2023 Annual Report to the School Community

School Name: Truganina South Primary School (5498)

- 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 05 April 2024 at 01:10 PM by Linda Danese (Principal)

- This 2023 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 17 April 2024 at 06:56 PM by David Gibilisco (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. We experienced fluctuating enrolments of between 670 to 695 students with a projected enrolment for 2024 of 660. 58% of our students had English as an Additional Language (EAL) and 1% were Aboriginal or Torres Strait Islander. Towards the end of 2023 a significant number of students unenrolled, following their siblings to new schools which opened in our local area. Our staffing profile at the end of 2023 consisted of 3.0 Principal Class Officers, 2.8 Leading Teachers, 1.8 Learning Specialists, the equivalent of 32.3 FTE teachers, 25 x 0.72 and 5 x 0.43 ES classroom staff. Our non-classroom ES consists of 5 FT including 1.0 speech therapist and 2 x 0.8 and 3 x 0.6. The Family Occupation and Education (SFOE) is 0.3350 (low-medium) as compared to 2022 which was 0.3453. Teachers and students work in Learning Communities as part of two mini schools (each headed by an AP with a guiding coalition made up of LTs and PLC facilitators). In 2023 there was a strong emphasis on embedding the Professional Learning Communities with the PLC driving team leading this work. Teachers adopt a shared responsibility for all students within the Learning Community. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Key components of the teaching programs at Truganina South Primary School are the effective teaching of Literacy and Numeracy skills. The School provides high quality programs in Visual Arts, Performing Arts, Science, Physical Education and LOTE (Mandarin) which students participated in weekly for the entire year. The diversity of the school is represented by more than 60 different language groups, with 85% of our students' parents born overseas as well as this an average of 20% of our students. We had 9 students identified as needing Koori support. Forty Four (44) students were supported as part of the PSD in 2023 and 1 student funded through Disability Inclusion. As part of our AIP we had the state wide priority goal of continued focus on student learning - with an increased focus on numeracy and student wellbeing. Our second goal was to ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing).

Progress towards strategic goals, student outcomes and student engagement

Learning

Working towards our goals set out in our 2023 AIP we focused our PLC Inquiries on Numeracy, with Literacy practices continuing to be monitored and embedded across the school.
A Numeracy vision and instructional model was created and staff capacity was developed through their learning of proficiency scales and mathematical proficiencies of fluency, understanding, reasoning and problem solving.
Through the PLC initiative teams of teachers worked together to analyse assessment data, and to develop units of work, for both Numeracy and Literacy, aimed at catering to the learning needs of all students using data to drive and inform all planning. Teams met weekly to reflect on student progress and plan and implement the use of instructional practices aimed at differentiating learning in response to students' needs.
One aspect of the Tutor Learning Initiative (TLI) focussed on developing student communication and language skills which had a positive impact on their reading comprehension and writing skills.
As evidenced in our English Online Interview (EOI) data for our 2023 Foundation students working towards level 1 showed that many are coming to school with English Literacy skills well below that of students in our network and like schools.
2023 Reading: our students 12%, network 15%, similar schools 19% and state 32%.
2023 Writing: our students 14%, network 26%, similar schools 30% and state 33%.
2023 Speaking & Listening: our students 20%, network 22%, similar schools 27% and state 37%.
Unpacking the EOI data for our 2022 Foundation students and comparing it with their 2023 Year 1 EOI, our students showed significant growth in all areas of English.
Reading: 2022 working towards level 1 was 14%, 2023 30% working towards level 2.
Writing: 2022 working towards level 1 was 14%, 2023 33% working towards level 2.
Speaking and Listening: 2022 working towards level 1 was 20%, 2023 23% working towards level 2.
Our Year 3 and 5 NAPLAN data provides an indicator of achievement in Literacy in these year levels. Students in 'strong' or 'exceeding' proficiency level of NAPLAN are working above level.
In 2023 we had less students in the 'strong' and 'exceeding' proficiency in Year 3 compared to similar schools however our Year 3 to 5 growth data showed our students are progressing at a greater rate than other similar schools. This is significant and should be celebrated.

