

2024 Annual Report to the School Community

School Name: Narre Warren North Primary School (1901)



- 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 03 March 2025 at 10:08 AM by Connie Vandervoort (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 20 March 2025 at 12:03 PM by Connie Vandervoort (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

School context

In 2024 Narre Warren North Primary School has continued to provide excellent educational opportunities for all students, including key events such as our inaugural Art Show, annual Show Day, Grandparents' Day, Mothers' Day and Fathers' Day activities; as well as a range of sporting events such as House Athletics, excursions, incursions and swimming.

Narre Warren North Primary School is in the City of Casey. In 2024 our school had an enrolment of 345 students, 165 female and 180 male. Our school is capped at 390 enrolments. There were 16 grades in operation, 27 students (11%) had English as an additional language.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy continued to be an important focus at all levels of our school. Phonics was a component of our school's literacy program from Prep to Grade 3. The development of knowledge and skills through an Inquiry Learning approach was also highly valued. A comprehensive eLearning program supported classroom programs. In 2024 our school began a BYOD Chromebook program for Grade 4 students. Students in Grades 2 to 6 had 1 to 1 access to Chromebooks (including students not participating in the BYOD program). Students in Grades Prep and Grade 1 had access to iPads and Chromebooks.

Specialist programs in 2024 were provided in Visual Arts, Physical Education, Science, STEM, Performing Arts and Languages Other Than English (Auslan). Our school is inclusive of all students, catering for all students including Tier 2 and 3 students with additional learning needs. A Literacy Support/Intervention Program (Mini Lit and Macq Lit) supported students who were at risk, a Tutoring program continued as part of the Department's TLI Program and Integration aides, including a Wellbeing Support officer, supported funded students and those at risk. Students working above the level participated in the Victoria's High Ability Program, GateWAYS and other internal programs. Individual Education Plans were developed for students at risk as well as those working 12 months above the expected level.

To support and enhance the curriculum, the school offered a variety of programs and opportunities to develop and showcase individual student interests and talents. These additional programs included Family Life, Student Leadership and Sporting Programs, Camp, swimming, Interschool Sport, Talent Show, choir, excursions and incursions, buddies, Show Day and Bonus Play ensured our students had as many additional learning opportunities as possible throughout the year.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values was in place. The continuation of a whole school Behaviour Management Program provided consistent expectations and understanding across the school. A Wellbeing Support staff member was employed 3 days a week. Mindfulness and Ready to Learn also continued to be a focus. Student Leadership programs, including School Captains, House Captains and Junior School Council, were highly valued. Across the school we had 37 student leaders.

A Pathways to Prep Program provided pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 5 weeks in Term 4 and was a huge success.

Narre Warren North Primary School had 28.6 equivalent full time staff - 2 Principal Class, 21 EFT Teachers and 5.6 EFT Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Narre Warren North Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with whole school monitoring procedures and our Professional Learning Community (PLC) practices. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small groups and individuals.

Teachers at Narre Warren North Primary School are driven by a personal commitment to ensure every student is to achieve their potential through learning successfully at their point of need. This is achieved through data informed practices, where the leadership and teaching staff work together to collect and use quality data to identify points of need, set targets for improvement, monitor improvement and evaluate impact. Student performance data is collected and is analysed at whole-school, cohort and individual level.

Narre Warren North Primary School has continued to produce excellent results. Data collected by our school demonstrated our students continued to make growth but also allowed us to see where improvements can be made in 2025 in the area of teaching and learning. Teacher judgements of student achievement in English and Mathematics are well above similar schools and the state average. Reading and Numeracy in NAPLAN were at or above similar schools and above the State average for both Grade 3 and Grade 5.

The 2024 Annual Implementation Plan focused on:

Implementing and refining the LATAR instructional model for understanding and use of continuity. Regular PLC Leader meetings were held to support leaders in developing effective curriculum and wellbeing programs with their teams. This supported the school alongside the subschool meetings to successfully implement the Writing Revolution, Elastik and Bond Block

intervention programs. Further Professional Learning was held to review the HITS and clarify to staff what each strategy meant in terms of effective practice.

Staff engaged in Professional Learning with Michael Ymer focusing on understanding the Mathematics 2.0 curriculum, differentiation and effective planning processes. This enabled staff to implement learning tasks that catered for a range of abilities, engage students in Mathematics as well as understanding how to interpret the new curriculum standards. Furthermore work was done with staff to compare the 1.0 and 2.0 curriculums including updating the Assessment Curriculum Tracker. This work will continue into 2025.

