

2024 Annual Report to the School Community

School Name: Cranbourne East Primary School (5518)



- 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 29 April 2025 at 04:24 PM by Stephen Bourbon (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 30 April 2025 at 05:15 PM by Stephen Bourbon (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

Situated within the Hunt Club Estate, Cranbourne East Primary School was established in 2011 at 2 Bowyer Avenue, Cranbourne East. The school shares its grounds with Cranbourne East Secondary College, Marnebek Senior Campus, the Hunt Club Sports Complex, and the Hunt Club Kindergarten and Maternal Health Centre.

Our primary goal at Cranbourne East Primary School is to cultivate motivated and self-reliant learners. We achieve this through a diverse array of engaging and tailored learning activities. Employing best practices in education, we harness students' innate curiosity and critical thinking skills, fostering a lifelong love for learning. At the heart of our vision is a commitment to creating a safe, joyful, and technologically enriched learning environment. Through explicit teaching methods and data-informed teaching and learning, our dedicated teaching teams ensure that every student's needs are met. Central to our mission is the nurturing of lifelong learners and responsible citizens.

We foster a culture of professional development, teamwork, and inclusivity, ensuring a warm and supportive school community. Embedded in every aspect of school life are our core values, encapsulated in the '5Rs': Respect, Responsibility, Resilience, Rigour, and Relationships. These values form the foundation of our School-Wide Positive Behaviour Support (SWPBS) approach, which includes explicitly teaching, acknowledging and rewarding positive behaviours related to our school values.

The school facility is designed around open learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are Performing Arts, Science and Sustainability learning spaces, a Library Learning Resource Centre, Music studio, Digital Technologies/ STEM resource hubs (notebook computers, robotics, iPads, iPods and interactive TVs), a sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds, an inclusive playground, a Pirate Ship playground with a sandpit, and environmental wetlands. The school facility was built and is serviced under the Partnerships Victoria in Schools Project (PVIS).

The school was built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with student enrolment in 2024 of 1008 students, with 509 girls and 499 boys. The school will likely continue to maintain a high student enrolment. The overall school socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. This school's socio-economic band value is: Medium. 64% of students speak a language other than English at home and 1% of students identify as Aboriginal or Torres Strait Islander.

In 2024, the school workforce plan comprised: 1 Principal, 4.6 Assistant Principals (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Data, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Executive Assistant, 5 Office Administration Education Support (ES), 1 First Aid Officer (ES), 2 Leading Teachers, 3.5 Learning Specialists, 11 Specialist Teachers, 58 Home Group Teachers, 1 Auslan Specialist, 1 Mental Health and Wellbeing Leader (MHIPS), 1 Psychologist, 1 Social Worker, 1 Engagement support officer/school events leader, 5 Tutors (5 part-time), 10 Integration Aides (ES), 1 part-time Library (ES), 1 Information and Communication Technologies (ICT) Technician, and 1 Maintenance. The

workforce plan (combination of full-time and part-time employees with some staff in shared roles) totalled 112 staff.

2024 was a School Review year for Cranbourne East Primary School, and the review report and subsequent School Strategic Plan, and Annual Implementation, identified areas of strategic focus for improvement. Through extensive staff, student and community consultation, the school made the decision to enact two significant structural changes, moving to single teacher classrooms from a co-teaching model, and moving to a single timetable from a split timetable. Together with implementation plans developed from our SSP, and implementation guidance from Victorian Teaching and Learning Model 2.0, we approach 2025 with high aspirations and expectations of what we can achieve. Our workforce comprises a dedicated team of professionals committed to student success. Through highly collaborative practice and Professional Learning Communities (PLCs), we ensure continuous improvement in teaching and learning practice. At Cranbourne East Primary School, we uphold a standard of excellence by setting high expectations for academic achievement and behaviour. Through personalised learning approaches, we empower each student to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school focused on the following Key Improvement Strategy for Learning from the School Strategic Plan - *Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy*. This was broken down into the action of building staff capacity in Numeracy to meet students individual learning needs. Three members of the school continued to participate in Department led Primary Maths and Science Specialists initiative. This professional learning supported them to deliver regular and ongoing professional learning with staff, regularly meet with the School Improvement Team, model and support teaching and learning of Mathematics across the school. This was further supported by Year Level Professional Learning Communities (PLC) having a focus on Mathematics based on student data and inquiring into how to best support the needs of students. Alongside this a Maths team was established who supported upskilling teaching teams on the implementation of the new Mathematics 2.0 curriculum. The team facilitated professional learning and updated school based documentation to align with new curriculum content. The Tutor Learning Program continued and embedded the Getting Reading In Numeracy (GRIN) program to support students working below the expected level in Numeracy. Additionally, an enrichment program was run for students working above the expected level in Numeracy and selected students in Year 5 and 6 participated in the Victorian High Ability Program for both English and Mathematics.

