

2023 Annual Report to the School Community

School Name: South Melbourne Park Primary School (5562)

**SOUTH
MELB.
PARK**

- 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 05:15 PM by Nicole Arnold (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 28 April 2024 at 04:50 PM by Katrina Walker (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

South Melbourne Park Primary School has Kids at the Heart. Our vision is to 'inspire a new generation of curious minds'. We strive to develop highly literate and numerate learners who are critical and creative thinkers, problem solvers and innovators. Located in Albert Park Reserve, South Melbourne Park Primary School offers students modern learning facilities in a unique heritage setting, surrounded by parkland and one of Melbourne's leading sports precincts.

The historic Albert Park Signal Depot and Drill Hall buildings have been re-purposed as administration and learning spaces for the Arts, Music, Library, and classrooms. Alongside this, is a new state-of-the-art discovery learning block, with flexible learning spaces designed for 21st century teaching methods. Connecting the two buildings are spectacular native trees, which provide beautiful spaces in which to play and gather as a community. Students also enjoy a gymnasium with a competition-grade netball and basketball court. In 2023, enrolments increased to 365 students, including a small percentage of international students. There were 17 classes with an average class size is 21.4.

The structure of the school included three Prep classes, three Year 1s, three Year 2s, six Year 3/4s and two Year 5/6 class. The staff profile consisted of two Principal Class Officers, two Learning Specialists, 27 generalist and specialist teachers, (equating to 21 equivalent full-time teachers) and 10 Education Support Officers (equating to 8 equivalent full time ESOs). Teachers worked in Professional Learning Communities (PLC) designing and planning curriculum and using cycles of inquiry to share best practice and improve student outcomes.

At South Melbourne Park Primary School, wellbeing and learning are valued in equal measure. Our educational philosophy is grounded in social and emotional wellbeing, and we equip children with the tools to become problem-solvers, to build and restore relationships, to be resilient, self-motivated, and engaged participants in their learning. We nurture children to develop self-belief, and a growth mindset that empowers them to live an abundant and successful life. Our cultural values underpin our work:

- Kids at the heart (Kids are kept at the centre of our decision making)
- Where children love to be (We nurture joy and engagement in learning)
- A step ahead (We raise the bar to inspire each other)
- Play, as a team (We collaborate and thrive together)
- Learning doesn't just happen at school (We connect with our community and beyond)

Specialist programs at South Melbourne Park Primary School include Spanish, STEM, Visual Arts, Performing Arts and Physical Education. We also provide tutoring in Literacy and Mathematics. Further opportunities for students are provided through a range of extra curricula programs, including, choir, instrumental music, young engineers-robotics, taekwondo and various lunch time clubs.

The overall school's socio-economic profile is based on school's Student Family Occupation and Education Index (SFOE) which considers parents' occupation and education. South Melbourne Park Primary School's Index is 0.1881 placing the school in the low band level when compared to the state median index of 0.4043. Specifically, 76.9% of our families are in the A or B Student Family Occupation category and 18.5% of students are funded for English Additional Language. We had four students identify as Koorie or Torres Strait Islander background in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our key learning improvement focus was on Writing, with an over-arching focus on the High Impact Teaching Strategy (HITS) of 'Explicit Teaching' in semester one and "Differentiation' in Semester Two. A significant increase in professional knowledge was evident in relation to the 'Big Ideas' of writing, starting with letter/sound relationships, understanding the building blocks of a sentence, identifying clauses and sentence types, right through to paragraph outlines and full text structures. This promoted more precise goal setting, improved understanding of writing moderation and more explicit teaching of writing at Tier 1. Learning Intentions and Success Criteria during whole class instruction became increasingly clear, and student understanding and use of relevant metalanguage was evident from Prep to Six. Data literacy increased through professional learning, using growth data to target students in literacy and numeracy.

The Professional Learning Community (PLC) culture at South Melbourne Park is strong. Regular PLC leaders' meetings within the school day have resulted in clarity around improvement cycles and have supported PLCs to analyse data and develop SMART goals. PLCs have demonstrated through their cycle documentation, fidelity to the FISO improvement cycle. The professional knowledge of PLC leaders has increased through two full day professional learning opportunities with the Regional PLC coaches. Some individual coaching of PLC leaders also occurred. A highlight was the vast improvement of our specialist PLC, with clearer direction, adherence to the FISO cycle, increased differentiation and improved student outcomes.

