

2024 Annual Report to the School Community

School Name: Aspendale Gardens Primary School (5301)



- 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 April 2025 at 03:33 PM by Cheryle Osborne (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 03 April 2025 at 03:33 PM by Cheryle Osborne (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

Aspendale Gardens Primary School is a vibrant and engaging primary school in the South Eastern Victorian Region (SEVR) with a current enrolment of 603 students, made up of 298 females and 305 males. The multicultural nature of the school is a great asset, enriching the educational experiences of all students. There are 14% of students who have an additional language spoken at home. The Student Family Occupation and Education (SFOE) index is 0.2002, which means there is a low level of socio-educational disadvantage. We have 1 principal, 2 assistant principals, 49 (35.7 EFT) teaching staff, and 16 (11.1 EFT) Education Support staff which includes 3 admin staff (2.6 EFT).

The school is located on spacious well-maintained grounds with 30 classrooms along with two Art Rooms, Library/Information Technology area, two Performing Arts rooms, a gymnasium with full size indoor basketball court, Friendship room, Kitchen/Dining room and 2 Language Other Than English (LOTE) - Mandarin Classrooms. The school grounds are extensive and contain 2 junior playgrounds, a senior playground, sandpit and large open playing field. An outstanding aspect of the school is the extensive school vegetable garden. The Stephanie Alexander Kitchen Garden Program employs a Garden Specialist and a chef, who educate students on the value of growing, harvesting and cooking their own produce. There are also quiet areas scattered throughout the courtyard and surrounds. The Before and After Care program has its own designated area and is run by TheirCare. Aspendale Gardens PS teachers and education support staff are dedicated and committed to developing a learning environment, which maximises the overall educational needs of students.

The school became an accredited International Baccalaureate, Primary Years Program World School in 2017. As an International Baccalaureate PYP school we strive to be internationally minded with a purpose to provide a supportive, safe and dynamic learning environment. We promote inquiry, curiosity, creativity and individuality. We aim to develop a resilient, open-minded school community where all students become independent, emotionally intelligent and socially competent as they strive to achieve their potential as global citizens. We aim to provide an engaging, concept driven and inquiry-based learning environment that challenges the Aspendale Gardens Primary School community to live the attributes of the International Baccalaureate Learner Profile. We strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective. Aspendale Gardens Primary School students aspire to become lifelong learners who take pride in their ability to make a difference by taking action within local and global communities.

The school encourages team planning and shared experiences across year levels. There are team leaders at each year level. There are also curriculum planning and development professional learning teams. Specialist teaching is provided in Performing Arts, Visual Arts, Physical Education, which includes the Perceptual Motor Program (PMP) for Foundation and Year 1 students, and our Language program is Chinese Mandarin. Teams lead special events including productions, Science Fair, Year 6 Expo and the Art Show. The school regularly supports charities and events to provide learning and understanding of the wider world around us along with our local community. The school also assists a school and orphanage in Cambodia with fundraising events. The school enjoys a wonderful relationship with its sister schools Youfu West Street Primary School in Nanjing and Yucai Primary School in Yangzhou, China. Aspendale Gardens PS participates in the Marine Ambassadors Program, which engages the school community in Marine

Education and Conservation. Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles.

We have two Junior School Councils (a senior and a junior) each consisting of 16 students being two elected from each class. Students are able to receive one-on-one, paired or group music tuition in the areas of singing, keyboard, guitar and drums. All students have the opportunity to participate in an intensive swimming program and a broad excursion/ incursion program along with a Year 2 - 6 school camping program. There are many and varied lunchtime activities including chess, drama, dance, choir, robotics, coding and various sporting activities. The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, excursions, kitchen/garden and numerous other activities. Our School Council is very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community. At Aspendale Gardens Primary School we enjoy a very positive school culture based on respect, high expectations and the belief that every child is unique and capable of being exceptional.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our first school improvement focus in 2024, was to continue to develop the staff in their use of formative assessment. The improved knowledge that the teachers have and greater ability to use a more varied range of formative assessments, will enhance the teachers' planning for future teaching. Our teachers confidently use a variety of formative assessments.

