2024 Annual Report to the School Community

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 03 April 2025 at 03:08 PM by Penelope Harris (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 03:08 PM by Penelope Harris (Principal) | |

## School Name: Dillbadin Primary School (4908)

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](https://nap.edu.au/naplan/results-and-reports" \t "_blank)’ 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

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| --- |
| School context |
| **Dillbadin Primary School Overview**  Dillbadin Primary School (formerly Boronia West Primary School) is in the heart of Boronia, at the foothills of the Dandenong Ranges in Melbourne’s outer east. Our campus is bordered by Knox LeisureWorks aquatic facilities and Tormore Reserve, home to the Boronia Football Club.  **Our Mission and Vision**  Our mission is to provide high-quality, inclusive education for all students, aligned with the curriculum and policies established for primary schools. We are committed to creating an environment where every student feels valued, supported, and empowered to reach their full potential.  Dillbadin Primary School’s vision is to empower students to achieve their personal best and equip them to positively contribute to society as healthy, happy, and resilient individuals. We aim for our students to acquire, demonstrate, and value the knowledge and skills that will support them as lifelong learners, participating in the global community while embodying our core values: Respect, Tolerance & Inclusion, and Excellence.  **Core Values and School-Wide Positive Behaviour Support (SWPBS)**  Our core values are central to school life and serve as the foundation of our community. These values are integrated into our School-Wide Positive Behaviour Support (SWPBS) framework:   * Be Respectful – We honor ourselves, our school, and each other, recognizing the impact of our attitudes and behaviors. * Be Safe – We prioritize safety and actively support those in need. * Be a Learner – We strive for excellence by giving our best effort and continuously seeking growth.   The Dillbadin Primary School Behaviour Matrix, developed with input from the entire school community, outlines how these values are enacted across all school settings.  **Our Cornerstones**  The following cornerstones guide our staff culture, fostering collaboration, professionalism, and efficacy:   * Collaboration: Every voice matters. We contribute through meetings, whole-school planning, and data-driven strategies to achieve positive outcomes. * Collective Responsibility: We are accountable for every child's growth and development. * Learning Everywhere and All the Time: Learning is a continuous, interconnected process that occurs throughout all aspects of school life.   **Inclusive Learning Environment**  At Dillbadin Primary School, we prioritise creating a supportive, inclusive environment where every student is at the center of their learning journey. Our approach includes:   * Differentiated, cohesive learning programs aligned with Victorian Curriculum standards. * Highly skilled teachers committed to ongoing professional development, evidence-based practices, coaching, mentoring, and collaboration. * A quality learning environment that values student voice and responds to their needs. * Enriching resources that enhance student engagement and achievement. * Opportunities for parents and the community to actively participate in learning and decision-making partnerships.   **Curriculum and Programs**  We offer a comprehensive educational program based on the Victorian Curriculum, emphasising literacy and numeracy. Specialist programs include:   * STEM (Science, Technology, Engineering, and Mathematics) * Visual Arts * Physical Education * Auslan (our chosen language)   **Staffing and Structure (2024)**  In 2024, Dillbadin Primary School comprised:   * 3 Classes * 12 Staff Members: Principal, Learning Specialist (teaching specialist subjects), 0.8 Business Manager, 4 Teachers, 4 Educational Support Staff, and a 0.2 School Speech Pathologist.   Our team uses student achievement data to identify individual learning needs and design differentiated programs accordingly.  **Facilities and Infrastructure**  Our building project, completed in 2024, introduced a new learning space featuring:   * 4 Classrooms * Art Room * Open Learning Space * External Learning Nooks   Additionally, we offer a Before and After School Care program managed by TheirCare.  **Student Demographics and Support**  A significant proportion of our students receive additional funding through the Disability Inclusions program, primarily under categories of Autism Spectrum Disorder (ASD) and Intellectual Disability. We also have:   * 2 Koorie students * 1 student in Out-of-Home or Kinship Care   **School Motto: Growing Through Learning**  Our motto reflects our commitment to:   * Fostering community harmony and embracing cultural diversity. * Cultivating a deep understanding of the global context to which our community belongs. * Supporting each child to reach their full potential.   Dillbadin Primary School aligns its values with DET Values to ensure an inclusive environment where children remain at the center of all that we do, promoting growth through learning. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| Dillbadin Primary School, formerly known as Boronia West Primary School, has made substantial progress in enhancing student learning outcomes through a range of targeted strategies. The school has effectively reduced cognitive load by structuring learning sessions into shorter, focused intervals, promoting sustained attention and improved knowledge retention. Differentiated programmes, alongside intense adult support and structured small group rotations through the LLLL framework, have created an environment where all students can thrive. This approach has been particularly effective in promoting engagement and improving academic achievement across various subjects.  