

2024 Annual Report to the School Community

School Name: Whittlesea Primary School (2090)



- 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 08 March 2025 at 06:09 PM by Kaylene Kubeil (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 05 April 2025 at 06:07 PM by Kaylene Kubeil (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

Whittlesea Primary School is located in a picturesque township just south of the Great Dividing Range, 39 km north of Melbourne. Our priority is to meet and challenge the individual learning needs of our students and to enhance their learning opportunities, achievement, and wellbeing outcomes.

Whittlesea Primary School's underlying philosophy is to facilitate children's lifelong development and growth so that they can achieve their full potential as individuals and as members of local and global communities.

School Vision:

At Whittlesea Primary School, the students are at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social, and physical wellbeing of the whole child.

School Context:

Established in 1878, Whittlesea Primary School has a long history in the local community. The township lies on the outskirts of Melbourne, and Whittlesea Primary is the northernmost school in the Whittlesea Schools Network. Positioned centrally in Whittlesea, the school is prominent along Plenty Road, the main thoroughfare through the town towards Kinglake, Flowerdale, and Yea. To the south, urban sprawl is growing ever closer to the area, with Laurimar (Doreen), Mernda, and South Morang all continuing to expand. New developments are also growing rapidly to the west, with Donnybrook, Beveridge, Mickleham, and Wollert expanding quickly. The school zone has been reducing slightly over the past few years with the opening of several new schools in these areas. Students attending Whittlesea Primary School come from various properties, including a mixture of medium-density residential, semi-rural, and rural residences.

The facilities provide a traditional educational design within classes in home groups with typically one class teacher or teachers (if shared). The school uses a BER building and many relocatable (portable) classrooms. The school's A Block, while an older building, has recently been fully refurbished. The Heritage Building at the front of the school contains the school's leadership team, administration staff and First-Aid room.

In 2024, the school had 424 enrolments, 209 females and 215 males. 1% of Students had English as an additional language, and 5% were Aboriginal or Torres Strait Islanders. There is a strong sense of history and connection to Whittlesea's identity as a 'township'. However, this is shifting over time, with more new residents coming to the area, which is slowly increasing cultural diversity.

Whittlesea Primary School did not provide a program for overseas students in 2024.

The school's Student Family Occupation and Education (SFOE) band value is 'Medium'.

The teachers work in Professional Learning Communities (PLCs) as teams of cohort teachers that use these PLC structures to drive planning, instruction, engagement, and wellbeing outcomes. Teachers can plan in teams and individually, which is greatly determined by timetable arrangements. The school has an extensive and experienced team of Education Support staff who work closely with teachers and students. The school has several students funded under the Program for Students with Disabilities (PSD), and in 2024, the transition to Disability Inclusion (DI) commenced with all initial applications being successful. This additional funding supports the

Education Support Staff in assisting students in many facets of school life, including learning outcomes, social interactions, behaviour regulation, and general wellbeing.

At the start of 2024, the school community experienced a significant change in its staffing profile, with most teachers being new. This change was something the school had not experienced previously. Due to this, a considerable portion of the start of the year was spent reviewing, refining, and communicating school processes to ensure that with so many new staff members, there was a consistent understanding of the new Principal and school leadership team's expectations for the school. In addition, the PLC teams needed time to form collaborative professional relationships, so time was spent on relationship building and trust development by forming team protocols, documentation and a consistent understanding of school practices.

While staff, including new and existing, were developing their connections, it was also a challenging time for many of the school students, who now had teachers who were unfamiliar with them. Time was spent unpacking student profiles, classroom plans, and adjustments. While learning outcomes were always at the forefront of the staff's purpose, focusing on engagement became the key to developing and enhancing authentic relationships to support an orderly and productive classroom and overall positive school culture.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whittlesea Primary School is committed to providing the students of Whittlesea and its surroundings with excellent teaching and learning programs.

The school maintains high expectations for all students to achieve maximal learning growth and outcomes.