Development of the Writing Revolution implementation. This has included facilitating teacher observation of best practice. Subschool meetings focused on video analysis of teaching practice in relation to improving their own skills and strategies and giving feedback to others. Term units align with the Writing Revolution.

Elastik was implemented to support assessment processes. Teams have effectively used the 'WriteMark' element of Elastik to assist in triangulating data, set individual student goals and support teacher-student conferencing. Staff began to explore the use of Custom Reviews and Gap Reviews to assist with pre and post testing as well as to target students' point of need.

Teams continued to create common assessment tasks to determine student understandings in a learning environment as opposed to formalised tests.

Staff continued to consistently use Responsive Teaching 'Checking for Understanding' strategies (Cold Call, Mini Whiteboards and True/False) in their planning and teaching. A Teachers' Playbook has been developed to support this initiative.

The Tutoring Learning Initiative was implemented. Results were analysed to discuss individual student concerns and programs were developed based on needs. Students were assisted in Literacy using MiniLit Sage or MacqLit and Numeracy Intervention groups in Bond Blocks, an intervention program, to determine any misconceptions students are having in Number.

Data was used continually to reflect and adjust student areas of focus for those on the Tutoring program. Learning goals are created and monitored for all students on the TLI program.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum.

In 2025 the Student Learning focus will be further supported by:

Embedding consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs.

Continuing targeted professional learning in understanding effective differentiation teaching and learning.

2025 is our School Review year.

Wellbeing

Our school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. We are fortunate to have a school Wellbeing Coordinator to oversee the student wellbeing programs and protocols. This is key in ensuring the best supports are in place at Narre Warren North Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us.

The whole school focus on student wellbeing is aimed at taking a proactive approach towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services.

Students are empowered to take responsibility for their social interactions. Strategies implemented included Circle Time, Ready to Learn, Respectful Relationships, Social and Emotional Learning curriculum program which is teaching students to have a positive mindset and Bonus Play across the school. In 2024 teachers explicitly taught social skills as a priority to develop social and emotional competencies. A consistent approach to behaviour management continued to be revisited by staff and implemented across the school.

The 2024 Annual Implementation Plan focused on:

Implementing our school's Mental Health and Wellbeing program across the school. The coordinator attended the MHiPS training, revised the school's expectations with staff on the school's Behaviour Management processes, Ready to Learn and the 'Play is the Way' program. A multi-tiered approach referral process was developed to support students with wellbeing needs. Students were given a voice on participation in Ready to Learn activities. Teachers planned SEL lessons that focused on the needs they have specifically identified as their class need and Grades 5/6 trialled the Open Parachute program that provided lessons and videos at each year level linked to Respectful Relationships.

Continuing to work on updating the Wellbeing Check in tool and planning for the groups.

The Disability Inclusion leader continuing to meet regularly with SSS team and coordinated teacher/parent concerns for assessments and monitoring.

Teachers continuing to monitor the NCCD data to ensure that they were making adjustments for students to access the curriculum. Documented adjustments were monitored for those requiring DIPs in the future.

Professional learning for staff on the Disability Inclusion Process (DIP) assisted in supporting students in classrooms. Policies and templates were reviewed and updated. NCCD data was reviewed on an ongoing basis to ensure that adjustments were made for students as required.

In 2025 student wellbeing will be further supported by:

Incorporating the Bounce Back program and engaging activities into SEL lessons and Ready to Learn.

Providing professional learning on mental health and wellbeing.

Developing teachers' and ES understanding of steps in the DIP process.

Investigating Positive Classroom Management Strategies.

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results and student forums indicate that students have a positive view of our school in terms of teachers, curriculum and peers. Attendance at our school is higher than similar schools and the state average. Common reasons for non attendance include illness and a high proportion of families going on extended family holidays.

All absences were followed up by classroom teachers and/or leadership. We have a consistent process in place for absences and parents were contacted for students who had 3 consecutive absences by the Wellbeing Leader or Assistant Principal. Plans were put in place for students with anxiety to get them to school and the number of students late to school reduced over the school year.

Empowering students and building school pride and connectiveness continued to be a focus. Students were given a voice in their learning process through negotiation and collaborative decision making and increasing the use of peer / self-assessment. The Engagement Continuum was implemented in all classrooms in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school. The use of ICT through collaborative learning gave students scope to be more connected to their learning.