The school’s commitment to supporting literacy growth is evident through its participation in the Tutor in Schools programme and the integration of assistive technologies like C-Pens, which have enabled non-readers to make significant strides towards literacy. Digital technologies are utilised with clear purpose, fostering the development of essential digital literacy skills and enhancing learning experiences through targeted, skill-building activities. Adopting a new instructional model has further strengthened teaching practices, providing a consistent framework that supports scaffolding for students requiring additional assistance and extension opportunities for those demonstrating advanced capabilities.  Dillbadin Primary School has also strengthened its capacity to analyse and utilise assessment data to drive improvement. A structured assessment approach, incorporating both formative and summative assessments, has led to more consistent teacher judgements and a clearer understanding of individual learning needs. This data-driven approach ensures that interventions are targeted and effective, supporting all students to make measurable progress. Through these comprehensive strategies, Dillbadin Primary School continues to foster a positive and inclusive learning environment where every student is supported to achieve their full potential.  Highlights   * Enhanced literacy outcomes through the use of assistive technologies like C-Pens and targeted support from the Tutor in Schools programme. * Improved differentiation practices, catering to diverse learning needs through structured small group rotations and tailored instructional approaches. * Consistent data analysis practices that ensure well-targeted interventions and improved accuracy in teacher judgements. * Purposeful integration of digital technologies to build essential skills and enrich learning experiences across all areas. |
| Wellbeing |
| Dillbadin Primary School has made significant progress in advancing student wellbeing through a range of targeted initiatives designed to create a supportive, inclusive environment for all students. The school has focused on prioritising both social-emotional development and academic achievement, ensuring that student wellbeing is central to the learning experience.  One of the key successes has been the Check In and Check Out program, which has provided structured support for students, helping them start and end their day with a positive focus. In addition, the structured breakfast club program, which now also provides lunches, has further supported students by addressing their basic needs, enabling them to focus on learning. The school has continued to provide strong leadership and support through the Wellbeing Leader role, contributing to an enhanced ability to monitor and support student wellbeing.  The Learn to Play program has been another key initiative, encouraging students to develop vital social and emotional skills through structured play. In addition, creating a Calm Corner has offered students a dedicated space to regulate their emotions, promoting better mental health and providing them with the tools to manage stress and anxiety. This year, a new behaviour response flowchart for teachers was introduced to ensure a consistent approach in responding to student behaviour, reinforcing the school’s commitment to creating a positive and safe learning environment.  A major highlight has been the strengthened collaboration and alignment among staff, who are now better suited to the school context and more united as a team. This collective responsibility is evident in the school’s approach, with student wellbeing always at the centre of decision-making. The success of DIP Funding applications has played a crucial role in securing additional resources, supporting a range of wellbeing initiatives and helping the school respond to the diverse needs of students.  The school has also made considerable efforts to upskill staff to navigate challenging behaviours, providing them with a deeper understanding of trauma and how it affects students. This ongoing professional development ensures that staff are equipped to support students in managing their emotions and behaviour.  The school now prioritises student wellbeing just as much as academic achievement, recognising that both must work side by side to support overall student development. The introduction of Chronicle, a system for recording and tracking student behaviours, has further improved the school’s ability to complete problem-solving cycles, reducing challenging behaviours and promoting more proactive interventions. |
| Engagement |