Reading: 31% of our students showed 'high growth' compared to 25% at similar schools.
Numeracy: 36% of our students showed 'high growth' compared to 30% at similar schools.
Our Year 5 NAPLAN English data shows:
Reading: 77.2% of students in 'strong' or 'exceeding' as compared to similar schools 75.6%, state 76.9% and network 72%
Numeracy: 70.3% of students in 'strong' or 'exceeding' as compared to similar schools 66.6%, state 67.9% and network 60%

Wellbeing

As per previous years we continued our focus on Wellbeing in 2023. We continued our partnership with the Resilience Project and started the year with Professional Learning for all staff, focussing on staff and student wellbeing. Our Wellbeing team is made up of a Leading teacher who was supported by the Principal team, a Speech pathologist and an Education Support Officer. We engaged 2 intern Social Workers for a semester as part of their placement for certification. Our Wellbeing Hub continued to be a safe haven for students who needed space to support them as they navigate their emotions and challenges. The space itself is well resourced, tactile and sensory in nature. The space can simultaneously cater for a number of small group activities, e.g. Social Thinking Program, drumming and canine therapy, and individual needs. Our Wellbeing leader and Principal Class has continued to be instrumental in ensuring that our Child Safe Standards and Policies reflected the updated guidelines, in line with DET requirements and familiar to staff. Our SWPBS student leadership team unpacked the 11 standards and re-wrote them in child speak and teachers presented these to all students. This team has worked closely with many external services including Be You, Navigator and Orange Door and has received glowing praise. Our SWPBS initiative has been strengthened as has our work with the Respectful Relationships Initiative. Sense of Connectedness in Years 4-6: 73.7% compared to state average of 77% and similar schools 76.2% 84% of Year 4 students responded positively towards sense of connectedness.
Management of Bullying in Years 4-6: 69% compared to state average of 75.1% and similar schools 71.3%
78% of Year 4 students responded positively towards management of bullying.
Other work our Wellbeing team was able to complete included:
Delivered staff Professional Learning each term including Emotion Coaching, Mandatory Reporting and Restorative Practices.
Continued to implement Resilience Project
Risk register has been created and is updated regularly and shared in SSS meetings fortnightly. Updated school rules have continued to be embedded across the school as well as our behaviour matrix. Our school rules are linked to our values and reflected through our behaviour choice chart and student awards.
Choice chart introduced and implemented in all learning spaces.
*E*stablished Child Safe spaces in each community (students have taken photos of these on their iPads so they have access to those at home).
Re-established school values alongside the PLC team.
A growing concern is in the area of safe use of digital devices and spaces and the way in which students communicate with each other and other people beyond the school community. Although this misuse is occurring outside of school hours it is impacting the wellbeing of students at school.

Engagement

Student engagement continues to be a major area of focus for Truganina South Primary School. To improve engagement, we have taken steps to foster greater connections between teachers and students, develop teacher capacity to provide students with greater voice and agency, and implemented strategies to address poor attendance for particular students such as SSGs. 2023 Attendance data: School average number of absence days was 25.5 compared the state average of 20.5 and similar schools 22.8. For our school this is a reduction of 3.7 absence days.
The main reasons for absence include family holidays, medical/illness and parent choice.
Our work with Community Hubs Australia and Mercy Health has continued to be strengthened by our Paediatric Outreach program which is run each Friday out of our Community Hub. Our Community Hub leader facilitates the appointments whilst our Wellbeing and Principal teams facilitate the referrals, case conferences and ensuring that teachers are aware of outcomes, strategies and further referrals identified in each session. This initiative has been very well received by our community with over 30 families already seeking paediatric support for their children.

Other highlights from the school year

Many events were held across the year for our students and the wider community, strengthening the home school partnership and providing our students with different life experiences.