Enrichment/extension programs were continued for students working well above the expected level through small group tasks, VHAP, GateWAYS, Maths Olympiad and classroom strategy groups. The Tutoring Learning Initiative was implemented for students making no growth or little growth. Student Support Groups were established for **funded** students. Individual Education Plans and Behaviour Support Plans were put in place for at risk students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. 37 student leaders were given leadership responsibilities during the year. School Captains ran assemblies and organised special events, Sport Captains led sporting activities and the Junior School Council coordinated fundraising activities for charities. A Student Principal Advisory Group was facilitated to gain feedback from students on how they learn best in the classroom and what possible changes could be made in terms of learning and engagement.

The 2024 Annual Implementation Plan focused on:

The Student Engagement model. Staff participated in a revision professional learning session as a refresher in using the language of the engagement continuum when addressing student behaviour. Teachers used the continuum before beginning a task discussing what students can do to move into different parts of the continuum and referring to it when addressing student behaviour. Individualised goals to move students towards driving their learning will be a focus in 2025.

The Inquiry process. Staff continued to use the Backwards by Design template to plan Inquiry learning. Professional learning focused both the skill and content required in the History, Geography, Health, Economics, Civics, Design & Technology curriculums. Further work to develop student voice and agency within the Inquiry model is required to enhance student engagement. In 2025 the school is employing a consultant to increase student voice and agency through Inquiry.

The Attitudes to School Survey achieving 100% completion. Staff in Grades 4 to 6 analysed student data and implemented strategies for improvement. Student Principal Advisory Groups (SPAG) were facilitated to gain feedback on student engagement and wellbeing moving forward for 2025. Feedback was gained on the students' attitudes to school survey, curriculum learning, Ready to Learn, attendance and SEL lessons (student voice).

Processes for student attendance continued to be monitored by the Assistant Principal and Inclusion Leader. Teams continued to include an attendance discussion in PLC meetings and at

Leadership meetings. Unexplained absences were followed up fortnightly by the office staff with letters sent home.

In 2025 student engagement will be further supported by:

Building teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum to promote student agency.

Continuing to utilise student focus groups to gain insight into connectedness to school.

Financial performance

Revenue

The cash to be carried forward into 2025 includes funds allocated for the oval space upgrade, oval roof project, building and library fund balances as well as remaining SRP allocations for Swimming and Water Safety, Disability Inclusion, Mental Health and the Student Excellence program.

Department Grants incorporate the SRP Cash Grant, Conveyance Allowance, CSEF (Camp, Sport, and Excursion Fund), Short Term Leave Reimbursements, CRT coverage for targeted programs and the School Saving Bonus.

Commonwealth Government Grants were received from Sporting Schools Australia.

Other Revenue includes reimbursements for completing the AEDC Prep Survey, bank interest and CRT reimbursements from other schools.

Locally Raised Funds include Curriculum/Other Contributions, donations to the school's building/library funds and Parents' and Friends' Club, canteen lease, Camp Australia lease, school photo commissions, Beleza uniform commissions, student fundraising initiatives (NBCF, PJ Foundation, Book Week, Shine Blue) as well as payments for camps, excursions, extra-curricular activities and various fundraising activities organised by parents.

Expenditure

Salaries and Allowances: This category covers payments for Casual Relief Teachers, Education Support Staff and Work Cover premiums related to the School Local Payroll.

Consumables: This includes classroom supplies, administrative materials, photocopying expenses and subscriptions for computer applications such as Oliver, Compass and Elastik.

Furniture and Equipment: Costs in this area include furniture and fittings, equipment repairs and maintenance, photocopier leases, technology purchases, sports equipment, wooden playground and the lease for the school oval.

Property Services: This covers expenses for building maintenance, groundskeeping (gardener), sanitation, security, fire prevention and utility costs.

Administration: Includes property insurance and membership fees for affiliations such as SSV, Zart and SCIS.

Health and Personal Development: Includes medical and first aid expenses.

Other Expenditure: This category covers fundraising activities, donations, gifts and awards.

Support Services: Includes costs for OHS consultants, asset audits, Sporting Schools programs and Casual Relief Teacher (CRT) agency staff.

For more detailed information regarding our school please visit our website at www.narrewarrennorthps.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 345 students were enrolled at this school in 2024, 165 female and 180 male.

