

2024 Annual Report to the School Community

School Name: Preston West Primary School (3885)



- 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 19 March 2025 at 01:25 PM by Cheryl Bondeson (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 19 March 2025 at 01:25 PM by Cheryl Bondeson (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

Preston West Primary School is located on Murray Road Preston, in the City of Darebin. While located in a residential area, the school is in close proximity to the Preston Market and High Street shopping precinct. The main school building is a double storey brick building that was built in 1915. A gymnasium, built in 2010 also accommodates a music room and our Before and After School Care Service. The gymnasium has a surrounding landscaped garden and dry creek riverbed. A double storey building, accommodating four classrooms was completed in 2013 and five new buildings were erected in 2016 for students in Grades 4-6. Two galleries were constructed in 2017/18 to establish the Grade 4 and Grade 5 learning communities. Preston West Primary School has a rich history of educational excellence. Serving the community for over 108 years, the school motto coined in 1915, 'Duty First', is just as important in today's setting.

Our school encourages students to strive for excellence in all their endeavours. Our core purpose is to provide an inclusive and rigorous learning environment that challenges and engages children to grow as passionate learners and citizens. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. The school values are L.E.A.R.N. (Leadership, Excellence, Acceptance, Respect and Never Give Up).

Preston West Primary School is a high performing school, placing significant emphasis on academic outcomes. Our achievements are consistently exceed state benchmarks in all areas. We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, valuable friendships and catering for each individual. Preston West Primary School is committed to improving the achievements of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum whilst reflecting worldwide best practice for 21st century learners. Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. We instil in students a lifelong love of learning. Our strong academic focus is supported by a multitude of extra-curricular activities and programs that provide a well-rounded education. Programs offered include Physical Education, Visual Arts, Music, Italian, STEAM, Tutoring and Intervention/Support.

Preston West Primary School is committed to embedding FISO 2.0, HITS and DET initiatives into our everyday teaching and learning. Embedding these models underpin our focus and determination to improve teacher practice and in turn provide vital and successful learning opportunities for all our students. Teaching staff are highly focused, undertaking ongoing professional development to implement best practice. This leads to achieving improved outcomes for our students through explicit Literacy and Numeracy teaching models, shared curriculum planning, coaching, Peer Observations, Professional Learning Communities (PLC) and SPA (Student Performance Analyser). Staff work collaboratively in their teams to document a challenging and differentiated curriculum.

Student enrolments overall have risen dramatically over the past decade, which accounts for the significant expansion of the school's facilities. However, we are now encountering a greater stabilisation of our student enrolments – 676 students in 2024. Our predicted enrolment for 2026 is 682 students. Currently the gender break down is 47% girls and 53% boys. The proportion of students with a Language Background Other Than English is 58%. Preston West Primary School has an enrolment cap of 725 students. Based on the school's Student Family Occupation and

Education Index (measure of social disadvantage of a school), the socio economic status of the student cohort is in the low range.

Our school has 43 equivalent full time teaching staff, 3 Principal Class and 14 non-teaching staff. The Management Team consists of the Principal, Assistant Principals, Leading Teacher and five Learning Specialists. A Health and Wellbeing Coordinator has been appointed since 2023. The School Improvement Leadership Team (SILT) comprises of members of the Management Team and year level coordinators. The Consultation Committee includes representation from each teaching team. The results generated from the Staff Opinion Survey 'School Climate' section since 2016, show Preston West Primary School staff significantly above the state median for overall satisfaction with 86.0% positive responses in 2024. Preston West Primary School is a strong advocate of the Child Safety Guidelines. Everyone working at our school is responsible for the care and protection of the children and reporting information as per Department of Education and Training guidelines.

Straight grades have operated across the school since 2014. In 2024 we had 29 grades (5 Preps and 4 grades at all other year levels). In 2024, the 29 classroom teachers were supported by nine specialist/support teachers. Our journey to ensure we are promoting the very best educational opportunities for all our students continues. Building on the rich history, we continue to work collaboratively with families, to create citizens that add great value to the Preston West community and beyond.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 Teacher Assessment using the Victorian Curriculum, shows the school performing significantly above the state median. In 2024, 97.1% of students in English and 96.0% in Mathematics were at or above the age expected standards, which places Preston West Primary School above the median level of other schools after accounting for background characteristics known to make a difference to students' results.