Our second school improvement area was to develop greater consistency across year levels when teaching Reading. With quality evidence-based professional learning and implementation of strategies our teachers are more confident in targeting the students' area of need and promotion of quality texts. We have continued to have a focus on developing our students' maths fluency skills. This in turn is having an impact on students' maths confidence and willingness to tackle more challenging problem solving.

Our Professional Learning Communities (PLCs) have been identifying areas of need amongst their students and have used professional reading, professional learning and resources to find more impactful ways to teach the area. This shared learning and frequent analysis and celebrations have assisted our staff in moving our students forward, using best practice.

A highlight in our NAPLAN data was the strength of our results against 'Similar Schools'. For our Year 3 NAPLAN Reading, our average was 18% above the state average and 7% above that of 'Similar Schools.' For our Year 3 NAPLAN Numeracy, our average was 24% above the state average and 13% above that of 'Similar Schools.' For our Year 5 NAPLAN Reading, our average was 11% above the state average and 1% above that of 'Similar Schools'. For our Year 5 NAPLAN Numeracy, our average was 21% above the state average and 8% above that of 'Similar Schools'.

The Student Attitudes To School Survey reflected some positive improvement in key areas for student learning. Stimulated Learning, Learning Confidence, Motivation and Interest all had positive improvements on the previous year, with some excellent results being achieved in the

Year 5 cohort of students. The area of Stimulated Learning from our student survey produced results of 85% for our school compared to 77% for 'similar schools'.

Wellbeing

Our student Wellbeing focus has been directed towards the development of students' connection and engagement in their schooling. This included a focus on the creation of elements of the School Wide Positive Behaviour Supports with a particular focus on our Schoolwide Positive Behaviour Essential Agreement. This agreement has become a fundamental part of our teaching, is displayed around the school and has been shared with our community.

The school has also worked on refining the implementation of support programs including the Buddy Bear program, student driven Peer Support Program, Peaceful Kids, Therapy Dog Program and the Friendship Room to ensure they help support students health and wellbeing. Other programs such as our Running Group and Lunchtime Clubs allow students to feel connected and engaged in their schooling as well as providing students an opportunity to experience different types of activities (Singing Club, Drawing Club, Chess Club, Robotics Club, Lego Clubs etc).

Another aspect we have focused on is continuing to use our own internal surveys to help teachers to track and reflect upon the way the students in their class are thinking and feeling about coming to school. This has provided teachers with individualised feedback on how they can improve their teaching and also allowed us as a school to understand how different cohorts are feeling on a more regular basis.

We have continued to implement the Department mandated Rights, Resilience and Respectful Relationships program. This program enables students to understand how important it is for them to develop into emotionally aware people who promote and celebrate individuality and practise kindness, respect and acceptance to each and every person.

Our Student Attitudes to School data reflect that these programs are having an impact on our students with the amount of students who demonstrate a high level of resilience increasing from 6% in 2023 to 15% in 2024. We have seen an improvement in the amount of students responding positively to how satisfied they are with their life from 74% in 2023 up to 76% in 2024. We have also identified an increase in the amount of students' ability to be emotionally aware and regulate themselves from 70% in 2023 to 76% in 2024.

Engagement

Engaging with our students, with our parent community and with the local community is something that we pride ourselves on at AGPS, as we understand the impact this has.

Results from the 2024 Student Attitudes To School Survey (AToSS)

- Sense of Connectedness school 81%, in comparison to Similar Schools at 76%
- Sense of Inclusion school 90%, in comparison to Similar Schools at 88%
- Student Voice and Agency school 73%, in comparison to Similar Schools at 66%

We develop engagement within our students through the relationships that are fostered between the students and the staff and between the students and their peers. Teachers show a genuine interest in the lives of our students, providing care and support. In their planning sessions, the teachers discuss the needs of the students and how best to present the lessons so that teaching is engaging and impactful.

We offer a range of extra-curricular activities to engage our students. These include lunchtime clubs, competitions and a large range of special events. Students in Years 3 - 6 have the option of participating in a morning running club to enhance fitness, health and wellbeing. We often have up to 100 students, parents and staff participating in this weekly activity.

