

2023 Annual Report to the School Community

School Name: Rowellyn Park Primary School (5313)



- 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 26 April 2024 at 02:04 PM by Mark Henderson (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 26 April 2024 at 02:42 PM by Dayle Tasker (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

Our Vision

Our school community is an engaging and inclusive environment inspired by shared responsibility, collaborative spirit and a continuous commitment to becoming the best version of ourselves.

Our Motto

Together we learn

Our Values

RESPECT

We accept each other and treat others how we would like to be treated.

We use good manners and speak calmly to each other at all times.

We care for our belongings, the belongings of others and the shared places where we learn and play.

RESILIENCE

We have a growth mindset and high expectations for our learning.

We manage our emotions and seek support when needed to ensure we are the best version of ourselves.

We are adaptable and can overcome challenges.

TOGETHER WE LEARN



TOGETHER WE LEARN



RESPONSIBILITY

We are accountable for the words that we choose to use and the actions we choose to take.

We value our relationships with others and use a restorative approach to ensure a safe and happy learning environment.

We organise our time, our learning materials and our uniform to ensure we are successful in school.

REFLECTION

We are solution focused and use problem solving skills to improve situations.

We celebrate the effort, achievements and growth of ourselves and others.

We consider our behaviour and attitude to learning to identify ways that we can improve.

TOGETHER WE LEARN



TOGETHER WE LEARN



Our school motto is together we learn. The building of a truly successful educational environment is achieved through a partnership: a partnership between the parents, the school, the student and the community. This four-way partnership is central to effective learning and we endeavour to build strong relationships with all stakeholders in the school community.

Our aim is to develop confident and independent learners who take pride in and responsibility for their learning. We personalise the learning of our students to maximise their learning growth, focussing strongly on the development of key literacy and numeracy skills. Equally, we strive to develop the social and emotional capabilities of our students to ensure they are happy, motivated and thriving in school and beyond. We make sure learning is FUN!

Learning

In literacy, we adopt 'Little Learners Love Literacy': A research based Structured Synthetic Phonics in the Early Years and place emphasis on the 'Big 6'- Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension. In numeracy, emphasis is placed on the Mathematics Proficiencies- Understanding, Fluency, Problem Solving and Reasoning and our teachers provide explicit instruction in the Big Ideas in Mathematics. Across our curriculum programs, teachers ensure there is ongoing monitoring of student needs to target teaching and a tiered response to intervention and learning enhancement. This is achieved through our Professional Learning Communities (PLC). Specialist programs at the school include Indonesian, Physical Education, Visual and Performing Arts and STEAM. Learning is a lifelong journey and at Rowellyn Park, our staff are committed to continually developing their practices to ensure they achieve the best possible outcomes for the students.

Wellbeing

At Rowellyn Park, we follow the school-wide positive behaviour program (SWPBS), based on our co-constructed learning behaviours. Students are part of either the Junior or Senior sub school, with a dedicated Inclusion and Engagement Learning Specialist available to support the wellbeing needs of the students. We have a Year 6 Student leadership team and a Student Representative Council (SRC), with class representatives from across the school. We have a therapy dog named Murphy. Murphy is a black Labrador who loves nothing more than to sit with students when they are feeling vulnerable, for extra support.

School profile and Location

Working within the Northern Peninsula Network, as part of the Bayside Peninsula Area, we are located in the South-Eastern Region and have 757 students enrolled.

The staffing profile of Rowellyn Park Primary School includes a Principal, three Assistant Principals, Five Learning Specialists, 41.98 full time equivalent (FTE) teaching staff and 20.52 FTE Education Support staff.

The indicative school 2024 Student Family Occupation Education (SFOE) index is 0.4194.

The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum.

The school provides an accredited Out of School Hours Care Program.

Additional programs include Sports and Athletics, Bike Education, Dance, Drama, Choir, Runners' Club and the Young Explorers' Club.