Results for 2024 NAPLAN show our Year 3 and 5 students performing significantly above the state median in all areas. When compared with a similar range of Government Schools in 2024, given our student cohort, both the Year 3 and Year 5 students performed above the similar school's average in the majority (9 out of 10) of NAPLAN assessments. When comparing students who attained strong or exceeding in NAPLAN, our results exceeded both similar and state school averages e.g. Year 3 Reading at PWPS 89.4%, similar schools 86.2% and state 69.6% and Year 5 Reading at PWPS 97.7%, similar schools 90.5% and state 76.9%. The NAPLAN Numeracy results were similar, in regards to the percentage of students attaining strong or exceeding e.g. Year 3 Numeracy at PWPS 92.6%, similar schools 84% and state 65.5% and in Year 5 PWPS 90.9%, similar schools 86.8% and state 67.3%.

The new Victorian 2.0 Mathematics curriculum was implemented at the commencement of 2024. Following staff self-guided professional learning in teams, the English curriculum will be implemented from Term 1 2025. The specialist staff have updated their scope and sequence documents to align to the Victorian 2.0 curriculum. Our Integrated Scope and Sequence (History,

Geography, Civics & Citizenship, Health, Design & Technology, Economics & Business, Science and Digital Technologies) will be aligned to the Victorian curriculum 2.0 ready for implementation in 2026.

The tutoring initiative targeted students in Foundation to Grade 6 and focused on the areas of literacy and numeracy. Funding for the tutoring program initiative was dramatically reduced in 2024. However, the school funded three teaching staff to run targeted intervention groups. Disability Inclusion funding proved a valuable resource to target students across the school with additional needs, promote our staff/student resources and provide professional development opportunities.

The staff at Preston West Primary School have worked conscientiously in the third year of the Strategic Plan 2022-2025 and are embedding High Impact Teaching Strategies and the Practice Principles for achieving Excellence in Teaching and Learning. There have been structural/process changes over the past few years and resources have been aligned to assist in our key focus areas of embedding our pedagogical model, promoting best teaching practices across the school and achieving quality outcomes for all students. Our expectation is for all students to achieve quality results. Strong performance in student learning has been achieved by a clear focus on improving learning outcomes for all students. This has been achieved through promoting the Framework For Improving Student Outcomes 2.0, high expectations, authentic relationships, staff working collaboratively in teams to plan an engaging and challenging curriculum, Professional Learning Communities and quality data sets utilised to inform planning, regular professional learning, peer observation of teacher practice and coaching. There is an annual presentation to staff on the school's instructional models in Mathematics, Reading, Writing and eLearning and new staff receive a comprehensive induction into the teaching and learning expectations at the school. The core business of the School Improvement Leadership Team is to drive whole school improvement, consistency of best practice and achieve our goals as outlined in the Strategic Plan. Our committed involvement in building practice excellence across the staff will continue as we prepare our students to be independent learners, competent in our technological world and curious for a lifetime. In 2025 our journey to provide a challenging curriculum will continue and we aim to further improve outcomes, curiosity, motivation, engagement and student agency.

Our journey of unpacking and increasing the staff's knowledge/utilisation of the vast array of Framework For Improving Student Outcomes (FISO 2.0) resources e.g. Literacy and Numeracy Strategies, Amplify, Health and Wellbeing Menu, Whole School Guide to Curriculum Planning will continue in 2025. Coaching across the school will significantly increase with five learning specialists and one leading teacher. The SPA platform has been implemented as a portal for student outcomes data storage across the school. The specialist team utilise iDoccio for collation of their student data. In 2025, our key focus areas in the FISO 2.0 initiatives will be implementing the new English 2.0 curriculum, Building Practice Excellence, Building Leadership Teams, Disability Inclusion and continuing our work on developing a Health and Wellbeing Framework. The Victorian Curriculum has been successfully implemented and the four capabilities are integrated across the eight learning areas. At Preston West Primary School we are well on track to achieve the ambitious targets of the Education State in relation to our students and our school.

Wellbeing

In 2024 we continued to provide a safe and inclusive environment. We continue to embed Huddle across the school (a school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment). Huddle

includes the documentation of class agreements and the reinforcement of our school vision, motto and mission. Our school values: Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary School. The Respectful Relationships program was implemented at Preston West Primary School at the commencement of Term 2 2022. Student goal setting and student agency will continue to be a key focus in 2025.