The 6 + 1 Writing Traits Program implemented in 2023, continued to be a focus in the teaching content across the school for Writing. Professional Learning for staff and classroom implementation began on Heggerty – a phonemic awareness program – which aligns with the Victorian Education Department’s reading position and the implementation of the English Curriculum 2.0. Heggerty and implementation of the F- 2 Phonics Plus Program will continue to be a focus in 2025.

The following data reflects the work done in the above areas from 2023 - 2024;

- Year 3 Numeracy NAPLAN data for 2024 showed 12% of students in the needs additional support category an improvement of 2023 data which showed 26% of student in this same category
- Year 5 Numeracy NAPLAN data for 2024 showed 9% of students in the needs additional support category an improvement of 2023 data which showed 15% of students in the same category
- Year 3 Numeracy NAPLAN data for 2024 showed 50% of students in the strong or exceeding category on par with Network but below that of similar schools and state. Year 5 Numeracy NAPLAN data for 2024 showed 56% of students in the strong or exceeding category on par with Network but again, percentage below that of similar schools and state. This demonstrates an area that the school will continue to work upon.
- Year 3 Writing NAPLAN data for 2024 showed 75% of students in the strong or exceeding category above that of similar schools and network level. Year 5 Writing NAPLAN data for 2024 showed 75% of students in the exceeding or strong category above that of network, similar schools and state.
- Student responses on the Attitudes to School Survey in 2024 showed a 83% positive response rate to differentiated learning challenge an improvement of 9% in 2023.

Wellbeing

In 2024, the school successfully retained its Bronze status, conferred by the Department of Education in recognition of its efforts within the School-Wide Behaviour Framework. For the second consecutive year, the school was invited to present at the Casey South Schools network, where it showcased its approach to behaviour management and the application of data-driven decision-making. The School-Wide Positive Behaviour Support (SWPBS) team underwent training in the Department of Education's Universal Prevention B Training, which led to the development of a new action plan. Staff continued to professionally develop staff in tier one SWPBS practices with fantastic staff self assessment scores that resulted in a classroom practice score of 89%. Additionally, student survey data demonstrated there was 8% increase in effective classroom behaviour and a 7% increase in effective teaching time as per our Attitudes to School Survey.

During Term 2, the School Improvement Team concentrated on positive reinforcement strategies, focusing on the importance of rewarding students. Team members visited classrooms to model positive reinforcement and highlighted the value of tangible feedback regarding student learning and classroom behaviour. By the end of the term, the school was able to identify a correlation between positive SWPBS rewards and a reduction in classroom-based behavioural issues. Students had received 22,980 rewards stickers, which was an increase from 3,500 for Term 2.

A key component of SWPBS involved the continuation of explicit behaviour teaching, which was scheduled at the beginning of each school day. Additionally, 2024 marked a significant milestone for the school with the establishment of its first Wellbeing & Inclusion Team. This team, consisting of a Psychologist, Counsellor, Engagement Support Worker, Disability and Inclusion Learning Specialist, and Mental Health & Wellbeing Practitioner, provided comprehensive support for student wellbeing. Their initiatives included organizing wellbeing advocacy days, offering one-on-

one student support, establishing a sensory space, running social skills group programs, assisting students and teachers in classrooms, and offering guidance to families.

The Wellbeing & Inclusion Team also continued to refer students to external health and wellbeing services, including the Primary Nurse Program, Free Dental Van Service, Visiting Teaching Services for the Deaf, Windermere, ELMHS, SECASA, DFFH, Headspace, and the ACE Foundation. The school continued to work closely with State School Relief to offer uniform items, books, and stationery packs to families facing financial hardship, and the provision of vision testing and free eyeglasses for students in need.

For the second year, the school implemented a Body Education program for Year 6 students. The school also continued its commitment to social and emotional learning through the Resilience Rights & Respectful Relationships (RRRR) program, with all students in Years 3–6 completing the full curriculum. Additionally, students in Foundation to Year 2 participated in the Zones of Regulation program, alongside RRRR.