Some of the event we hosted included:

- Whole school Colour Run (fundraising close to $12,000)
- School Carnival (fundraising close to $20,000)
- Camps for students in Years 3 to 6
- Foundation student 100 days of school celebration
- Excursions to Melbourne Zoo, Gala days, Cross Country, Student Leadership excursion and leadership professional learning with Joanne Ryan
- Whole school concert
- F-2 swimming
- World's Greatest Shave
- Year 6 graduation
- Step up transition day (Years 1-6)
- Kinder transition to school sessions
- Cyber Safety and sleep routine family information evening
- Online wellbeing family information sessions

Financial performance

Throughout 2023, Truganina South Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

The implementation of the Victorian Government Schools Agreement 2022 (VGSA) provided us with further challenges, in particular Time In Lieu for example. However, we continued our financial support for re-engagement and wellbeing as well as school improvements, whilst adhering to the requirements set out by the new VGSA. The 2023 cash/credit surplus of of $630,107 as at 31st December 2023 was the result of staffing changes and will be carried forward to 2024 to further support the provision of quality programs and capital projects at Truganina South Primary School such as the outdoor learning space.

Our main purchases in 2023 were:

Ø Installation of a shade sail over the outdoor learning space
Ø Online educational subscriptions for students
Ø Curriculum and teacher resources.

It is important to note that the ability to expend funds was again hampered by the ongoing economic and social disruption caused by the current economy, and again resulted in higher than usual bank balances at the end of the year. It's also important to note that our 2023 Fundraising events brought in a total profit of $61,010. A significant amount which is targeted towards the development of the Outdoor Learning Space project.

All monies have been carried forward to 2024 with several major projects being investigated and or planned.

These include:

Ø Development of the front of the school, including an inclusive playground
Ø Development of the outdoor learning space
Ø Development of our buildings and grounds

In summation, all funds received from the Department, 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.

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 685 students were enrolled at this school in 2023, 323 female and 362 male.

58 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: Low - 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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	80.5%
State average (primary schools):	82.8%

Parent Satisfaction (latest year)

School	80.5%
State	82.8%
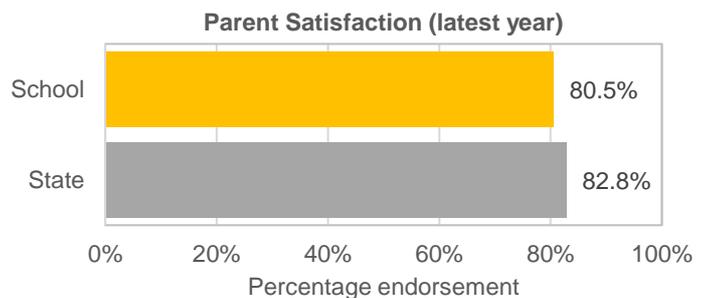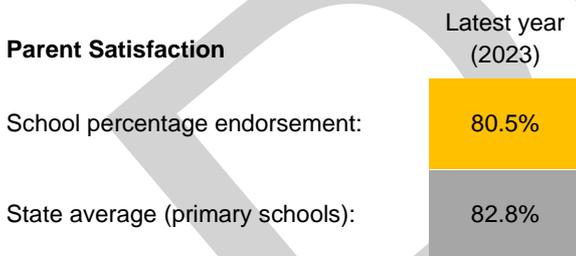
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2023)
School percentage endorsement:	76.9%
State average (primary schools):	78.1%

School Climate (latest year)

School	76.9%
State	78.1%

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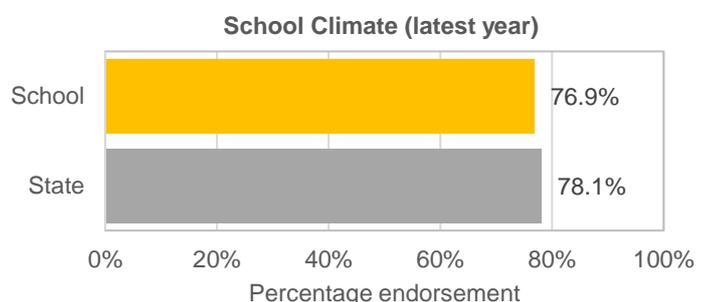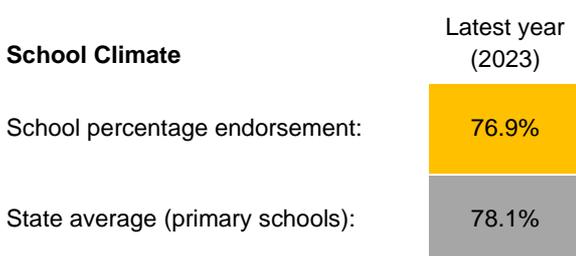
LEARNING

