

# 2023 Annual Report to the School Community

School Name: Woodville Primary School (5049)



- 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 15 April 2024 at 03:31 PM by Sharni Wallace (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 09:03 AM by Emma Prespanoski (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Woodville Primary Schools vision is to foster and encourage 'Success for everyone, in everything, everyday.'

Our vision is for every child to achieve success in every area of their life - academic, social and emotional. Our aim is that all students at Woodville Primary School will leave with the skills, understandings and knowledge to enable them to successfully continue their education, in addition to the dispositions and values to enable them to overcome challenges and obstacles they confront throughout their lives.

Our vision empowers us as an inclusive learning community recognising both effort and achievement made.

We are proud of our strong family partnerships and support involvement from parents and community members in our programs. Woodville Primary School strives to demonstrate and embed the expectations and values of: Respect, Responsibility, Resilience and Inclusiveness.

### RESPECT

- Is considerate of others learning.
- Displays respectful behaviours towards others and themselves.
- Listens attentively and follows instructions.
- Respects property and resources that belong to the school community.

### RESPONSIBILITY

- Takes ownership of their choices/actions and accepts consequences.
- Completes work to the best of their ability and in a timely manner.
- Shows initiative.
- Actively participates in class activities.

### RESILIENCE

- Understands and uses a variety of problem-solving strategies.
- Recognises that mistakes are opportunities to learn.
- Accepts and applies feedback openly.
- Understands and uses personal strategies to identify and regulate their emotions.

### INCLUSIVENESS

- Respects that everyone is different and that their words and actions matter.
- Actively listens to and respects others' thoughts and opinions.
- Interacts in a respectful way and encourages others.
- Embraces the diversity of others.

Woodville Primary School (established in 1973) is located in the outer south-western suburbs of Melbourne, City of Wyndham – suburb, Hoppers Crossing. In 2023, Woodville Primary School is celebrating the school's 50th anniversary. The school buildings comprise of four permanent buildings including one of these buildings which is currently undergoing major capital works. These buildings allow for 18 functioning classroom spaces, a Multipurpose FLATS (Flexible Learning and Teaching Space), Music room, Art room, Library resource centre, and Before and After School Care facility run by Camp Australia. Out of school care is also offered to families on some curriculum days.

In 2023, the school enrolment in February on Census Day was 399.2 students, with 40% of students are in the English as an Additional language (EAL) category, with students from 23 different cultural identities and 6 per cent are refugees. Support for these families is provided through an EAL program. The school's socioeconomic band is rated as high with an SFOE of 0.5124. During 2023, programs were available for zero overseas students. Throughout 2023, 11 ATSI students were enrolled at Woodville. There are 6.45 percent of students with a disability, whose needs are met by Education Support Staff, classroom teachers and targeted wellbeing programs. Woodville PS provides an accredited Out of School Hours Care (OSHC) program, before and after school.

The staffing profile of Woodville Primary School in 2023 comprised of Principal, x1.8 Assistant Principal's, 26.7 FTE teaching staff (including 0.9 Leading Teacher, x2 Learning Specialist Teachers) and 10.5 Education Support staff (4.7 Teaching Support Staff, 5.3 Integration Aides, 0.4 Multi-cultural Teacher Aide). (nil known indigenous staff). Permission to Teach x2.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 our Mathematics Learning Specialist participated in the Wyndham Network Community of Practice. This led to further developing, and upskilling whole staff via implementation of Professional Learning on a regular basis throughout the year. The key focus built teacher capacity, efficacy, knowledge and understanding around 'The Big Ideas in Number' which was transferable for teaching and learning, further improving student outcomes.

A mathematics consultant was employed on a weekly basis to regularly work alongside various teams. The Consultant modelled, observed, provided opportunities for questions, supported planning, provided feedback, guided sequential lessons and provided access to relevant resources.

We were fortunate to engage with an Inclusion Outreach Coach and Learning Specialist whereby every classroom teacher had access to her expertise. The Inclusion Outreach coach spend time in every classroom and identified reasonable adjustments already in operation and next steps for reasonable adjustments to be implemented. The reasonable adjustments were identified under each of the six key areas; Learning and Applying Knowledge, General Tasks and Demands, Communication, Self-Care, Interpersonal Interactions, Mobility.

