

2023 Annual Report to the School Community

School Name: Wyndham Vale Primary School (5549)



- 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 12 March 2024 at 01:45 PM by Susan Seneviratne (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 16 March 2024 at 08:20 PM by Sharon Gatt (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

Wyndham Vale Primary School is situated in the Bluestone Estate in Wyndham Vale, and is now in our tenth year of operation. With a vision statement of 'High Levels Of Achievement For All Students', Wyndham Vale Primary School (WVPS) continues to provide a program with strong academic rigour, which also caters for the social and emotional needs of our students. Our values of Respect, Responsibility and Honesty are incorporated into school life, and direct the positive behaviour program we have in place. Our buildings include architecturally designed classrooms that promote collaborative teaching, art and performing arts spaces, a well stocked library and an administration area. The full-sized gymnasium and attached canteen are utilised by the school and local community. There are also an additional 23 relocatable buildings onsite, providing a further 48 classrooms for student use. The comprehensive teaching and learning programs are developed with reference to the Victorian Curriculum, which feeds into our 'goal setting' document, determining what is essential learning for students as they progress through our school. These texts also form the basis for children's goal setting in relation to their academic progress and are also the framework for teacher comment in student reports so that there are clear links in the teaching and learning cycle. Our tutoring program continued throughout 2023 although the continued challenges around getting staff meant this was not as comprehensive as it could have been. Students involved participated either as a member of a small group or, in some cases, as a one on one program. Pre and post testing indicated that every cohort represented made expected growth or better (when an average of results is considered). At WVPS students are provided with many practical experiences to equip them with life-long skills. There is a strong focus on literacy (in particular the teaching of reading) and numeracy and with an aim for each child to demonstrate individual improved progress as they move through cycles of goal setting, feedback and reflection. Further programs, in literacy and numeracy, in addition to tutoring, aim to cater for students who need additional support, as well as those who are in need of extension. To further enhance this goal to have every child at potential an Assistant Principal continues to take oversight of these intervention programs, inclusive of the aforementioned tutoring program.

Student leadership is facilitated via the Junior School Council, and membership supports pupils to understand the importance of confidence, accountability, working collaboratively and independence. Participation in our bi-annual Art Show (which alternates with the concert), inter-school sport, regular excursions, as well as a camping program for children in years 2, 4 and 6 are all key features of experiences provided for students. A lunch time clubs program focusing on passive activities provided choices for pupils about how to spend their break times.

Parental involvement is important at our school, and we continue to build on the positive reputation we have established in the community. The school's enrolment number has now peaked, and we anticipate a steady decline over the next several years as we feel the impact of three new schools opening in 2023 and 2024 which has significantly reduced our designated neighbourhood area. At the commencement of 2024 we have a student enrolment number of 1187, which follows a peak of 1,320 at the start of 2023.

In March 2024, the school has 72.4 equivalent full time teaching staff: this includes 5.0 principal class, 9.2 leading teachers, 4.1 classroom based learning specialists. There are also 37.8 EFT Education Support staff inclusive of one business manager, 2.4 office staff and 0.8 librarian, a school first aid officer, two full time maintenance workers and part time enrolment and attendance officers. One staff member (currently on leave) identifies as being of Aboriginal or Torres Strait Islander Origin. Full fee paying international students are welcomed into the school if they live within our designated neighbourhood area, and are offered the same educational program as other students.

A privately operated Out of School Hours Program offers before and after school care and a holiday program. The canteen, also privately run, opens five days a week. Continued development of teacher practice is an ongoing aim and the school will maintain a focus on the principles of Visible Learning. Strong and purposeful Professional Learning Communities (PLCs) across the school continue to be the vehicle through which we drive school improvement. Throughout the current strategic plan we have put a high priority on development of teacher skill in the teaching of reading, and have committed considerable energies to the advancement of resilient and socially responsible pupils. The school has a diverse multicultural student community, with 64% of children coming from a language background other than English. The school completed its most recent review of its four-year strategic plan in December of 2020, and this is framed around the dimensions of FISO (Framework for Improving Student Outcomes) 1.0, acknowledging that there is now FISO 2.0 in use in schools. The next school review is scheduled for term 2, 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student achievement in 2023 was higher than that of 'Similar Schools' (schools similar to us when the socio-economic background of students, the number of non-English speaking students and the size and location of the schools are considered) and the state average when data from teacher judgments of student achievement around the teaching of English is considered. This saw a school average of 90.2% of children performing at or above age expected standards in English. This meant that we met our school target in our Annual Implementation Plan of 90% for each.

