**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 29 April 2024 at 03:22 PM by Jessica Bowen-Duarte (Principal) |

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| * 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
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| Attested on 29 April 2024 at 03:45 PM by Julia Gaffney (School Council President) |

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School Name: Pyalong Primary School (2005)

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](https://nap.edu.au/naplan/results-and-reports)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

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

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

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

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

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

**About Our School**

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| **School context** |
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| Pyalong Primary School (PPS) was established in 1878 and is situated in the picturesque hills of Pyalong, a rural area in central Victoria, 80 kms north of Melbourne. Our enrolments have been steady with 101 students attending in 2023. The school is set on large, landscaped grounds of approximately 7.4 acres with an oval, playgrounds, cricket nets, netball courts and cottage gardens. We have a strong environmental focus with kitchen gardens, chickens, composting stations, orchard and we support our energy usage with a large solar panel installation. Our school's socio-economic profile (based upon the Student Family Occupation and Education index which takes into account parents' occupations and education) is Medium and our school population is largely made up of students for whom English is the first language. In 2023, the school structure was made up of five composite classes.School Vision and Values: Pyalong Primary School's vision is to work together with parents, carers and the community to create a better future for all hence our motto 'Excellence through Unity'. The school values are Be Kind, Be Safe and Be Your Best. We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate kindness, and take every opportunity to help others that may be in need. We strive for excellence, which means trying our hardest and doing our best.School Purpose: At Pyalong Primary School we believe that effective teaching is the single biggest determinant of student improvement in a school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. Our intent is to improve outcomes for all students by building a culture of high expectations. Our school priorities in 2023 included:Consolidate collaborative practices to support teacher planning and reflection with a focus on NumeracyBuild staff capacity in assessment and differentiation in Numeracy in order to identify and meet students’ individual learning needsEmbed an agreed instructional model across the school to drive consistent, high quality and explicit teaching practiceEmbed leaders’ and teachers’ understanding of SWPBS and support the implementation of the Respectful Relationships frameworkEmbed the whole school approach to promoting student attendancePyalong Primary School has a positive climate for learning. The classrooms are very settled with an engaging classroom culture. Staff place a high value on developing consistent routines and a structured classroom environment. The school has effective strategies to promote positive behavioural expectations in the school and we proudly implement the Schoolwide Positive Behaviour framework. We are also a Respectful Relationships school providing weekly sessions across all classes F - 6. High value is placed on minimal disruption to the daily two hour literacy and one hour numeracy sessions. In addition to our comprehensive learning programs, we provide a range of specialist subjects including Health and Physical Education, The Arts - media, visual art through the MACC program, dance and drama, music, languages program - Indonesian, Kitchen Garden program and library through the MARC program. We provide a range of opportunities for students to foster their interests and showcase their talents through participation in the State School Spectacular, Interschool sporting programs, young leaders program and suite of mathematics competitions. We are fortunate to have a First Call Fund partnership with Arts Centre Victoria where we are able to attend fully subsidised performances throughout the year. 1:1 Literacy and Numeracy Intervention is offered to support equity funded students and further learning support is offered through the tutor learning initiative. We provide an Out of School Hours Care service which operates before and after school each day throughout the school terms. We have supportive carers, families and community groups who contribute to the wellbeing of our school by assisting with the maintenance of the grounds, whole school activities, reading and the Stephanie Alexander Kitchen Garden program. We are very fortunate to have a dedicated group of carers and community members from our Parents and Friends Club that conduct regular fundraising activities. They continued to meet and consult throughout 2023 and were successful in raising significant funds for the school. Workforce Composition: In 2023 - Pyalong Primary School had 11.2 equivalent fulltime staff: 1.0 Principal class; 6.8 FTE teaching staff, 2.4 FTE Student support staff, 1 FTE Business Manager and a tutor employed for 18 hours per week as part of the Tutor Learning Initiative. No staff member identifies as Indigenous. We provide student support services such as counselling and speech pathology to our students.   |