Embedding the Compass program and SeeSaw across the school has significantly promoted communications with our parent community. The Parent Opinion Survey was conducted in 2024 and generated a 84.7% positive endorsement in Parent Satisfaction, which was above the state primary school average. In 2024 we will continue to investigate and evaluate strategies to further improve home/school communications, which promote understanding of the school's approach to teaching and learning and further explore ways to engage and communicate with parents. The School Climate result of 86% on the 2024 Staff Opinion Survey placed Preston West Primary well above the state median of 77.7%.

In 2024 the school received additional funding from the Department of Education and Training under the Health and Wellbeing initiative and Disability Inclusion. A Health and Wellbeing Coordinator was appointed and in 2023 and a Wellbeing Committee was established. Work will continue in the wellbeing area of our new strategic plan, promoting staff knowledge of the vast array of new department resources and leading small group social skills groups. In 2024 staff familiarised themselves with the High Impact Wellbeing Strategies and completed the self assessment matrix. In 2024 we revisited our school values, vision and narrative.

Engagement

At Preston West Primary School the average number of student absence days in 2024 was 18.9 (a significant increase from 10.1 in 2021), which is slightly more positive than the state average of 21.8 and higher than similar government schools at 18.2 days. The average attendance rate across Preston West Primary School in 2024 was 90.4%. Since 2020 the average number of annual days absent per student was 17.2 days, which was more positive than the state median (20.1 days) and slightly higher than that of similar government schools (16.3 days). Numerous strategies have been implemented from the 'It's Not Ok To Be Away' initiative to promote and track student attendance. Parents/carers are provided with attendance data via Compass, which can be accessed throughout the year.

The Attitudes to Schooling Survey was conducted in Years 4-6 at Preston West Primary School in 2024. In relation to the sense of connectiveness criteria on the Attitudes to Schooling survey, our students overall positive response at 87% was above both the state median and similar government schools. Our four year average in the sense of connectedness at 86%, places us above the state median (77.9%) and above the results of similar government schools (80.9%). In relation to the management of bullying criteria on the Attitudes to Schooling survey, our students overall positive response at 83.6% was above both the state median (75.5%) and similar government schools (77.3%). Our four year average in the management of bullying at 84.6% is positively above both the state and similar schools.

The community revisited the school values and vision in 2024. Through consultation, it was decided to maintain and relaunch our school values in 2025. The school vision was updated - 'Preston West Primary School is committed to providing a learning environment and educational programs that will motivate, challenge and support students to become life long learners. The

school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity, wellbeing and the rights of all are highly valued and respected'.

To strengthen student engagement in 2025, we will further develop opportunities to promote strong student voice/agency, goal setting, feedback and leadership in areas such as learning, curriculum delivery, extra-curricular activities and school improvement.

Other highlights from the school year

Numerous special events took place at Preston West Primary School in 2024 including:

- Art Show
- Grade 4 (Lake Dewar) and Grade 6 (Camp Wyuna) YMCA camps
- Multi-aged days e.g. Art celebration, NAIDOC Week, Multicultural Day and House Day
- Leadership programs, including school captains attendance at the Young Leaders Conference
- Extra Curricular activities e.g. Choir, Preston West Has Talent, Rock Band, Grade 4 Bike Education, House Sports days and Grade 2 Swimming Program
- Lunch Time Clubs program e.g. Taylor Swift, chess, lego and dance
- Junior School Council school improvements, special days and support of charities
- Community Disco and end of the year celebration evening
- Fresh Fruit Friday

Financial performance

In 2024 numerous school based projects were undertaken including creating an outdoor inclusive learning space and enhancing our facilities e.g. recarpeting Grade 4-6 classrooms / galleries, installation of updated interactive projectors and new fencing. Significant funding was received from the Victorian Schools Building Authority and Make Safe to replace ceilings and window frames in the main building, improve drainage/plumbing works and replace the roof of the library. Significant funding was allocated in the 2024 global budget to support the strategic direction of Preston West Primary School. Funding will be allocated in 2025 to continue supporting our Strategic Plan/Annual Implement Plan and to further promote our school facilities e.g. signage, playground space, furniture, technology and redesigning our second Art room space. The equity funding received from DET in 2024 was directed towards small group intervention, predominately in the Prep - Grade 2 area. Small group intervention targeted Oral Language, English as an Additional Language, Fine Motor Skills, Literacy and Numeracy. The Department of Education and Training additional Tutoring funding in 2024 was targeted at small group intervention in Years Prep-5 in Reading, Writing, Spelling, Phonics and Numeracy. The Tutoring, Swimming, Disability Inclusion and Health & Wellbeing initiatives will continue to be supported by the Department of

Education and Training in 2025. Contracts have been documented to allow access for Creative Music and the Coburg Giants to utilise facilities in our school gymnasium. In the future, school council will investigate an external company to coordinate our Before and After School Care Service.