In the 2024 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved the following Results:

Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 55.1%, below similar schools at 65.9% and the State at 68.7%.
- Year 5 Reading: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 67.2%, below similar schools at 69.7% and the State at 73.0%.

Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 54.9%, below similar schools at 62.4% and the State at 65.5%.
- Year 5 Numeracy: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 61.3%, below similar schools at 62.1% and the State at 67.3%.

Teacher judgements are where the teachers make on-balance, evidence-based, and defensible judgements against the Victorian Curriculum achievement standards and determine scores that

accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period.

Whittlesea Primary School's teachers use informal and formal assessments to synthesise the available data sets and form this judgement.

In relation to Teacher Judgements, the following scores were noted:

- English: The school was 71.2%, below similar schools at 82.6%, and the State at 86.4%.
- Mathematics: The school was 74.3%, below similar schools at 83.7%, and the State at 85.9%.

Learning highlights included:

- The redevelopment of Instructional Models throughout 2024. The Literacy and Numeracy Instructional Models were redeveloped with associated visuals that outlined the stages of Literacy (Reading and Writing) and Numeracy. The 'Workshop' model underpins this new WPS Literacy Model, while the Numeracy Model reflects the Launch, Explore, Summarise (LES) model. This supports teachers in having a more consistent approach to lesson structures and pedagogical practices.
- A WPS Data Grid was expanded as a whole school data platform. This document houses all data from all reporting and assessments, which supports teachers in using data more purposefully. This grid also helps the school curriculum team track and monitor learning progress and outcomes more accurately.
- Refinement of both Literacy and Numeracy Assessment Schedules. Assessments were purposeful priorities that supported the teacher's ability to better balance assessments, data analysis, and instruction.
- A new approach to Writing Moderation was implemented, which was more directly linked to the Writing Mode (English) Achievement Standard.

Wellbeing

Whittlesea Primary School places a significant and authentic focus on the wellbeing of all students and members of the school community. This commitment was sustained and expanded throughout the 2024 school year.

In 2024, Whittlesea Primary School continued its participation in the Vic-SWPBS initiative. The school successfully applied for and completed all the required self-assessments and audits to achieve the Gold accreditation for VicSWPBS. Regular meetings and touchpoints with the NEMA-SWPBS coach early in the year supported the review of SWPBS documents and collecting more specific wellbeing data sets through refining student information chronicling.

A highlight of 2024 was the introduction of The Resilience Project (TRP). This initiative incorporates Resilience, Rights, and Respectful Relationships (RRRR) into the school's Personal and Social Curriculum. It aims to integrate the elements of Respectful Relationships with the School-Wide Positive Behaviour Framework. Staff participated in a series of professional learning sessions supported by the TRP teacher hub. Additionally, all Years 3–6 students participated in the Resilient Youth Australia Student Resilience Survey. The results of this Mental Health Report informed future interventions.

In Semester 2, Whittlesea Primary School was selected to participate in the Inclusion Outreach Coaches (IOCs) initiative. The coach worked with the school staff to build their capability in inclusion to support students' learning and wellbeing. The coach also supported the school leadership team, focusing on providing guidance and expertise around implementing, embedding, and monitoring high-quality inclusive practices. At Whittlesea Primary School, this work focuses on developing high-quality Individual Education Plans (IEPs), an essential document supporting Disability Inclusion applications and profile meetings. The coach also supported teams of teachers to translate the IEP documents into classroom practice and adjustments.

The school participated in its third year of the Mental Health in Primary Schools (MHiPS) initiative. An MHiPS leader, employed three days per week, coordinated the program. The leader collaborated with staff to support a range of students, including those with significant mental health concerns, low levels of school engagement and attendance, Indigenous students, Out of Home Care (OoHC) students, and families involved with external services or allied health. The MHiPS leader also assisted new students with a positive transition to the school. Individual Education Plans (IEPs) were developed for all Indigenous students. The MHiPS leader liaised with KESOs regarding Indigenous students' learning and engagement needs, paraprofessionals for students with additional needs, SSOs, and regional staff for the most vulnerable students.