We have developed closer partnerships with our feeder kinders. This has included running activities with the kinder children, visits from our Student Representative Council, school readiness sessions and student information sharing. We look to further develop relationships with Aspendale Gardens kinder and Aspendale Gardens Community Centre, through programs such as The Fathering Project. Partnerships have been developed between neighbouring schools for sharing student celebrations and the Community of Practice between staff.

We acknowledge and participate in many national celebration weeks/days including NAIDOC Week, Harmony Week, Science Week, Book Week, Mother's Day and Father's Day. Our school celebrates these events in a variety of different ways including student activities, whole school assemblies or special celebrations.

Our 2024 attendance data is still good in comparison to state results. There is a consistent attendance percentages across all year levels. We have continued to develop processes to follow up on students who have regular attendances and work through supports we can put in place to encourage improved attendance. The percentage of absences has increased over the last couple of years, with a larger number of families taking the opportunity to travel / holiday, following the COVID years.

Other highlights from the school year

We have many highlights each year, as we value extra curricular activities and special events greatly.

1. Yr 3 and 4 Production

We were entertained by the Year 3 and 4 production of 'The Little Mermaid Jnr..'. The students performed well in their class songs / dances, the main characters used excellent expression, the dancers and acrobats demonstrated energy and precision and the choir sang the songs enthusiastically. This was accentuated by the amazing costumes and make-up. It was a big couple of days for our students who had dress rehearsals and 2 performances to focus on.

2. Year 6 Exhibition

The Year 6 students presented their PYP Exhibition. The theme is based on the unit 'Where We Are in Place and Time'. Students engaged in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems in the world. They presented their real-life issues through 2 writing pieces, 1 piece that links to a Specialist area and a personal expression of learning. The quality of presentations was excellent, the content was interesting and thought provoking. The Year 6 students presented to the younger students and also the parent community.

3. Art Show

We were treated to an outstanding display of our students' artwork at our Art Expo. The focus was on impressionists from around the world. We had an amazing number of parents and friends come to the show. We were also entertained by our choir singers and performances from our lead acts and dancers from our production 'The Little Mermaid'.

4. Sports - Melb United, St Kilda AFLW, Paralympic Program

Our students have been involved in a number of sporting events throughout the year. All students from Year 3 - 6, have had an additional hour of sport, in addition to their PE hour. The students have been developing their skills, game tactics and sportsmanship during these times. Each Thursday morning, the students have had the option of taking part in the morning running group. We have up to 100 students, staff and parents running through the wetlands and then returning to school for breakfast. A large number of our students have achieved good results in athletics, cross country and swimming, making their way through to performing at division, district and state level. We have had visits from Melbourne United basketball club, St Kilda AFLW and a paralympian to share their experiences and motivate the students.

5. Year 5 Market Day, sunflower comp,

The Year 5 Market Day was a huge success. The students really enjoyed selling their goods and being on the other side of the counter. The students demonstrated dedication to the task and the Year 5 teachers did a fantastic job organising the event.

Throughout the middle of the year the students participated in a Sunflower Competition where representatives from each year level were tasked with planting, nurturing and caring for their sunflower. The sunflowers were assessed on their height, numbers of petals, largest head, number of heads and interesting physical characteristics. This was a fantastic way to engage all members of the school in the garden program.

6. Fundraising - basketball court

Completed basketball / netball / 4 square courts

Our school fundraising money from 2023/24 was spent on an upgrade to our basketball courts. The design allows a greater amount of participation in basketball and netball, with an additional 2 basketball hoops and 3 netball hoops. We have also incorporated 4 downball courts and 3 hopscotch grids. This was completed with post pads with the AGPS log on. This facility and the increased number of soccer goals on the oval will add to the students' enjoyment and wellbeing during their PE classes and during recess and lunchtime.

7. Science Week

Across the school, students participated in designing an animal based on reading the book "Fur and Feathers" by Janet Halfmann. This focused on understanding what changes occur in animals and how they adapt to their conditions. This developed students' understanding of animal biology and how the different features of animals help ensure they can survive.