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 676 students were enrolled at this school in 2024, 312 female and 364 male.

34 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).

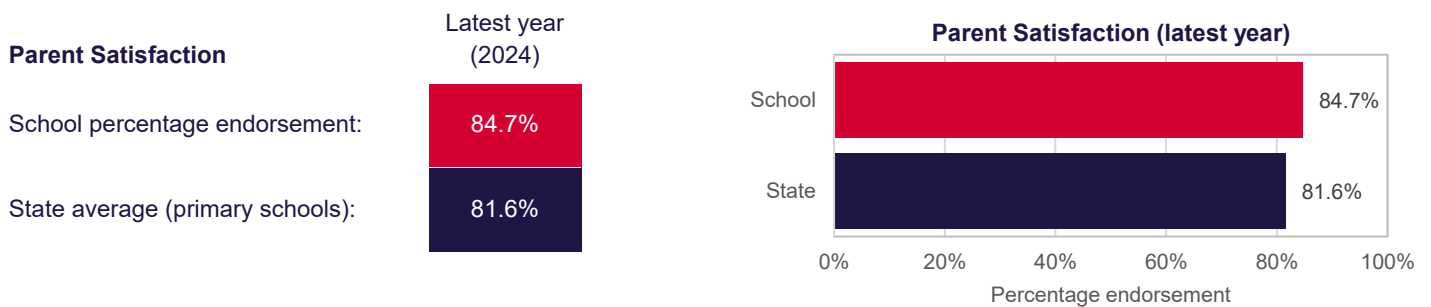
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

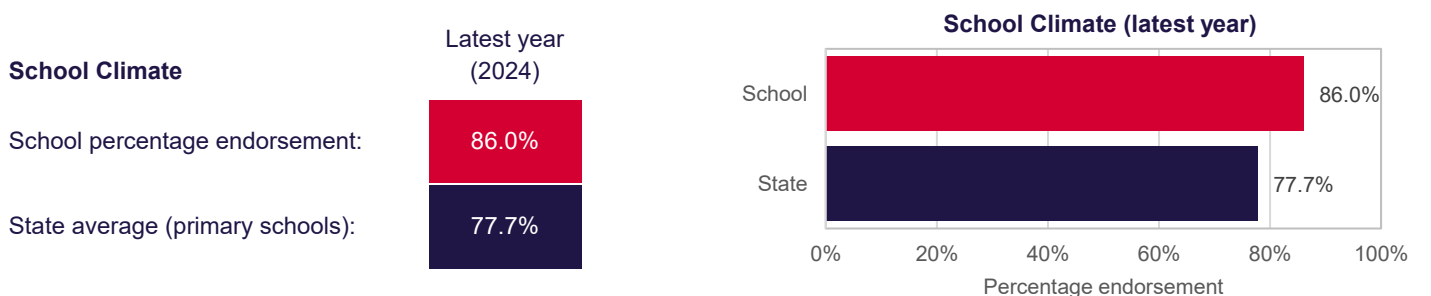


School Staff Survey

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.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

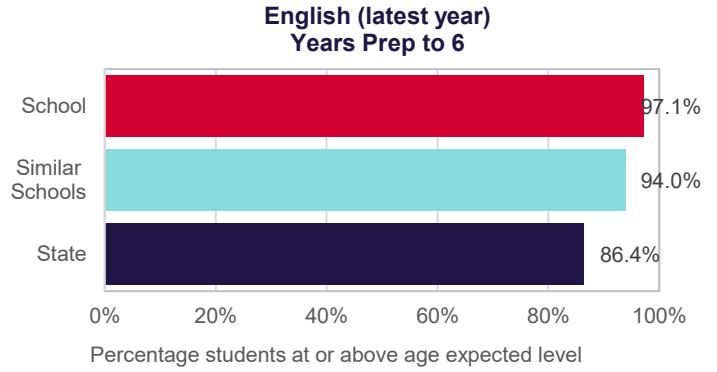
97.1%

Similar Schools average:

94.0%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

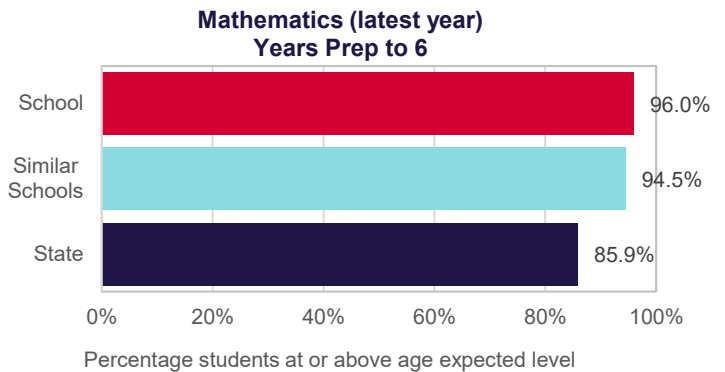
96.0%

Similar Schools average:

94.5%

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.

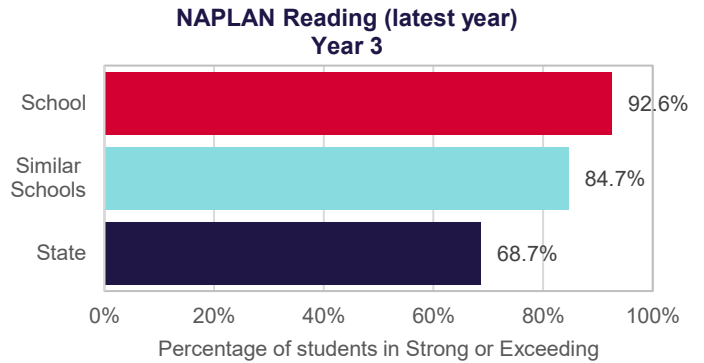
NAPLAN

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.

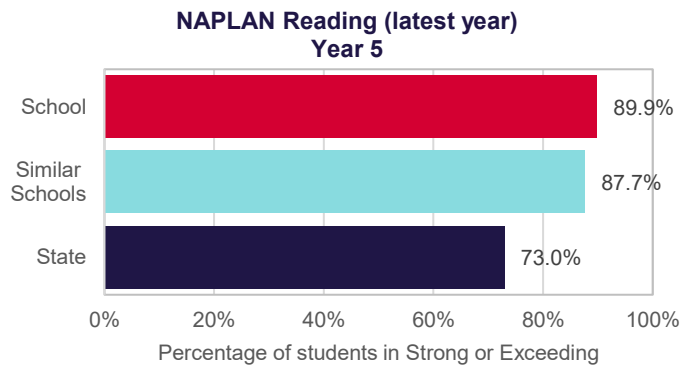
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.6%	91.0%
Similar Schools average:	84.7%	85.5%
State average:	68.7%	69.2%



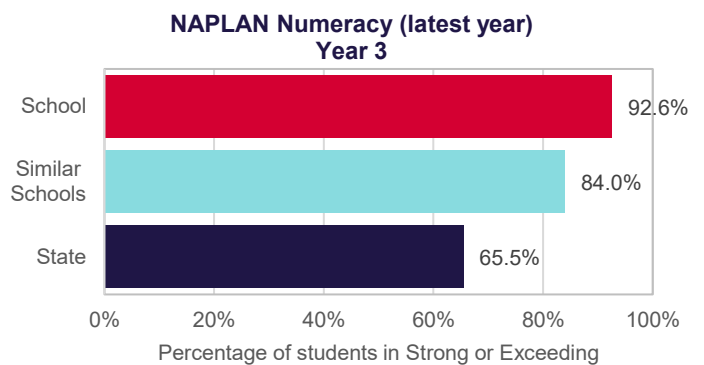
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.9%	93.8%
Similar Schools average:	87.7%	89.4%
State average:	73.0%	75.0%



