

2023 Annual Report to the School Community

School Name: Watsonia Heights Primary School (4935)



- 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 25 March 2024 at 12:29 PM by Michael Kent (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 March 2024 at 06:21 PM by Shelli Giosis (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

Watsonia Heights Primary School is located in the North-Eastern suburbs of Melbourne. Total enrolment in 2023 was 506 students. The School Family Occupation (SFO) density is 0.2143 which is in the low level band compared to the state mean of 0.4043. The percentage of the school accessing the School Camp and Excursions Fund was 11% of our families. The school believes students learn best when they are engaged in their learning, feel safe and connected to the school. Parental involvement is valued and a strong sense of community is evident throughout the school.

2023 was the final year of our School Strategic Plan and provided the opportunity to facilitate our School Review processes. This was a hugely successful experience whereby we involved all stakeholders to review our previous Strategic Plan and establish a new plan for the next four years. We are excited about the wonderful achievements of our school, the students, parents and staff. Whilst we celebrate the overall performance of our school we are focused on our ongoing improvement and as always, are looking forward with excitement to the next stage of improvement for our school and all community members.

Watsonia Heights Primary School has a commitment to providing a safe, secure, caring environment where children are encouraged to develop as individuals and collaborators. We share a holistic focus on developing each individual, developing academically, socially and emotionally. We have high expectations for staff and students. All students can expect success and will be supported, nurtured, encouraged and challenged throughout their learning journeys. Building student resiliency, self esteem and confidence via our commitment to enhancing the academic, social and emotional capacity of all students is of utmost importance at WHPS.

Dynamic and thoroughly planned programs are provided to engage students and help them maximise learning opportunities and become life-long learners. Great emphasis is placed on developing each individual child to their maximum potential within a society that is constantly changing by: identifying individual needs; giving equal opportunities to every child to achieve success; using a range of teaching styles and strategies; providing a broad and balanced curriculum across all learning areas; providing specialist programs across a diverse range of disciplines. In addition to our primary focus of ensuring all children succeed in literacy, numeracy and develop a love for learning through stimulating personal curiosity; WHPS also offers a robust specialised teaching program. Our specialist learning program includes Languages (Mandarin) program, Music, Science and Technology, Visual Arts program, Library, Discovery Learning, Health and Physical Education and Performing Arts. The school has developed and continues to build our extra curricular program that enhances and develops individual students beyond the basics of being literate and numerate. This includes a robust and diverse 'clubs program' that supports and extends our students in a diverse manner. Underpinning and embedded within our curriculum program is the strong focus on student leadership and interpersonal development. Intertwined in our curriculum is the use of high level digital resources. The use of technology provides a dynamic and engaging approach to outcome delivery. Current and emergent technologies are used across the school to enhance teaching and learning strategies and approaches.

The school's values underpin our strong culture of success and positivity. Our values are; Success, Teamwork, Respect, Individuality, Visionary, Effort – STRIVE!

The school continued to invest in the professional development of staff over the course of 2023. This has involved a strong focus on developing and improving ourselves as individual practitioners and as a team of staff committed to outcome delivery, enjoyment of learning and a passion for ongoing improvement. Developing the capacity of our teachers and fostering a culture of ongoing reflection for improvement has provided a dynamic and high quality learning framework for our students. As a staff, and as a learning community we share high expectations for learning and believe that achieving success is a right of all students.

WHPS has a wonderful team ethos where relationships are strengthened via ongoing communications and alignment of foci towards improving and celebrating student achievement. As a school we have a commitment to developing student leadership and developing self directed and motivated young leaders and learners.

The school continues to focus on student attendance. We are vigilant in following up all absences and our systematic and transparent processes continue to support and develop a culture for families to value education. We review our enrolment and engagement guidelines annually to ensure we are supporting maximum attendance for every child, every day. Our 2023 student absence average was lower than that comparable across the state. The school has 41 equivalent full-time staff; 2 Principal class, 2 Learning Specialists, 34 teachers and 7 Education Support staff (this includes full time and part time staff).

Progress towards strategic goals, student outcomes and student engagement

Learning

The students and the school have achieved some wonderful results in 2023. WHPS maintained a high expectation and focus on the individual.