When we look at pupils results in mathematics the school percentage of students at or above age expected standards sits at 86.5% which is higher than that of similar schools and just ahead of the state average. Teacher judgement in both English and number and algebra demonstrates a continuing decline in children achieving at or above expected level at they progress through the school with there being a lower percentage from year four onwards (and year two, number and algebra, 2023). By year four student achievement based on teacher judgement in number and algebra is just below that of the state, and close to that of similar schools.

A continual focus on student and whole of class data to improve individual teacher practice is a key aspect of our improvement agenda, and greater differentiation in the classroom will again be an ongoing emphasis.

NAPLAN achievement in 2023 - particularly for our year three cohort was positive - and we believe, better than it had been for a number of years. Whilst an accurate comparison cannot be made due to a change in assessment methodology, which also means we are unable to comment on our progress towards the goal in the School Strategic Plan, our year three students exceeded the achievement of similar, state and network schools in reading and were better than similar and network schools and close to that of the state in mathematics. This is ahead of the 2022 results where the percentage of students achieving in the top three bands was below similar schools, and the state in both reading and maths. Year five children achieved at a level that was equal to that of our local network of schools in reading, but below every measure against other subsets of schools in maths - being marginally behind the network in this space. Relative growth between year three and year five in both subjects was only slightly behind each of these groups. Reflecting these results, the school continues to direct additional resources towards supporting student achievement in English and Mathematics for the 2024 school year. This is inclusive of tutoring, intervention programs (Levelled Literacy Intervention (LLI), in-class numeracy support and speech. Data indicates that generally speaking, students accessing these programs make progress equal too, or slightly better than their peers, although there were number of children who continued to access the program each year as their progress was limited. Enrichment programs across a range of subject areas were also run, with students selected on the basis of teacher judgement data. Moderation meetings across a range of subject areas were also undertaken and facilitated by the Curriculum Action Research Team. PLCs meet on a weekly basis and to support the leader in this space front loading with a member of the leadership group occurs on a regular basis and is used to interrogate data with the PLC leader prior to a PLC meeting. There has been body of work around a more consistent approach to behaviour management via the greater profile given to the School Wide Positive Behaviour Model have also assisted our progress toward our goal of building the capacity of students to be resilient, socially responsible and respectful in their relationships. The children enrolled under the Program for Students with a Disability showed progress when tracked against their individual goals which have been set by the student support group and with some exceeding expectations. All others made satisfactory progress.

Wellbeing

In line with the state-wide priorities goal which was common across all schools in 2023 - and that of our own strategic plan, student wellbeing continues to be the key focus of a work area for all teachers at WVPS. This has been supported in 2023 by the introduction of The Resilience Project, which has a weekly focus at a consistent time across the school. Ongoing strategies to enhance the support of student wellbeing at school have continued to include a whole of school reward system, which is constant across every classroom, and an enhancement of our inclusion and diversity practices and approaches. Once again our student body have indicated some concern around the management of bullying in 2023 and this will need further revisiting in 2024 as the positive affirmation in our AtSS is below that of similar schools, for the second consecutive year. Data analysis would indicate that our children give higher schools in year four but these decline as they progress through to year six.

To enhance our support of children in the wellbeing area, we have continued to employ a full-time speech pathologist as well as engaging an outside counsellor two days a week to support students in this regard. We employed two fulltime social workers as a part of the staff team in 2023 and in 2024 have added an Occupational Therapist and two School Psychologists to the Allied Health group. As previously mentioned, we have also partnered with 'The Resilience Project' looking to further increase student wellbeing across the school.