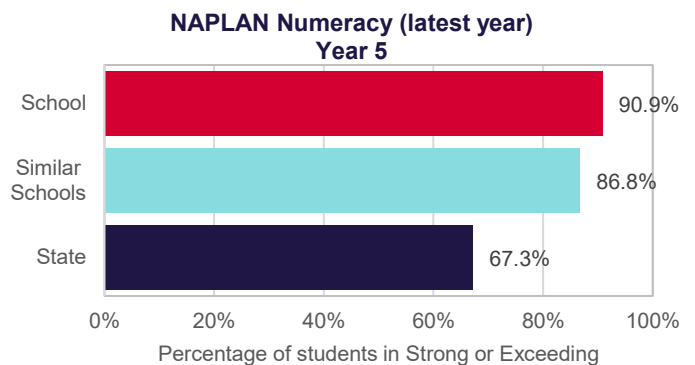
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.6%	90.4%
Similar Schools average:	84.0%	84.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	92.6%
Similar Schools average:	86.8%	87.2%
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:

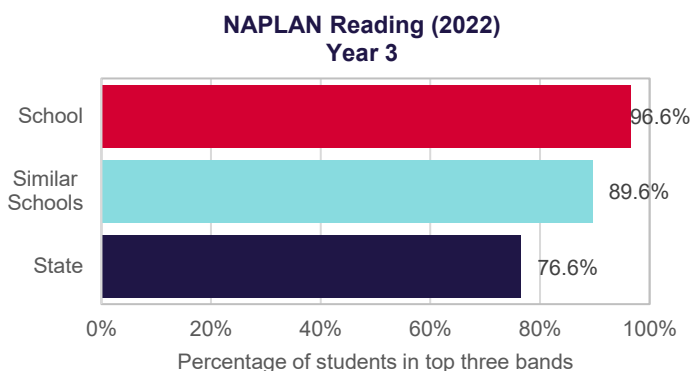
96.6%

Similar Schools average:

89.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

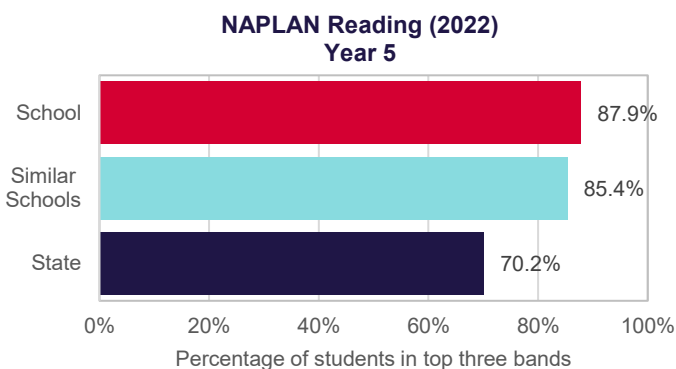
87.9%

Similar Schools average:

85.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

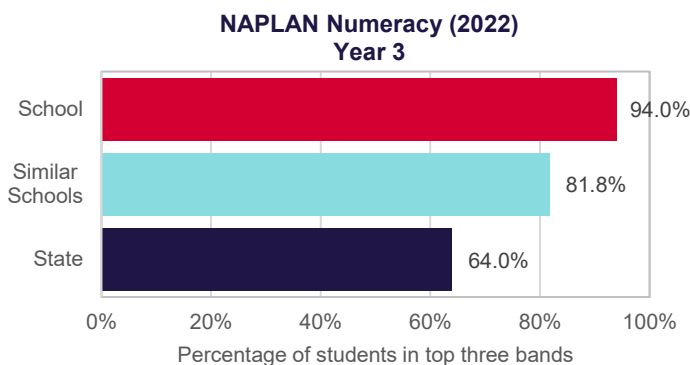
94.0%

Similar Schools average:

81.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

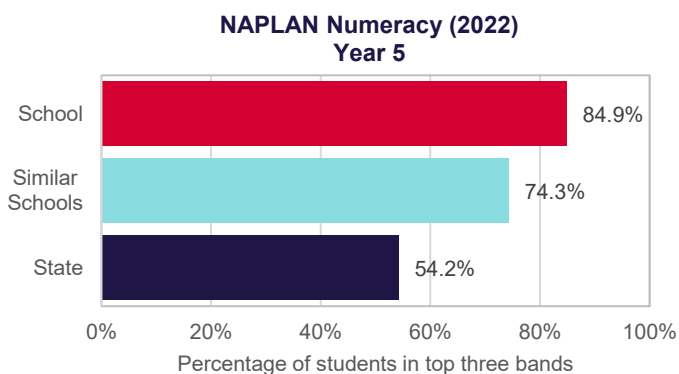
84.9%

Similar Schools average:

74.3%

State average:

54.2%



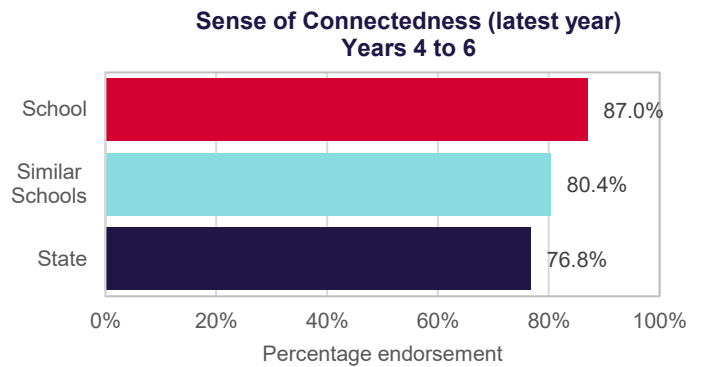
WELLBEING

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).

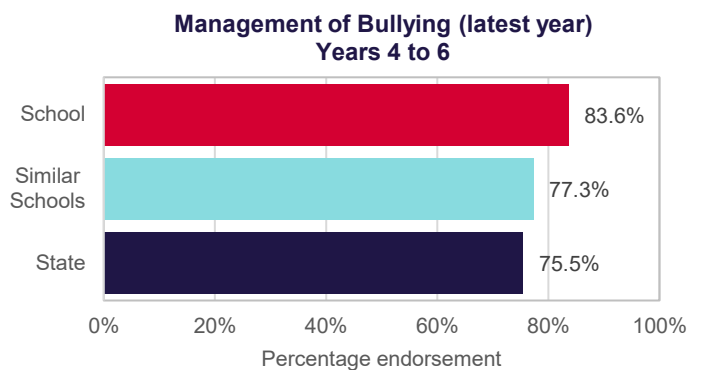
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.0%	86.0%
Similar Schools average:	80.4%	80.9%
State average:	76.8%	77.9%



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:	83.6%	84.6%
Similar Schools average:	77.3%	77.9%
State average:	75.5%	76.3%



ENGAGEMENT

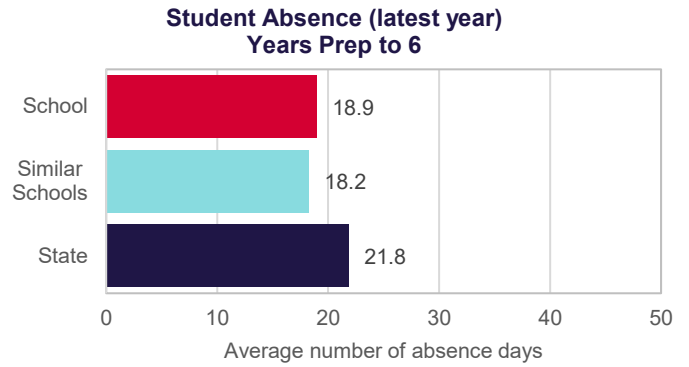
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.9	17.2
Similar Schools average:	18.2	16.3
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):	91%	91%	89%	91%	90%	90%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,215,969
Government Provided DET Grants	\$551,430
Government Grants Commonwealth	\$489,192
Government Grants State	\$0
Revenue Other	\$106,513
Locally Raised Funds	\$663,655
Capital Grants	\$0
Total Operating Revenue	\$8,026,758

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,739
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,739

Expenditure	Actual
Student Resource Package ²	\$6,097,343
Adjustments	\$0
Books & Publications	\$922
Camps/Excursions/Activities	\$172,723
Communication Costs	\$32,762
Consumables	\$254,261
Miscellaneous Expense ³	\$10,295
Professional Development	\$28,357
Equipment/Maintenance/Hire	\$72,800
Property Services	\$197,360
Salaries & Allowances ⁴	\$521,458
Support Services	\$329,991
Trading & Fundraising	\$18,218
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,194
Total Operating Expenditure	\$7,790,685
Net Operating Surplus/-Deficit	\$236,074
Asset Acquisitions	\$283,453

- (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	\$1,764,019
Official Account	\$19,786
Other Accounts	\$0
Total Funds Available	\$1,783,805

Financial Commitments	Actual
Operating Reserve	\$284,399
Other Recurrent Expenditure	\$10,751
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$430,110
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	\$71,000
Maintenance - Buildings/Grounds < 12 months	\$187,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$983,260

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.

