cash budget has been carefully monitored and the Student Resource Package (SRP) continued to be in surplus at the end of 2022. Of significance were the Disability Inclusion funds which provided for a range of supports for our students, including access to psychologists, speech therapy, occupational therapy and literacy support programs. Our school also received funds for the Learning Tutoring Initiative which again enabled large numbers of students to access additional teaching in the area of literacy and numeracy. A continual cycle of upgrading our technology allowed for new banks of ipads and netbooks for both student and staff use and all of our curriculum areas were well supported with new resources. Our PTFA continue to be a very active group within our community raising money to support key projects. Our plans for the future require a sustainable budget which will allow for the continued provision of a safe and engaging learning environment, enabling all students the opportunity to achieve their personal best.

For more detailed information regarding our school please visit our website at <http://www.regency-park-ps.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 555 students were enrolled at this school in 2022, 265 female and 290 male.

20 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).

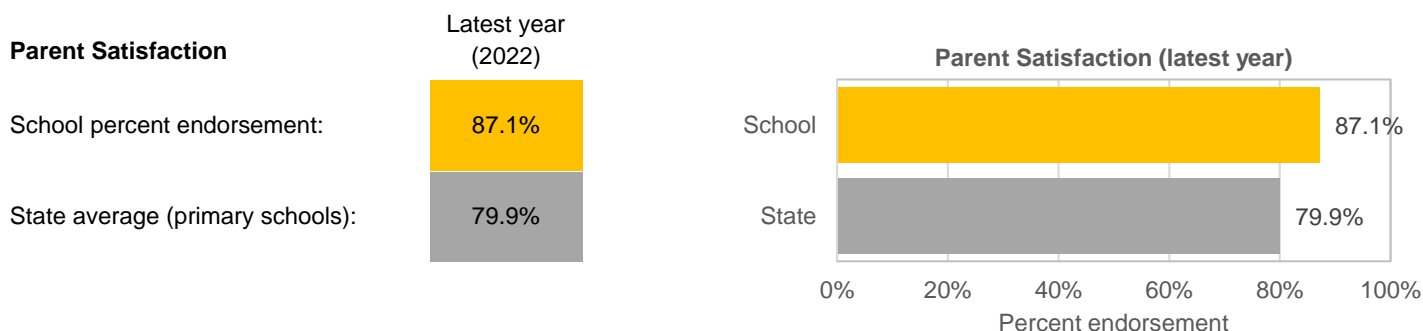
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

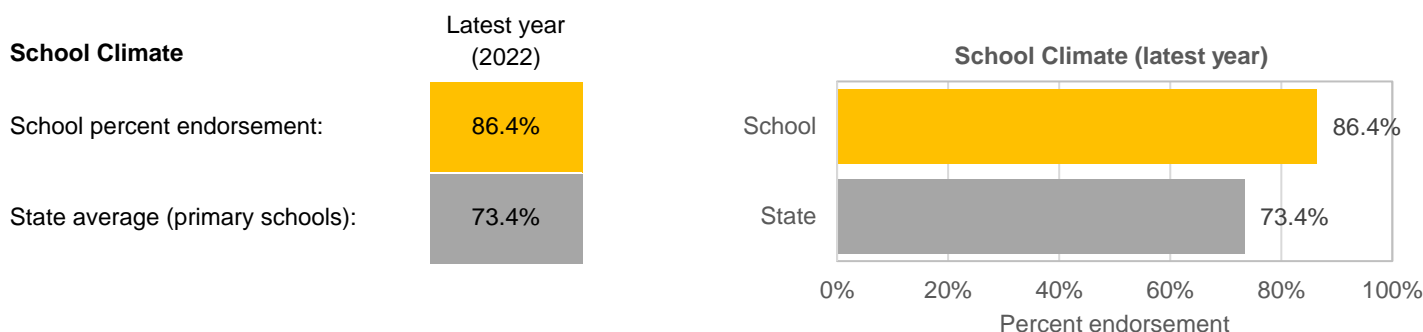


School Staff Survey

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:

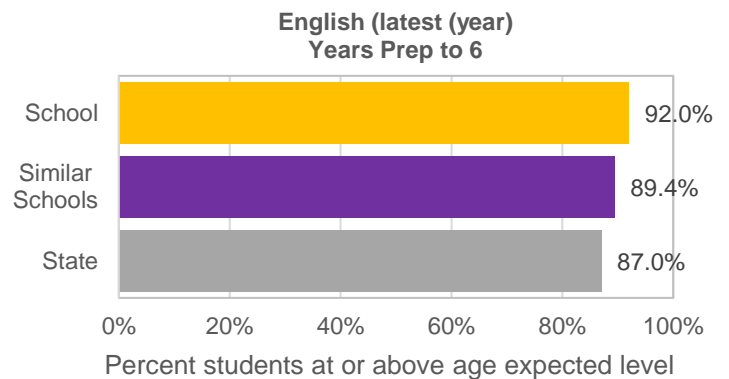
92.0%

Similar Schools average:

89.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

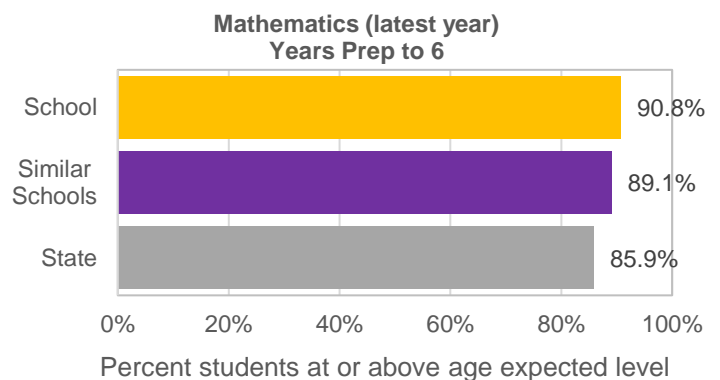
90.8%

Similar Schools average:

89.1%

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.

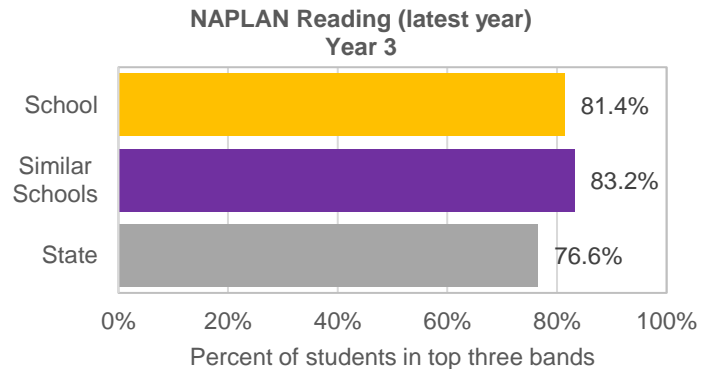
NAPLAN

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.

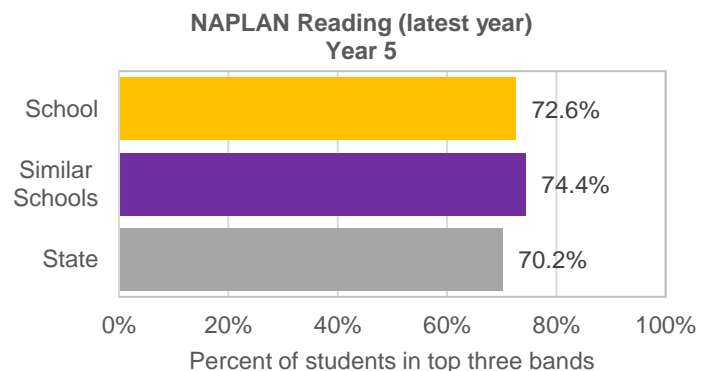
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.4%	84.1%
Similar Schools average:	83.2%	82.4%
State average:	76.6%	76.6%



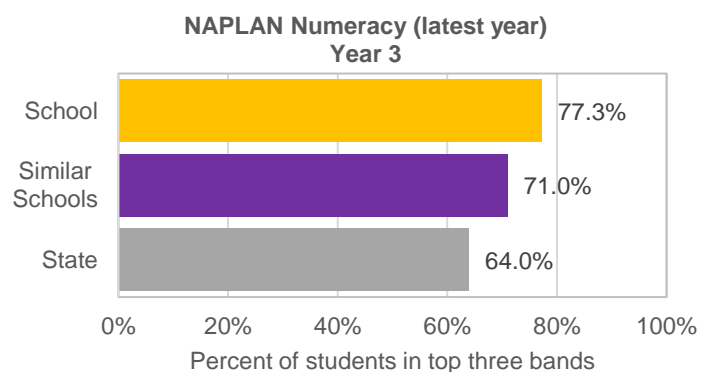
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.6%	68.0%
Similar Schools average:	74.4%	74.1%
State average:	70.2%	69.5%



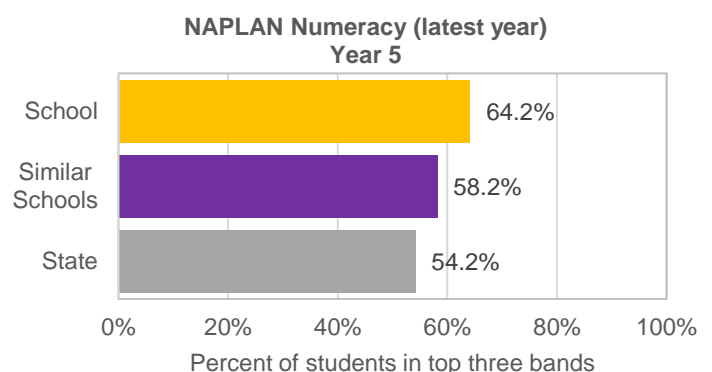
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.3%	77.9%
Similar Schools average:	71.0%	73.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.2%	66.3%
Similar Schools average:	58.2%	63.7%
State average:	54.2%	58.8%