Parent satisfaction, according to the parent opinion survey, has, for the first time, slipped below that of the state average and our school data team will be working to unpack the messages this contains. Parent satisfaction is sitting at 78% endorsement, which is a drop of 2% from 2022. Our school climate survey data from the annual school staff survey, is similar in result to that of 2022 and also that of similar schools. However, it is not as high as it has been in earlier years. When we consider the data from the teachers in isolation to other staff we note that their results are higher than the similar school average, and close to the network and state, whilst that of our Education Support team are lower than all other school subsets. Work will now be done to enhance the wellbeing

of the rest of the team, although the lower than hoped for scores can be accounted for in a number of domains by neutral responses.

Engagement

The average number of absence days for students at WVPS was 22.9 days per student, a significant decrease on the 27.1 average for 2022. This is better than that of similar schools, but less than the state average of 20.1 days. Our four year average sits at 21.4 days per child. We are currently on track for better attendance figures in 2024, having revised the role and expectations of our attendance officer, and that of the follow up on student absence from staff.

During 2023 our attendance officer continued to make daily phone calls following up on unexplained absence to lift the attendance rate and increase the value parents have for schooling. An SMS is also sent to families each day that a child is not at school and the absence is unexplained as we continue to raise the profile of the need for students to be in attendance. Letters are also sent home to families seeking reasons for unexplained absences. Also impacting on our absence data is the continuing trend for families to take holidays during term time, as many families will travel overseas for family and cultural reasons. During 2024 we will continue our focus on having children at school - particularly those who are tagged to equity funding as these students have lower than attendance rates than the rest of their peers. Wyndham Vale Primary School continues to work in close partnership with the Wyndham Network Student Support Service officers and parents/guardians to implement a range of strategies to best support student learning, engagement and wellbeing, and also utilise the services of our own speech therapist, and that of our school based psychologists and occupational therapist.

Other highlights from the school year

Wyndham Vale Primary continues to strive to provide a range of additional experiences for children to enhance their school experience.

This is inclusive of:

- a full camping program encompassing a foundation breakfast, year two sleepover and off-site camps for students in year four and six
- our bi-annual art show
- swimming program for students in years one, three and five
- our annual community picnic
- twice yearly parent teacher interviews conducted onsite and in person
- excursions and incursions conducted across all year levels
- interschool sport for our year six students, and broader whole of school sporting events, for example the Fun Run
- Student achievement across all areas - emotional, physical and academic domains - is recognised with class awards, and postcards home to families given out on a weekly basis, and Principal's Awards announced each term.

As we move into 2024 we look forward to expanding the opportunities for the students at WVPS as school continues to be a positive experience for the children who attend here.

Financial performance

Wyndham Vale Primary School maintained a very sound financial position throughout 2023, and decisions around spending were based on supporting the priorities identified in the current strategic plan. The school's positive financial position was a consequence of monies banked as a consequence of exchanging our surplus staffing allocation for cash, to assist with the running of our programs and contributing to the school finishing the year in a healthy financial position. The salaries and allowances figure includes wages for casual replacement teachers, and relief office staff, as well as some classroom support staff who were employed when we identified additional students in need of support – and hence paid via the school's local payroll, rather than through the Department of Education. It also includes a figure for casual replacement teachers, noting this figure also includes a number of staff who were employed under the permission to teach umbrella, and who worked at our school for most of the school year. The figure recorded for miscellaneous expenditure includes monies paid by parents towards the cost of school excursions and camps and inter-school sport – the charge for which is then invoiced to the school, as well as banking charges, health and personal development and administration charges. The amount listed for Trading and Fundraising also includes monies raised by the Junior School Council and Parents and Friends Association, as well as the sale of the grade six commemorative garments. Property and

Equipment Services included costs associated with regular maintenance via our handyman and the improvement of school facilities (e.g. additional internal doors) and other ground works (concreting, synthetic turf, additional garden beds etc). The end of 2023 resulted in a surplus in the credit component of the Student Resource Package, as a consequence of our numbers of staff near the start of their career and hence receiving a lower salary, and this will be carried forward to support school-based programs in 2024. The school is also holding some monies in reserve to manage an expected decrease in enrolment – and the need to pay existing staff – after the opening of a further new school on our enrolment boundary in 2024, along with the two new ones that were established in 2023. The Equity money was prioritised towards expenditure on the improvement of teaching and learning, and the development of PLCs, and also on intervention for students at risk. Monies spent in relation to the improvement of teacher practice included payment of replacement staff as teachers engaged in related professional learning. The School Council of Wyndham Vale Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at this school.