We hosted a Junior and Senior Science Expo where the Year 3 and Year 6 students presented work from their current units of inquiry. The rest of the school was able to choose to participate in the Expo and share their knowledge and understanding of a scientific area. It was fantastic to have students demonstrate their passion and enthusiasm for science.

The Year 6 students also developed their Coding skills and created video games for the school to challenge themselves on. Each year level was invited into the Library at lunchtime to play the video game that had been designed and coded by one of our Year 6 Robotics Club members.

Financial performance

Throughout 2024 we mostly kept within the planned budget for the year with the exception of the CRT budget which continues to be overrun by increased staff illness post covid. We continue to see a surplus inflated by family credits including the School Saving Bonus and we also continue to receive overseas funding for our Mandarin program.

There were a number of large budgeted expenses in 2024, including the basketball court upgrade, new digital sign, portable soccer goals, repairs to the bike shed and our continuing touchscreen upgrade as well as some unexpected expenses such as upgrades to the gym and foyer lighting, replacement fences, replacement kiln and air conditioner repairs.

We continue with leases for our photocopiers and laptops, hire agreements with external contractors and our contract with Theircare for our Out of School Hours care program.

For more detailed information regarding our school please visit our website at www.agps.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 605 students were enrolled at this school in 2024, 299 female and 306 male.

14 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.

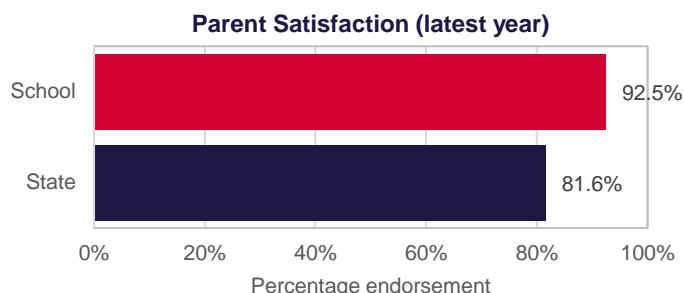
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	92.5%
State average (primary schools):	81.6%



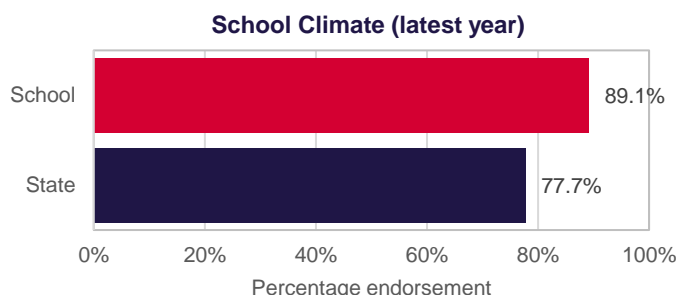
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	89.1%
State average (primary schools):	77.7%



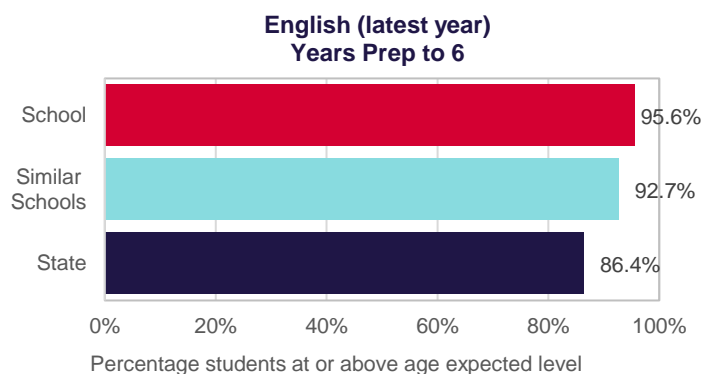
LEARNING

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

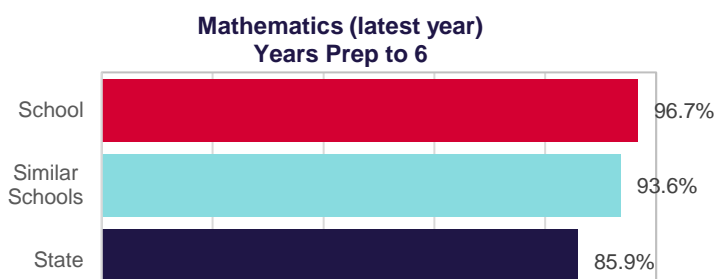
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.6%
Similar Schools average:	92.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
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School percentage of students at or above
age expected standards:

96.7%

Similar Schools average:

93.6%

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.