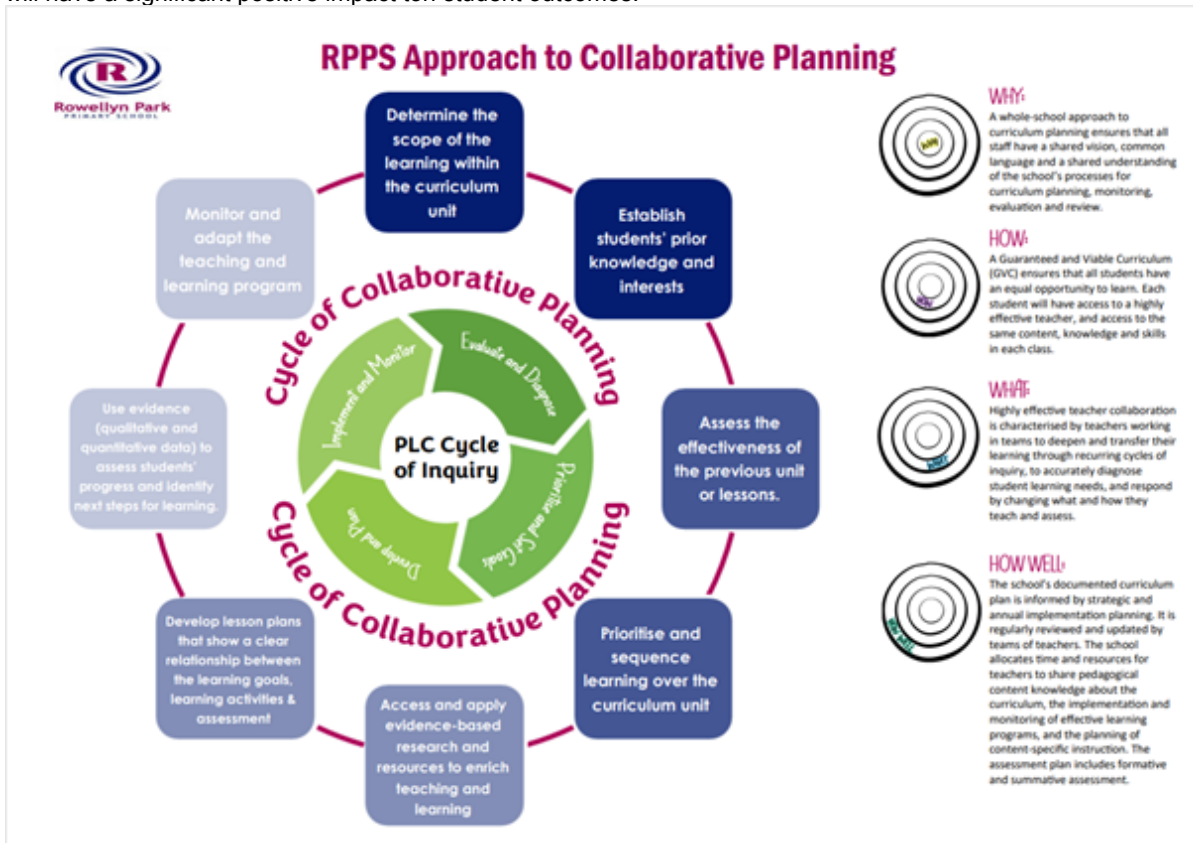
The school's buildings are designed around the perimeter of a central courtyard which includes seating and play areas. The classrooms are structured in pairs to promote team learning, flexible groupings and a collaborative learning environment. Our facilities include a designated, two storey STEAM centre and a new state-of-the-art gym. The school grounds offer a range of outdoor play areas for the students, whilst providing a quiet sensory space during break times.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our Annual Implementation Plan goal relating to learning focussed on building effective professional learning communities, or PLCs, in our school.

By facilitating effective professional learning communities within our school, we can better support staff in improving their use of data to inform teaching practice, self-reflecting on practice, setting goals, reviewing goals and collaborate effectively in teams. This in turn will have a significant positive impact on student outcomes.



In our 2023 AIP, we identified instructional leadership as a variable of the school staff survey that would evidence our progress against this goal. for improvement. We had hoped to increase the positive responses from 25% in 2022 to 40% in 2023, however we achieved 68% which is an outstanding outcome.

Similarly with teaching and learning planning variables in the school staff survey, we had set a target of moving from 42% positive response in 2022 to 55% in 2023, however we achieved 64%.

With the NAPLAN testing system transition to a new assessment scale in 2023, comparison between 2022 and 2023 is challenging

however we can ascertain some pleasing outcomes.

Our highlights for 2023 include continuing to outperform similar schools in our NAPLAN reading data at Year 5, and we are at State level for this measure.

Our numeracy results have improved significantly at both year 3 and 5 level from 2022 where we are level with Similar schools at Year 3 and outperforming Similar schools at Year 5.