| Dillbadin Primary School has employed a range of strategies aimed at enhancing student engagement, recognising its critical role in fostering both learning and wellbeing in alignment with the Framework for Improving Student Outcomes (FISO) 2.0). Through structured initiatives and community-building activities, the school has sought to create a positive, inclusive environment that encourages active participation and collaboration.  Adjustments to learning structures, such as shorter learning times, have positively impacted students’ ability to remain focused and engaged. This approach has supported better concentration and more effective teaching and learning experiences.  Efforts to strengthen community connections have been highly successful, with events like Christmas concerts now experiencing more family attendance and participation. These celebrations have enhanced school spirit and provided valuable opportunities for families to engage with the school community. Similarly, open nights after school, such as the STEM Night, have effectively encouraged family involvement, promoting a shared interest in students’ learning experiences and strengthening the partnership between school and home.  Promoting positive behaviour and fostering a sense of collective identity has also been a focus. The introduction of SWPBS (School-Wide Positive Behaviour Support) whole school rewards is beginning to draw students together as a cohesive group, enhancing their sense of belonging and collective achievement.  Additionally, initiatives aimed at promoting collaboration and building relationships have proven valuable. Classes are increasingly working with other year levels, facilitating new peer connections and expanding students’ social networks. This cross-age interaction has also positively influenced relationships between students and staff, fostering a more supportive and interconnected school community.  By implementing these strategies, Dillbadin Primary School has continued to enhance engagement through a balanced approach that values academic, social, and community-oriented experiences. The focus on fostering positive relationships, promoting inclusivity, and creating diverse opportunities for involvement has contributed to a thriving and cohesive school culture. |
| Other highlights from the school year |
| Dillbadin Primary School has celebrated numerous successes throughout the year, marked by various initiatives and events that have positively impacted students, families, and the broader community. These activities have significantly enhanced school culture, promoted community involvement, and provided students with memorable learning experiences.  The reintroduction of camps and excursions has been a particularly positive development. It offers students valuable opportunities to engage in hands-on learning, build resilience, and strengthen social connections. These experiences have contributed to increased engagement and enthusiasm for school life.  Whole school events have also played a key role in fostering a welcoming and inclusive environment. The annual Christmas concert have continued to attract high levels of participation and attendance, creating a sense of celebration and pride within the school community. Similarly, students have embraced lunch orders and special lunch days, providing enjoyable communal experiences that enhance school spirit.  Access to community resources has further enriched the school’s learning environment. Renewed opportunities to visit the Boronia Library have encouraged a love of reading and broadened students’ access to literature and research materials. Additionally, the school’s Bike Grant and Bike Ed program have provided engaging and practical learning experiences, promoting physical health, road safety awareness, and student confidence.  Collaborative efforts and community partnerships have also contributed to the school’s achievements. Sporting events and activities that promote physical fitness and teamwork have been well-received. At the same time, grants and funding opportunities have enabled the school to expand its resources and enhance its learning experience.  Dillbadin Primary School takes pride in these accomplishments, which have enriched students’ educational journeys and strengthened connections with families and the wider community. These highlights reflect the school’s commitment to providing diverse, engaging, and meaningful experiences that support learning and wellbeing. |
| Financial performance |
| Dillbadin Primary School recorded a deficit, largely resulting from the strategic allocation of staffing resources to meet the diverse needs of all students. Many students required Disability Inclusion Profiles (DIPs) to access additional funding to support their learning. Despite staffing challenges, 20 DIPs were successfully completed, allowing the school to provide targeted support for eligible students. Continuing to complete DIPs for remaining eligible students will be a priority to alleviate financial pressures and ensure appropriate support is provided to those who require it.  The School Strategic Plan and the Annual Implementation Plan guided the School Council’s financial decisions, ensuring that funds were allocated effectively to support school programs and priorities. Equity funding was utilised to deliver targeted learning support through initiatives such as individualised assistance and the Tutoring Program, which aimed to enhance student outcomes across all ability levels.  Dillbadin Primary School remains committed to seeking a broader range of revenue sources beyond the Student Resource Package (SRP), including exploring new grants and external funding opportunities to enhance educational resources and improve student outcomes.  The school’s financial position has also been bolstered through successful fundraising efforts by the School Council. Regularly hiring out the general-purpose room to external groups has provided a steady income stream, further supporting the school’s financial stability.  Despite financial constraints, Dillbadin Primary School remains focused on leveraging available funding sources to maximise student learning and wellbeing. Continued efforts to secure additional grants and external support will be essential in providing enhanced curriculum resources and maintaining the high standard of education the school strives to achieve. |