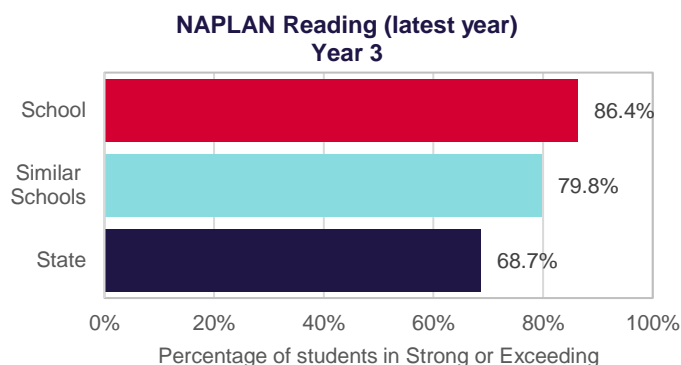
NAPLAN

Percentage of students in the 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.

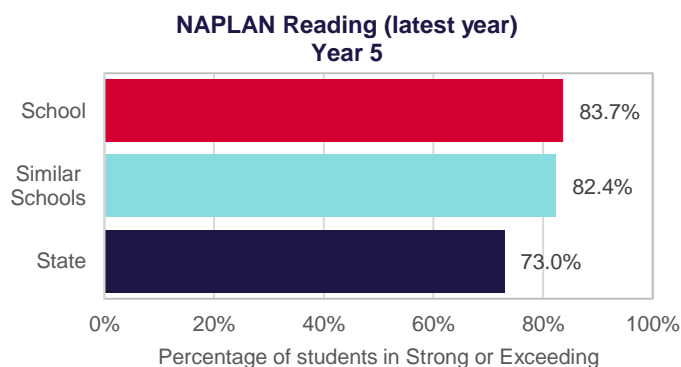
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.4%	87.0%
Similar Schools average:	79.8%	80.5%
State average:	68.7%	69.2%



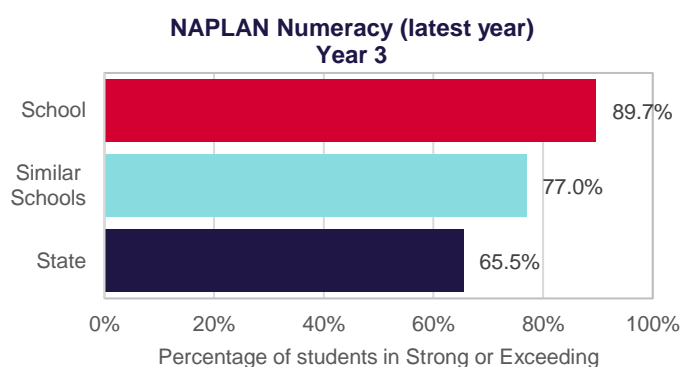
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.7%	88.7%
Similar Schools average:	82.4%	84.9%
State average:	73.0%	75.0%



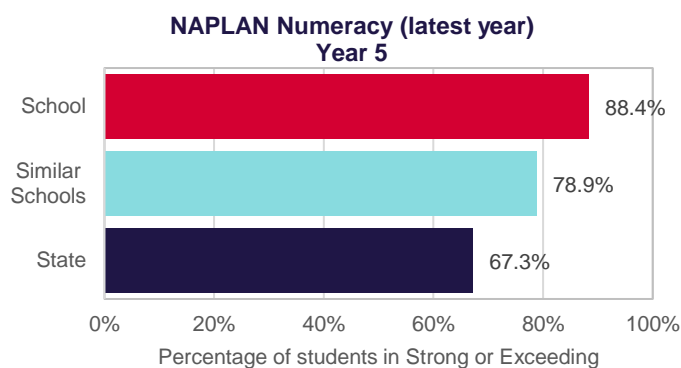
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.7%	85.9%
Similar Schools average:	77.0%	78.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.4%	88.7%
Similar Schools average:	78.9%	79.7%
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:

87.4%

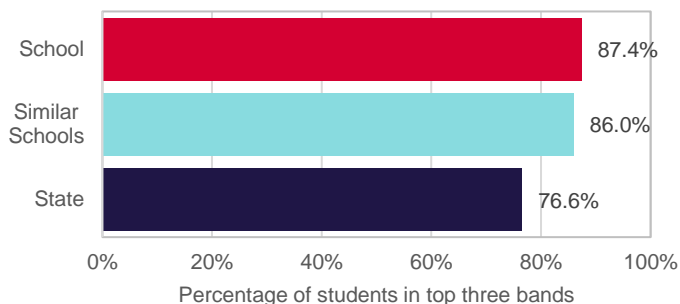
Similar Schools average:

86.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

76.8%

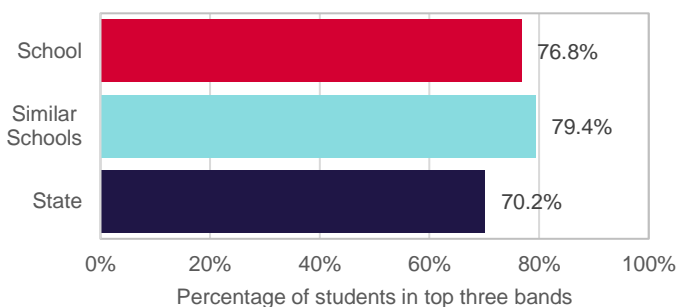
Similar Schools average:

79.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.8%

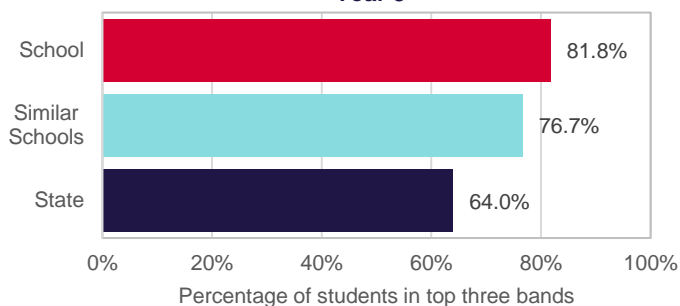
Similar Schools average:

76.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

64.2%

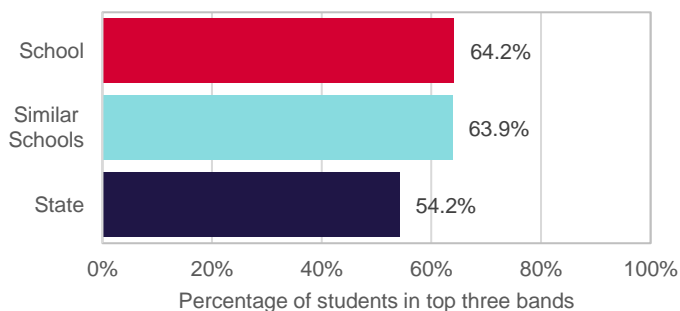
Similar Schools average:

63.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

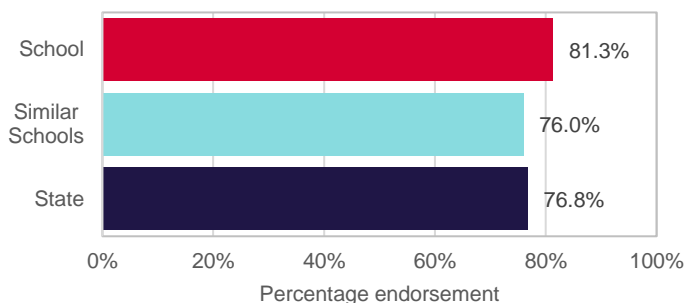
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	81.3%	81.6%
Similar Schools average:	76.0%	76.9%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



