

2023 Annual Report to the School Community

School Name: Watsonia North Primary School (4988)



- 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 12:34 PM by Sarah Pollnitz (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 29 April 2024 at 11:43 AM by Penny Van Gelderen (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

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

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

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

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

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

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

About Our School

School context

Watsonia North Primary School is a dynamic school located 17 km north of the Melbourne CBD in the local government municipality of Banyule. Our school enjoys an enviable reputation in the community, generally having high student, parent, and community engagement and participation. The school's vision and intended purpose are to provide a caring, stimulating, and dynamic learning environment where children develop their literacy, numeracy, and curiosity. The school aims to maximise student potential in a safe and caring community where academic achievement, positive self-esteem, cultural diversity, and all rights are highly valued and respected. Our learning culture encourages and expects personal best in all endeavours. The school's ethos and culture are underpinned by our core values and influenced by a common purpose. We aim to pursue high performance whilst embedding a social framework supporting students' growth and development as people and learners. The school currently caters to the maximum number of students the facilities will accommodate. In 2023, 568 students were enrolled, with 15% of students identified as learning English as an Additional Language (EAL), three international students, and 1% of students identifying as Aboriginal or Torres Strait Islanders. The Student Family Occupation and Education (SFOE) index is 0.2209, indicating a community with a low socio-economic status advantage relative to other Victorian Government schools. A staffing profile comprising the Principal, two Assistant Principals, one Leading Teacher, two Learning Specialists, 35.4 equivalent full-time teaching staff, and 7.47 education support staff work collaboratively to form a strong and effective team who are focused on ensuring the attainment of school goals and priorities. The staff at WNPS are dedicated, professional, and committed to continual growth and learning. Teams collaboratively develop cohesive teaching and learning outcomes. Classroom and specialist teachers, leadership, and support staff work together to create and deliver successful programs. The well-balanced curriculum offers all students opportunities to develop academically, physically, socially, and emotionally. Our instructional model allows for differentiation and challenge in a safe learning environment. Strong and effective relationships are an essential feature of our school. Our staff, students, school council, and parents work together to do their best for our school. Our continued focus is on keeping the traditions while progressing with innovation, creativity, and excellence. At the core of our work is the continued emphasis on every child, ensuring they can achieve their personal best and continue to strive for excellence. Classroom programs continue to be enriched and supported by our four specialist areas - Physical Education, Music, Visual Art, and Italian Language Program. Intervention programs in literacy and numeracy are available across all year levels, ensuring extra support for students not meeting benchmarks. Watsonia North continues to offer high-interest and enriching programs that our community values. Such programs are inclusive of but not limited to our comprehensive instrumental music program, rigorous camping and outdoor education program, and school council operated before and aftercare program. We are proud of our achievements. We will continue to reflect on and review our practices, building on current successes. Staff are committed to continuing their personal and team learning journeys. They are driven by their own curiosity and love of learning whilst facilitating this in our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school is committed to using the Victorian Teaching and Learning Model to increase our capacity for school improvement. The Framework for Improvement of Student Outcomes (FISO 2.0) continues to guide us in developing goals that form our strategic plan. We review the attainment of these goals regularly within various forums, such as leadership and whole staff meetings, professional learning community investigations, staff, student and parent surveys. Our reflections about our success in addressing the FISO priority - Learning in 2023 enabled us to prioritise areas for teacher education when developing our professional learning plan. Curriculum days and staff meetings were allocated to Literacy – SmartSpelling and Writer's Workshop and Mathematics - Embedding the Instructional Model and assessment strategies around delivering consistent approaches.

Our focus on increasing teacher capacity and student outcomes has been supported by ensuring that Year Level team collaboration and planning continues to be catered for during non-face-to-face time. Our teams work as a professional learning community when planning rich, challenging tasks with multiple entry points. An increased focus on collaboration amongst teachers has created an opportunity for more robust communication when discussing student needs and how to deliver consistent teaching and learning experiences.

Professional Learning Cycles are an essential aspect of staff professional learning, and these are scheduled into the meeting timetable. These professional learning 'sprints' have increased our use of data and created a culture shift when identifying problems of practice that are then addressed with the intention of positively affecting our students.

