

# 2023 Annual Report to the School Community

School Name: Wollert Primary School (5589)



- 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 15 March 2024 at 02:55 PM by Leanne Tingwell (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 22 March 2024 at 03:15 PM by Jodie Hutchinson (School Council President)

## How to read the Annual Report

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### 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.

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### 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').

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## 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

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## School context

Wollert Primary School opened in 2022 in the middle of a fast developing growth corridor which continues to steadily build the school enrolment. Wollert Primary School operates as a Supported Inclusion School (SIS), one of fifteen in Victoria. We are a government mainstream school with a commitment to developing exemplary practice in Inclusive Education that will not only benefit our own students, but our network and education system as a whole. With this in mind, our school is purpose built in facilities to assist in accommodating students with diverse learning needs.

Our commitment to fostering exemplary inclusive practices provide opportunities for staff, students and families to develop a deep understanding of the language, conduct and mindset needed to ensure inclusion is seen, heard and felt in our school. Wollert Primary School prides itself on building a culture that allows full access and participation for all. We provide excellent learning opportunities for all students through quality evidence-based teaching approaches, outstanding teaching and learning practices, the Victorian Curriculum, EAL and ABLEs resources.

Wollert Primary School opened in our founding year with 220 students, Foundation to Year 6. We are designed for a long-term enrolment of 575, with a mainstream enrolment capacity of 525 and an additional 50 places allocated to specialist provision when required. 2023 saw our school enrolment end with just over 500 students from year levels F–6. We have straight Prep classes then move to composite classes as we move vertically through the school: Junior, Middle and Senior cohorts. The staffing profile of Wollert Primary School includes a principal and 2 assistant principals, 2 learning specialists, 36 full time equivalent teachers, 12 Education Support (ES) staff, 2 office administration staff.

Wollert Primary School sits beside the Kirrip Community Centre, which includes a three and four-year-old kindergarten. Wollert Primary School abuts rapidly growing residential areas in the suburb of Wollert. Community is important at Wollert Primary School, with staff working in partnership with the community to provide authentic learning opportunities and the best academic and personal outcomes for all students.

Everything we do is framed by our strong vision: ***We Make Learning Happen For All. This extends to our Motto: Aspirations Without Limitations***

Our values are our collective actions that frame our behaviours and intent to create a positive, inclusive culture.

Be KIND frames our 'SOCIAL & EMOTIONAL BRAIN': We encourage ACTS of KINDNESS that express and show we care, have empathy, tolerance and acceptance of each other. We are friendly to all through our actions of helping, assisting, active listening, noticing, acknowledging and trying to understand how others feel.

Be CURIOUS frames our 'WONDERING BRAIN'. Curiosity is exploring the GAP between what we already know and what we want to know. The behaviours and actions in which we support each other to explore and demonstrate CURIOSITY includes sharing puzzlement, inquisitiveness awe and 'aha' moments.

Be BRILLIANCE frames our 'ACHIEVEMENT BRAIN'. This links to pride and knowing the effort and steps that has supported our success. The behaviours and actions we support each other in, to express and demonstrate brilliance include self-awareness, self-acceptance, tenacity, grit and resilience in the action of falling, dusting ourselves off and learning from this.

Be JOY is our wrap around value that frames our 'ATTITUDE BRAIN'. A positive, happy, loving, fun and optimistic attitude creates the best environment for GROWTH MINDSETS to flourish. We support each other to express and spread JOY by embracing laughter, humour, wonder, play, silliness, light heartedness and fun. JOYOUS actions support wellbeing and when we remain mindful and conscious of what brings us joy, this ripples through our learning spaces in a contagious burst.

We pride ourselves on living our values and supporting each other in our vision to make learning happen for all.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

2023 launched our school into our second year together in building a learning culture with intentionality around strong learning routines and organisation. Establishing consistent expectations, processes and procedures formed a large part of this. Our induction of new staff and targeted curriculum days allowed us to create opportunities for clear expectations to be articulated, particularly in relation to Teaching and Learning. As a new school, reliable and consistent data sets in relation to student competency was not something we could use. As a consequence we focused on developing solid Learning Community Routines that are preconditions for a strong learning environment.