PLCs focused on differentiation in semester two, transferring the knowledge gained in semester one into small group writing conferences (Tier 2). Though cycles of inquiry, PLCs achieved, or nearly achieved their SMART goals with students demonstrating gains in areas such as simple, compound and complex sentences, use of coordinating and subordinating conjunctions, and developing single-paragraph outlines. Teachers reflected on transferable learnings, particularly around the planning, implementation and monitoring of students through the use of Tier 2 small group conferences. Our Learning Specialists supported consistent practice through mentoring and coaching conversations, moderation sessions and the development of key concepts or 'Big Ideas' of writing. Professional learning, collegiality and collective efficacy also increased through peer observation, with a focus on Tier 2 small group writing instructions.

Our Student Attitudes to School survey data saw an increase from 60% positive response to 83% in 'Differentiated Learning'. Positive responses to 'Stimulated Learning' also increased from 54% to 86%. Growth Data in Writing was pleasing, with 62% of students making a year's growth and 19% of students making more than a year's growth in one year.

In semester one, the Tutor Learning Initiative focused on vocabulary instruction for students with at/above level fluency and below level comprehension. Post-cycle assessment demonstrated all students moved to at or above level for comprehension. The Tutor also facilitated training in the use of the assessment 'DIBELS' (Dynamic Indicators of Basic Early Literacy Skills), to a pilot group. The outcomes of this pilot have informed our intention to complete a full rollout in 2024. The assessment provides data that can inform explicit instruction in word recognition or language comprehension. The Tutor Learning Initiative focused on writing in semester two, which enhanced whole school focus and provided targeted support in the Big Ideas.

Feedback around the Curiosity scope and sequence was also sought from the whole school, before a working party refined the scope and sequence, through a curriculum audit, ensuring that subject areas were covered and built upon across the whole school. This addressed concerns over repeat units, and an overlap with STEM, and resulted in an updated Curiosity Scope & Sequence for 2024.

TEACHER JUDGEMENTS

Our 2023 Teacher Judgement data of student achievement indicates that our students are achieving at or above the state average in English, and above state and similar schools in Mathematics. For English, we reported 88.6% students as 'at' or 'above' the expected level, compared to the state mean of 87.2%. Our English results compare favourably when comparing Similar Schools (92.6%). Similar Schools are a group of Victorian Government schools that are like South Melbourne Park, considering socioeconomic background of students, the number of non-English speaking students and the size and location of the school. For Mathematics, our school reported 94.2% of students as 'at' or 'above' the expected level compared to the state mean of 86.4%. Again, Mathematics results compare favourably when comparing similar schools (92.7%) as well. \

NAPLAN RESULTS

The 2023 NAPLAN results must be interpreted with the small number of Year 5s in mind. In all domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy we outperformed the state averages. In Reading, 88.9% of our Year 3 students were in the strong or exceeding bands (at or above standard) compared to similar schools at 82.%. The Year 5 results in Reading, 94.1% were also favourable in comparison to Similar schools at 88.2%. Numeracy results were strong at Year 3 with 85.7% of students in strong or exceeding, compared with similar schools at 80.5%. The NAPLAN test was revised in 2023 and therefore the 2022 results are not comparable to the new methodology.

Wellbeing

The Framework for Improving Student Outcomes (FISO) 2.0 has been redesigned to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and advice from the profession. We know that students are more likely to reach their potential if they feel a sense of belonging and connectedness and are able to learn in a safe and orderly learning environment.

One of the main measures evaluating student wellbeing is the Attitudes to School Survey (AtoSS) for students from Years 4 to 6 and in 2023 we had 88 students complete the survey. In 2023 the School Safety Domain of the AtoSS was a strength, with the percentage of positive endorsement for Advocate at School, Managing Bullying and Respect for Diversity all showing above state, similar schools and network and the highest percentages in the school's history (except in 2021 managing bullying had 1% higher endorsement). This is in good contrast to last year and we attribute it in part to the consistent and scaffolded administration of the survey, however also largely to do with the implementation of an engagement framework based on proactive prevention and student re-engagement through restorative practices. Our AtoSS data relating to Effective Classroom Behaviour was at 72% positive endorsement and this was considerably influenced by low levels of positive endorsement in relation to students' opinions on how respectfully peers treat each other and their teachers. This, alongside the School Staff Survey data relating to orderly and focused learning environments will form the springboard for our 2024 AIP Wellbeing goals and inform our core work in the year ahead.