At Whittlesea Primary School, teachers refer to a range of wellbeing documents. These include -

1. SWPBS Handbook (including a range of classroom visuals)
2. Wellbeing curriculum (The Resilience Project & SWPBS)
3. SWPBS artefacts (matrices, flowcharts, Golden Tickets)

Additional personalised documents are also used to support students. These include -

- Learner Profiles
- Individual Education Plans
- Behaviour Support Plans
- 'Plan for Play' Plans
- Student Absence Learning Plans (to support students with extended absences)
- Student Attendance Plan (to support poor attendance and school refusal)

The above focus acknowledges the Framework for Improving Student Learning Outcomes (FISO) 2.0, which states that learning and wellbeing are central to improving outcomes. This reinforces the idea that students learn best when they feel safe, happy, supported, and engaged.

The school continued to have a weekly Breakfast Club in partnership with Foodbank. A team of dedicated volunteers attends each week, along with student helpers who serve the breakfast food and drinks. Board and card games are also enjoyed during this time. Parents and family members also attend the club.

The school transitioned from a Program for Students with Disabilities (PSD) to Disability Inclusions (DI), and the employment of a Disability Inclusion Learning Specialist supported this. While the applications submitted were successful, the number of applications was lower than the school anticipated.

In 2024, the Attitudes to School Survey (AToSS) was completed with students from Years 4 – 6. The following school results were achieved:

- Sense of Connectedness: In 2024, the school's endorsement percentage was 57.1%, below similar schools' 72.7% and the State's 76.8%. The school's 71.9 % was lower than its 4-year average of 68.5%.
- Management of Bullying: In 2024, the school's endorsement percentage was 57.7%, below similar schools' 72.3% and the State's 75.5%. The school's 57.7% was also below its 4-year average of 67.2%.

This data showed a decline since completion in 2023, which could be attributed to the significant change in teaching staff and leadership.

Engagement

Engagement is a priority at Whittlesea Primary School, as we aim to build authentic relationships and social connections between staff, students, families, and the wider school community.

While there is generally good intent within the school community, the significant change to the staffing profile created some uncertainty and concern for students. These changes, along with students who already find it challenging to adjust to the routine of attending school regularly, took some time to settle. Some students struggled in the yard during breaks when reconnecting with their peers and revisiting previous and new social relationships and friendships, which rely on collaborative and cooperative play skills. The introduction of 'Work it Out at Whittlesea Primary School,' a series of resolution and resetting strategies with visual prompts, supported understanding and engagement.

Whittlesea Primary School continued consistent processes in which teachers contact any family with a child absent for three consecutive days. In 2024, the school introduced additional processes for monitoring and tracking attendance; however, there is room for improvement regarding school attendance.

In 2024, Whittlesea Primary School had an average yearly attendance rate across all year levels (Foundation to Year 6) of 86.1%. This is above the average of similar schools (22.4 days) and the State (21.8 days). The average absence days were 27.7, higher than our four-year average of 23.4. Illness and extended family holidays were common reasons for non-attendance.

The school hosted academic-themed days, including a Book Week Parade, Footy Parade, Christmas Assembly/Concert, Inquiry 'Expos,' and sports events such as Cross Country, Athletics Carnival, Swimming Programs, and the Victorian State Schools Spectacular. Positive steps have been taken to increase student voice and agency, with regular meetings of the Student Voice Team (SVT) and student focus group meetings.

A Mother's Day afternoon tea and a Father's Day breakfast were well-supported, with many families attending. Parent volunteers also ran Mother's Day and Father's Day stalls.

The house system at continued to be a key part of Whittlesea Primary School,. These House structures aims to foster a connection to school for our students. They are placed in one of the four houses, which they remain in throughout their primary school journey. Throughout their time at school, students will compete in our house Athletics Carnival and other whole school events for their house and earn points for their house by demonstrating our community expectations while at school.

The school previously used the Seesaw platform (an online tool); however, in 2024, its use was inconsistent, and family engagement declined, especially in the upper years. Parents had the

opportunity to attend Open Classrooms, Parent-Teacher interviews, Sports Days, and volunteer in classrooms through the Parent Volunteer program.