Engagement

Cranbourne East Primary School prioritised continuity of learning and student attendance throughout the 2024 academic year. We implemented a comprehensive, school-wide strategy for monitoring absences, by employing an attendance officer who made daily calls to families who had not provided a reason for their child's absence. As a result, the school's average unapproved absence days decreased from 6.3 to 5.5. Despite these efforts, the overall attendance rate remained at 87%, which is below the average of similar schools and the state.

Cranbourne East Primary School continues to implement its well-established transition program for both Kinder to Foundation and Year 6 to secondary school. We maintain a strong connection with our primary feeder kindergarten, where students visit as part of an excursion a few times during Term 3, leading up to our formal transition activities in Term 4.

Our Year 6 to secondary school transition program is comprehensive, offering students a variety of experiences across both primary and secondary settings. These activities include subjects such as science, food technology, physical education, and other specialist classes at the secondary school. Additionally, former students return to share their transition experiences and address any questions, some of which may be directed to the secondary staff. In the final weeks of the school year, Year 6 teachers implement a timetable that mirrors the secondary school structure, allowing students to familiarise themselves with different subjects, classrooms, and teachers. The secondary school also provides a set of locks for students to practice using on lockers, helping to alleviate any anxiety about transitioning from individual classroom spaces to a communal locker area.

To further enhance student engagement, Cranbourne East Primary School has a well-established Student Representative Council (SRC), consisting of Year 2 to Year 6 students, led by a mentor-teacher. The SRC serves as a platform for student voice on relevant topics. Our revitalised student leadership structure includes school captains and house captains, who collaborate closely with a teacher to address issues related to learning, engagement, and well-being. These leaders gather peer feedback and collaborate on decision-making processes regarding extracurricular activities, the implementation of the School-Wide Positive Behaviour Support (SWPBS) framework, community partnerships, and student-led fundraising events in conjunction with the

SRC. Additionally, a student-led sustainability group maintains a garden, which is now accessible to all students as a designated mindfulness area.

Other highlights from the school year

Cranbourne East Primary School had an eventful and community-focused year in 2024, filled with activities that brought students, families, and staff together.

One of the school's key initiatives was supporting families through a food pantry and providing free fruit in classrooms, ensuring students had access to nutritious food throughout the day.

The Year 6 students embarked on an exciting camp to Woorabinda, where they participated in outdoor adventures and team-building activities, while the Year 4 students enjoyed a memorable trip to Phillip Island, exploring wildlife as well as outdoor adventures.

The school also celebrated important community events, including a vibrant Father's Day Breakfast BBQ, where families gathered to enjoy a delicious morning meal.

The Whole School Picnic was another highlight, bringing everyone together for a day of fun and connection.

One of the most exciting events of the year was the Colour Explosion Fun Run, where students ran through clouds of colour, raising funds and promoting physical activity. Cultural diversity was embraced through various activities, including Diwali celebrations, where parents were invited to participate in traditional festivities. Students, teachers and families also participated in the mini-Olympics celebrating the Paris Olympics and Book Week was again a very popular whole school event, with a widely enjoyed costume parade.

Cranbourne East Primary School also held cultural celebrations and acknowledgements of culturally significant times.

All of these events showcased the school's commitment to inclusivity, well-being, and creating a supportive environment for students and their families.

Financial performance

Cranbourne East Primary School has a significantly large operating surplus of \$1,006,019.00 due to the challenges the school faced filling staffing vacancies due to the staffing crisis over the past two years. This resulted in the Student Resource Package (SRP) not been fully utilized for staffing wages and the depletion of the school's cash reserves as the school was required to increase expenditure for Casual Replacement Teachers (support services) to manage the staffing vacancies. The increased expenditure on Casual Replacement Teachers meant the schools cash reserves fall below the required operating reserve balance and the school was required to draw on \$837,378.00 of the SRP surplus to replenish the cash reserve levels.

The increased expenditure on Casual Relief Teachers was also attributed to high rates of staffing illness throughout the year and staff accessing Long Service Leave. The expenditure incurred towards replacing staff on Long Service Leave was offset through Leave Reimbursement claims,

with the school claiming reimbursement from the department of \$113,017.57 (approximately 240 Long Service Leave days claimed).