11 percent of students had English as an additional language and 0 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).

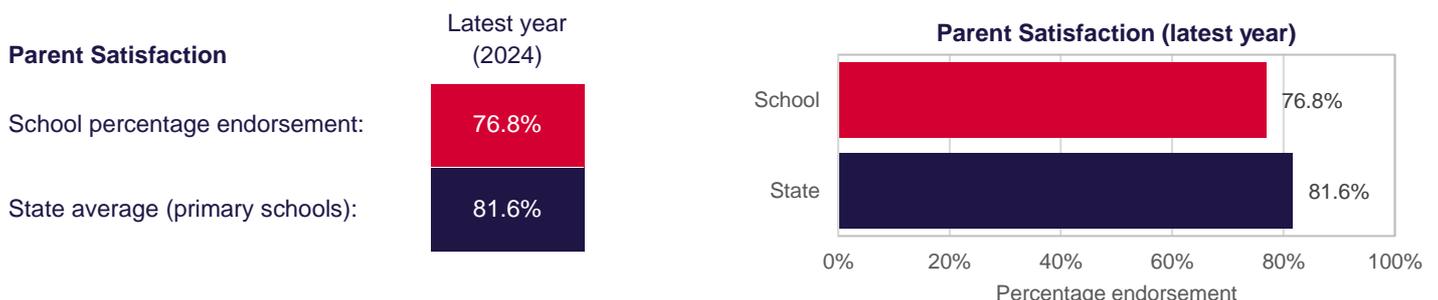
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

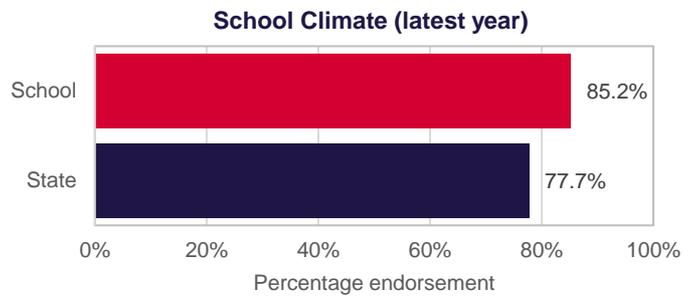
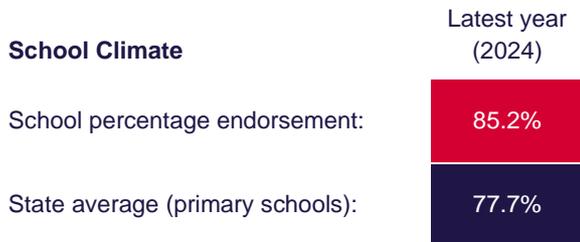


School Staff Survey

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.

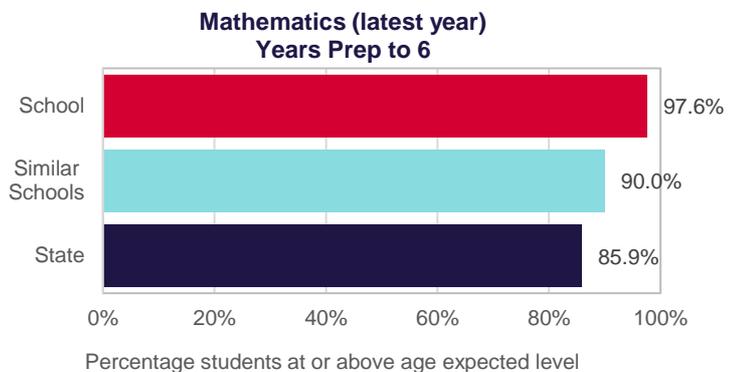
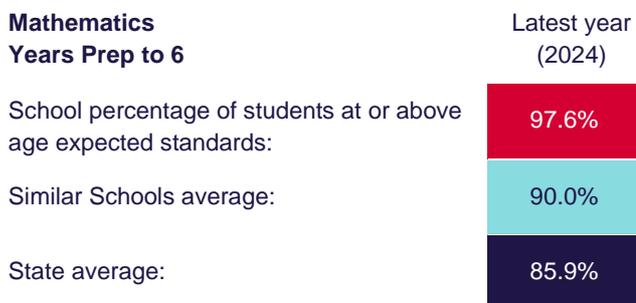
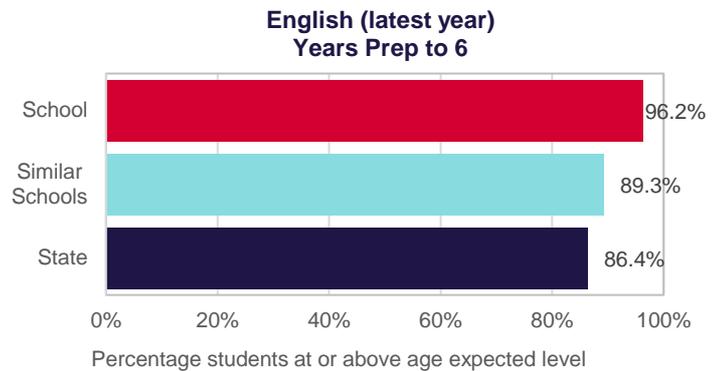
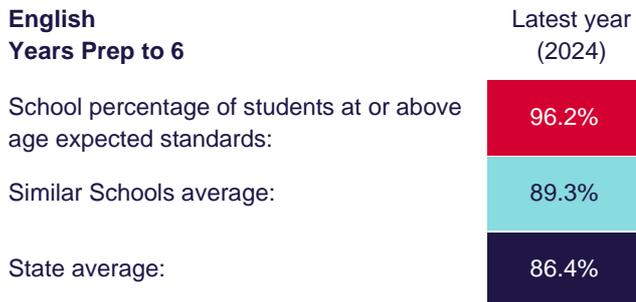