For more detailed information regarding our school please visit our website at

<https://www.wyndhamvaleps.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 1311 students were enrolled at this school in 2023, 630 female and 681 male.

50 percent of students had English as an additional language and 2 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).

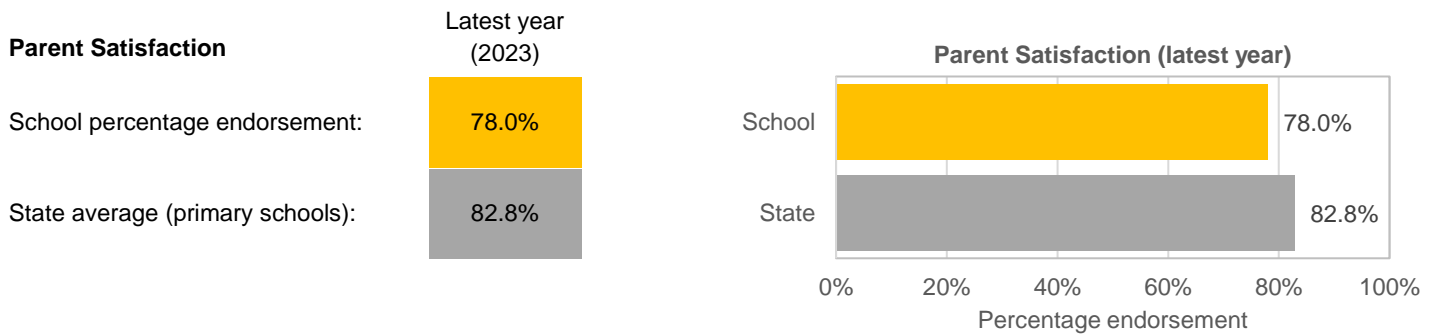
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

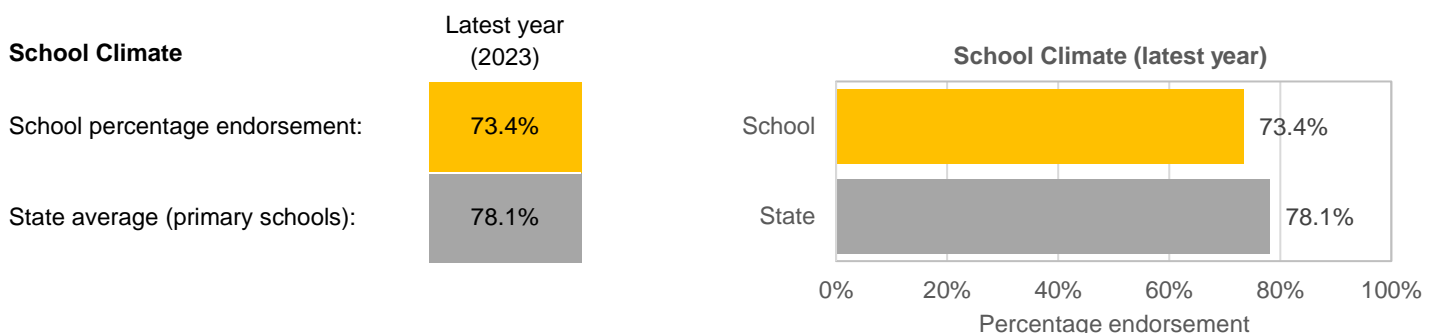


School Staff Survey

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.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

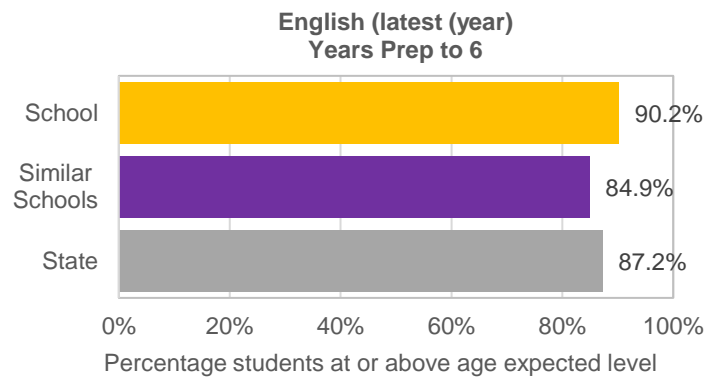
90.2%

Similar Schools average:

84.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

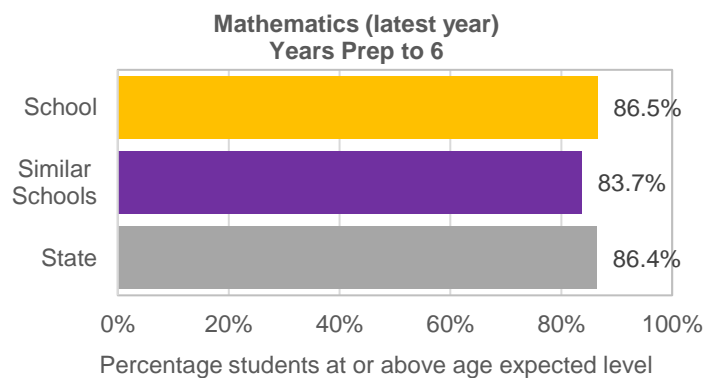
86.5%

Similar Schools average:

83.7%

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:

66.8%

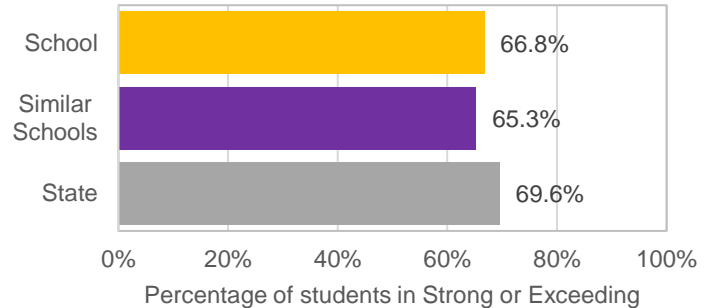
Similar Schools average:

65.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.5%

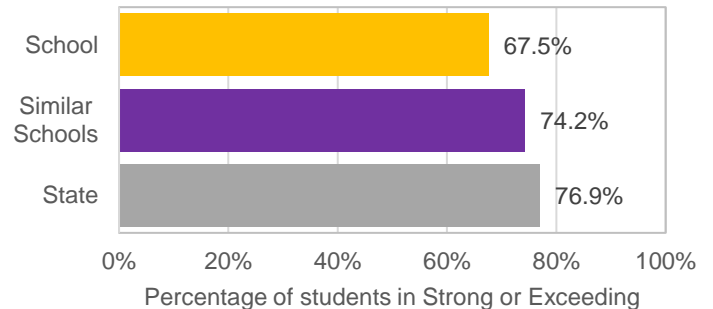
Similar Schools average:

74.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.3%

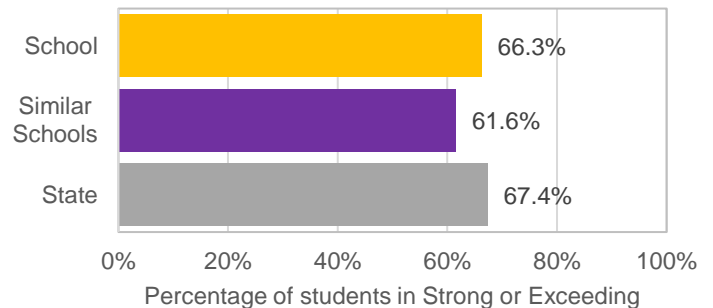
Similar Schools average:

61.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.0%

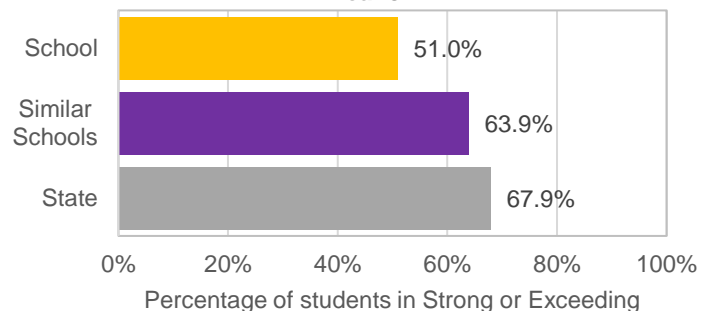
Similar Schools average:

63.9%

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:

67.0%

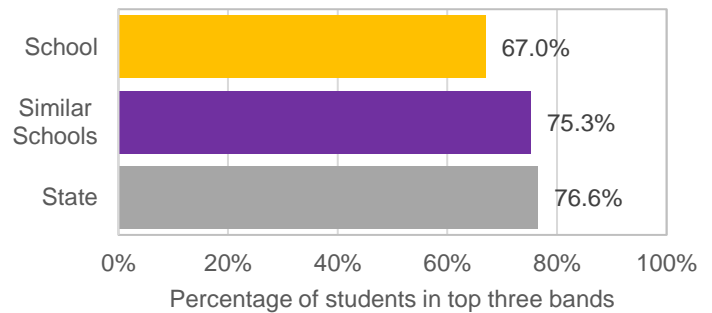
Similar Schools average:

75.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.6%

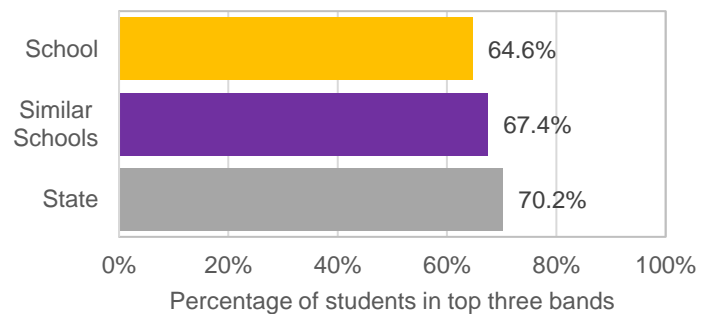
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

48.7%

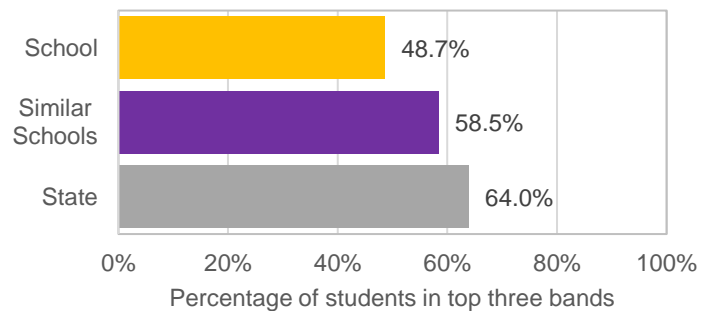
Similar Schools average:

58.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

39.7%

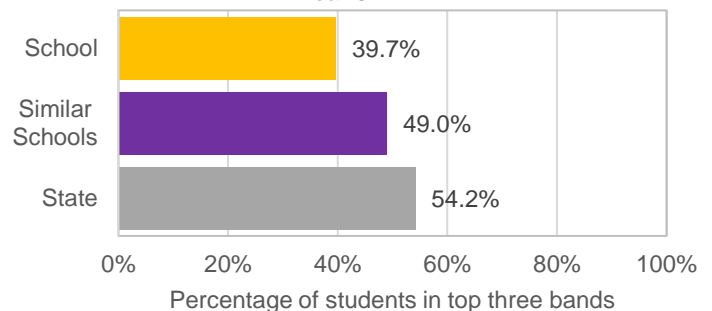
Similar Schools average:

49.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

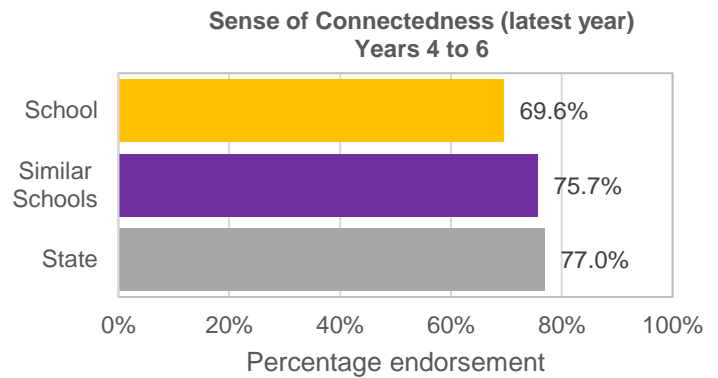
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.6%	78.2%
Similar Schools average:	75.7%	78.8%
State average:	77.0%	78.5%

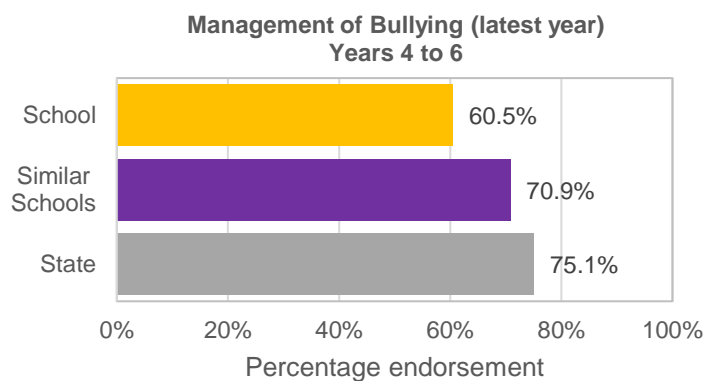


Student Attitudes to School – Management of Bullying

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:	60.5%	71.9%
Similar Schools average:	70.9%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

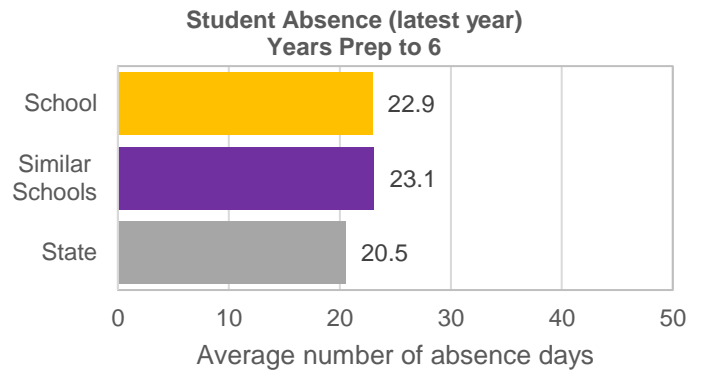
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.9	21.4
Similar Schools average:	23.1	20.5
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):	88%	87%	89%	89%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,379,998
Government Provided DET Grants	\$2,577,156
Government Grants Commonwealth	\$9,285
Government Grants State	\$0
Revenue Other	\$49,145
Locally Raised Funds	\$454,374
Capital Grants	\$0
Total Operating Revenue	\$16,469,958

Equity ¹	Actual
Equity (Social Disadvantage)	\$538,766
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$538,766

Expenditure	Actual
Student Resource Package ²	\$10,754,825
Adjustments	\$6,762
Books & Publications	\$0
Camps/Excursions/Activities	\$150,808
Communication Costs	\$18,842
Consumables	\$344,991
Miscellaneous Expense ³	\$28,565
Professional Development	\$28,202
Equipment/Maintenance/Hire	\$231,244
Property Services	\$279,889
Salaries & Allowances ⁴	\$1,444,659
Support Services	\$364,809
Trading & Fundraising	\$23,258
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,745
Total Operating Expenditure	\$13,743,599
Net Operating Surplus/-Deficit	\$2,726,360
Asset Acquisitions	\$10,470

- (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	\$535,367
Official Account	\$246,076
Other Accounts	\$32,162
Total Funds Available	\$813,606

Financial Commitments	Actual
Operating Reserve	\$464,629
Other Recurrent Expenditure	(\$5,583)
Provision Accounts	\$0
Funds Received in Advance	\$93,301
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$552,347

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.