2024 was the final year of the schools Communities for Children (CFC) Grant which delivered a capacity building model for parents to improve their knowledge and skills in the areas of student mental health and behaviour support. Under this grant the school hosted regular family and parent information presentations that have been attended by the families of Cranbourne East Primary School and other schools within the wider Cranbourne area. In addition to the CFC grant the school successfully obtained an additional \$16,000.00 funding from CFC to host a one-off Big Event featuring Australia's leading child psychology and behavioural experts, this event was attended by over 150 families from the wider community.

Under the Partnerships Victoria in Schools (PViS) agreement, the school was able to claim reimbursement for the purchase costs of upgrading ICT equipment. The school received a total of \$83,886.30 in reimbursements for the purchase of 125 iPads, 2 iPad charging trolleys and 2 video conferencing systems.

In November the school received parents School Saving Bonus payments totalling \$391,600.00, these funds are reflected in the High Yield Investment Account balance as of 31st December 2024.

A highly effective partnership based on collaborative and solution based approach continued between the Principal, School Council, School Council Finance committee, Leadership team and Business Manager. The Business Manager was a sound source of knowledge resulting in effective implantation of the Student Resource Package (SRP) aligned to improving student learning outcomes taking into consideration the current staffing climate. The school remained in a healthy financial position of surplus while resourcing the school workforce plan and all curriculum and school budgets.

**For more detailed information regarding our school please visit our website at
www.cranbourneeastps.vic.edu.au**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

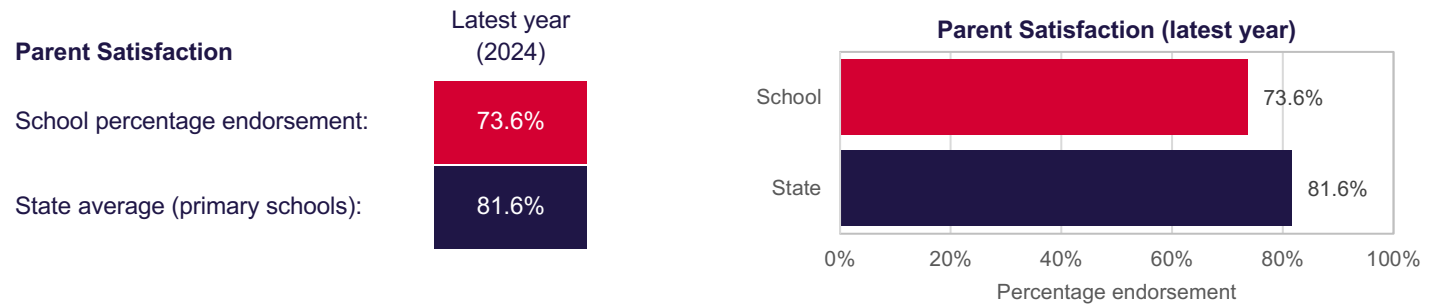
A total of 1,008 students were enrolled at this school in 2024, 509 female and 499 male.
64 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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**

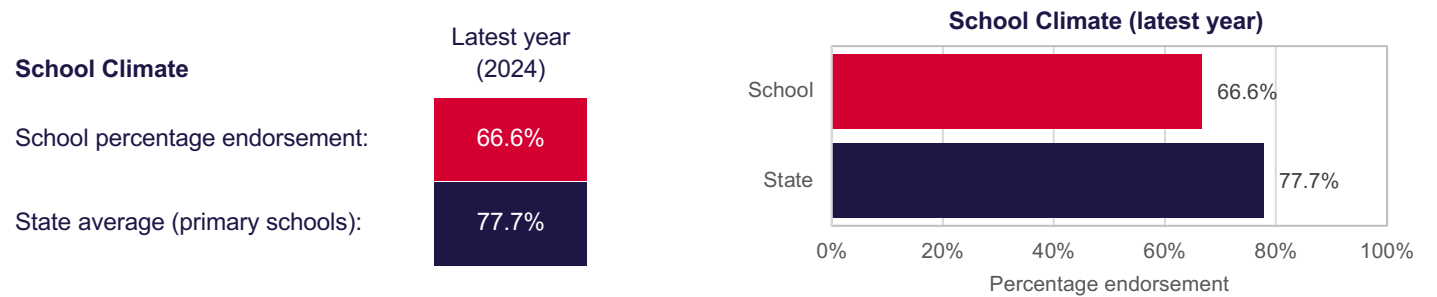
Parent Satisfaction Summary

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.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