LEARNING

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.



LEARNING (continued)

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

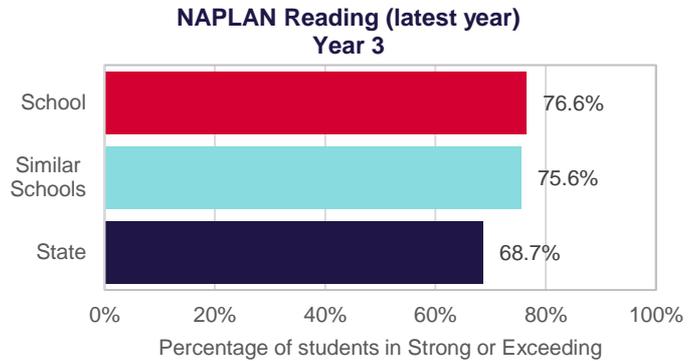
NAPLAN

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

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

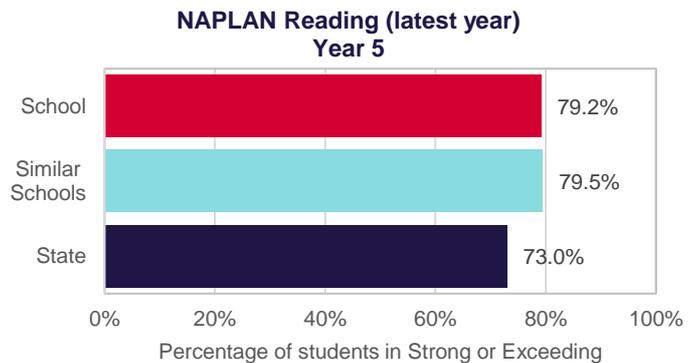
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.6%	77.4%
Similar Schools average:	75.6%	76.2%
State average:	68.7%	69.2%



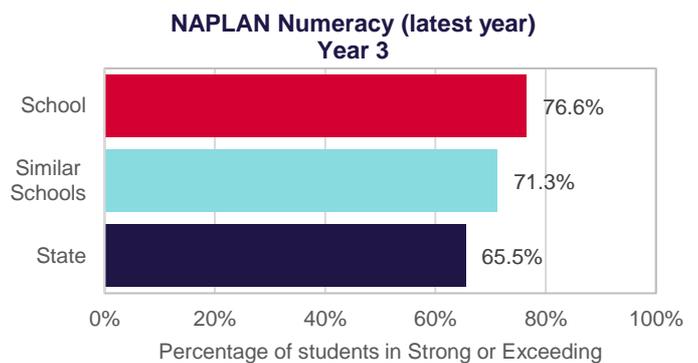
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.2%	84.0%
Similar Schools average:	79.5%	81.5%
State average:	73.0%	75.0%