Other highlights from the school year

Highlights of the school year included:

- The appointment of a substantive Principal, along with the creation of a new school leadership team
- Whilst the start of the year had some staffing instability, the school was fully staffed from Term 3 onwards.
- Adventure Camps, Excursions, and Incursions were highly successful; many were new experiences or venues for the school community. Parent volunteers also participated in many of these activities.
- The installation of the new toilet block was a celebration, as the school community had anticipated it for some time. New drink taps also supported a more hygienic and appealing presentation in line with the new toilet structure.
- The installation of the large 'billboard' electronic sign to support greater communication and engagement with the school and local community.
- The school was acknowledged for its outstanding work in School-Wide Positive Behaviour (SWPBS) and received a Gold Award through the Vic-SWPBS initiative.
- School assemblies and events, including the 'Colour Run', were very well attended by families. In particular, the Christmas Assembly (Concert) had an increased level of community attendance compared to previous years.
- Commencing the Disability Inclusion process was highlighted as the school's applications were all successful.

As 2024 concluded, whilst many changes had taken place, it was noticeable that the school had put in place the leaders, staff and structures that would continue to relentlessly focus on improving student learning and wellbeing outcomes.

Financial performance

Whittlesea Primary School fully managed its finances and aligned with DET processes, policies, and guidelines.

There was a clear delineation and segregation of duties to ensure that thorough checks and balances were in place about budgeting, receipting, and expenditure of funds. The School Council, whilst responsible for overseeing the program and providing timely reports to the School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership. These process and structures have supported the key aspects of the successful financial management of our school.

Support Services, Camps/Excursions/Activities and Property Services were the three largest expenditure items for 2024.

Due to effective strategic planning and financial management, the school has achieved a net operating surplus.

For more detailed information regarding our school please visit our website at whittlesea.ps@education.vic.gov.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

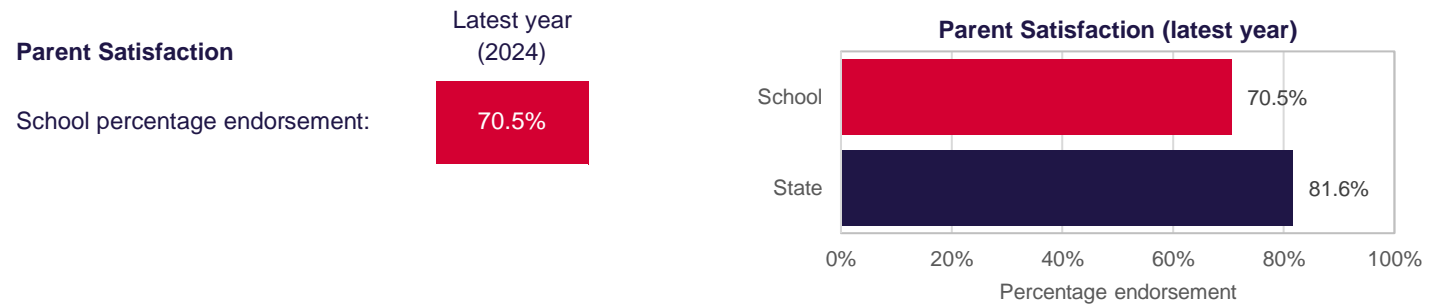
A total of 424 students were enrolled at this school in 2024, 209 female and 215 male.
1 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

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: **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.