These included:

- Universal Design for Learning (UDL) introduction: the framework to improve and optimise teaching and learning for all based on scientific insights into how we learn; Engagement, Representation, Action & Expression
- a visual learning model to support instruction (visually consistent, used and referenced by teachers and students)
- Explicit and consistent visuals eg Daily lesson cuing slides, labels, anchor charts etc that are used to cue learning and anchor routines
- Continued training of teachers in Multi-Sensory Language (MSL Literacy) to begin our focus on the Science of Reading and the explicitness required in letter and sound understanding

Significant highlights in Learning were:

- Privileged, dedicated collaborative planning allocation each week for teachers to build team efficacy and planning precision
- Beginning to use data and precise planning to target individual/group needs of students in fluid sound groups and maths groups through progress markers and data tracking
- Teacher Expert Learning Groups that are scheduled within our Professional Learning calendar; focused on building capacity and skill in each teachers chosen passion area with the intent of developing knowledgeable others across the school
- PLC Inquiries are a weekly focus in every team - using evidence and a problem solving approach to shift student progress

While we have acknowledged that our inherited data sets are yet to be totally reliable, it is pleasing that NAPLAN outcomes provide the following baseline on which to strengthen our learning approach in 2024:

**Students performing in Strong/Exceeding:**

**READING:** Year 3: 43.6% nearly half of Year 3 population; Year 5: 60.6% over half of Year 5 population

**NUMBER:** Year 3 35.9% over a quarter of Year 3 population; Year 5: 43.8% approaching half of our Year 5 population

## Wellbeing

Creating what we term 'The Wollert Way' to support our Wellbeing plan continued in 2023 with targeted professional learning in developing culture, specifically in language used across the school and the expectations of behaviour and conduct by all. As an inclusive school, our continued commitment to understanding the needs of all students and the barriers that prevent access to learning for all was a key focus in professional learning for staff. This included a deep focus on our behaviour philosophy and was strengthened and supported by our commitment as a SWPBS school in building systems that create positive, measured responses to behaviour. We believe in restorative practice and the positive impact this has on building positive relationships, core to our achievement of student wellbeing outcomes in 2023.

Our focus in strengthening student wellbeing outcomes primarily was seen in the following ways:

- Values Education: Using multiple platforms to embed our values into our daily actions eg. Newsletters, assemblies, Learning Community lessons and visual anchors etc
- Calm, orderly learning environments that bring balance
- Consistent predictable school expectations and routines
- Formation of a Wellbeing Team to support students, staff and families
- the continued implementation of SWPBS school wide
- Focus on consistent positive based language and praise to strengthen trusting relationships for all

Significant highlights in Wellbeing were:

- Disability inclusion (DI) Implementation: Successfully developing processes, procedures and documentation to support DI and access funding for our students identified as needing additional support
- Values embedded culture: students, staff and families are active participants in ensuring our values of Be Kind, Be Brilliant, Be Curious and Be Joy are living in daily actions and language.
- School Clinical Psychologist joining our Wellbeing Team - knowledge and expertise to support complex management cases
- Proactive Tier 2 and 3 intervention and support plans for students identified as needing individualised support

The following 2023 Attitude to School Survey (AToSS) factors (positive endorsement) provide us with baseline data on how our students are feeling coming to our school:

- Sense of Connection: 71.3% (4-year average) similar schools 79.5%
- Manage Bullying 70.1% (4-year average) similar schools 76.4%

Our 2024 Wellbeing focus will be intentional in creating safe, orderly, relationship driven environments to support students in feeling more connected as well as creating a strong sense of belonging to our new school.