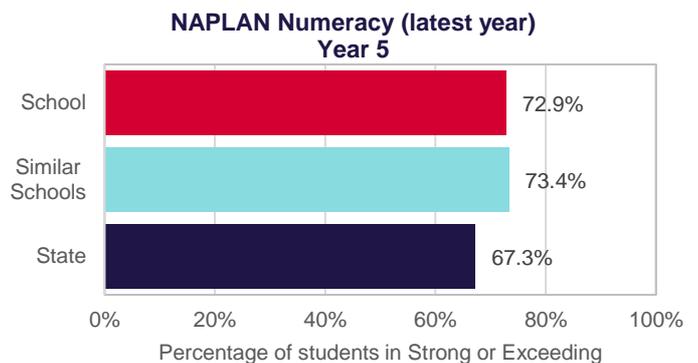
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.6%	76.4%
Similar Schools average:	71.3%	72.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.9%	76.6%
Similar Schools average:	73.4%	74.1%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

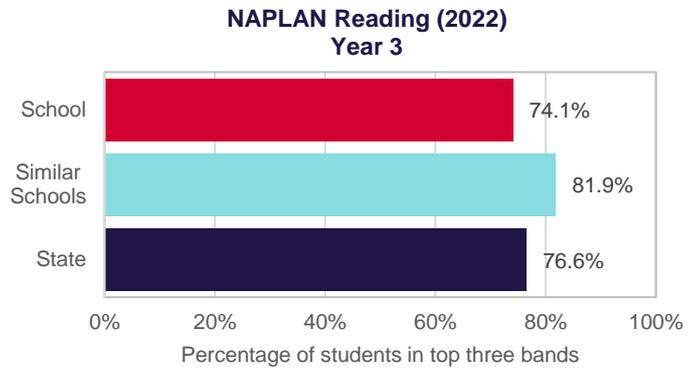
74.1%

Similar Schools average:

81.9%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

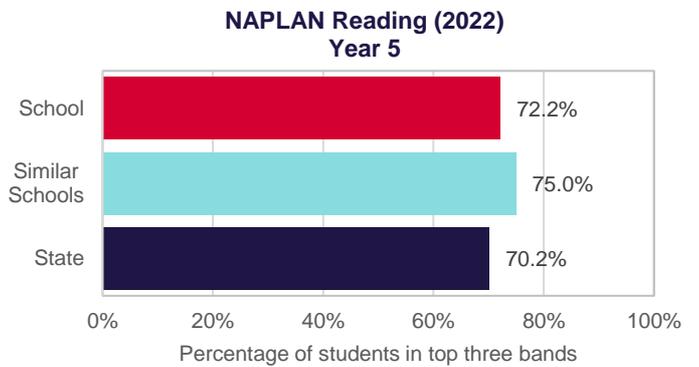
72.2%

Similar Schools average:

75.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

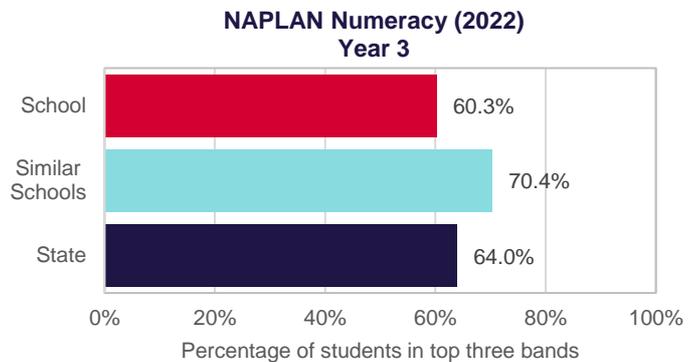
60.3%

Similar Schools average:

70.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

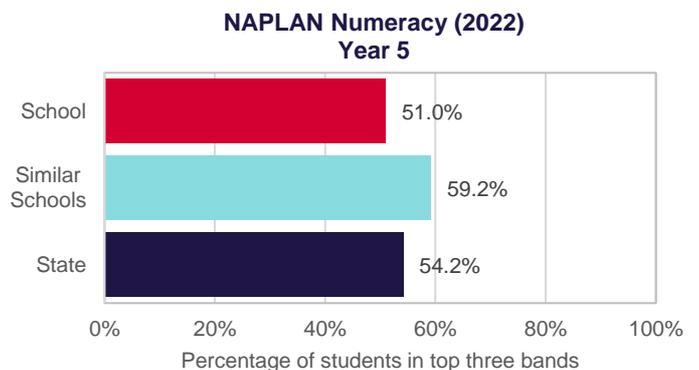
51.0%

Similar Schools average:

59.2%

State average:

54.2%



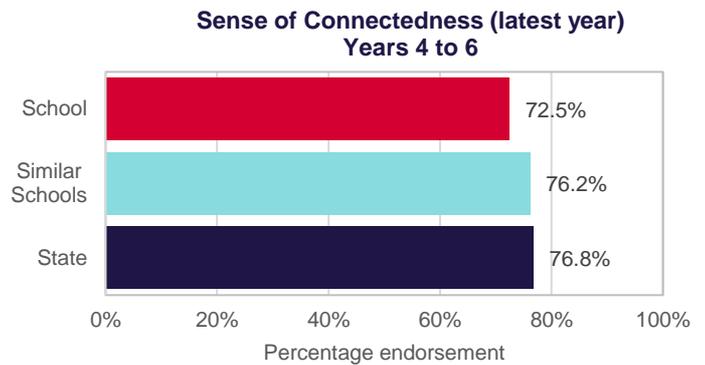
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

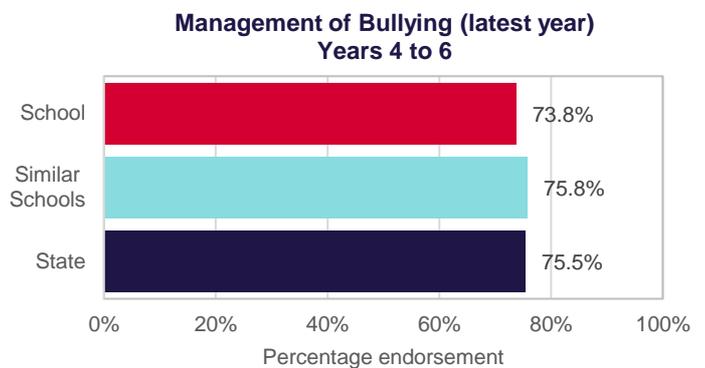
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	72.5%	71.7%
Similar Schools average:	76.2%	77.4%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.8%	69.0%
Similar Schools average:	75.8%	76.4%
State average:	75.5%	76.3%



ENGAGEMENT

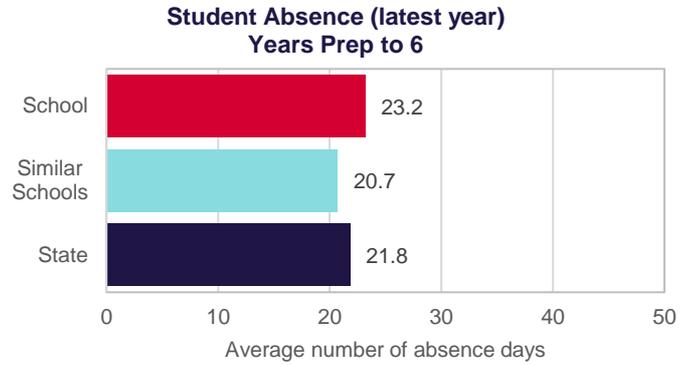
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	23.2	17.4
Similar Schools average:	20.7	18.3
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	88%	89%	90%	89%	88%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,285,475
Government Provided DET Grants	\$725,078
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$47,150
Locally Raised Funds	\$174,441
Capital Grants	\$0
Total Operating Revenue	\$4,237,245

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,094
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,094

Expenditure	Actual
Student Resource Package ²	\$3,156,277
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$99,374
Communication Costs	\$2,516
Consumables	\$56,140
Miscellaneous Expense ³	\$13,285
Professional Development	\$11,080
Equipment/Maintenance/Hire	\$33,184
Property Services	\$75,293
Salaries & Allowances ⁴	\$102,537
Support Services	\$33,404
Trading & Fundraising	\$17,249
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$17
Utilities	\$25,194
Total Operating Expenditure	\$3,625,549
Net Operating Surplus/-Deficit	\$611,696
Asset Acquisitions	\$77,650

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,251,595
Official Account	\$19,954
Other Accounts	\$39,925
Total Funds Available	\$1,311,474

Financial Commitments	Actual
Operating Reserve	\$78,990
Other Recurrent Expenditure	\$6,606
Provision Accounts	\$0
Funds Received in Advance	\$39,925
School Based Programs	\$33,330
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	\$830,900
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	\$989,751

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.