An increased focus on teaching phonics and the science of reading, our whole-school spelling approach, open-ended challenging tasks in numeracy, and improved assessment practices are positively affecting our student outcomes.

We have a tiered intervention program for at-risk students, supported by the Education Support Staff, the English as an Additional Language (EAL) teacher, Disability Inclusion Coordinator and Learning Tutors. The additional support provided to English as an Additional Language (EAL) students and all students in the PSD program (Program for Students with Disability) ensured progress in achieving individual goals set by the respective program support groups.

Student performance summaries for 2023 demonstrate consistency in student achievement data. From an analysis of 2023 Teacher Judgement data, the majority of students are making 'At' or 'Above Expected Growth' in all curriculum areas. We responded to data identifying students who were achieving below the expected age level in reading by implementing intervention strategies such as small group tutoring. As we are in the early stages of implementing and resourcing phonics-based reading instruction and decodable texts in the early years, the full effect on student outcomes is not yet evident but will be periodically reviewed using data collected over a short time period until we have longitudinal data. Our NAPLAN data for 2023 indicates that our Year 5 students performed significantly higher than similar schools in the domains of Reading, Writing, and Spelling, higher than similar schools in the Numeracy domain and below similar schools for Grammar and Punctuation. However, our Year 3 students performed lower than similar schools in all domains tested. Although we are investigating why there is a disparity between the Year 3 and Year 5 performance data, the information has given us cause for investigation into our current teaching practices, changes that we have made in the last three years, and the long-term effects that implementing new practices have had on our student's capacity. We are extremely proud of our efforts to evaluate and improve our teaching practices, learning methodologies and programs and our home-school connection for 2023.

Our school improvement plan ensures that we have;

- * A clear school pedagogical model for the growth and development of both staff and students.
- * Enhanced staff capacity to deliver differentiated mathematics and literacy programs.
- * Focus on teacher collaboration and team investigations into practice improvement.
- * Continuous data analysis identifying student points of need and planned intervention for all students.
- * Consistent and streamlined use of school documents, including school planning documents, the School Strategic Plan, and the Annual Implementation Plan.
- * Staff professional learning plan aligned with our SSP, AIP, and individual staff needs.
- * The value that our families place on education and their commitment to supporting excellence in learning.

Wellbeing

Our focus on supporting students to be happy, healthy kids continued throughout 2023. One of our main focuses for the year was to provide a counselling service for students who presented with high-level emotional needs. As a result, we secured the services of Psychs in Schools and were able to offer a one-to-one support service for approximately 20 of our students.

We continued to support students in making appropriate decisions when faced with stressful issues. A whole school focus on using The Zones of Regulation to articulate feelings enabled teaching teams to conduct investigations into how the Zones of Regulation can assist students to not only discuss their feelings but also what they can do to manage behaviours associated with the emotions that they are experiencing. In 2023, we hired a staff member to monitor and manage whole school absenteeism. An improvement in documentation and systematic processes has supported the school to make significant improvements in school attendance. Cases of chronic absenteeism are referred to and managed by the Wellbeing and Engagement Assistant Principal, who investigates causation and puts support systems in place where necessary.

At the year's commencement, the school's values-based Start Up program supported students to strengthen connections with the school, and their peers, consolidating the focus on developing respectful, resilient students who display growth mindsets and positive behaviours. The Start-Up program was an opportunity to re-set school expectations and core routines and refocus on our core values. We continued our work with the DET initiative, Respectful Relationships, to give teachers a scope and sequence for teaching positive mental health. Comprehensive induction programs supported new staff to connect with school practices and processes, with the intention of creating a sense of belonging early in the school year. Various safety and wellbeing events were celebrated throughout the year, including R U OK day and Day for Daniel. The Victorian Curriculum capabilities underpin our planning and documentation.

Students in Years 4-6 who completed the Attitudes to School Survey (AToSS) reported a strong sense of inclusion in the school (85%), a high endorsement that they are experiencing learning tailored to their needs with an appropriate level of challenge – Differentiated Learning and Challenge (82%) and High expectations for success (91%). When asked about their level of satisfaction with the management of bullying (86%) of students stated that they had not experienced bullying and had a high endorsement for how they felt about their peer relationships (83%). Our student feedback through the Attitude to School Survey indicates that our students respond similarly to students in similar schools as Watsonia North Primary School, and responses align with state averages. We continue to focus on improving our students' connection and engagement with the school, and as part of the School's Strategic Plan, we are focusing on increasing our students' positive endorsement of the Student Voice, Agency and Leadership, and Motivation and Interest.