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 31 students were enrolled at this school in 2024, 14 female and 17 male.

20 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

This school’s SFOE band value is: **High**

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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | NDP |
| 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.

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| --- | --- |
| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 40.1% |
| 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: | 24.4% |
| Similar Schools average: | 77.1% |
| State average: | 86.4% |

|  |  |  |
| --- | --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 38.8% |
| Similar Schools average: | 77.8% |
| State average: | 86.0% |

**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.

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| --- | --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | 33.3% | |
| Similar Schools average: | 60.1% | | 57.9% | |
| State average: | 68.7% | | 69.2% | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | 60.0% | |
| Similar Schools average: | 57.8% | | 63.2% | |
| State average: | 73.0% | | 75.0% | |

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| --- | --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | 44.4% | |
| Similar Schools average: | 55.8% | | 58.1% | |
| State average: | 65.5% | | 66.4% | |

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| --- | --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | NDP | | 33.3% | |
| Similar Schools average: | 50.5% | | 53.5% | |
| 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: | 60.0% | |
| Similar Schools average: | 69.9% | |
| State average: | 76.6% | |

|  |  |
| --- | --- |
| **Reading**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 71.4% | |
| Similar Schools average: | 65.2% | |
| State average: | 70.2% | |

|  |  |
| --- | --- |
| **Numeracy**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 60.0% | |
| Similar Schools average: | 55.0% | |
| State average: | 64.0% | |

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| --- | --- |
| **Numeracy**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 14.3% | |
| Similar Schools average: | 41.7% | |
| 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: | 73.3% | | 79.9% | |
| Similar Schools average: | 82.3% | | 81.6% | |
| 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: | 55.0% | | 80.1% | |
| Similar Schools average: | 84.3% | | 83.5% | |
| 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.

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| --- | --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 36.7 | | 27.5 | |
| Similar Schools average: | 23.5 | | 22.6 | |
| 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): | NDP | 82% | 82% | 88% | 90% | 65% | NDP |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $947,270 |
| Government Provided DET Grants | $178,435 |
| Government Grants Commonwealth | $2,906 |
| Government Grants State | $0 |
| Revenue Other | $12,481 |
| Locally Raised Funds | $15,701 |
| Capital Grants | $115,203 |
| Total Operating Revenue | **$1,271,997** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $84,834 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$84,834** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,006,233 |
| Adjustments | ($91) |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $11,414 |
| Communication Costs | $3,352 |
| Consumables | $9,937 |
| Miscellaneous Expense 3 | $45,250 |
| Professional Development | $1,272 |
| Equipment/Maintenance/Hire | $34,713 |
| Property Services | $41,626 |
| Salaries & Allowances 4 | $13,290 |
| Support Services | $41,179 |
| Trading & Fundraising | $93,374 |
| Motor Vehicle Expenses | $90 |
| Travel & Subsistence | $0 |
| Utilities | $23,325 |
| Total Operating Expenditure | **$1,324,965** |
| Net Operating Surplus/-Deficit | **($52,968)** |
| Asset Acquisitions | **$103,327** |

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 03 Mar 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 | $110,771 |
| Official Account | $18,745 |
| Other Accounts | $0 |
| Total Funds Available | **$129,517** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $53,137 |
| Other Recurrent Expenditure | ($3,290) |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $65,124 |
| 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 | $0 |
| Maintenance - Buildings/Grounds < 12 months | $19,610 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$134,581** |

*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.*