Engagement

At South Melbourne Park Primary School, we aim to create an environment 'where children love to be'. Student engagement is a critical component in improving student outcomes. Regular attendance is central to student achievement and absenteeism has a huge impact on student learning. A performance indicator for attendance is the '20 or more absent days' percentage. 20 school days equates to 10% of the school year so it is easy to see why this factor is of importance. Our 2023 data showed that 40% of our students had 20 or more absent days which is above similar schools. It could potentially be attributed to the ongoing exodus of families to take trips overseas during term time in reaction to time lost during the height of the COVID pandemic.

Non-attendance can be for a variety of reasons including illness and extended family holidays. It should be noted that non-attendance rates across the state have risen significantly, post the Covid-9 pandemic. The Intervention and Inclusion team will continue to closely monitor attendance and partner with families/carers and the community to implement targeted interventions and support. These interventions include:

- attendance protocols and processes developed and communicated with staff
- attendance improvement or Adjusted attendance plans developed with families
- regular check-ins with families where attendance is a concern
- support for students to transition into the school day
- connection to Allied Health professionals and family support services/agencies
- absence learning plans provided for extended absences and process for approval communicated to the community
- reminders in the newsletter regarding the importance of attendance and getting to school on time

Our redesigned student leadership structures were well received in 2023, with a stronger focus on voice and agency through greater peer representation. Comprehensive feedback from 2023 student leaders was sought and has been analysed to inform this year's SRC's goals and actions for the year. South Melbourne Park Primary School will continue to strengthen our relationships with the broader community, harnessing the support and expertise of services such as the Skinners Playground and the City of Port Phillip family support workers. We also hope to build efficient systems through greater collaboration with local schools in the area of wellbeing and engagement. Our goal will be aiming for consistency within teams in practices, building to greater consistency across cohorts.

Other highlights from the school year

Some of the highlights for 2023 included:

- a very successful 3-6 camp at Camp Weekaway
 - an inspiring Art show that brought our community together, while celebrating the extraordinary talents of our students
 - an incredible \$41,382 raised by our community under the leadership of the Events and Fundraising sub-committee
 - our athletes proudly representing SMPPS at district and division levels
 - significant growth in teacher professional knowledge in the area of writing
 - improved Attitudes to School Survey data
 - multiple community events that demonstrated the spirit of SMPPS
-

Financial performance

We were able to begin the 2023 school year in a financially comfortable position. We had confidence that we were going to be able to meet our financial obligations and provide many opportunities and resources to our students to enhance their learning. This is the direct result of considered financial planning in previous years and through the support of Department of Education (DE) funding, parent contributions, our partnerships with Theircare, Kidko and PSW. Hire of the school gym and other classroom spaces provides much needed revenue as well as an opportunity for students to participate in extra-curricular activities outside of school hours.

Our Events & Fundraising Sub Committee raised an amazing amount of funds for our school throughout the year, raising \$41,382. The monies raised will be used to enhance our playground with additional multi-use green spaces. The support of Bendigo Bank Windsor allowed students in Years 5 & 6 to participate in the sailing program at a reduced cost. Funds received through The Australian Sporting Schools Grant was allocated towards Sport & PE program equipment and sports coaching. The Volunteer grant we received enabled the purchase of a new freezer and other appliances for our Breakfast Club.

The key areas of expense were Relief Teachers and Local payroll staff, leasing of devices & technology equipment (which minimise the need for a BYOD program), utilities, furniture, service providers, repairs and maintenance of buildings, grounds & equipment. Regular monitoring of the cash budget by the Finance Committee and School Council will ensure that the school remains in a sound financial position.

For more detailed information regarding our school please visit our website at
<https://www.southmelbparkps.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 365 students were enrolled at this school in 2023, 185 female and 179 male.

24 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).