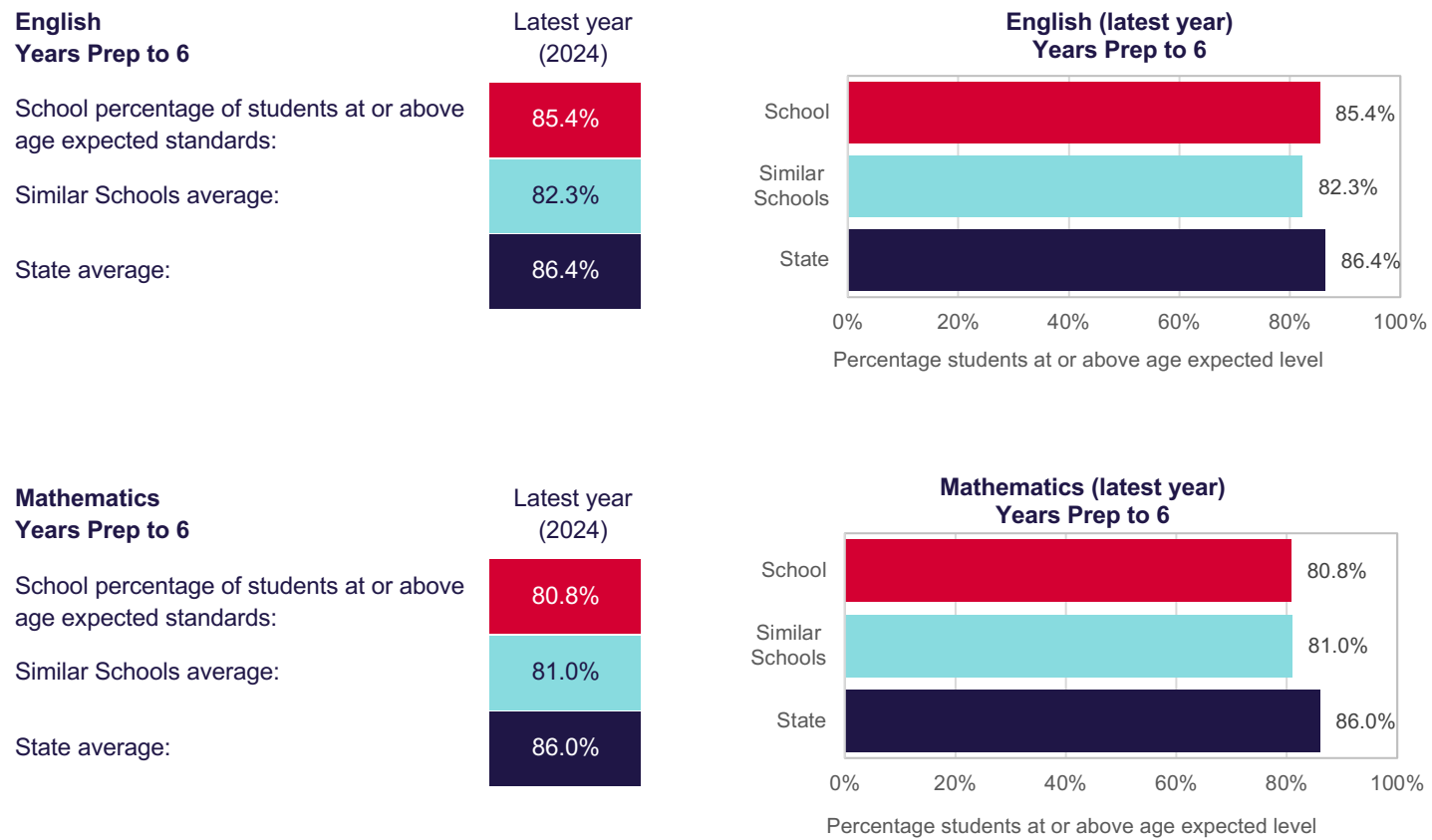


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



LEARNING (continued)