Wellbeing

In 2023, our Annual Implementation Plan goal for Wellbeing was to develop, document and implement a whole school approach to wellbeing and student behaviour.

This work centred on forming a strong School Wide Positive Behaviour Support (SWPBS) framework which included work on defining our school values, developing a consistent response to student behaviour and school-wide acknowledgement system.



Consistent Response to Student Behaviour



Creating Success

Are students experiencing success?

- Engaging and relevant content, appropriate for learning progression
- Appropriate teaching and learning strategies matched to the needs of students

Is there a positive learning environment?

- Students acknowledged for doing the right thing in a timely manner
- Evidence of verbal and non-verbal praise and recognition of effort
- Students receiving consistent and regular feedback (Conferencing)

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (*'Rowellyn Rules'* matrix and School Values taught)
- Social and emotional skills explicitly taught
- Staff to teach, model, acknowledge, correct and practise

* Calm * Consistent * Brief * Immediate * Respectful * Private *

When unexpected behaviours occur:

Prompt
 • Eg cues, explanations given to remind students of the expected behaviours.
 - Using a hand signal to indicate stopping

Redirect
 • Restate the expected behaviour.
 - "We're using a quiet voice to let everyone learn"

Reteach
 • State and demonstrate the expected behaviour. Have student demonstrate it then provide immediate feedback.
 - "When you speak at that volume, you're distracting others around you. You need to speak in a quiet voice."

Choice
 • A statement of two alternatives – the preferred/desired behaviour and a less preferred choice (logical consequence). If the student chooses the desired behaviour, provide positive feedback.
 - "You can choose to lower your voice when speaking or you can complete your work in another grade"

Conference
 • If the student doesn't choose desired behaviour, apply consequences and use restorative conference.
 - Restorative conversation to be had prior to re-entry to the same environment

Minor Behaviours
Truancy: Leaving classroom without permission; consistently late after breaks.
Inappropriate Language: Non-targeted or non-confrontational swearing; low-level name calling; excluding others from games/activities; verbal challenge towards student with no intent to harm.
Theft: Stealing of school item of low value, eg: pencil, ruler etc.
Physical Contact: Non-aggressive, playful but inappropriate contact (e.g. rough play).
Property: Reversible low-level damage of property (e.g. drawing on table); not using an item for its intended purpose, causing harm.
Defiance: Not following staff instruction; talking back.
Disruption: Consistently causing interruption during staff instruction.
Disrespect: Argumentative; lying or cheating that does not greatly affect others, socially rude.
 Complete referral form and forward to Wellbeing for any repeated minor behaviours

Major Behaviours (Refer to Sub-School Assistant Principal)
Truancy: Leaving school grounds without permission OR on school grounds but not presenting to class.
Inappropriate Language: Targeted swearing; serious threats with intent to harm; gang/group threats; sexualised language.
Theft: Stealing of teacher or student item, stealing at school an item of value (eg phone, wallet, iPad etc)
Physical Contact: Aggressive behaviour OR physical contact with intent to harm; sexualised behaviour*.
Property: Deliberate damage of property or graffiti; possession of drugs*, weapon* or an illicit item*.
Defiance: Ongoing failure to follow staff instruction on multiple occasions.
Disruption: Dangerous behaviour such as; consistent yelling or intentionally making others feel unsafe.
Disrespect: Lying or cheating implicating others (e.g. accusing someone else of an action)
 *Wellbeing support required

In our 2023 AIP, we identified the school climate variable of our school staff survey as a good indicator on our progress towards this goal. We had hoped to increase our school climate variable from 25% in 2022 to 40%, however we achieved 56% in 2023. We hope to further enhance feedback in this variable in 2024.

In addition to improved behaviour and student wellbeing, the successful implementation of a school wide wellbeing and behaviour framework has had a positive impact on staff wellbeing. In our staff survey, we had hoped to increase the school staff safety and wellbeing variables from 39% in 2021 positive to 54% in 2023. We achieved 70% positive responses to this variable, which shows the positive impact of the new behaviour framework and school leadership on the work environment of our staff.

In our Parent Opinion Survey results for 2023, we achieved 72% positive responses to the school ethos and environment variables. This is not as high as we had hoped however this response was unsurprising given the new leadership team arriving at the school at the start of 2023.