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

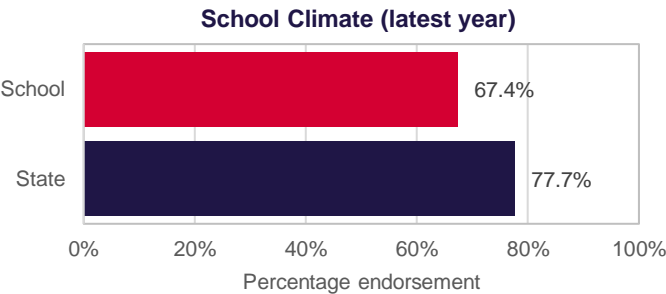
Latest year
(2024)

School percentage endorsement:

67.4%

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:

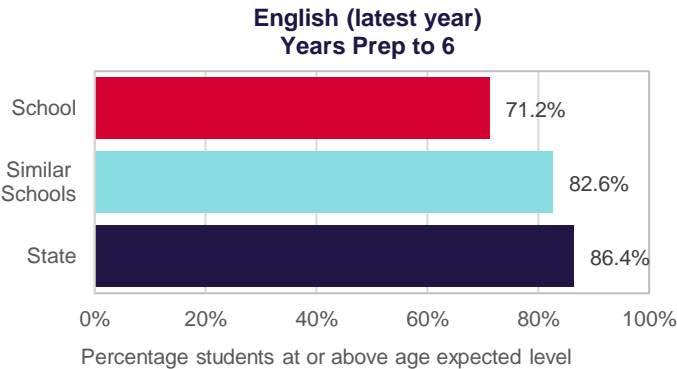
71.2%

Similar Schools average:

82.6%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

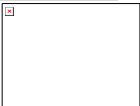
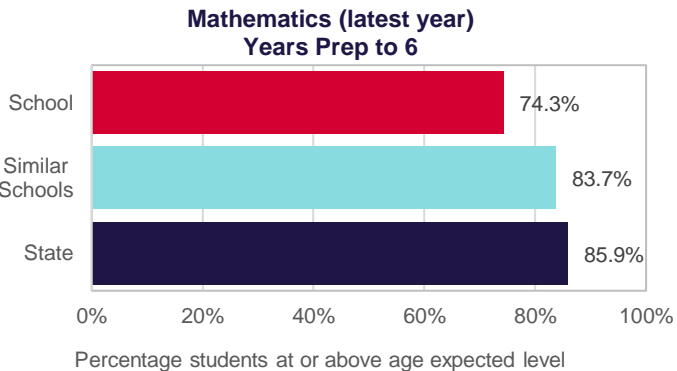
74.3%

Similar Schools average:

83.7%

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.

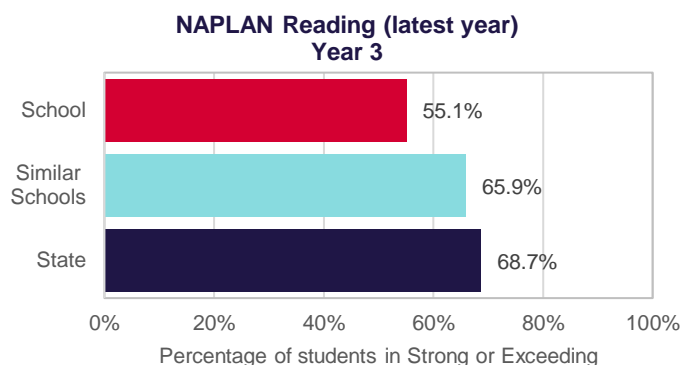
NAPLAN

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.

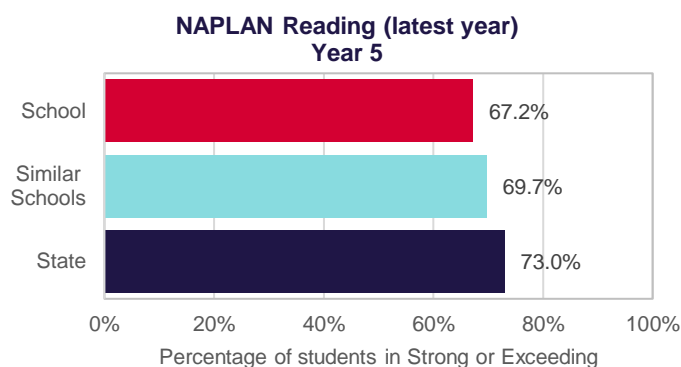
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.1%	51.9%
Similar Schools average:	65.9%	65.5%
State average:	68.7%	69.2%