Connections with our community was a strength that allowed the school to achieve some positive results for our students and families; both individually and collectively. The NAPLAN testing program and teacher judgements based on the Victorian Curriculum allows us to identify areas of strength and opportunities for improvements. Our teacher assessments against the Victorian curriculum were above the state average in all areas. This was also the result in the Year 3 and Year 5 NAPLAN results with our students out performing state averages and similar to like schools' results. This is an achievement of our students, parents and staff that we are extremely proud of.

The school maintains a focus on personal connections, relationships and wellbeing. WHPS did an amazing job in supporting individual students and families to find a supported balance in their personal circumstances in learning. An area of focus that was identified is the disparity between teacher judgements and NAPLAN performance. This is reflective of our staff and their high expectation for student learning but also highlights the need to assess against the curriculum and not to our high expectations. Wellbeing being at the centre of development, our school was well equipped to provide a robust support program to differentiate between the many differing scenarios that presented over the 2023 school year. We offered a range of differing educational programs in a variety of formats to address the learnings needs of our community.

There is a natural and wide variance in student performance in schools based on a variety of biological and environmental factors. Our challenge is to teach our students at their point of need and develop individualised programs to assist them to make as rapid progress as possible from their starting point.

Our school enjoys terrific support from our parent community. We are proud that our school continued to record high levels of endorsement levels from the parents throughout 2023. This is testament to WHPS' highly skilled staff who are passionate and committed to their craft. The fostering of a robust, dynamic and broad curriculum allows our students to become articulate and confident thinkers, problem solvers and collaborators. The growth in school and student performance is a credit to the processes, programs and dedication of our staff and school community.

Wellbeing

WHPS has a strong focus on student wellbeing and we continue to invest heavily in this area to achieve positive wellbeing outcomes for our students. The events around Covid 19 and the resulting remote learning environment over previous years still has a lasting impact for some students in their academic progress but also on their levels of positive health and wellbeing. It highlights the need for an ongoing, wellbeing first approach to education. Our belief is that for quality learning to occur students must feel safe, connected, empowered and positive about themselves and school.

We spent considerable time in 2023 strengthening our focus on wellbeing. We needed to recalibrate our focus in the early stages on the year as we found some challenges in 2022. Some students required additional supports around their mental health and wellbeing, other students needed extra support around curriculum areas that were adversely affected over the recent years, other students required social and emotional supports to re-find their confidence and to build learning stamina and momentum.

We had some very positive endorsement from our students via the attitudes to school survey and took pride in celebrating this with them. We also enjoyed the opportunity to unpack some of the results and feedback which allowed us to consult and plan a pathway forward in connection with our most valued stakeholders. As a school we are always looking for ways to continue improving but it was most pleasing to have such a positive feedback comparative to state averages and like schools. Our attendance data also indicated that we out performed state and like school groups. Our attendance rates indicate that students are connected and engaged with the school, it's people and programs on offer.

We continue the focus on attendance (that of which is in our control) and the school did this in adding more programs to our suite of offerings to students as well as communication with the school community on personal wellbeing, mental and physical health, personal connections, resiliency, safe behaviours, respectful relationships, accessing support and inclusion.

Our Open door policy remains throughout the school and the school values of: Success, Teamwork, Respect, Individuality, Visionary and Effort provided the anchor in continuing our expected positive school climate and culture, where all members are valued and supported to be their best.

WHPS actively engages with a range of allied health professionals to achieve the best wellbeing outcomes for our students including psychologists, speech pathologists, occupational therapists and physiotherapists. This is in addition to working closely with the Student Support Service Officers, school nurse and visiting teachers within the Department of Education and Training. WHPS is proud of its zero tolerance approach to bullying and we actively work with our students to teach positive, collaborative and effective social skills and strategies. We maintained a strong presence of student voice in embedding our positive school culture. Staff are constantly revising and developing strategies to improve student connectedness to peers and to the school. Building student's resiliency, confidence and competence in relation to emotional strength and building self-esteem are cornerstones of developing our students and producing decisive and effective leaders of tomorrow. We continue to strengthen our focus on wellbeing with a dedicated student wellbeing team and coordinator within the school. This group led our staff through a review of our school's social

emotional learning curriculum delivery and audited the outcomes and assessment of these initiatives. This renews our focus on the Respectful Relationships program and the explicit teaching of social skills throughout the school.