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| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| During 2023, we continued our focus on numeracy with additional measures applied. Numeracy remained at the forefront of our whole school professional learning and was the focus for our inquiries in Professional Learning Communities (PLCs). These PLCs were supported by leadership and provided the opportunity for staff to be involved in quality data conversations to share knowledge, successes and problems of practices. To further support this process, we have made an application for PLC coaching support in 2024.As a team, we redesigned our numeracy instructional model with support from many of our colleagues in other schools that had recently been through a similar process. As a result, we were able to develop a consistent model and practice that staff had ownership of and this became very evident in classroom walk throughs. A key component of our instructional model included fluency practice which we implemented daily as well as data informed individualised student goals. These formed a large component of our professional learning. We provided one day per week for our Numeracy leader to support staff through coaching, mentoring and the provision of professional learning with a particular focus on improving staff content knowledge. We were also extremely fortunate to receive support through the department's differentiated support for school improvement (DSSI) teaching partner. As part of this initiative, our teaching partner attended the school twice per week to coach and mentor staff members in their first four years of teaching. We then shifted the focus to developing leadership skills in the second half of the year with our numeracy leader to enable them to continue with the coaching practices into 2024 and beyond.Staff and Leadership worked to use data to identify students needing support or extension and provided 1:1 tutoring support three times per week for students under the tutor learning initiative as well as additional support for equity funded students through small group intervention on a daily basis. In the F-6 Teacher Judgements, Pyalong Primary School students performed below the similar and state averages in English and Mathematics. NAPLAN data for Year 3 in both Reading and Numeracy was higher than both the Similar Schools and State averages. Year 5 data, was above both Similar Schools and State in Reading. Mathematics results for Year 5 were comparable to similar schools but slightly behind the state performance. These results indicate that the strategies employed are having positive impact on student learning outcomes.   |
| Wellbeing |
| Pyalong Primary School prioritises student wellbeing and this is reflected in our Attitudes to School survey results which are consistently very positive. In the AtoSS, 100% of our students reported having an advocate at school which was significantly above both the Similar Schools and State Averages. Students also reported 100% endorsement in the factor of Management of Bullying, again significantly higher than the Similar Schools and State Averages. Staff satisfaction, according to the School Staff Survey, was also well above the state average in all areas. We are very proud of these results as it reflects the dedication that we have to ensure that our learners and staff feel safe, happy and connected at school.In 2023, we employed a wellbeing leader three days per week to support wellbeing initiatives and the continued implementation of the Schoolwide Positive Behaviour Support (SWPBS) framework. The wellbeing leader worked closely with our student wellbeing captains to ensure that student voice was an integral component of any wellbeing initiatives. These wellbeing captains participated in learning walk and talks, led a portion of each weekly assembly including the presentation of a weekly award, created a gratitude wall and led lunchtime activities with assistance from other student leaders. Structured social and emotional lessons were provided on a weekly basis to all students and was reinforced in our fortnightly cross age Buddies sessions.Throughout 2023, the principal and wellbeing leader participated in our network Wellbeing Community of Practice where they worked alongside several other schools in the region to learn about best practice in the area of wellbeing. The principal and wellbeing leader completed numerous courses to enhance their capacity including Mental Health First Aid training and Be You training modules. In addition to this, the wellbeing team completed Mental Health in Primary Schools training. Professional learning with a focus on wellbeing was provided to staff on a fortnightly basis. In 2024, we are extending our wellbeing team to include a counselling professional that will be employed three days a week. |
| Engagement |
| Pyalong Primary School students are engaged and connected to school which is supported through the implementation of a Learning to Learn program at the start of each year. This assists students to understand the structures, routines and expectations across the school and has been developed using the School Wide Positive Behaviour Framework. We focus on consistency in every classroom and learning space across the school. These approaches support students to build resilience, develop caring and respectful attitudes, responsible behaviours and a desire to display their personal best both in and out of the classroom. We are very proud of the collaborative nature of our relationships at Pyalong Primary School and believe it to be a significant strength. We have strong community links with local organisations including the Neighbourhood House and local sporting organisations. Within the school community, communication has been a focus with regular scheduled opportunities for teaching staff to connect with families. A termly class newsletter as well as items from each class in fortnightly newsletters, keep families informed about what the students are learning and how they can support this learning at home. Our Year 6 students hold leadership responsibilities which are nurtured through their participation in the Young Leaders program as well local leaders training. They are responsible for the planning and delivery of the weekly assemblies which they do with confidence. Senior students support our younger students through the Buddies program where they work with their younger peers each fortnight on our social/emotional learning programs, supporting and guiding them to make positive and responsible choices. We have worked tirelessly to support high rates of attendance plans for students at risk. We have been supported in this goal through our Community of Practice where we collaboratively designed and developed a tiered approach to attendance. |
| **Other highlights from the school year** |
| We were thrilled to be able to provide a range of experiences to our students throughout 2023. Some of these included:Art TherapyCluster, District and Division Sporting eventsWinter and Summer sports events3 day City Camp for all students in Years 2 - 6Colour Run for Mental HealthAFL Play visitLord Somers RoadshowBlue Sky Dance - Blended Arts programBrave-Hearts personal safety program for students in Years Foundation - 6Young Leaders programWalk to School and special whole school breakfastFirst Aid in Schools training for all studentsSTEM excursionArts Centre excursionsPillowcase Program - Emergency preparedness programWheelchair Basketball excursionMitchell Shire incursionYear 1 sleepoverRegioneering incursion - University of MelbourneWe finished the year with a whole school concert and a graduation ceremony for Year 6 students. |
| **Financial performance** |
| All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Departmental policies, School Council approvals and the intent/purposes for which the funding was provided or raised. The school was in a very sound financial position throughout 2023. The School Strategic Plan, along with the 2023 Annual Implementation Plan, provided the framework for school council allocation of funds to support school programs and priorities. The Financial Commitments section of the Financial Performance and Position report shows an end of year surplus from both credit and cash budgets of $503,901 however once the reconciliation period is finalised, the surplus is expected to decrease significantly due to staffing and a reduction in student enrolments.In 2023, Pyalong Primary School received the following:$34,725 in equity funding which was used to pay for intervention programs, resources and additional staffing$20,280 grant for the National Student Wellbeing Program$4,400 Sporting Schools grant which was used to deliver an Intensive Swimming Program and softball workshops for all students$21,057 in Bushfire Preparedness Funding  |
| **For more detailed information regarding our school please visit our website at** [**https://www.pyalongps.vic.edu.au**](https://www.pyalongps.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 99 students were enrolled at this school in 2023, 54 female and 45 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: 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.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 66.7% |
| State average (primary schools): | 82.8% |