PLCs were refined during 2023. Middle leaders attended Seaholme Primary School PLC open day. PLC middle leaders engaged with the Manager Professional Learning Communities with work around mathematics and investigations into an Inquiry PLC.

## Wellbeing

At Woodville we have integrated several Wellbeing programs, initiatives and models to help and support our students to feel safe, comfortable and capable of expressing and regulating emotions. These include the Zones of Regulation, the Berry Street Education Model, and School Wide Positive Behaviours.

Practices that have been imbedded in each classroom, include daily greeting circles, access to a calm box with sensory tools in every learning space, individual self-regulation plans and more.

The entire school staff participated in the first two of four professional learning days of the Berry Street Education Model (A further two training days will be completed in 2024). As a result of these two training days, 'Body' and 'Relationship', all staff have implemented Brain Breaks, Movement breaks, Ready to Learn Scales, Positive Primers, Golden Statements and ensure that each child, every day is present, centred and ready to learn.

Another key focus was understanding the importance of relationships, belonging and connection. Relationships and strong relational interactions are integral to best classroom practice with all students, in particular our vulnerable and traumatised students. Teachers extended their knowledge and understanding of how to implement deliberate steps to take when establishing trust, validation, and safety. Within the domain – 'Relationships' there are 9 focus areas covered: attachment, unconditional positive regard, redefining power, empathy & zen mind, golden statements, process vs person praise, active constructive responding, whole school relationships and teacher self-care. All staff were engaged throughout both training days and have implemented newly learned strategies within their classes.

In term four, we welcomed the Iron Armor Academy to our school. Two groups of students in year 5/6 (30 students total) participated in the IRON CHAMPIONZ program. This program ran each Tuesday for 8 weeks and began October 10th. The Iron Armour Academy (IAA) Iron Championz Program focus is to help develop the students in becoming role models in their school, their families and community. The program aims to develop students learning social and interpersonal skills through the platform of sport and physical activity. Lessons are age appropriate and covered a wide range of health/life related topics; Being Active, Team Building, Healthy Relationships, Attitude & Behaviour, Encouraging Others, Resilience and Social Skills.

## Engagement

The school Wellbeing Team worked closely with external services, for example, the Health and Wellbeing and Engagement Officer as well as making Koorie Referrals with the school KESO. All attendance data was tracked on Compass via the Pulse tool and managed by classroom teachers. Attendance was managed by making wellbeing check ins when three consecutive days were recorded. Letters were distributed to families from the Principal Class team for five consecutive days of absenteeism.

The SRC students were invited by Joanne Ryan, the local member of Parliament to attend the Islamic College of Melbourne for an SRC Forum. Student were given this amazing opportunity to develop leadership skills, write speeches and present to other SRCs from various schools. Students worked with other student leaders and discussed issues in our community and schools, and suggested solutions to these issues. The also created a presentation to share and explain with SRC leaders from other schools. This presentation included explaining our leadership roles and jobs that we do to help around the school. SRC meets on a weekly basis as a team.

On the 3rd of November, ten students (years 4-6) attended the First Lego League Werribee Regional Event at Wyndham Tech School. Students took part in both coding and project-based challenges. The competition involved students writing code for the Lego Spike Prime to manoeuvre around the game field, achieving as many missions as possible in a 2.5 minute window, scoring points along the way. The team participated in three rounds of the coding challenge. Students also participated in a 30min presentation to

a judging panel and introduced their innovative research project, 'Lexi Your Book Buddy.' This project aimed to assist students with dyslexia in enhancing their reading experiences and fostering a deeper love for literature. We are proud to say that the Woodville Bright Sparks were awarded both the 'Champions Award' and the 'Best on Table Award' sending them through to the Nationals in Tasmania on December 16th, 2023 where they placed within the top 20.

The Proactive Police Unit provided an informative presentation/discussion for our year 3-6 students around cyber safety.