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

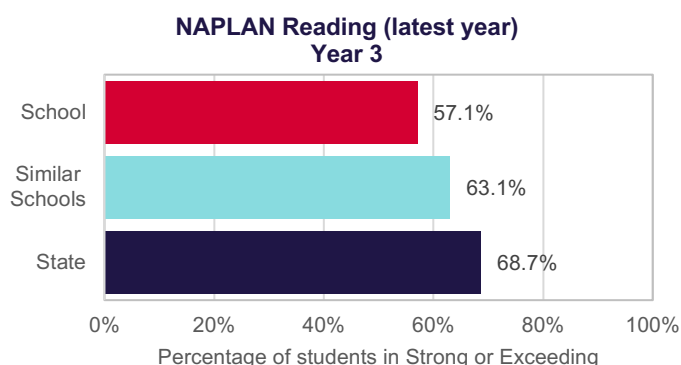
NAPLAN

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

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

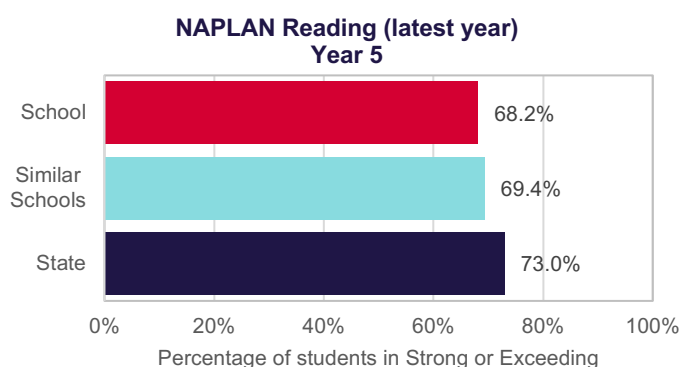
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	55.7%
Similar Schools average:	63.1%	62.9%
State average:	68.7%	69.2%



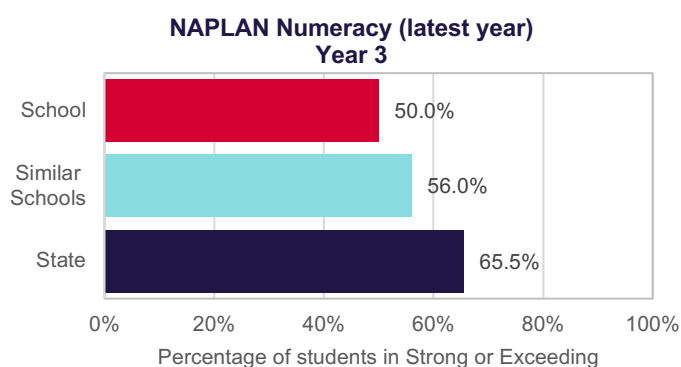
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	67.1%
Similar Schools average:	69.4%	71.5%
State average:	73.0%	75.0%



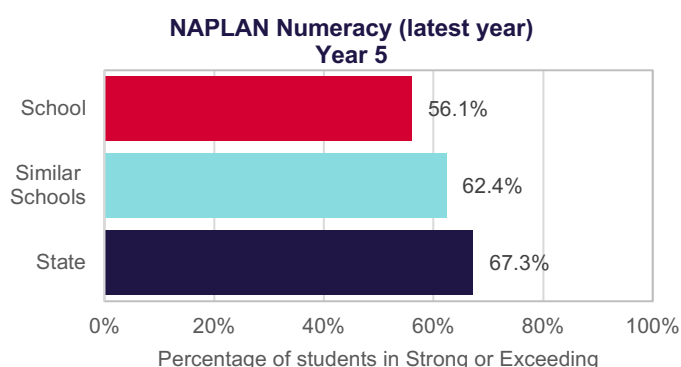
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	49.3%
Similar Schools average:	56.0%	57.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.1%	56.3%
Similar Schools average:	62.4%	62.4%
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:

72.1%

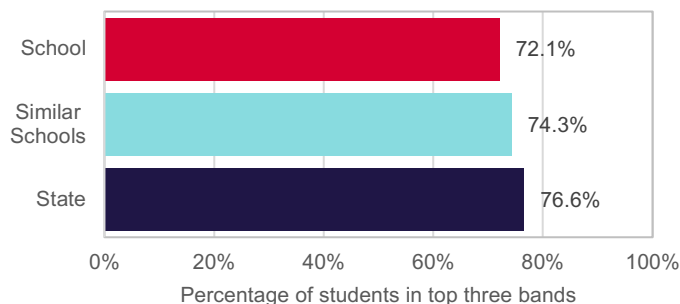
Similar Schools average:

74.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

59.6%

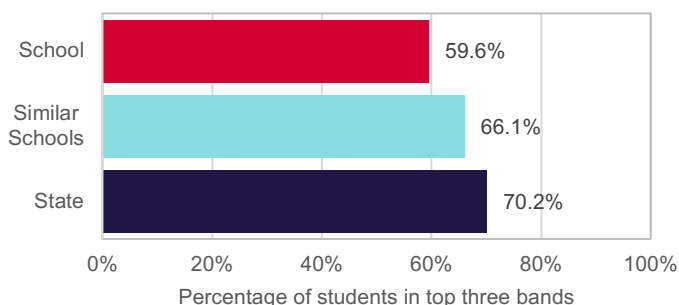
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

51.3%

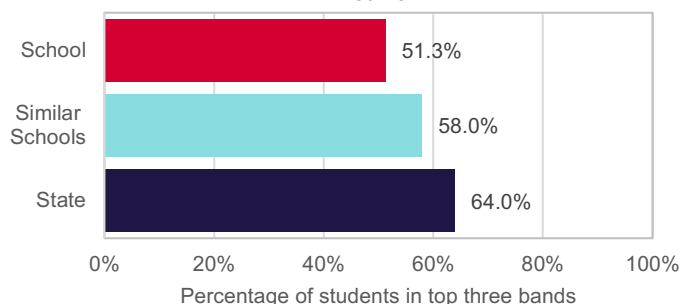
Similar Schools average:

58.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

44.2%

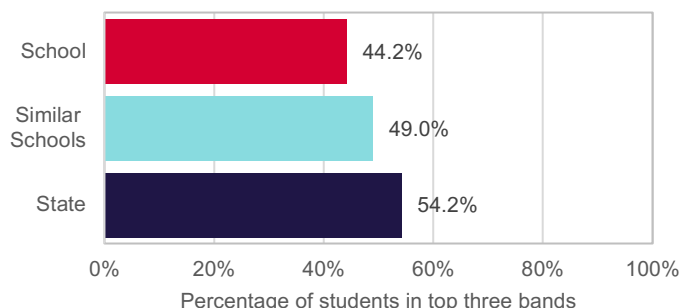
Similar Schools average:

49.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

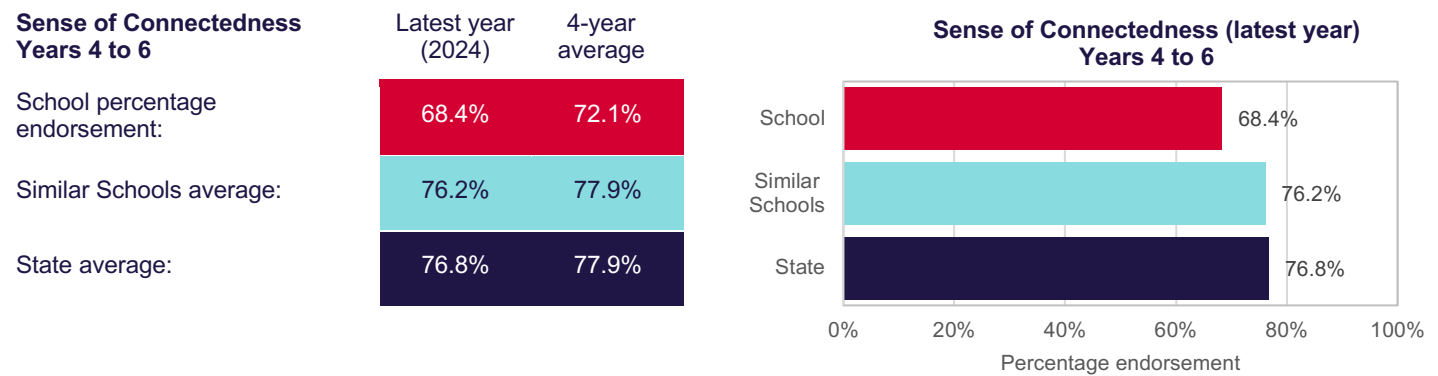


WELLBEING

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.