## Engagement

As a new school, building strong, authentic relationships between students, families and staff has been fundamental in establishing a culture that places engagement as a high priority. Creating a school that students want to come to every day continues to be our focus. Our school attendance data sees an average of 28.7 days across the school year which we hope to decrease through explicit, strong messaging to our community about the importance of attendance - 'every day away is loss of learning'. Some of these absences can be attributed to extended family holidays however our 2023 focus has been on the absences that sit outside of this, creating plans to engage students in the desire to be at school.

Parallel to this is our intent to ensure strong home-school partnerships are established so that our parents/carers are engaged in their child's learning progress and see the benefit of students attending school very day.

Our student engagement focus includes:

- The provision of a Specialist Program that provides opportunities for students to develop passion and interest in a range of areas, as an extension to their literacy and numeracy growth: Physical Education, Dig2Dine (Food Technology); STEM; Digital Technologies; Visual Art, Performing Art and Playscape
- Targeted units and lesson development focused on 'sparking' our students; Play-Based Learning and Inquiry
- SPOTLIGHT: Voice & Agency targeted sequenced lessons designed to elicit student voice and engage all students as active participants in their learning stories

Our 2023 Parent Opinion Survey factor 'Parent Satisfaction' response was extremely positive with 85.1%. Our partnership in learning and engagement in our school was strengthened by our delivery of information to parents in various ways throughout the school year, including:

- Progressive Reporting via Seesaw: The use of the digital portfolio allowed parents to receive regular learning and 'school life' updates for their child as that point of time
- An active Social Media page engages families in weekly updates
- A comprehensive school website that is engaging and provides all information needed
- Monthly iNewsletter that is comprehensive in delivering relevant, timely learning articles that illustrate the 'Wollert Way' philosophy, vision, values and progress in learning stories

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## Other highlights from the school year

The 'Wollert Way' is our way of being. It is something that we remain exceptionally proud of, with all students, staff and community readily referencing this phrase in a positive way when our values are demonstrated or joy is felt. Some 2023 moments of pride and joy for our school included:

- Women of Wollert and Men of Wollert: two weeks of celebration of the women and men who partner with us as a community in growing our students. This includes a Mother's Day and Father's Day stall, a Women of Wollert High Tea and Men of Wollert Breakfast open to community and values based gratitude and appreciation activities undertaken by students
- A range of incursions and excursions to extend learning experiences for our students
- JOY Concert - bringing community together to end our school year
- Communal Days - cross-age groups participating in days of fun and connection once a term eg. Harmony Day focus; Sustainability focus

Community connection is important to us and 2023 provided many opportunities to open our school to our community to strengthen our relationships and partnership.

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## Financial performance

As a start-up new school in 2022, we continued in 2023 with significant financial challenges and budget constraints in our attempt to resource our school. Our fast-growing enrolment post Census has meant that we did not receive any additional funding for over 50 new students to our school, which has a significant impact on our financial health. Parallel to this has been the challenge as a new school in transitioning through the new Disability Inclusion (DI) Funding model. We have been successful in gaining funding for a small percentage of our students who require additional support however we have a large number of students who have not yet received funding. The provision of staff to adequately support all students who require additional support, whether they currently have funding or not, has also caused financial challenge as we end the 2023 year.

Sources of funding that support us include: Equity Funding; Tutor Learning Initiative Funding; Disability Inclusion Tier 2 Funding. Significant funds have been allocated to general school setup, learning resources, staff and student IT needs and Casual Relief Teachers due to major staff movement and teacher shortage.

In 2023, we continued with Licence Agreements with TeamKids and our Canteen Provider - JayCees Catering. All funds received

from the Department 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 for which funding was provided.

**For more detailed information regarding our school please visit our website at**  
<https://wollertps.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 386 students were enrolled at this school in 2023, 193 female and 193 male.