We continue to offer weekly mindfulness, social skills, meditation and yoga classes and daily mindfulness activities are incorporated into classrooms. WHPS will strengthen these programs in 2024 for ongoing support and maximisation of health and wellbeing for all students and their families. We also expanded the role of the wellbeing coordinator and added further targeted programs to develop the social skills and wellbeing of students such as the Peaceful Kids, Peaceful Warriors, Mindful drummers group and the CASEA program. Our staff commitment and efforts during 2023 have provided a solid framework for us to continue to enhance the wellbeing outcomes for our students in 2024 and beyond.

Engagement

Watsonia Heights Primary School is committed to teaching the whole child, nurturing all areas of students' development and learning; from social-emotional and mental health needs to Literacy, Numeracy, and soft-skills, like collaboration, problem-solving and persistence. We place high expectations on students' behaviour and effort and model and instil the school values (STRIVE, Success, Teamwork, Respect, Individuality, Visionary and Effort) P-6.

With the school's average number of absence days for P-6 for 2023 at 17.6, we saw a reduction of three days on average from the previous year. Our absence data is less than state averages and like school averages. The school places great emphasis on student attendance and will continue to focus on every student, every day. We have policies, processes and practices to ensure all absences are followed up in supporting a return to school. The school is proactive in addressing any issues of poor attendance via direct follow up with parents to account for all absences. We continue to review our approach to maximizing student attendance and monitoring family holidays as an impactor on absence rates. We have available a Student Absence Learning Plan to support any students with a high level of absenteeism. The school has noticed that following the covid period many families are taking the opportunity to travel and this is not always within the school vacation periods; meaning this has a significant impact on attendance data during the school year.

Throughout 2023, we continued to offer a broad range of engaging activities, providing an opportunity for participation by all students in Physical Education and sporting skill development, The Visual and Performing Arts programs, Mandarin, Science, Library, Student Council, House system, Student leadership programs, Foundation/Year 5 buddy program and whole school cross-age learning opportunities. These programs are supported by a variety of students clubs and activities such as our skate club, chess, library, mindfulness and meditation, knitting, acting, social skills groups and choir. We also enjoyed our school open days and fun evenings with the broader community. This is always a wonderful way of bringing our community together for some celebration of our school culture. We observed that when students were at school they were connected and engaged in the curriculum and extra curricular opportunities.

In 2023 we committed to funding experienced teachers to run support programs to support our tutoring program, support programs and wellbeing programs. We facilitated evidence-based support programs and ensured the school was more than adequately resourced. The school also released staff to run our 1:1 assessment regime to identify students needing support and extension. We employed a High Ability Practice Leader, with identified students participating in the online Victorian High Achievers Programs and other Arc events. All geared towards increasing student engagement, interest and differentiating to provide pathways and extension opportunities for all students.

WHPS has always had a commitment to the wellbeing of students and the wider community and we rely upon this commitment heavily to ensure students social, emotional and mental health needs are being addressed, as well as continuing to support student's academic and educational progress. We value the community we have created and continue to strive to engage and nurture our students and community to make deeper and stronger connections. We are excited about the continuation and strengthening of this work in 2024 as the needs of community evolve. WHPS has a strong belief and focus on ensuring the wellbeing needs of all our students are met so that learning can occur to the greatest capacity.

Financial performance

Watsonia Heights Primary School continues to operate to ensure the school is maintaining it's healthy financial position, whilst maintaining quality resources and learning environments for our students. The school is fiscally prudent in not spending more funds than it has available. We are also committed to ensuring that our funding each year is spent on our students and our school each year. It is imperative that our students and the community have the appropriate funding to support their evolving needs.

In all that we do at WHPS, we are focused on targeting our students' needs. In order to meet these needs, we must ensure adequate financial and human resources are available to support our individualised approach to meeting the learning needs of our school community.