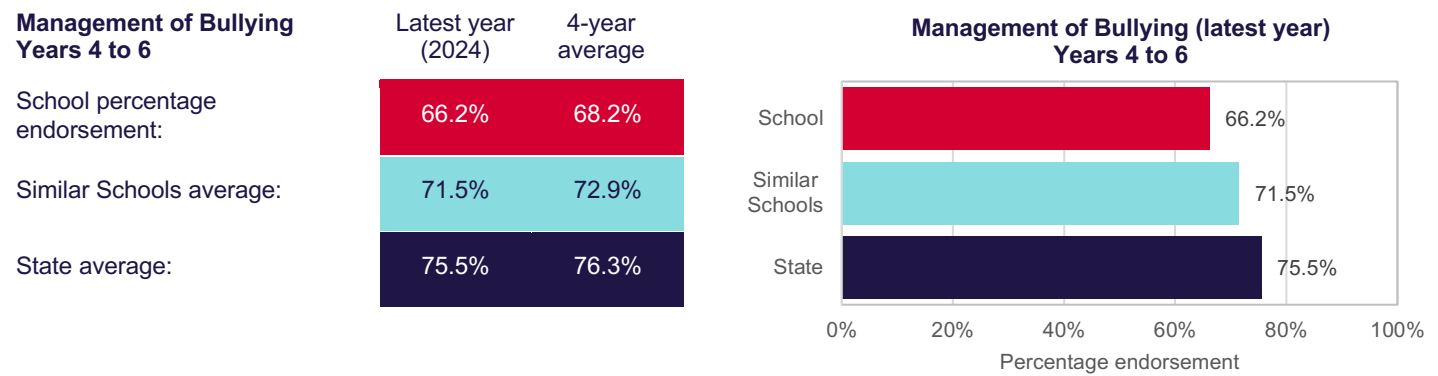
Student Attitudes to School – Sense of Connectedness

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).

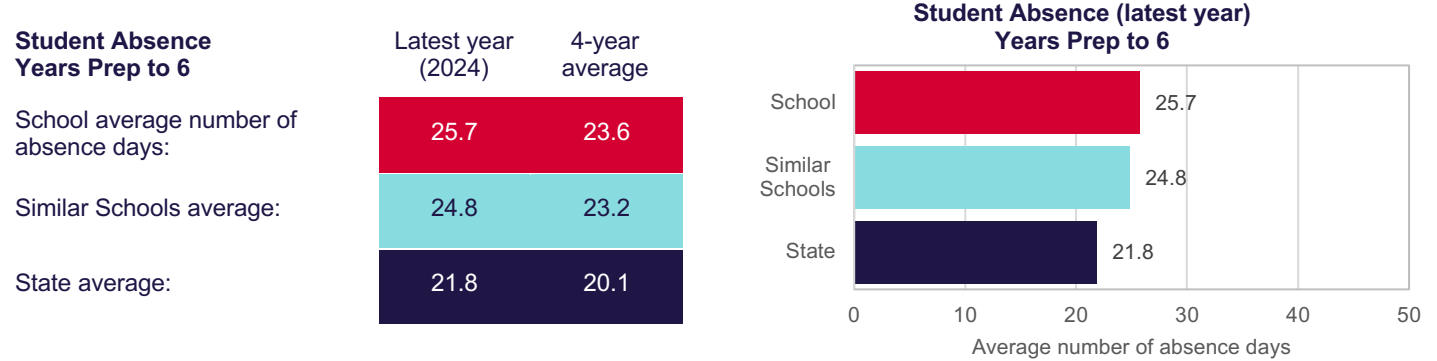


ENGAGEMENT

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):	87%	86%	87%	88%	87%	87%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,817,103
Government Provided DET Grants	\$1,771,502
Government Grants Commonwealth	\$19,075
Government Grants State	\$0
Revenue Other	\$22,957
Locally Raised Funds	\$294,490
Capital Grants	\$5,000
Total Operating Revenue	\$12,930,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$384,370
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$384,370

Expenditure	Actual
Student Resource Package ²	\$10,275,883
Adjustments	\$0
Books & Publications	\$2,815
Camps/Excursions/Activities	\$153,235
Communication Costs	\$9,199
Consumables	\$213,206
Miscellaneous Expense ³	\$22,621
Professional Development	\$45,157
Equipment/Maintenance/Hire	\$215,055
Property Services	\$12,855
Salaries & Allowances ⁴	\$0
Support Services	\$875,831
Trading & Fundraising	\$15,037
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$10,404
Utilities	\$72,808
Total Operating Expenditure	\$11,924,107
Net Operating Surplus/-Deficit	\$1,006,019
Asset Acquisitions	\$5,884

- (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	\$1,078,055
Official Account	\$30,950
Other Accounts	\$0
Total Funds Available	\$1,109,005

Financial Commitments	Actual
Operating Reserve	\$275,511
Other Recurrent Expenditure	\$28,967
Provision Accounts	\$0
Funds Received in Advance	\$468,908
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$124,414
Capital - Buildings/Grounds < 12 months	\$173,302
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	\$1,071,102

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.