Finally, our Sense of connectedness variable of the Student Attitudes to School survey was at 66.3% positive, which is below where we had hoped to be. We believe that further student education around our school values, our processes and programs and enhancement of our school House system will improve the response to this variable in 2024.

Engagement

In 2023, we are pleased to report that our average days of student absence is below that of similar schools and we are on par with the state average. Some of our attendance averages at year group level are below 90% and this will definitely be a focus for improvement in 2024.

Strategies for improving student attendance in 2024 include the development of an explicit attendance process for the school, professional learning for staff around building positive relationships with parents and carers and the implementation of the Rowellyn Road Acknowledgement system (pictured).



Student responses to the Management of Bullying variable in the Student Attitudes to School survey were 63.3% positive, which possibly highlights the need to better educate our students on the definition of bullying and also ensure all students understand the process and importance of reporting poor behaviour to adults in a timely manner. It is also a school priority to better educate our parent/carer community on our internal processes for the management of behaviour. All school processes are available to view on our website.

An area for development for our school in 2024 would be the connection between our parents/carers and the school. In our Parent Opinion Survey for 2023, Parent and Community engagement variables moved from 72% positive response in 2021 to 62% in 2023. We are hoping to increase the number of parents/carers providing feedback through the survey as we only had 10% of our parent/carer populations respond to the survey, as well providing more opportunities for informal feedback.

Financial performance

The school maintains a stable financial position with a managed SRP deficit. The school receives significant equity funding and in addition to this, the Out of School Hours Care and Vacation care programs continue to be an important source of revenue for our school. Our gym is hired out to several sporting organisations and the forming of a Fundraising committee for 2023 will support the generation of further revenue for the school to support with vital projects and initiatives. In 2023, we committed funds to upgrading security at the school, including the installation of a CCTV system to provide a higher level of security to our grounds. We upgraded our staffroom and conference rooms to ensure the spaces are safe and functional. In 2024, we will seek to raise funds to repair our Sports field and also investigate the Inclusive Schools Fund to create a sensory garden at the back of the Banyan Centre (Prep building).

For more detailed information regarding our school please visit our website at <https://rowellynpark.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 757 students were enrolled at this school in 2023, 378 female and 379 male.

10 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).

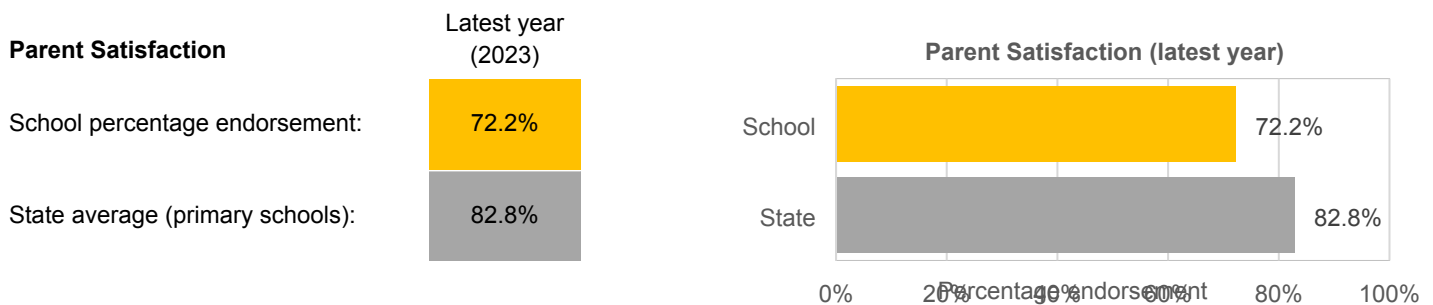
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