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

### Overall Socio-Economic Profile

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

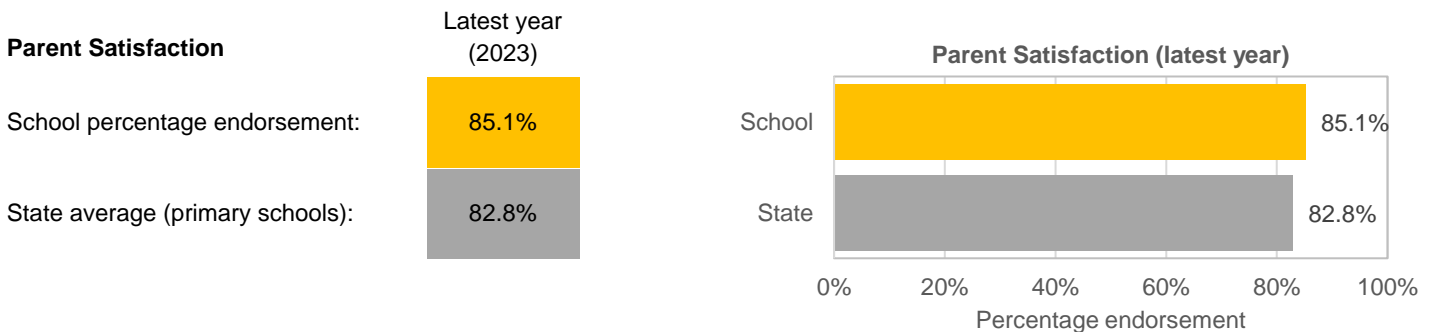
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

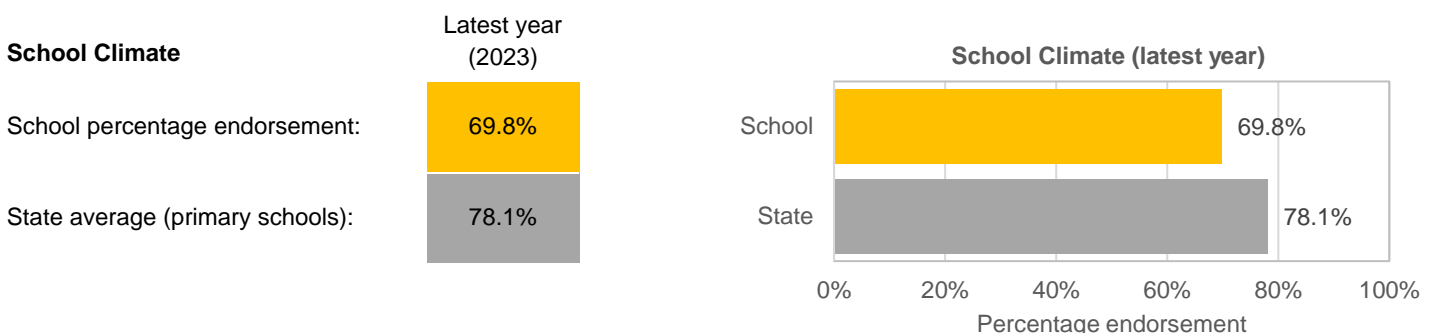


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

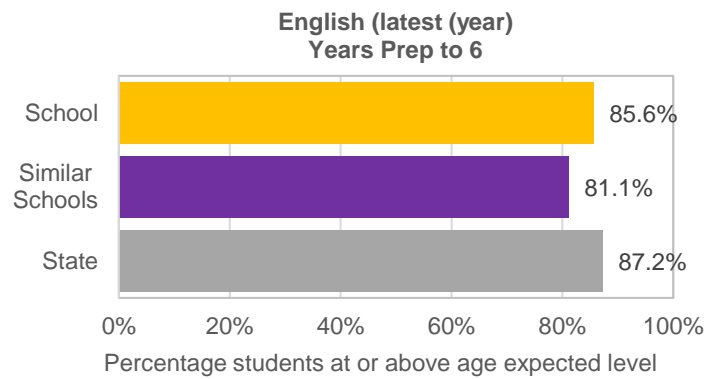
85.6%

Similar Schools average:

81.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

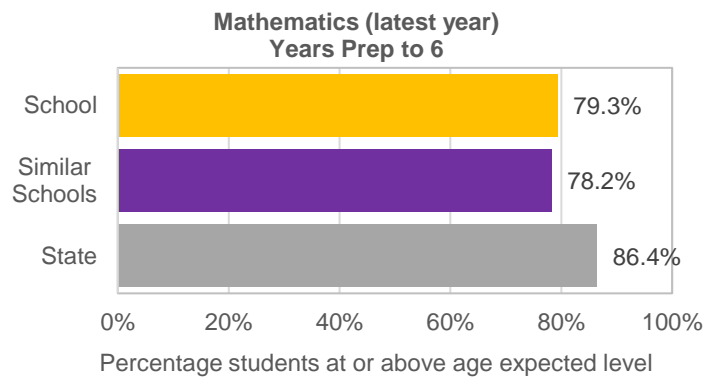
79.3%

Similar Schools average:

78.2%

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:

43.6%

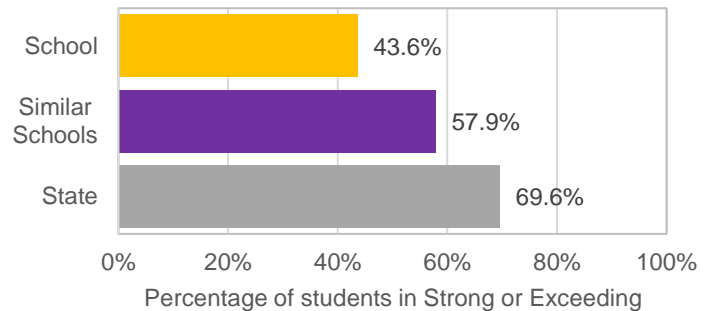
Similar Schools average:

57.9%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.6%

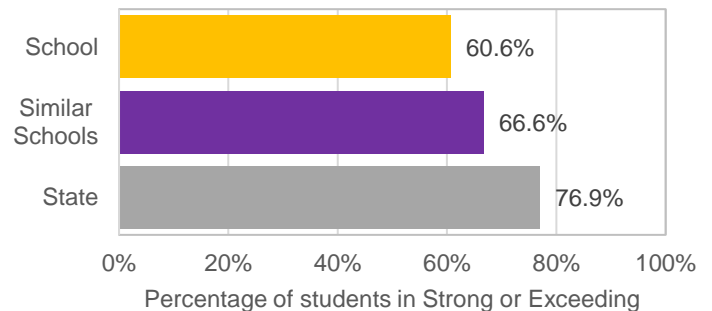
Similar Schools average:

66.6%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

35.9%

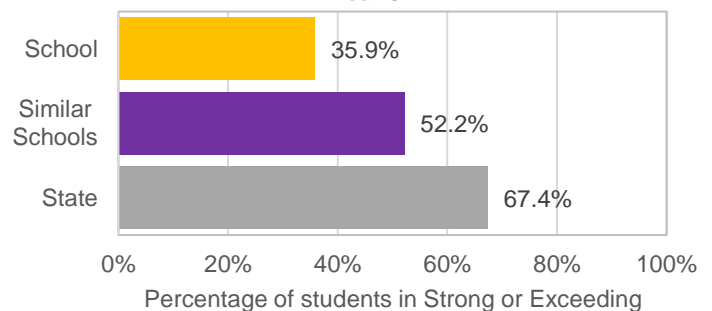
Similar Schools average:

52.2%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

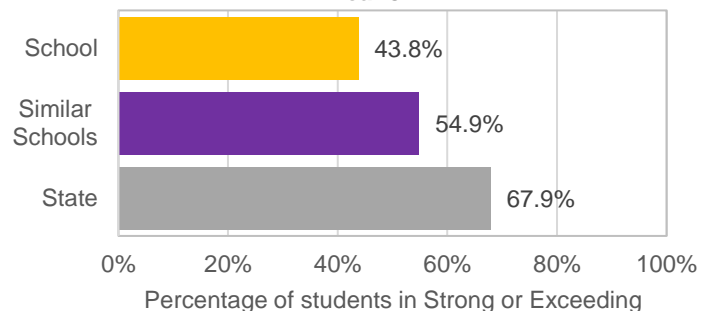
Similar Schools average:

54.9%

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:

65.0%

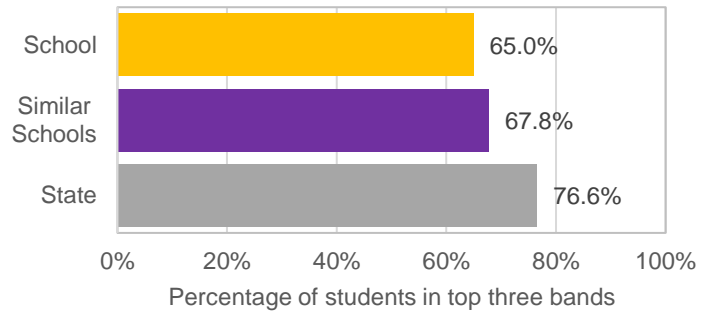
Similar Schools average:

67.8%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

73.9%

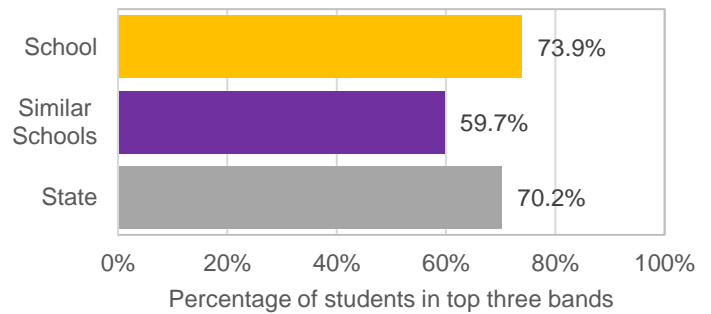
Similar Schools average:

59.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

40.0%

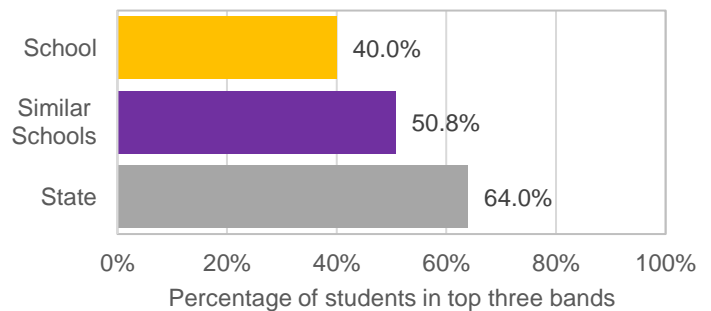
Similar Schools average:

50.8%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

27.3%

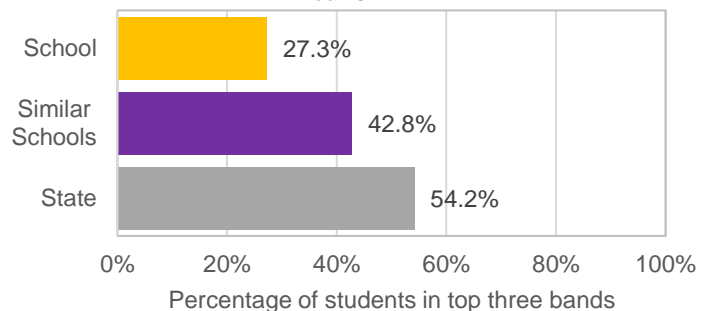
Similar Schools average:

42.8%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

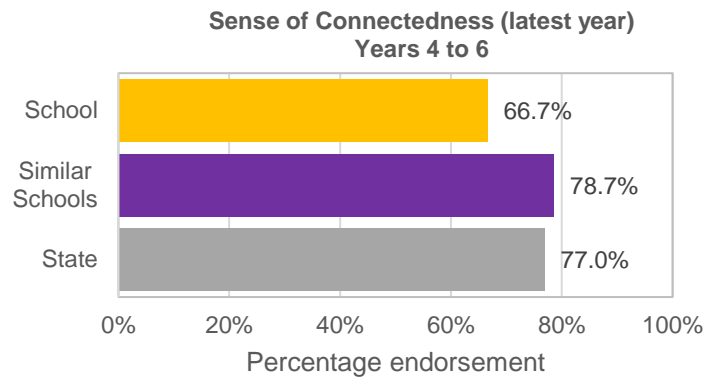
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	66.7%	71.3%
Similar Schools average:	78.7%	79.5%
State average:	77.0%	78.5%

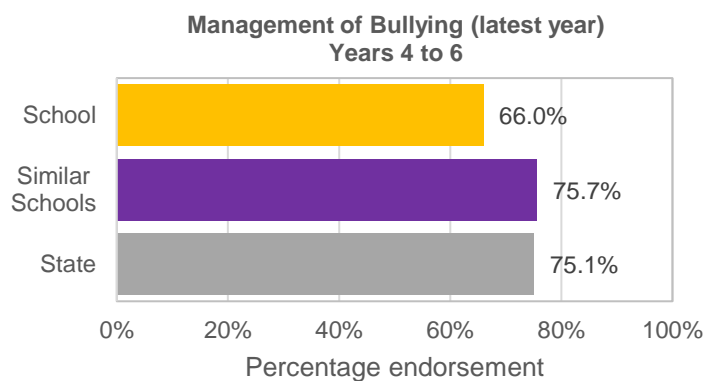


### Student Attitudes to School – Management of Bullying

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:	66.0%	70.1%
Similar Schools average:	75.7%	76.4%
State average:	75.1%	76.9%



## ENGAGEMENT

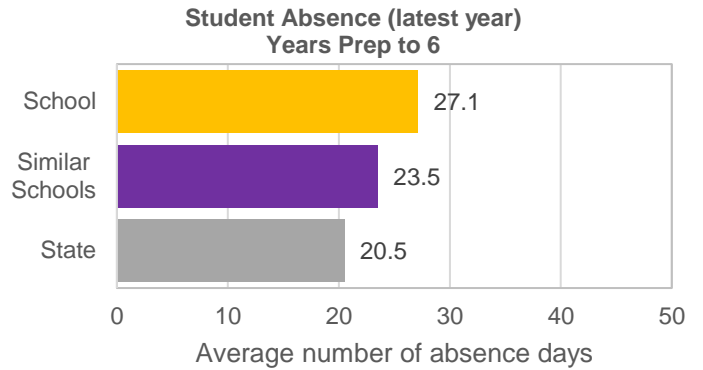
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.1	28.7
Similar Schools average:	23.5	22.0
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):	87%	86%	85%	86%	89%	87%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,222,577
Government Provided DET Grants	\$630,369
Government Grants Commonwealth	\$2,400
Government Grants State	\$5,000
Revenue Other	\$10,697
Locally Raised Funds	\$118,457
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,989,501</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$72,362
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$14,376
<b>Equity Total</b>	<b>\$86,738</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,698,629
Adjustments	\$0
Books & Publications	\$2,337
Camps/Excursions/Activities	\$27,926
Communication Costs	\$1,855
Consumables	\$89,177
Miscellaneous Expense <sup>3</sup>	\$43,515
Professional Development	\$22,851
Equipment/Maintenance/Hire	\$208,677
Property Services	\$42,089
Salaries & Allowances <sup>4</sup>	\$291,908
Support Services	\$69,319
Trading & Fundraising	\$73,909
Motor Vehicle Expenses	\$225
Travel & Subsistence	\$0
Utilities	\$52,643
<b>Total Operating Expenditure</b>	<b>\$5,625,060</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$635,559)</b>
<b>Asset Acquisitions</b>	<b>\$24,397</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$6,393
Official Account	\$10,711
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$17,104</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$150,115
Other Recurrent Expenditure	\$0
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	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$150,115</b>

*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.*