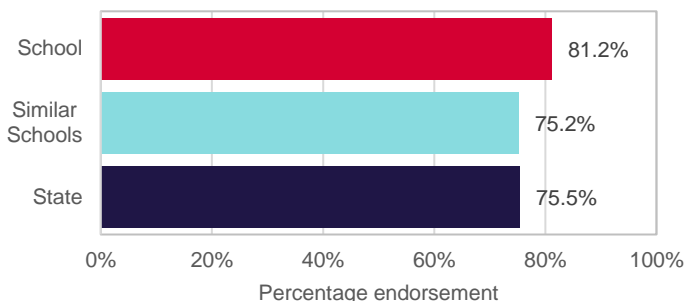
Student Attitudes to School – Management of Bullying

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:	81.2%	79.3%
Similar Schools average:	75.2%	75.4%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

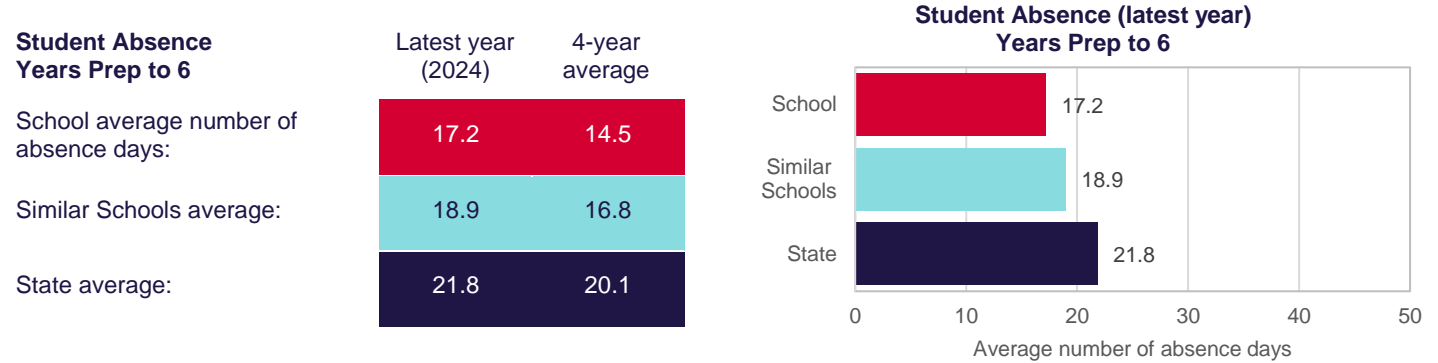


ENGAGEMENT

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.



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):	93%	90%	92%	91%	91%	91%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,830,194
Government Provided DET Grants	\$510,152
Government Grants Commonwealth	\$9,795
Government Grants State	\$0
Revenue Other	\$53,078
Locally Raised Funds	\$789,449
Capital Grants	\$0
Total Operating Revenue	\$7,192,668

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,743
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,743

Expenditure	Actual
Student Resource Package ²	\$5,842,707
Adjustments	\$0
Books & Publications	\$8,217
Camps/Excursions/Activities	\$291,692
Communication Costs	\$4,182
Consumables	\$164,632
Miscellaneous Expense ³	\$55,660
Professional Development	\$25,982
Equipment/Maintenance/Hire	\$141,746
Property Services	\$98,389
Salaries & Allowances ⁴	\$403,040
Support Services	\$115,399
Trading & Fundraising	\$108,183
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$6,247
Utilities	\$44,406
Total Operating Expenditure	\$7,310,484
Net Operating Surplus/-Deficit	(\$117,816)
Asset Acquisitions	\$178,900

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 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	\$780,169
Official Account	\$64,865
Other Accounts	\$39,822
Total Funds Available	\$884,856

Financial Commitments	Actual
Operating Reserve	\$246,787
Other Recurrent Expenditure	\$38,514
Provision Accounts	\$0
Funds Received in Advance	\$267,039
School Based Programs	\$21,799
Beneficiary/Memorial Accounts	\$200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,000
Capital - Buildings/Grounds < 12 months	\$265,000
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	\$871,338

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.