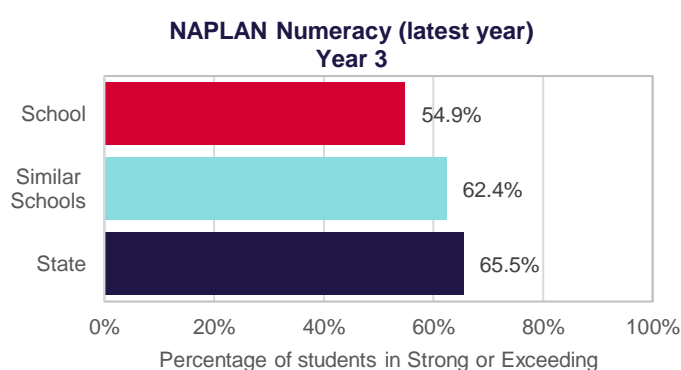
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.2%	72.6%
Similar Schools average:	69.7%	72.0%
State average:	73.0%	75.0%



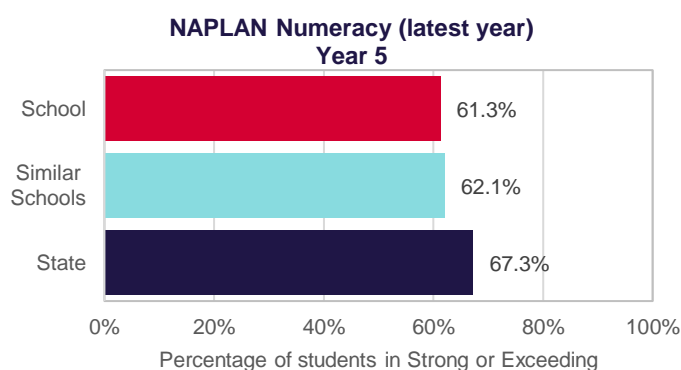
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.9%	51.4%
Similar Schools average:	62.4%	62.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.3%	63.9%
Similar Schools average:	62.1%	60.5%
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:

84.4%

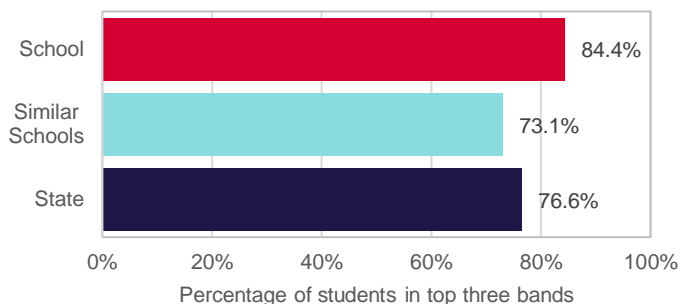
Similar Schools average:

73.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.2%

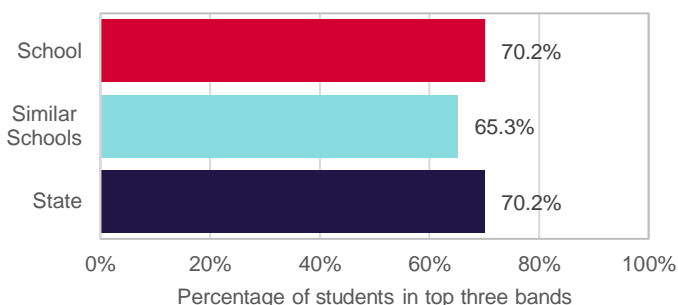
Similar Schools average:

65.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

64.4%

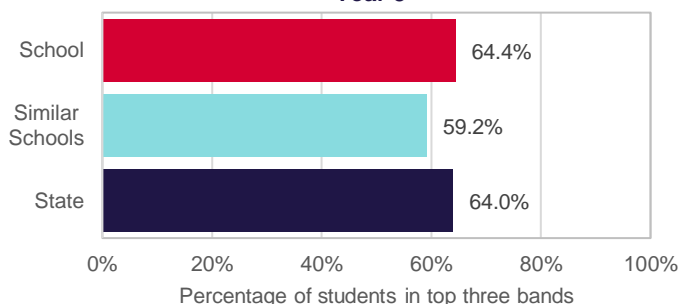
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