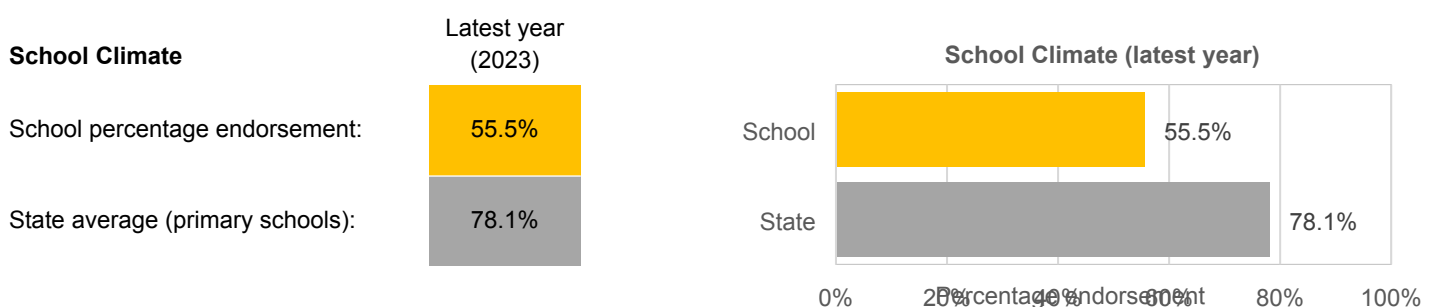


School Staff Survey

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.

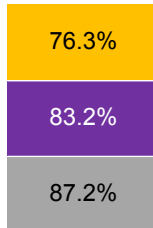
English Years Prep to 6

School percentage of students at or above age expected standards:

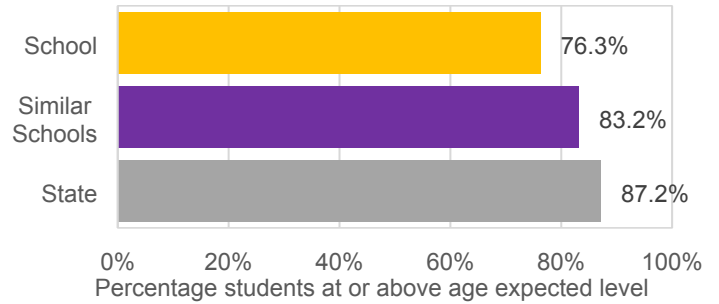
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



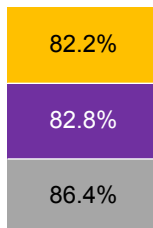
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

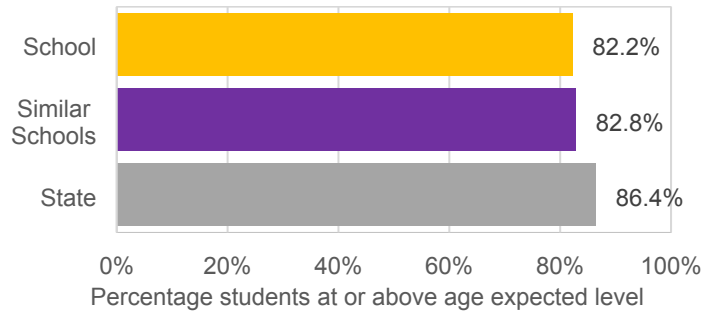
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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:

60.4%

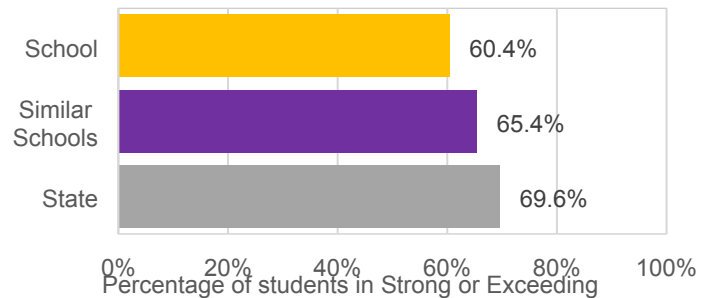
Similar Schools average:

65.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

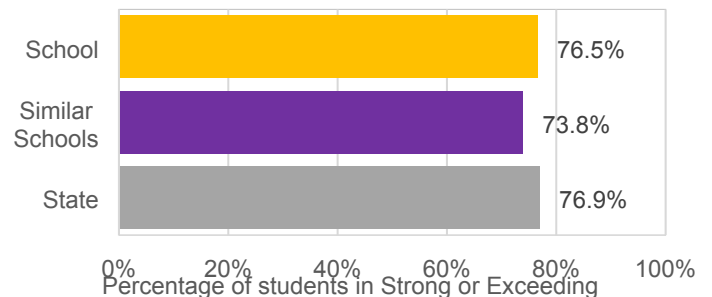
Similar Schools average:

73.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.7%

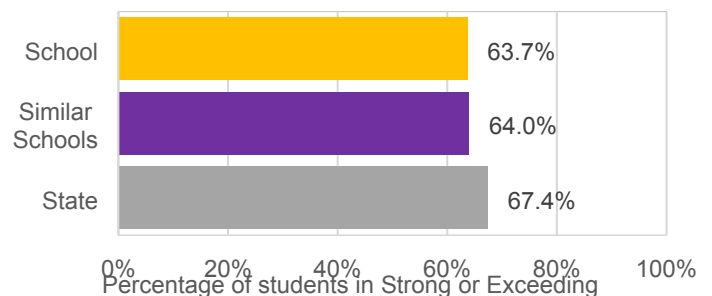
Similar Schools average:

64.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.3%

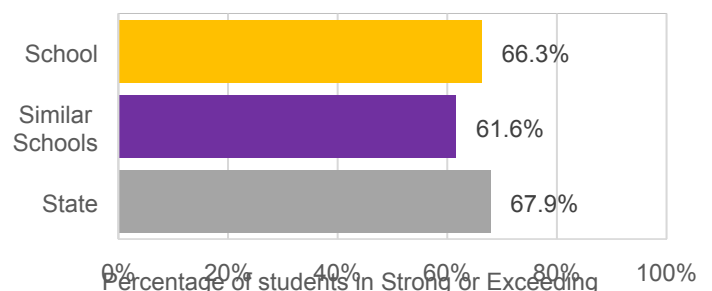
Similar Schools average:

61.6%

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:

72.2%

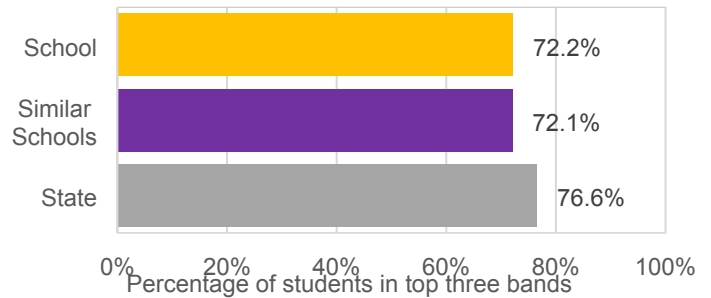
Similar Schools average:

72.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.7%

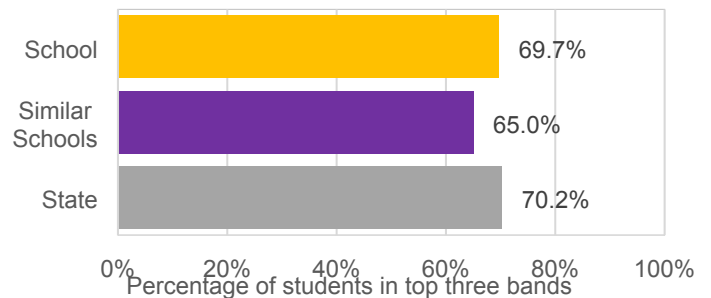
Similar Schools average:

65.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

59.6%

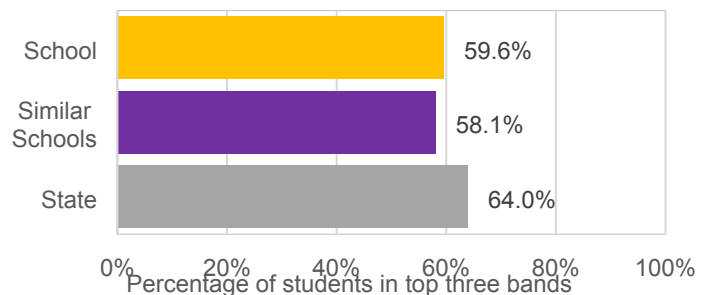
Similar Schools average:

58.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

44.4%

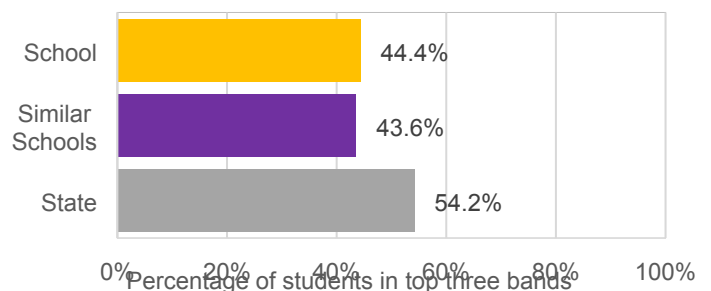
Similar Schools average:

43.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

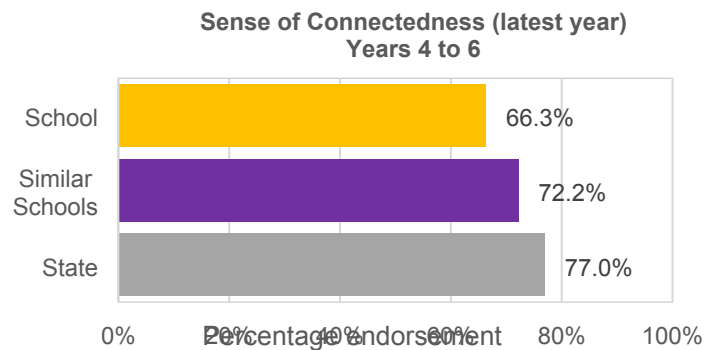
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	66.3%	78.8%
Similar Schools average:	72.2%	75.1%
State average:	77.0%	78.5%

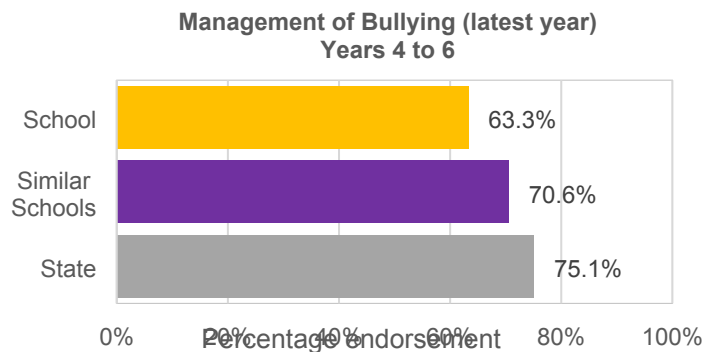


Student Attitudes to School – Management of Bullying

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:	63.3%	76.9%
Similar Schools average:	70.6%	73.7%
State average:	75.1%	76.9%



ENGAGEMENT

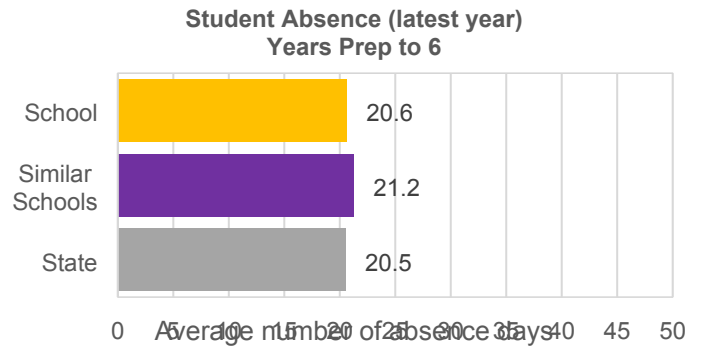
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	18.1
Similar Schools average:	21.2	19.3
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):	91%	90%	90%	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	\$7,522,855
Government Provided DET Grants	\$618,330
Government Grants Commonwealth	\$11,025
Government Grants State	\$0
Revenue Other	\$102,667
Locally Raised Funds	\$1,335,236
Capital Grants	\$0
Total Operating Revenue	\$9,590,114

Equity ¹	Actual
Equity (Social Disadvantage)	\$360,558
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$360,558

Expenditure	Actual
Student Resource Package ²	\$8,062,381
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$204,510
Communication Costs	\$26,455
Consumables	\$222,504
Miscellaneous Expense ³	\$24,460
Professional Development	\$16,836
Equipment/Maintenance/Hire	\$115,769
Property Services	\$218,237
Salaries & Allowances ⁴	\$629,300
Support Services	\$31,396
Trading & Fundraising	\$17,905
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,897
Total Operating Expenditure	\$9,634,650
Net Operating Surplus/-Deficit	(\$44,536)
Asset Acquisitions	\$221,113

- (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	\$1,905,457
Official Account	\$190,936
Other Accounts	\$0
Total Funds Available	\$2,096,393

Financial Commitments	Actual
Operating Reserve	\$231,421
Other Recurrent Expenditure	(\$87)
Provision Accounts	\$0
Funds Received in Advance	\$34,903
School Based Programs	\$165,166
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$102,882
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$574,285

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.