## Other highlights from the school year

The whole School Concert ended Term 3 with an amazing celebration. This event took our entire school community to make the event successful. This included the assistance of our performing art teacher with her detailed planning, choreography, and script writing for the entire performance, the STEM teacher for designing and managing all costumes and prop creations, all staff for their support with class items, props and managing concert tickets, volunteer parents for their amazing talents in assistance with making some of the costumes, time transporting the larger props and most importantly a huge thank you to the stars of the show, our students. Such an enjoyable night was had by all!

Tuesday 5th December as held our Big Show - Colour Fun Run as a major fundraising event! We raised much needed money for a permanent shade structure over the senior playground. Over 350 students participated in the Colour Fun Run. We have some exciting news we hit our fundraising target of \$21,000.00 (30% towards prices and 10% towards the company).

Woodville Whole School Song – our school song themed around the school values was introduced and finalised. Students began learning the lyrics for their first performance at the finale of the school concert. A staff member has kindly slowed the tempo while students are learning the lyrics. Our music staff member led a committee in the creation of developing a school song themed around our school values. We are also lucky to have such musically talented staff members composed the music to accompany these lyrics. The STEM teacher volunteered to involve our students further in the creation of a video clip to compliment the school song. This song was learned by student over Term 3 and officially launched at our school concert as well as performed at the 50th anniversary. The School 50th Anniversary Celebration Woodville Primary School was established in 1973 and to celebrate this milestone event held on Friday 1st December 2023. As a part of the celebrations, families, students, staff & community members – past and present - were invited to purchase a personalised "Engraved Brick" which will become a feature of the landscaping once the building works have been completed. (Bricks will be delivered to the school in bulk and stored safely ready for use.)

- School families, past students, staff and community members attended the site from 1pm and had lunch with their child/ren from 1pm. Sausage sizzle & drinks and a coffee van was available for purchases during this time.
- Lunch ended at 1:50pm. Families and community members made their way to the asphalt area for assembly.
- 2pm whole school assembly with significant special guests to speak.
- At 2:30pm a 2-hour DISCO ran by Beat Freakz Fitness on the asphalt and an array of sporting activities were available on the oval.
- Popcorn and fairy floss were for sale between 2:30pm and 4:30pm – past school memories photo boards and a photo booth with red carpet!
- All had a wonderful afternoon of celebrating Woodville!
- memories were capture via engraved bricks doubling as a fundraiser.

Our students from years 2-6 participated in age appropriate camp opportunities. Our year 2 students had the opportunity for an school overnight experience, Year 3/4 students actively attended the Doxa Malmsbury Camp, Year 5 students attended Cottage by the Sea and Year 6 students experienced an array of activities during Doxa Melbourne City Camp.

## Financial performance

In 2023, the financial performance and position at Woodville Primary School concluded the school year with a surplus of \$301,000. This was achieved by multiple facets;

- Various staffing absences outside of the credit budget.
- Extended Long Service and Family Leave.
- Out of School Hours Care operates before and after school and is managed via an external provider - Camp Australia.

Grants received;

- Safe trees x2 removal compromising trees/branches and tree problematic to neighbours.
- Assistance via programmed 'Make Safe' resources.

Expenditure items;

- student laptops for year 3/4 students.

Sources of funding the school received under the following categories;

- A total of \$11,000 was raised via fundraising incorporating a variety of sources, such as, Easter raffle, Mother's/Father's Day Stall, Cheer Toastie Truck, Christmas raffle, Sausage Sizzle, Zooper Dooper sales, 50th Anniversary and The Big Show Colour Fun Run.
- Equity funding was utilised to cover our wellbeing initiatives, education support programs/intervention/extension, student incursions, coaching/staff professional learning, for example, Bravehearts Program, Brainstorm Productions and resources across the school.
- Grants accessed by Woodville, Sporting in Schools funds received each term towards equipment and sporting activities.
- Donations \$6612 in total, breakdown; used towards STEM National competition held in Tasmania.
- Camp Australia's contract for the year is \$10,000.

**For more detailed information regarding our school please visit our website at**  
**<https://www.woodvilleps.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 395 students were enrolled at this school in 2023, 199 female and 196 male.

39 percent of students had English as an additional language and 4 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).