45.0%

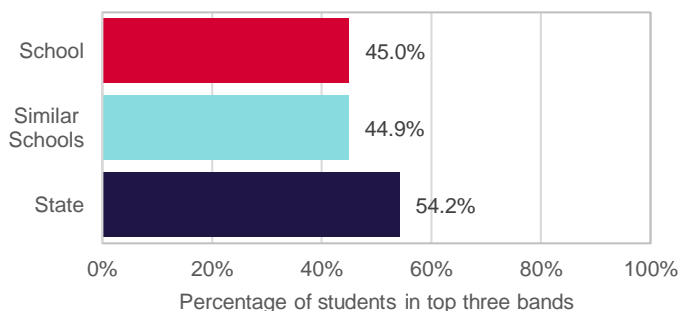
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

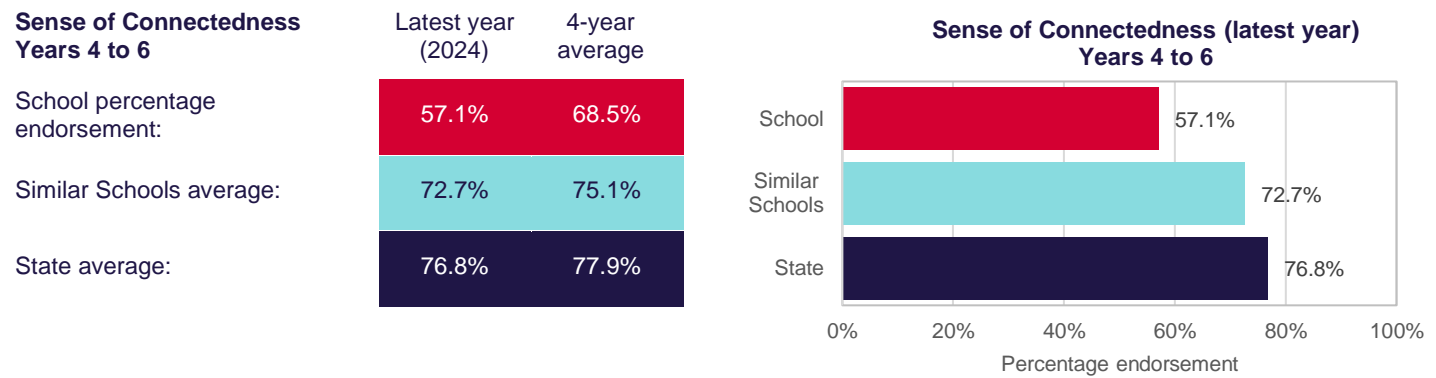


WELLBEING

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.*

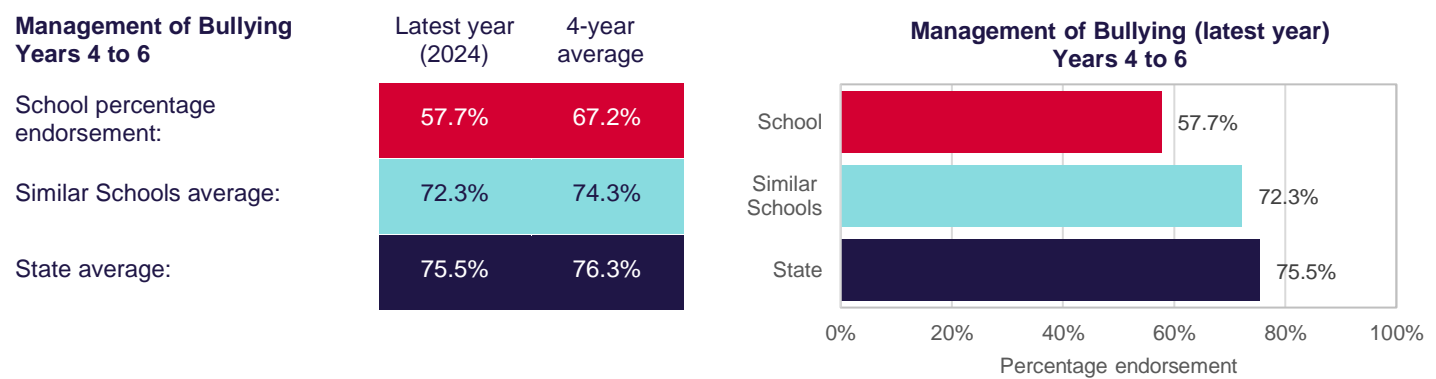
Student Attitudes to School – Sense of Connectedness