For more detailed information regarding our school please visit our website at
<https://www.watsoniaheightsps.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 506 students were enrolled at this school in 2023, 244 female and 261 male.

12 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

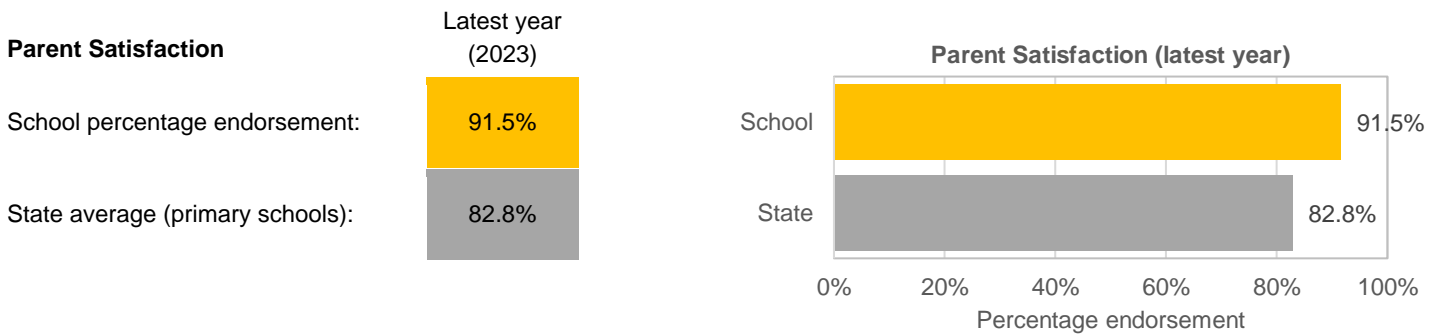
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

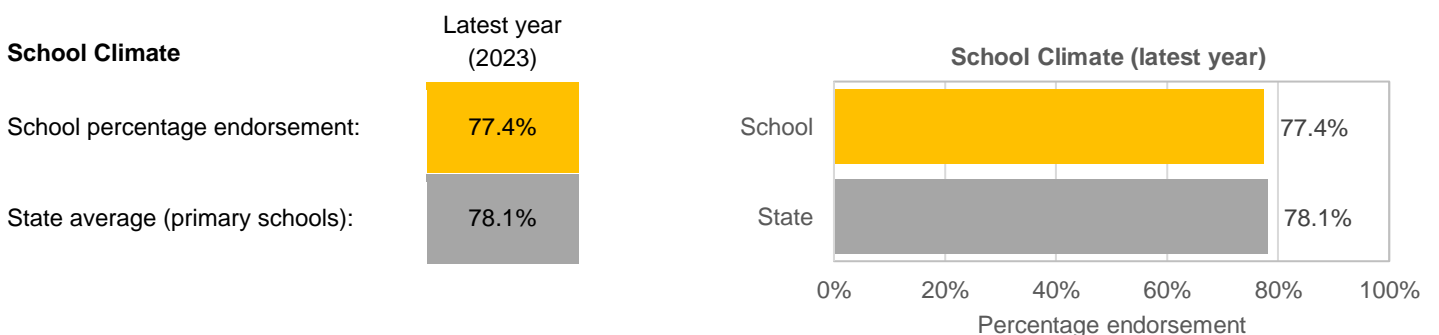


School Staff Survey

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:

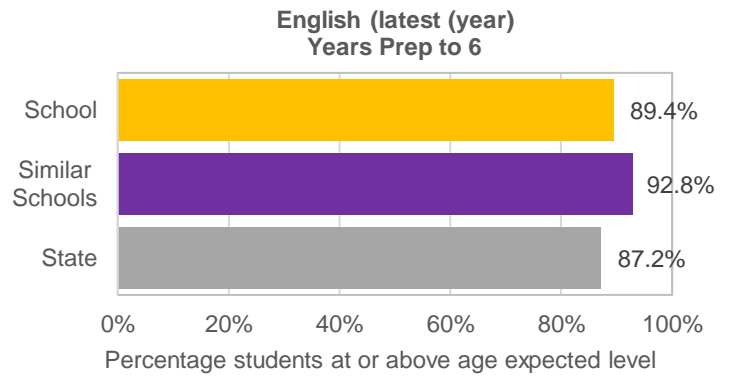
89.4%

Similar Schools average:

92.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

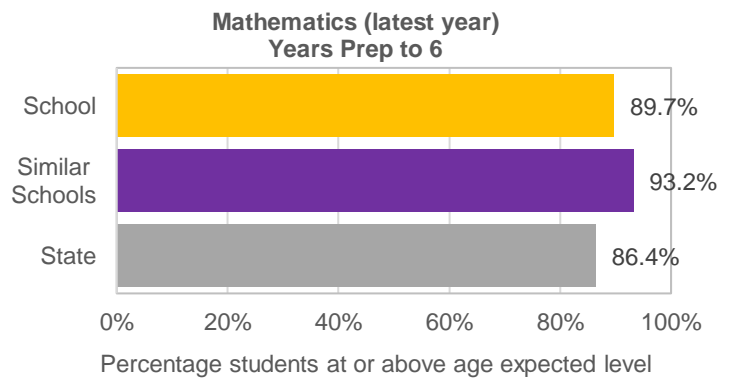
89.7%

Similar Schools average:

93.2%

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:

82.4%

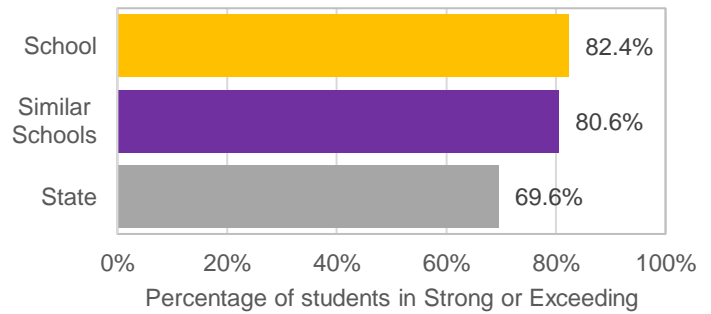
Similar Schools average:

80.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.1%

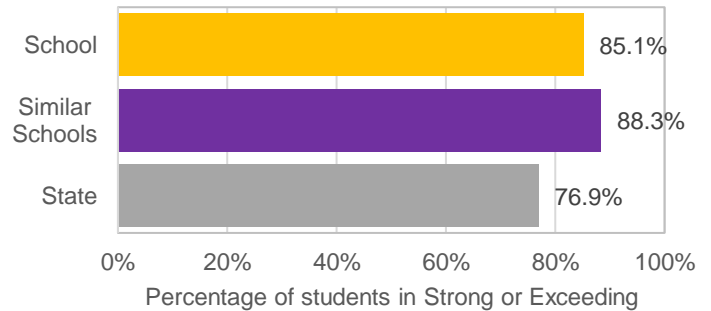
Similar Schools average:

88.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.5%

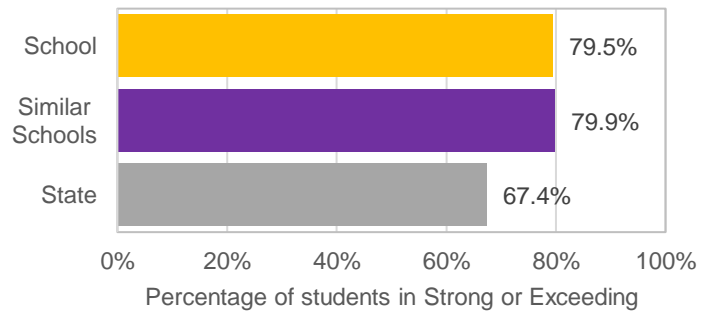
Similar Schools average:

79.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

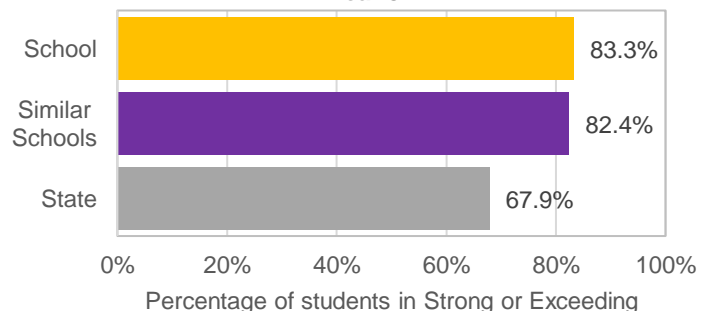
Similar Schools average:

82.4%

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:

86.3%

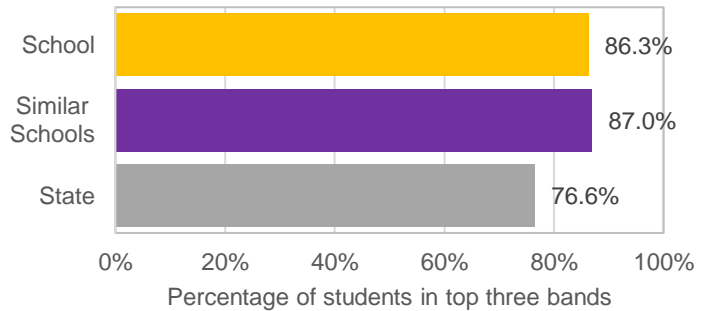
Similar Schools average:

87.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.3%

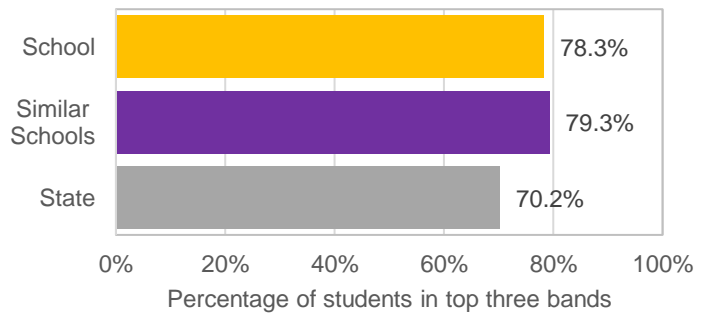
Similar Schools average:

79.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.4%

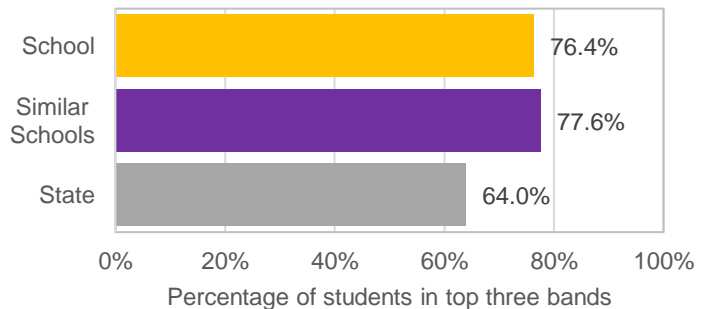
Similar Schools average:

77.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.4%

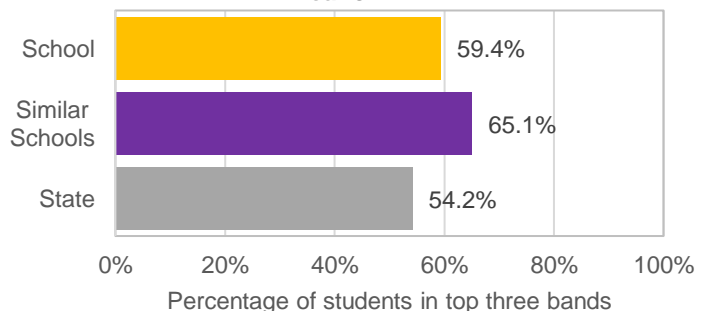
Similar Schools average:

65.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

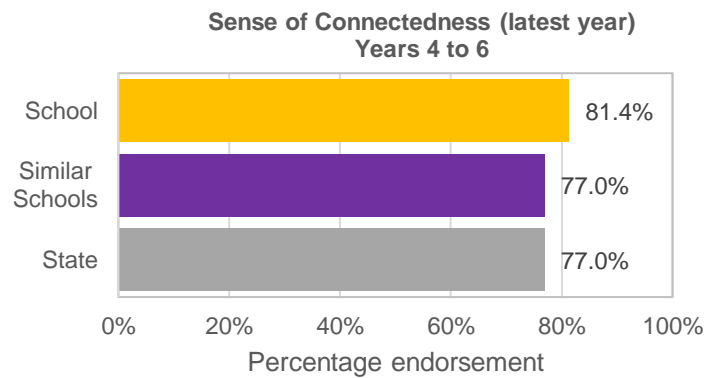
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.4%	77.5%
Similar Schools average:	77.0%	78.1%
State average:	77.0%	78.5%

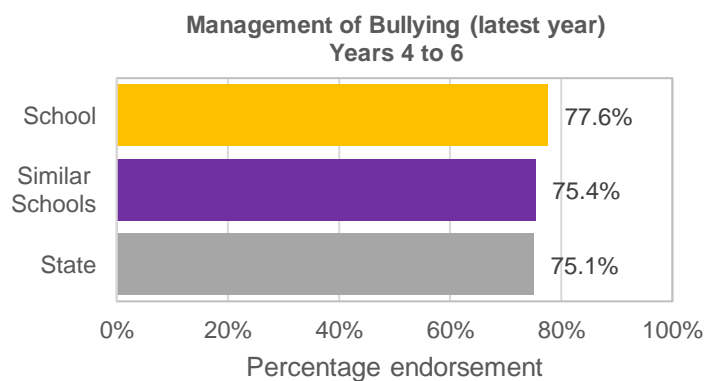


Student Attitudes to School – Management of Bullying

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:	77.6%	77.4%
Similar Schools average:	75.4%	76.6%
State average:	75.1%	76.9%



ENGAGEMENT

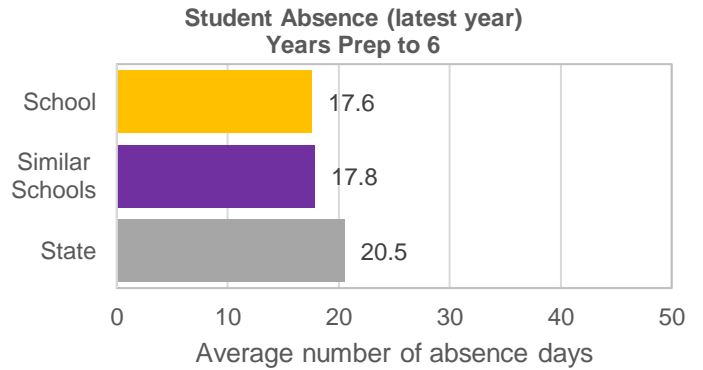
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.6	14.4
Similar Schools average:	17.8	15.1
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%	93%	92%	92%	90%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,575,214
Government Provided DET Grants	\$814,404
Government Grants Commonwealth	\$8,925
Government Grants State	\$35,033
Revenue Other	\$27,779
Locally Raised Funds	\$442,792
Capital Grants	\$0
Total Operating Revenue	\$5,904,148

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,824
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,824

Expenditure	Actual
Student Resource Package ²	\$4,574,276
Adjustments	\$0
Books & Publications	\$3,417
Camps/Excursions/Activities	\$164,925
Communication Costs	\$12,650
Consumables	\$158,630
Miscellaneous Expense ³	\$23,187
Professional Development	\$16,647
Equipment/Maintenance/Hire	\$152,704
Property Services	\$179,894
Salaries & Allowances ⁴	\$299,294
Support Services	\$35,472
Trading & Fundraising	\$87,519
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,563
Total Operating Expenditure	\$5,770,178
Net Operating Surplus/-Deficit	\$133,970
Asset Acquisitions	\$14,749

- (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	\$562,899
Official Account	\$60,116
Other Accounts	\$295
Total Funds Available	\$623,310

Financial Commitments	Actual
Operating Reserve	\$172,319
Other Recurrent Expenditure	(\$865)
Provision Accounts	\$3,494
Funds Received in Advance	\$32,449
School Based Programs	\$27,440
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$37,745
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$331,473
Maintenance - Buildings/Grounds < 12 months	\$19,254
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$623,310

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.