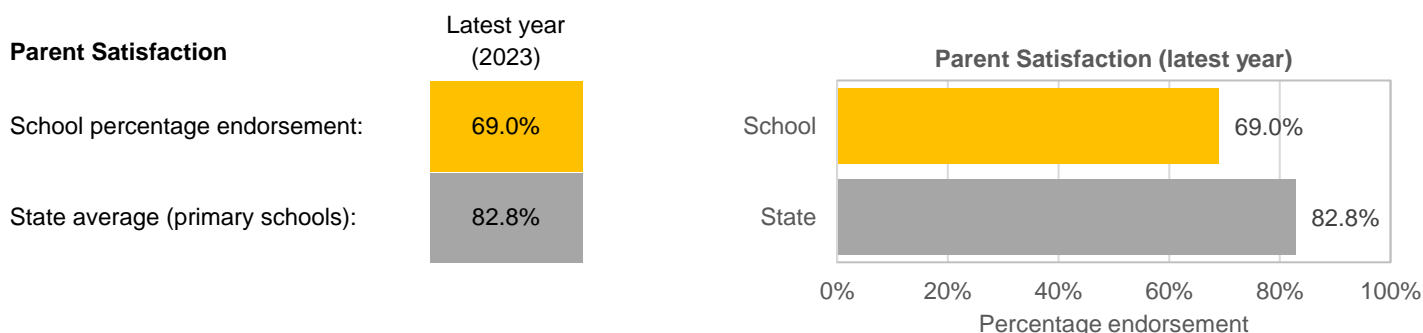
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

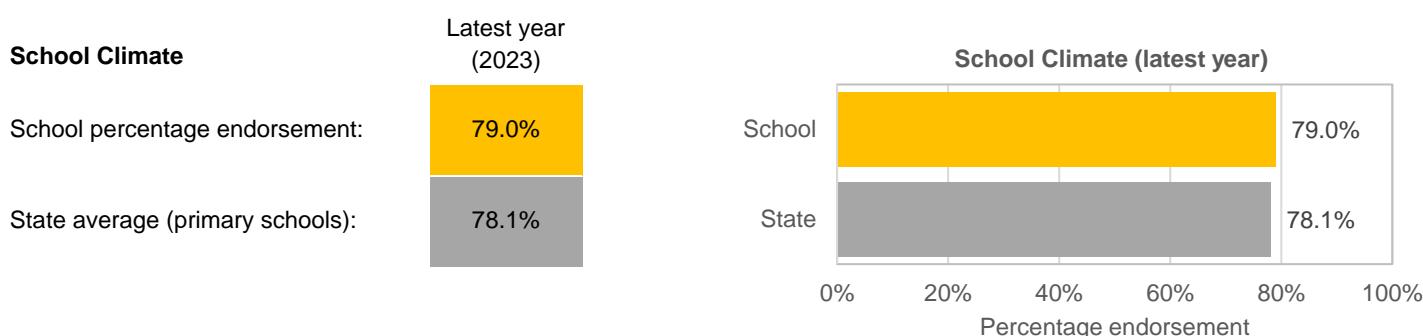


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

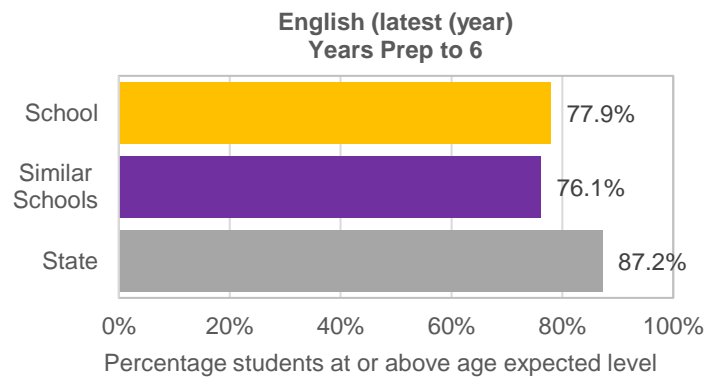
77.9%

Similar Schools average:

76.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

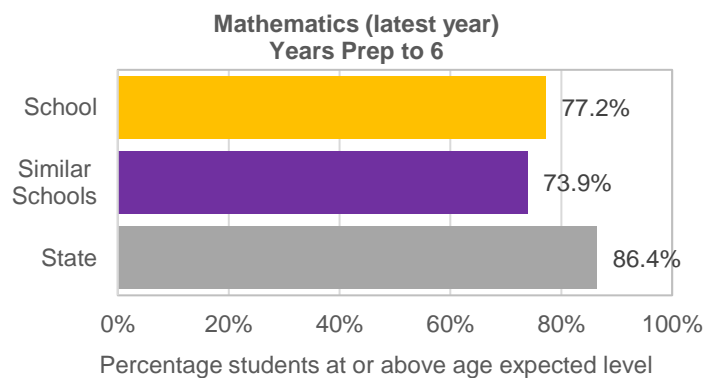
77.2%

Similar Schools average:

73.9%

State average:

86.4%



## 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:

66.7%

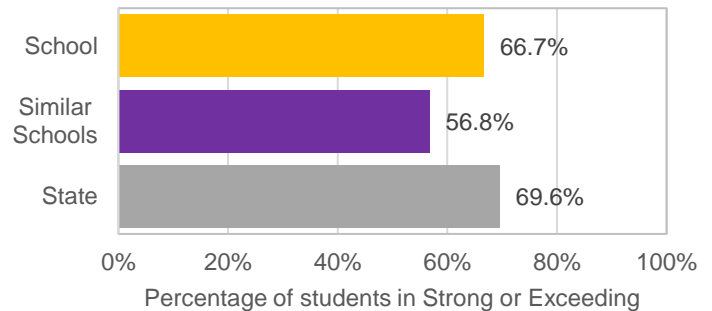
Similar Schools average:

56.8%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

70.2%

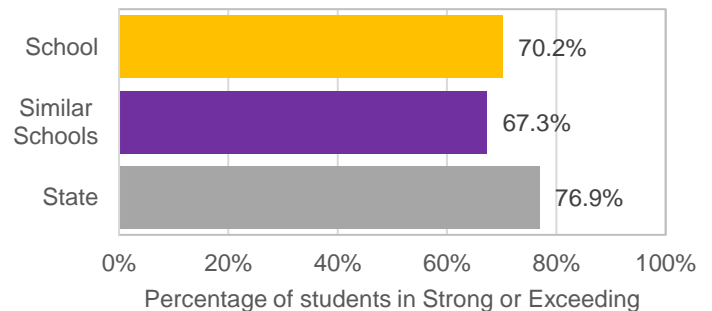
Similar Schools average:

67.3%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

53.7%

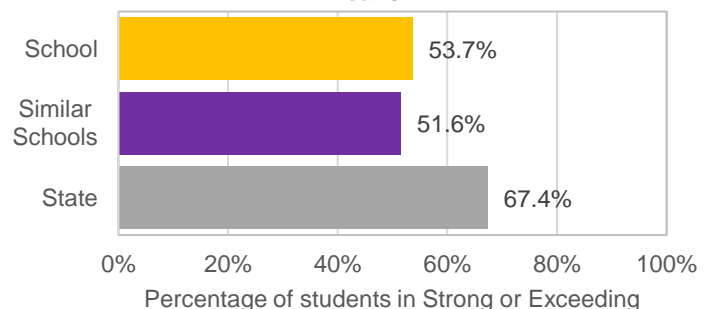
Similar Schools average:

51.6%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

66.7%

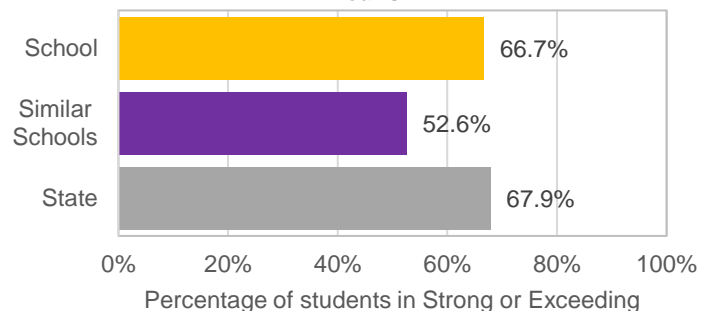
Similar Schools average:

52.6%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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:

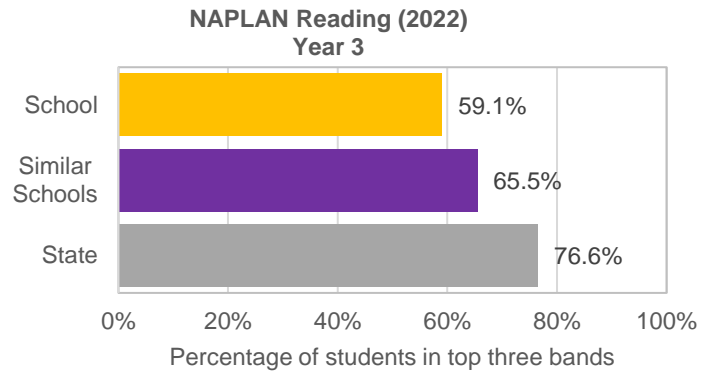
59.1%

Similar Schools average:

65.5%

State average:

76.6%



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

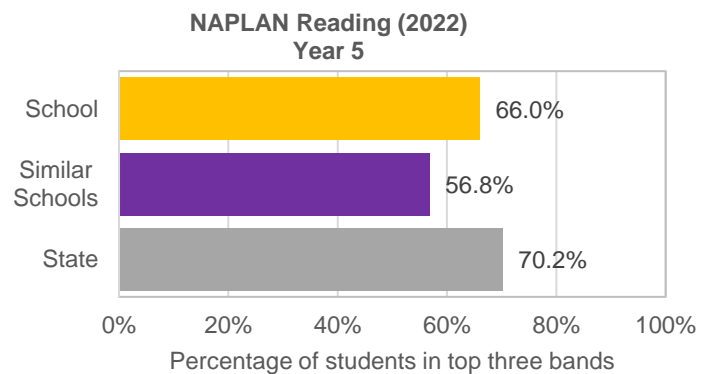
66.0%

Similar Schools average:

56.8%

State average:

70.2%



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

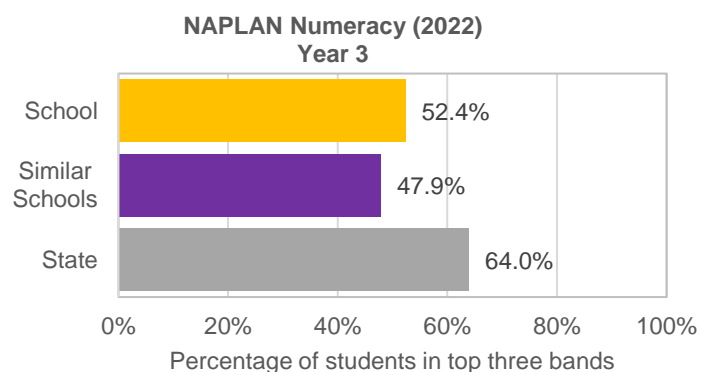
52.4%

Similar Schools average:

47.9%

State average:

64.0%



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

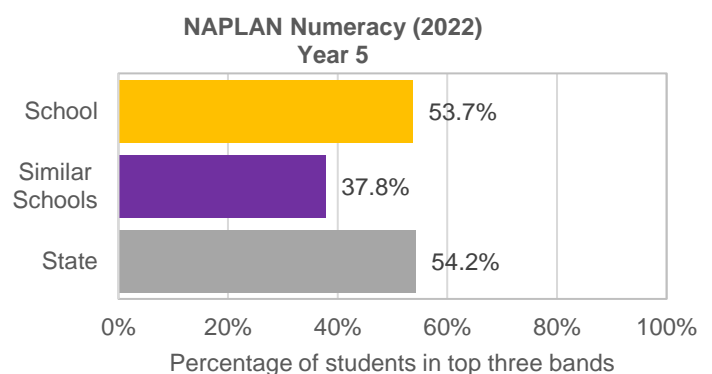
53.7%

Similar Schools average:

37.8%

State average:

54.2%



## WELLBEING

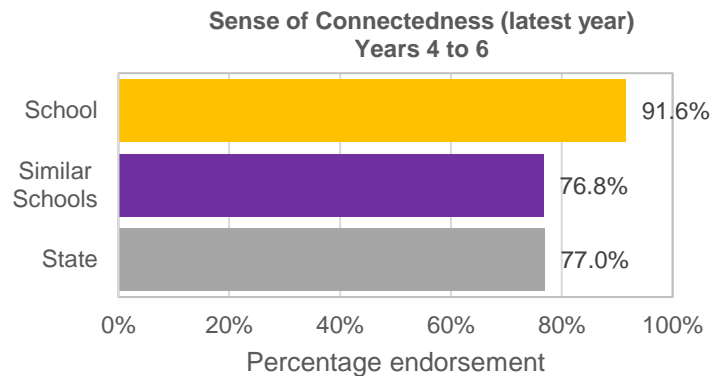
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School percentage endorsement:	91.6%	92.9%
Similar Schools average:	76.8%	78.5%
State average:	77.0%	78.5%

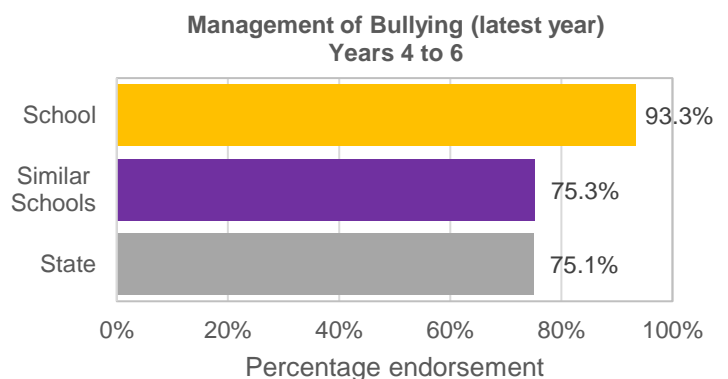


### Student Attitudes to School – Management of Bullying

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:	93.3%	93.0%
Similar Schools average:	75.3%	76.7%
State average:	75.1%	76.9%



## ENGAGEMENT

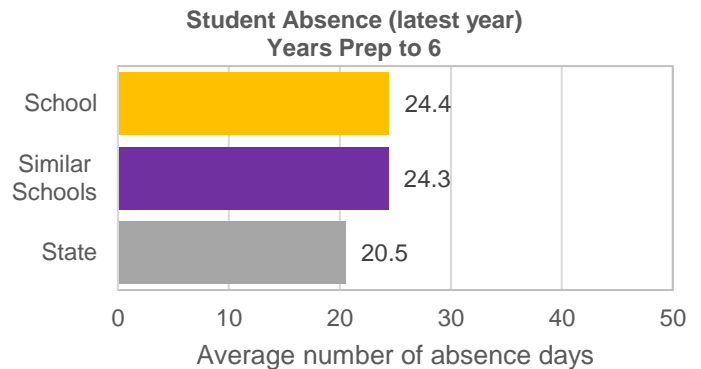
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.4	18.8
Similar Schools average:	24.3	22.5
State average:	20.5	18.1



### 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 (2023):	84%	90%	89%	87%	88%	91%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,645,350
Government Provided DET Grants	\$764,373
Government Grants Commonwealth	\$9,661
Government Grants State	\$0
Revenue Other	\$57,551
Locally Raised Funds	\$124,045
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,600,980</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$556,731
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$556,731</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,328,159
Adjustments	\$0
Books & Publications	\$4,623
Camps/Excursions/Activities	\$68,560
Communication Costs	\$5,928
Consumables	\$107,066
Miscellaneous Expense <sup>3</sup>	\$7,882
Professional Development	\$19,741
Equipment/Maintenance/Hire	\$68,513
Property Services	\$130,759
Salaries & Allowances <sup>4</sup>	\$118,579
Support Services	\$211,396
Trading & Fundraising	\$21,627
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$7,436
Utilities	\$38,214
<b>Total Operating Expenditure</b>	<b>\$5,138,482</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$462,498</b>
<b>Asset Acquisitions</b>	<b>\$17,857</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$865,778
Official Account	\$27,713
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$893,491</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$115,824
Other Recurrent Expenditure	\$20,651
Provision Accounts	\$1,926
Funds Received in Advance	\$0
School Based Programs	\$98,710
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	\$134,738
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$371,849</b>

*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.*