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).



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).

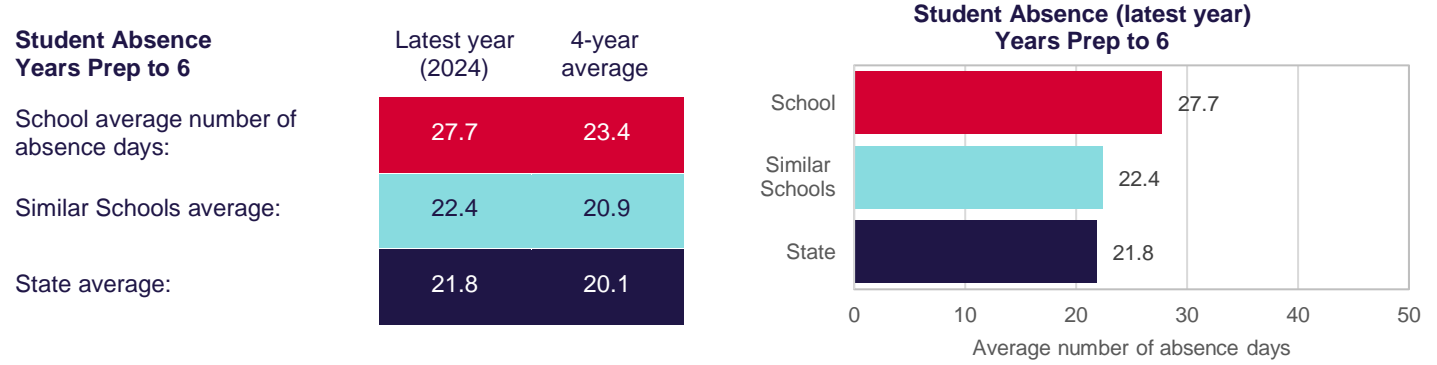


ENGAGEMENT

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):	90%	89%	86%	85%	85%	82%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,749,891
Government Provided DET Grants	\$490,280
Government Grants Commonwealth	\$2,400
Government Grants State	\$0
Revenue Other	\$45,606
Locally Raised Funds	\$241,583
Capital Grants	\$0
Total Operating Revenue	\$5,529,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$194,771
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$194,771

Expenditure	Actual
Student Resource Package ²	\$4,617,302
Adjustments	\$0
Books & Publications	\$686
Camps/Excursions/Activities	\$141,071
Communication Costs	\$4,098
Consumables	\$99,986
Miscellaneous Expense ³	\$32,995
Professional Development	\$16,139
Equipment/Maintenance/Hire	\$85,798
Property Services	\$140,021
Salaries & Allowances ⁴	\$102,757
Support Services	\$196,511
Trading & Fundraising	\$15,198
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,039
Total Operating Expenditure	\$5,491,601
Net Operating Surplus/-Deficit	\$38,159
Asset Acquisitions	\$0

- (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	\$608,566
Official Account	\$31,877
Other Accounts	\$1,852
Total Funds Available	\$642,295

Financial Commitments	Actual
Operating Reserve	\$146,026
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,772
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$1,852
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$151,649

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.