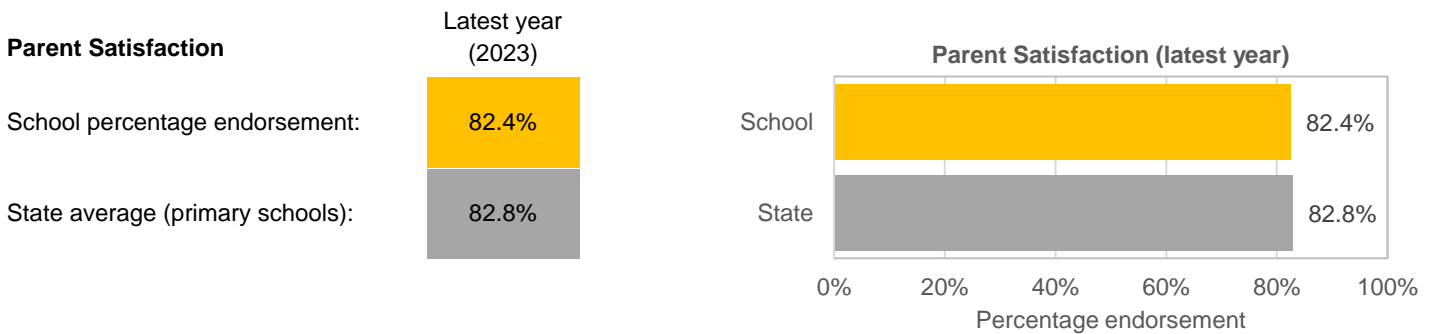
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

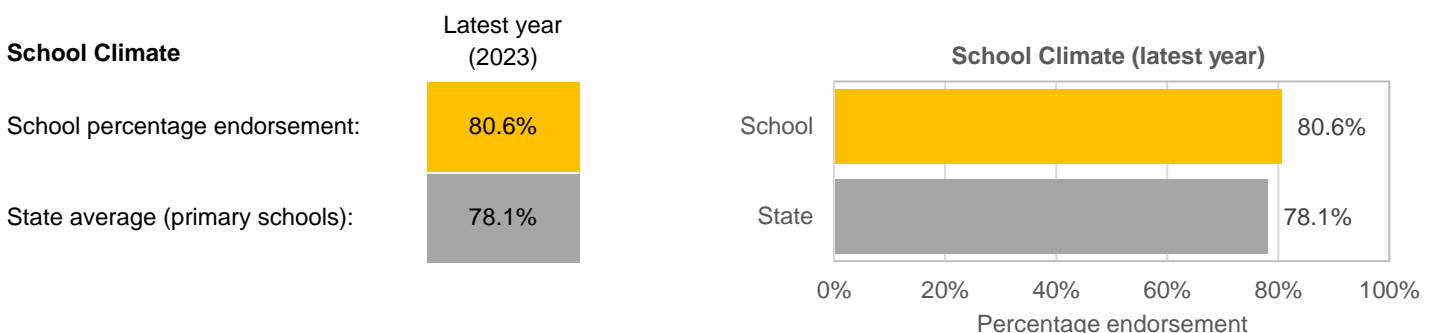


School Staff Survey

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:

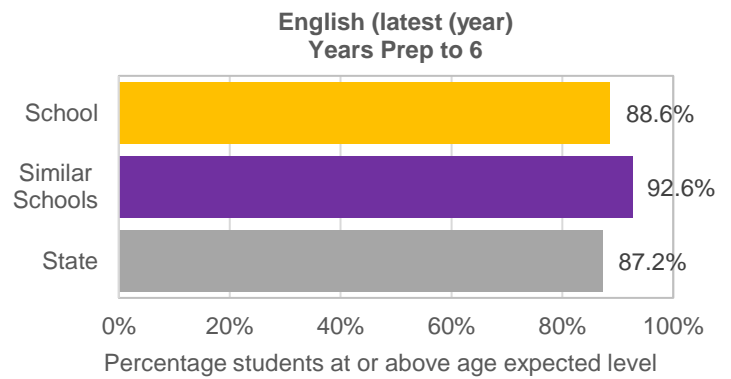
88.6%

Similar Schools average:

92.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

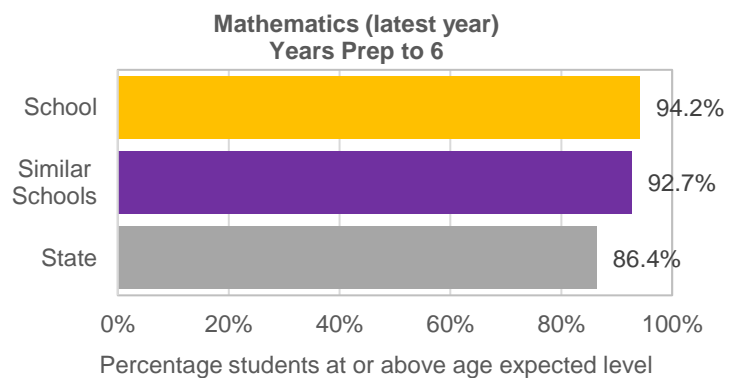
94.2%

Similar Schools average:

92.7%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

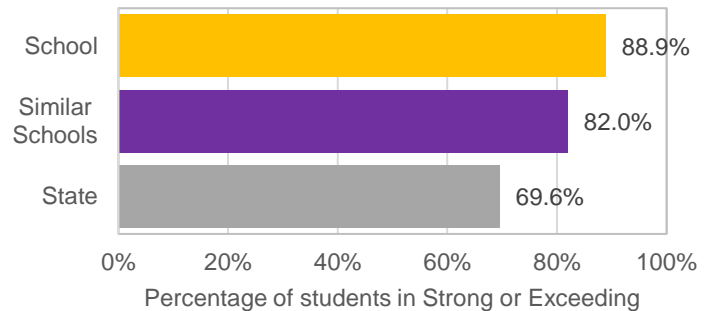
Similar Schools average:

82.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.1%

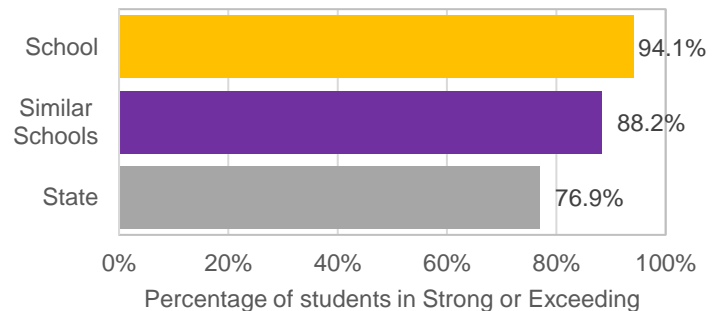
Similar Schools average:

88.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.7%

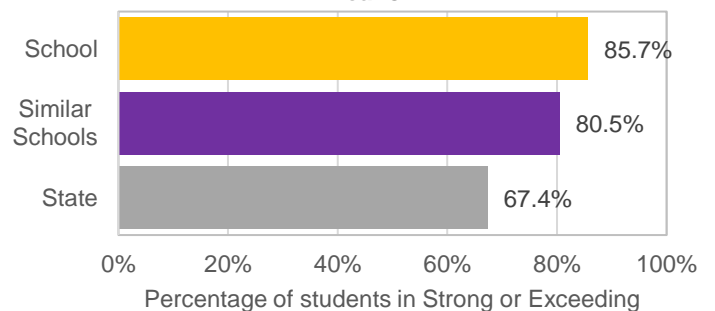
Similar Schools average:

80.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.5%

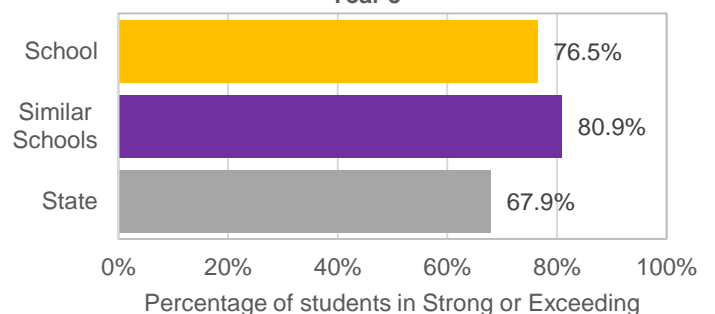
Similar Schools average:

80.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

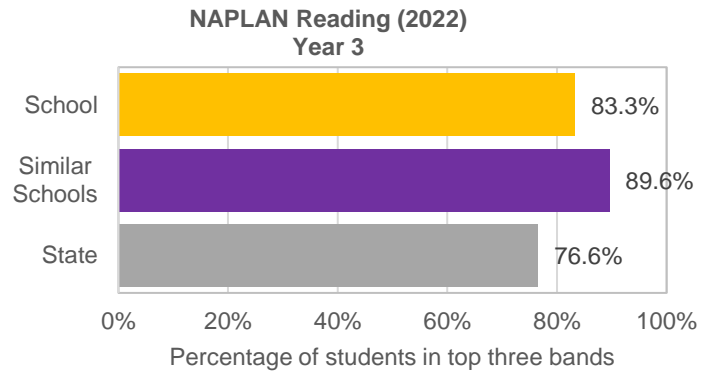
83.3%

Similar Schools average:

89.6%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

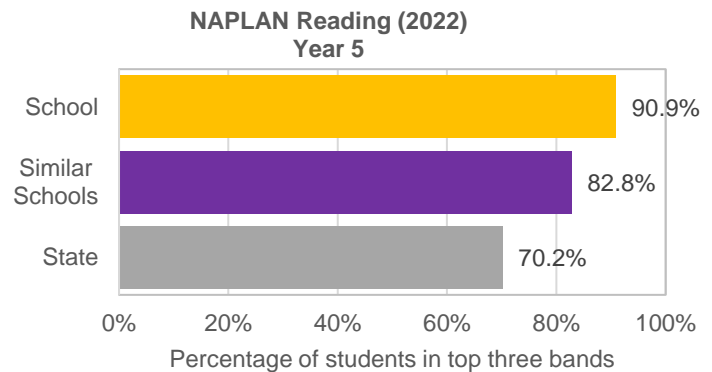
90.9%

Similar Schools average:

82.8%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

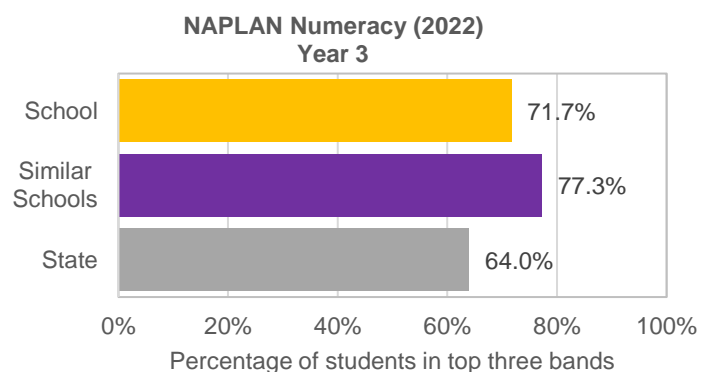
71.7%

Similar Schools average:

77.3%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

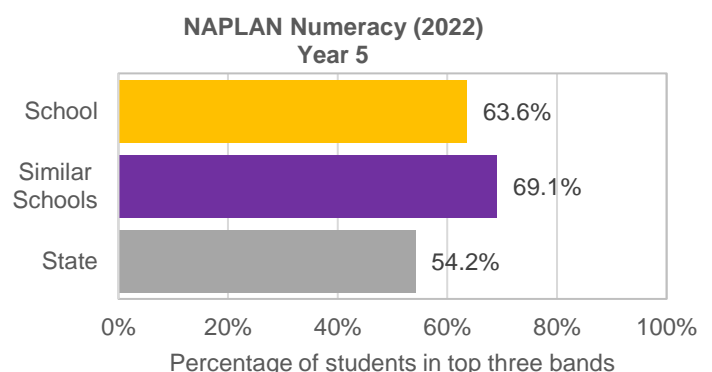
63.6%

Similar Schools average:

69.1%

State average:

54.2%



WELLBEING

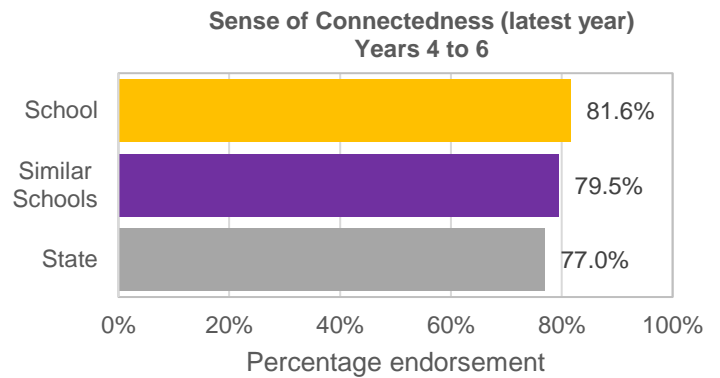
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.6%	76.9%
Similar Schools average:	79.5%	80.1%
State average:	77.0%	78.5%

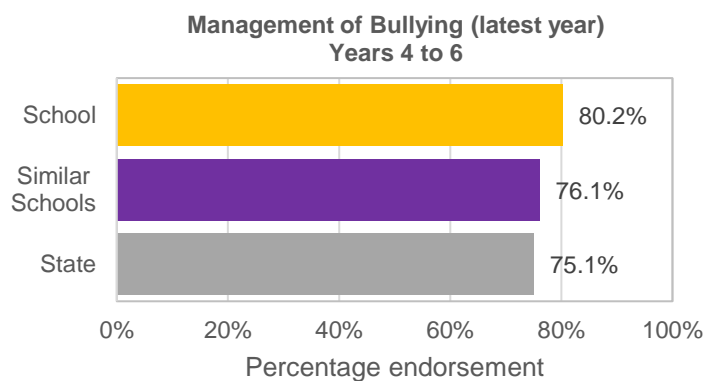


Student Attitudes to School – Management of Bullying

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:	80.2%	76.1%
Similar Schools average:	76.1%	77.5%
State average:	75.1%	76.9%



ENGAGEMENT

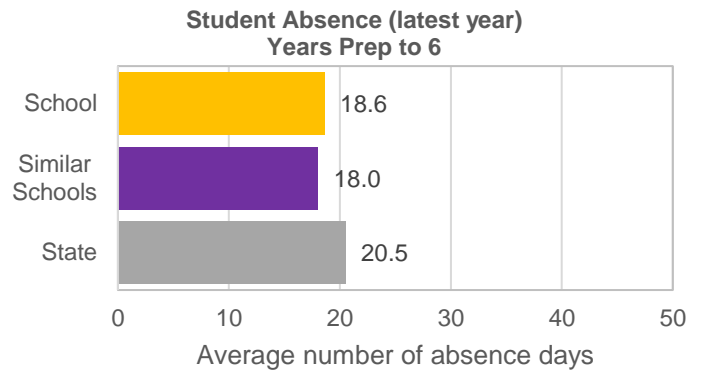
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	17.9
Similar Schools average:	18.0	15.2
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%	91%	90%	92%	91%	90%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,740,965
Government Provided DET Grants	\$469,841
Government Grants Commonwealth	\$12,549
Government Grants State	\$0
Revenue Other	\$43,280
Locally Raised Funds	\$505,062
Capital Grants	\$0
Total Operating Revenue	\$4,771,698

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,307
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,307

Expenditure	Actual
Student Resource Package ²	\$3,625,018
Adjustments	\$0
Books & Publications	\$7,718
Camps/Excursions/Activities	\$107,162
Communication Costs	\$2,914
Consumables	\$102,327
Miscellaneous Expense ³	\$25,716
Professional Development	\$4,925
Equipment/Maintenance/Hire	\$117,915
Property Services	\$18,615
Salaries & Allowances ⁴	\$143,136
Support Services	\$301,504
Trading & Fundraising	\$7,067
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,160
Total Operating Expenditure	\$4,503,177
Net Operating Surplus/-Deficit	\$268,520
Asset Acquisitions	\$0

- (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	\$841,498
Official Account	\$25,467
Other Accounts	\$41,679
Total Funds Available	\$908,645

Financial Commitments	Actual
Operating Reserve	\$146,002
Other Recurrent Expenditure	\$8,323
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$42,000
Capital - Buildings/Grounds < 12 months	\$74,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$650,325

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.