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
(2023)

School percentage of students at or above age expected standards:	76.4%
Similar Schools average:	85.4%
State average:	87.2%

English (latest (year)
Years Prep to 6

School	76.4%
Similar Schools	85.4%
State	87.2%

0%   20%   40%   60%   80%   100%

Percentage students at or above age expected level
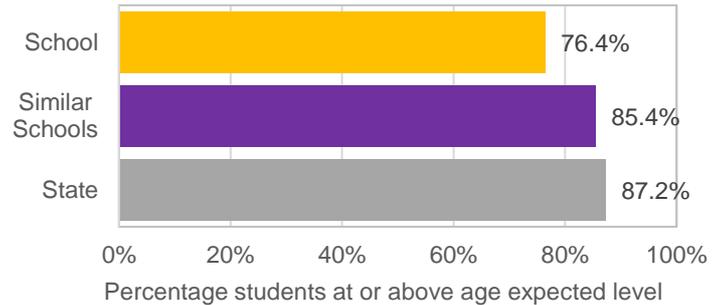
Mathematics
Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:	68.7%
Similar Schools average:	83.8%
State average:	86.4%

Mathematics (latest year)
Years Prep to 6
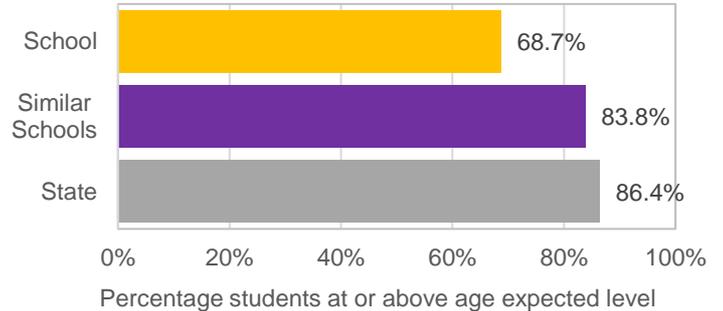
School	68.7%
Similar Schools	83.8%
State	86.4%

0%   20%   40%   60%   80%   100%

Percentage students at or above age expected level

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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

|	
School percentage of students in Strong or Exceeding:	57.1%
Similar Schools average:	67.0%
State average:	69.6%

NAPLAN Reading (latest year) Year 3

School 57.1%
Similar Schools 67.0%
State 69.6%

0% 20% 40% 60% 80% 100%
Percentage of students in Strong or Exceeding
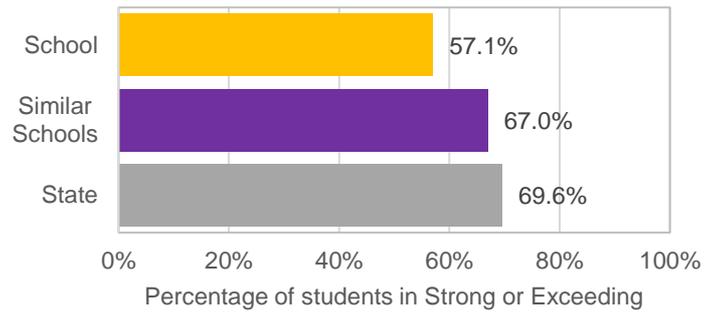
Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:	77.2%
Similar Schools average:	75.6%
State average:	76.9%