We will continue to create opportunities to increase whole-school connectedness for students, staff, and our families. We take

immense pride in our whole school approaches to engage proactively with students, parents and community health specialists. Our future work in this area requires auditing our whole school curriculum plan related to wellbeing to ensure that social and emotional health continues to be taught explicitly and integrated across the curriculum.

Engagement

Our Strategic Plan's key focus area for the Engagement priority is the activation of student voice, leadership, and agency in relation to learning. We continue to build our students as leaders in the community, and we are developing strength in practices that promote our student's skills and abilities to become leaders in their own learning. We want our students to self-identify their learning needs and co-create their learning journey with their teachers. In developing Student Voice, Agency and Leadership, staff are supported in developing a common language and understanding as we further unpack the meaning behind being an autonomous learner. The need to continue this work is supported by low student endorsement in the area of Student Voice and Agency when giving feedback through the 2023 Attitudes to School Survey (AToSS). Although our student's positive endorsement in this area has increased from 57% in 2022 to 59% in 2023, our goal is to reach 76% by the end of 2026. During 2023, the Teaching and Learning Assistant Principal has worked with student leaders at every level to create a 'student-friendly' definition of Student Voice, Agency and Leadership that has been distributed throughout the school. The Student Representative Council (SRC) also developed a professional development video for staff and students about the redevelopment of the WNPS Learning to Learn learning continuum. To support the increase of student connectedness and sense of inclusion, as well as support students seeking alternative forums with which to connect with their peers, our senior students have developed a lunchtime clubs program where students from throughout the school are given the opportunity to attend a student-led, teacher supervised activity. Our SRC also run a termly leadership afternoon where the student leaders lead a group of younger students from the same House as them; they unpack the school values and promote cross-age tutoring.

Other highlights from the school year

We are exceptionally proud of the inclusive environment that we provide at Watsonia North Primary School. We have a strong sense of collegial support amongst our staff, and our students and parents demonstrate high care and support for each other and the staff. 2023 has seen an increase in opportunities for students to be agents of their own learning, active members of the school program and advocates for school improvement. We have welcomed the input that our families have put into providing feedback, volunteering for classroom, excursion and incursion support, volunteering for fundraising support and celebrating the end of a successful year with a Christmas Carol evening. We look forward to extending these family connections in 2024.

Financial performance

The school's sound financial position is made possible through strong and strategic financial planning and continuous monitoring of revenue and expenditure.

Equity and targeted initiatives funded through DET allowed for the provision of English as an Additional Language, Literacy and Numeracy intervention teaching staff. These teachers target support for our most vulnerable students who continue to demonstrate below-level academic achievement compared to their same-age peers. Funding resources to support intervention teachers and Junior School teachers in using an evidence-based phonics approach to reading was achieved by carefully adjusting the Literacy budget and directing the funds raised through the efforts of the Fundraising Committee throughout the year. Program budget leaders continue to work within clearly defined budgetary guidelines, which are continually monitored by the school's leadership team and School Council. Expenditure continues to be carefully budgeted, and most spending was below the predicted requirements. The School Council continues to set program budgets with funding priorities targeted towards key areas of the School's Strategic Plan - literacy, numeracy and curiosity.

For more detailed information regarding our school please visit our website at <http://www.watsonia-north.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 568 students were enrolled at this school in 2023, 256 female and 312 male.

15 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).