WELLBEING

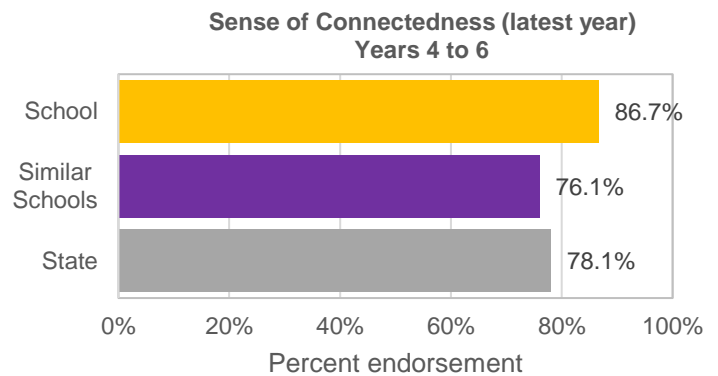
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.7%	88.2%
Similar Schools average:	76.1%	79.2%
State average:	78.1%	79.5%

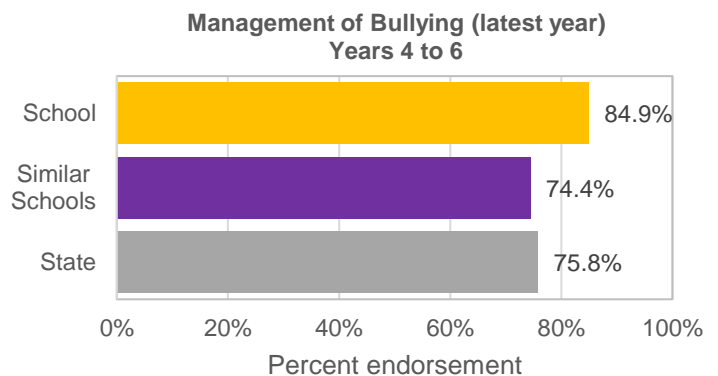


Student Attitudes to School – Management of Bullying

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:	84.9%	87.7%
Similar Schools average:	74.4%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

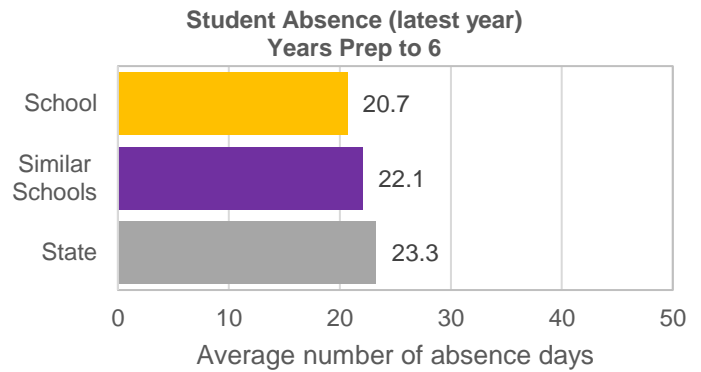
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.7	12.6
Similar Schools average:	22.1	15.4
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):	90%	90%	90%	88%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,118,391
Government Provided DET Grants	\$642,308
Government Grants Commonwealth	\$12,060
Government Grants State	\$0
Revenue Other	\$23,009
Locally Raised Funds	\$371,416
Capital Grants	\$0
Total Operating Revenue	\$6,167,184

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,132
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,132

Expenditure	Actual
Student Resource Package ²	\$4,495,279
Adjustments	\$0
Books & Publications	\$2,897
Camps/Excursions/Activities	\$216,414
Communication Costs	\$13,663
Consumables	\$114,567
Miscellaneous Expense ³	\$19,728
Professional Development	\$22,265
Equipment/Maintenance/Hire	\$112,572
Property Services	\$69,360
Salaries & Allowances ⁴	\$176,012
Support Services	\$91,336
Trading & Fundraising	\$49,394
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,310
Total Operating Expenditure	\$5,427,796
Net Operating Surplus/-Deficit	\$739,388
Asset Acquisitions	\$64,689

- (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	\$602,009
Official Account	\$52,379
Other Accounts	\$0
Total Funds Available	\$654,388

Financial Commitments	Actual
Operating Reserve	\$147,391
Other Recurrent Expenditure	\$3,569
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$28,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$185,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$443,960

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.