NAPLAN Reading (latest year) Year 5

School 77.2%
Similar Schools 75.6%
State 76.9%

0% 20% 40% 60% 80% 100%
Percentage of students in Strong or Exceeding
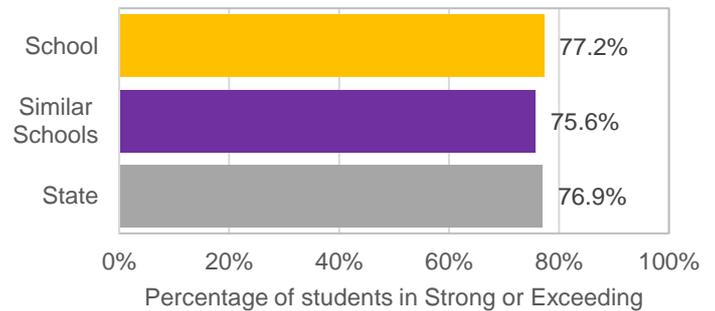
Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:	51.6%
Similar Schools average:	62.5%
State average:	67.4%

NAPLAN Numeracy (latest year) Year 3

School 51.6%
Similar Schools 62.5%
State 67.4%

0% 20% 40% 60% 80% 100%
Percentage of students in Strong or Exceeding
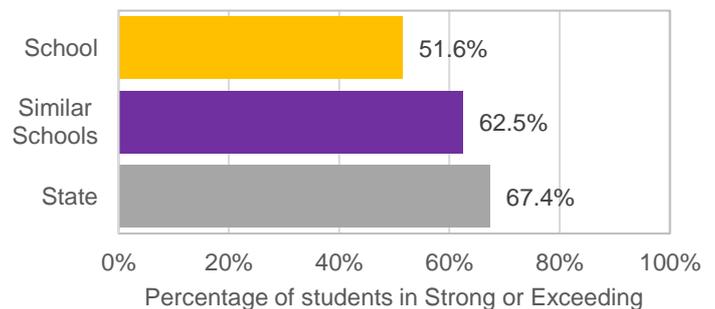
Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:	70.3%
Similar Schools average:	66.6%
State average:	67.9%

NAPLAN Numeracy (latest year) Year 5
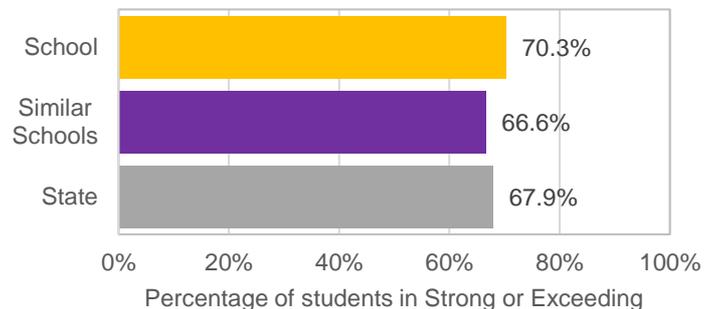
School 70.3%
Similar Schools 66.6%
State 67.9%

0% 20% 40% 60% 80% 100%
Percentage of students in Strong or Exceeding

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

|	
School percentage of students in the top three bands:	68.0%
Similar Schools average:	76.4%
State average:	76.6%

NAPLAN Reading (2022) Year 3

School	68.0%
Similar Schools	76.4%
State	76.6%

Percentage of students in top three bands
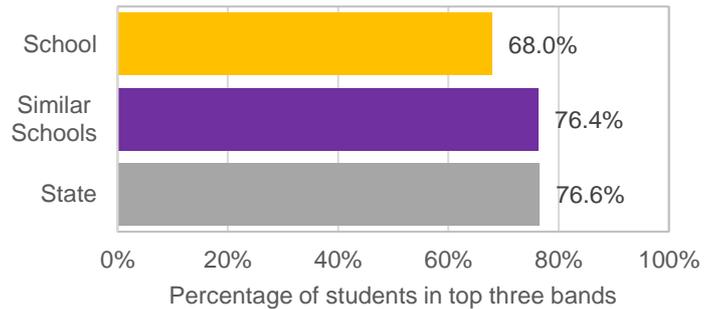
Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:	59.3%
Similar Schools average:	68.4%
State average:	70.2%