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 89.7% |
| State average (primary schools): | 78.1% |

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.

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| **English****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 74.0% |
| Similar Schools average: | 83.4% |
| State average: | 87.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 70.3% |
| Similar Schools average: | 83.9% |
| State average: | 86.4% |

LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

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| **Reading****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 80.0% |
| Similar Schools average: | 61.5% |
| State average: | 69.6% |

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| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 81.8% |
| Similar Schools average: | 72.7% |
| State average: | 76.9% |

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| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 80.0% |
| Similar Schools average: | 63.8% |
| State average: | 67.4% |

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| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 63.6% |
| Similar Schools average: | 63.6% |
| State average: | 67.9% |

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.

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| **Reading****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 76.9% |
| Similar Schools average: | 68.0% |
| State average: | 76.6% |

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| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 68.2% |
| Similar Schools average: | 65.2% |
| State average: | 70.2% |

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| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 76.9% |
| Similar Schools average: | 59.8% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 36.4% |
| Similar Schools average: | 47.6% |
| State average: | 54.2% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 100.0% | 97.5% |
| Similar Schools average: | 76.2% | 77.0% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 100.0% | 97.2% |
| Similar Schools average: | 77.3% | 78.3% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 15.0 | 12.0 |
| Similar Schools average: | 20.9 | 18.4 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 94% | 94% | 91% | 94% | 91% | 93% | 91% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,624,878 |
| Government Provided DET Grants | $228,294 |
| Government Grants Commonwealth | $44,234 |
| Government Grants State | $25,681 |
| Revenue Other | $12,275 |
| Locally Raised Funds | $89,344 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,024,707** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $34,726 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$34,726** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,170,462 |
| Adjustments | $0 |
| Books & Publications | $99 |
| Camps/Excursions/Activities | $41,474 |
| Communication Costs | $1,182 |
| Consumables | $24,043 |
| Miscellaneous Expense 3 | $18,377 |
| Professional Development | $6,008 |
| Equipment/Maintenance/Hire | $25,120 |
| Property Services | $68,347 |
| Salaries & Allowances 4 | $119,044 |
| Support Services | $18,176 |
| Trading & Fundraising | $20,445 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $8,028 |
| Total Operating Expenditure | **$1,520,806** |
| Net Operating Surplus/-Deficit | **$503,901** |
| Asset Acquisitions | **$7,765** |

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 | $193,932 |
| Official Account | $37,018 |
| Other Accounts | $0 |
| Total Funds Available | **$230,951** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $53,515 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $94,529 |
| 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 | $38,989 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$187,032** |

*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.*