NAPLAN Reading (2022) Year 5

School	59.3%
Similar Schools	68.4%
State	70.2%

Percentage of students in top three bands
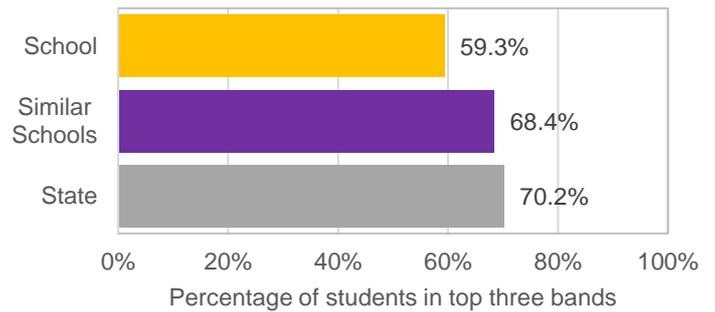
Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:	58.4%
Similar Schools average:	61.3%
State average:	64.0%

NAPLAN Numeracy (2022) Year 3

School	58.4%
Similar Schools	61.3%
State	64.0%

Percentage of students in top three bands
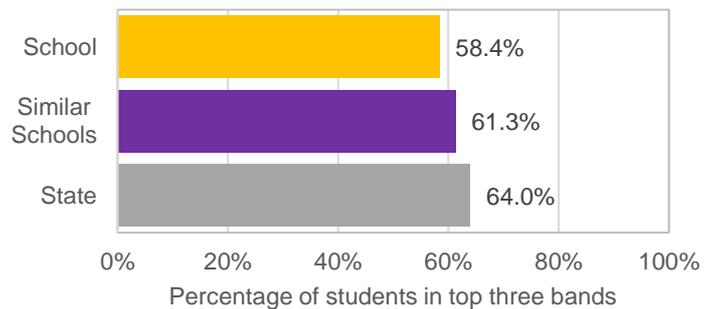
Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:	38.4%
Similar Schools average:	53.6%
State average:	54.2%

NAPLAN Numeracy (2022) Year 5

School	38.4%
Similar Schools	53.6%
State	54.2%

Percentage of students in top three bands
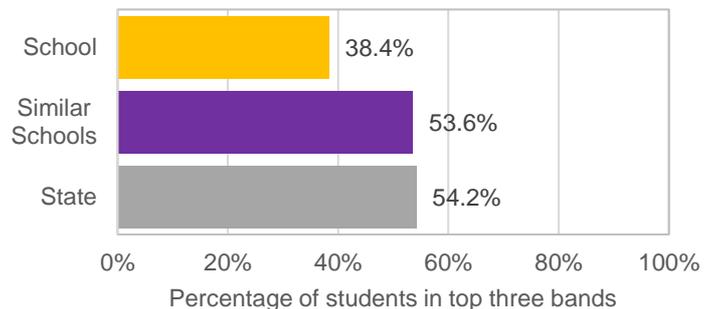
WELLBEING

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 (2023)	4-year average
School percentage endorsement:	73.7%	75.0%
Similar Schools average:	76.2%	78.0%
State average:	77.0%	78.5%

Sense of Connectedness (latest year) Years 4 to 6

School: 73.7%
Similar Schools: 76.2%
State: 77.0%

Percentage endorsement
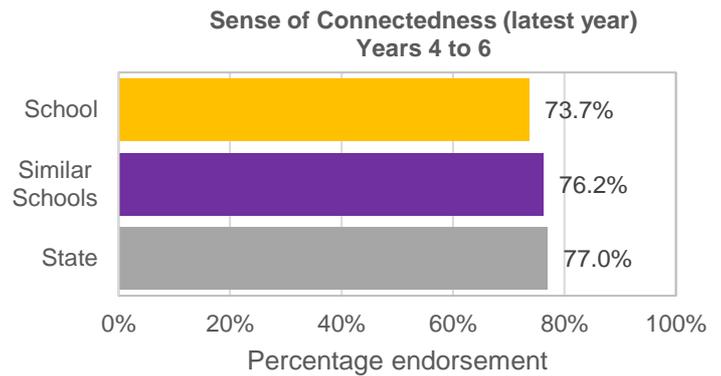
Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	69.0%	69.0%
Similar Schools average:	71.3%	73.5%
State average:	75.1%	76.9%

Management of Bullying (latest year) Years 4 to 6

School: 69.0%
Similar Schools: 71.3%
State: 75.1%

Percentage endorsement
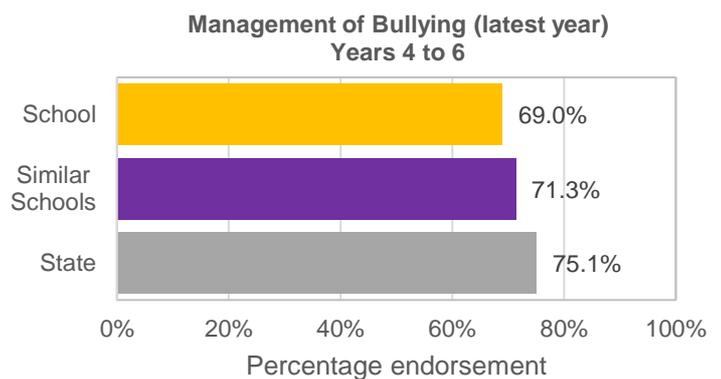
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	25.5	20.6
Similar Schools average:	22.8	20.0
State average:	20.5	18.1

Student Absence (latest year) Years Prep to 6

School	25.5
Similar Schools	22.8
State	20.5

Average number of absence days
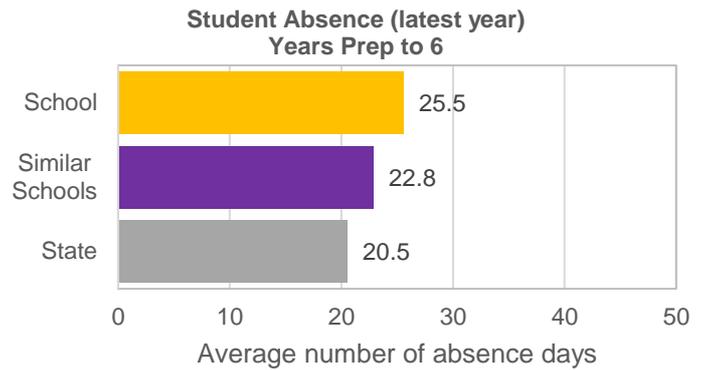
Attendance Rate (latest year)

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 (2023):	86%	85%	88%	88%	89%	87%	86%

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Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$7,933,074
Government Provided DET Grants	$554,201
Government Grants Commonwealth	$70,369
Government Grants State	$5,000
Revenue Other	$39,041
Locally Raised Funds	$280,671
Capital Grants	$0
Total Operating Revenue	**$8,882,356**

Equity [1]	Actual
Equity (Social Disadvantage)	$100,608
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$100,608**

Expenditure	Actual
Student Resource Package [2]	$7,277,758
Adjustments	$0
Books & Publications	$3,739
Camps/Excursions/Activities	$153,989
Communication Costs	$12,631
Consumables	$142,018
Miscellaneous Expense [3]	$84,828
Professional Development	$14,651
Equipment/Maintenance/Hire	$52,745
Property Services	$19,201
Salaries & Allowances [4]	$102,184
Support Services	$351,983
Trading & Fundraising	$31,714
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$79,652
Total Operating Expenditure	**$8,327,093**
Net Operating Surplus/-Deficit	**$555,263**
Asset Acquisitions	**$0**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	$736,256
Official Account	$82,626
Other Accounts	$0
Total Funds Available	**$818,882**

Financial Commitments	Actual
Operating Reserve	$174,278
Other Recurrent Expenditure	$5,517
Provision Accounts	$0
Funds Received in Advance	$14,228
School Based Programs	$324,591
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$300,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$818,614**

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.