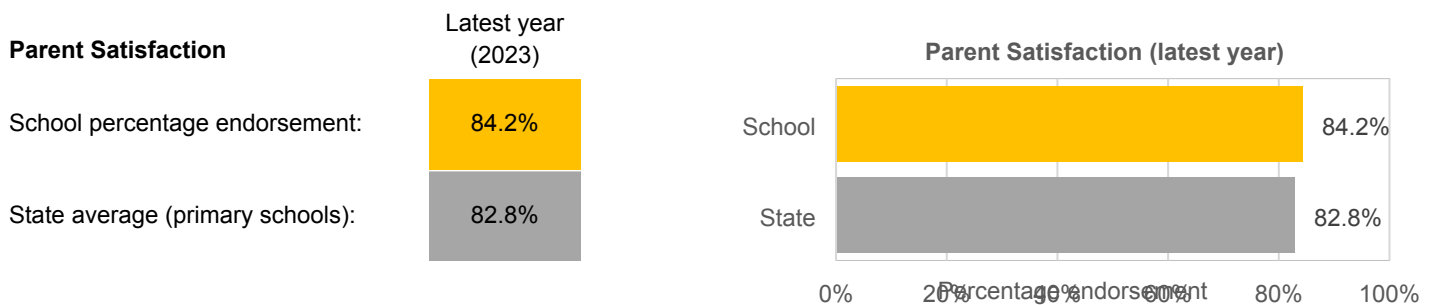
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

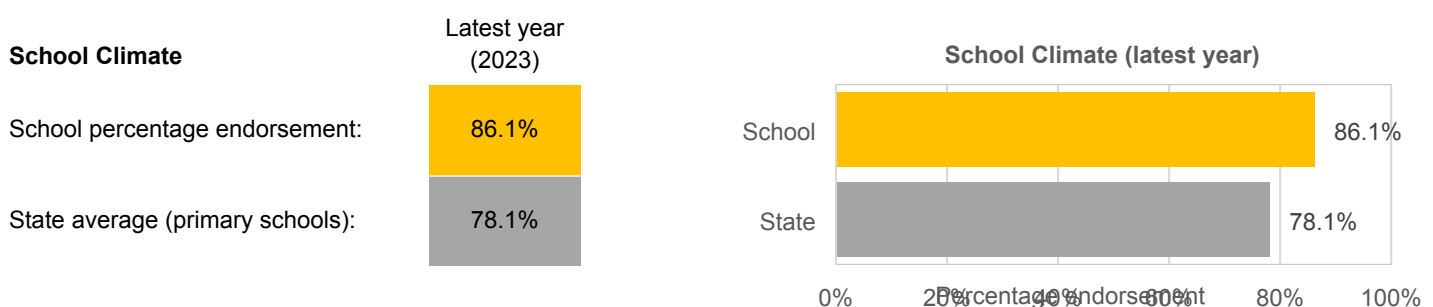


School Staff Survey

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:

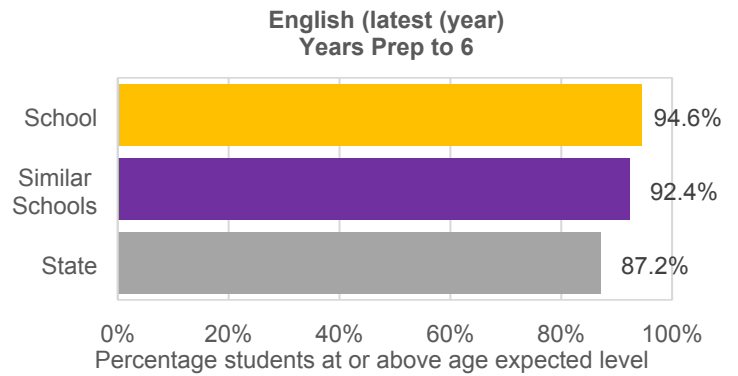
94.6%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

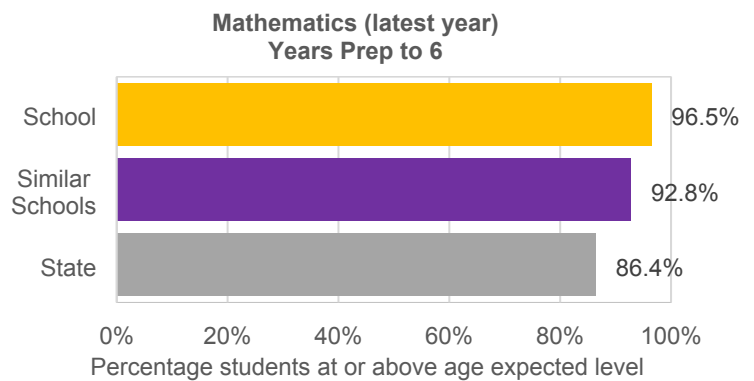
96.5%

Similar Schools average:

92.8%

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:

68.4%

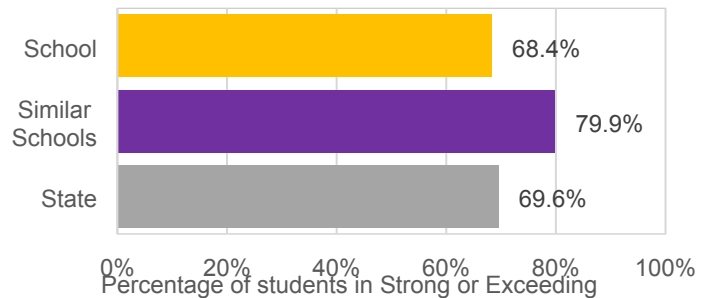
Similar Schools average:

79.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.8%

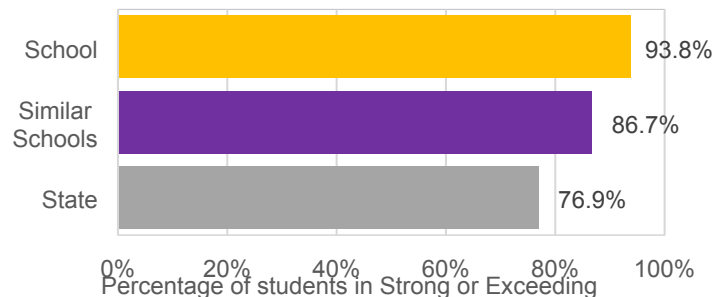
Similar Schools average:

86.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

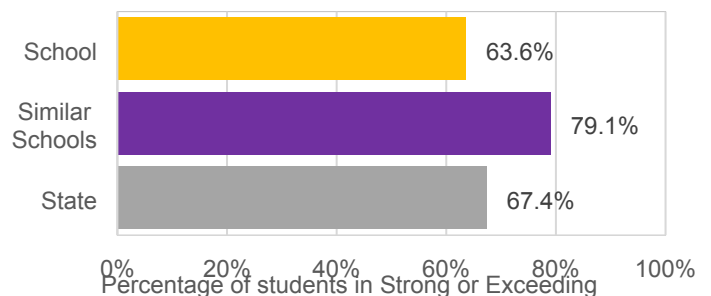
Similar Schools average:

79.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

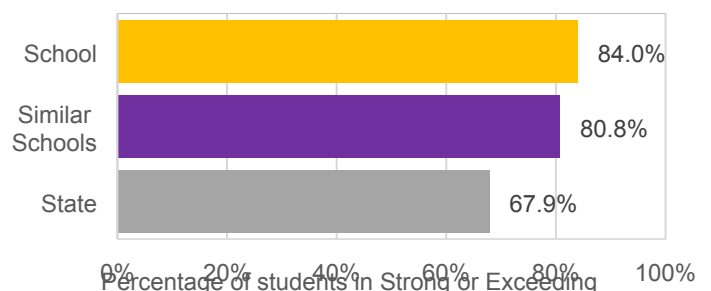
Similar Schools average:

80.8%

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:

78.2%

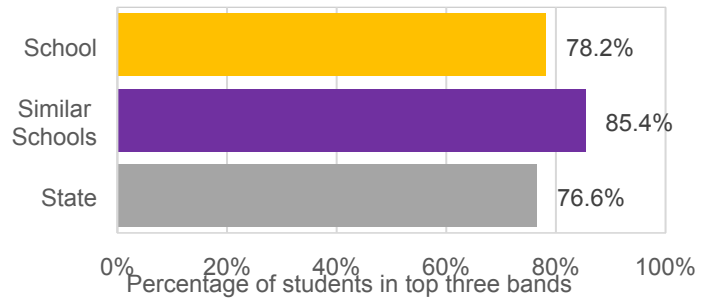
Similar Schools average:

85.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.4%

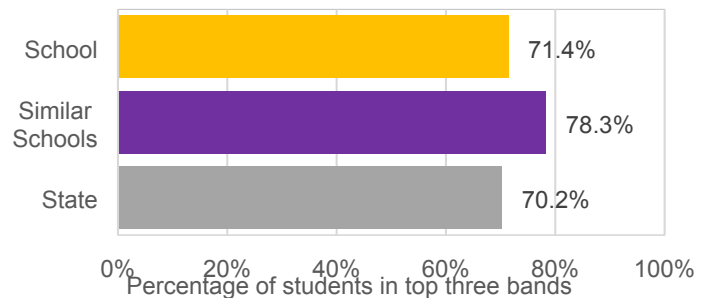
Similar Schools average:

78.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

79.0%

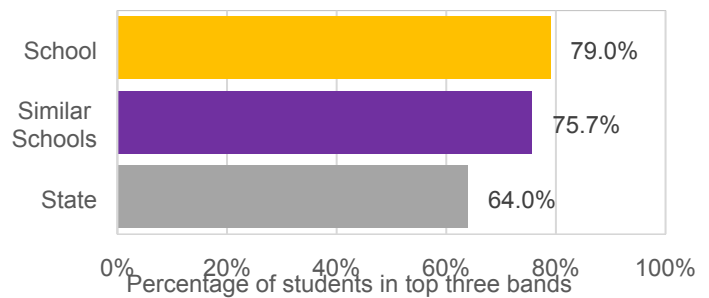
Similar Schools average:

75.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

73.1%

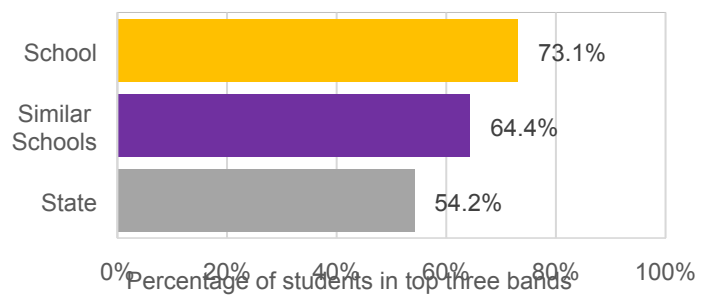
Similar Schools average:

64.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

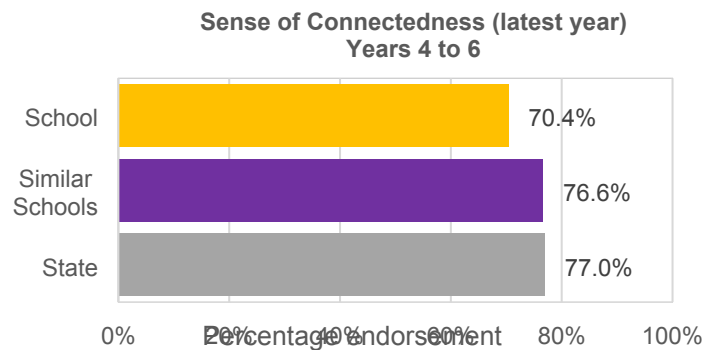
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.4%	75.3%
Similar Schools average:	76.6%	78.6%
State average:	77.0%	78.5%

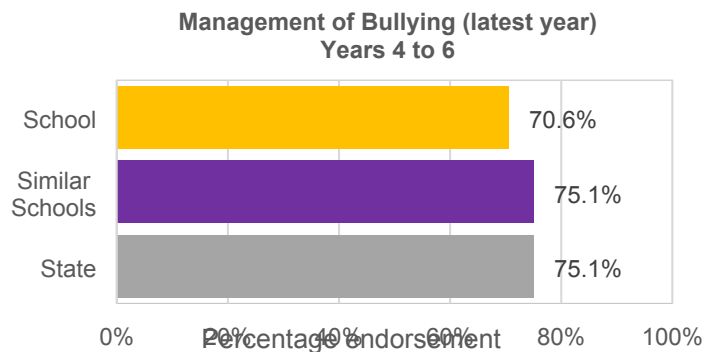


Student Attitudes to School – Management of Bullying

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:	70.6%	76.1%
Similar Schools average:	75.1%	76.8%
State average:	75.1%	76.9%



ENGAGEMENT

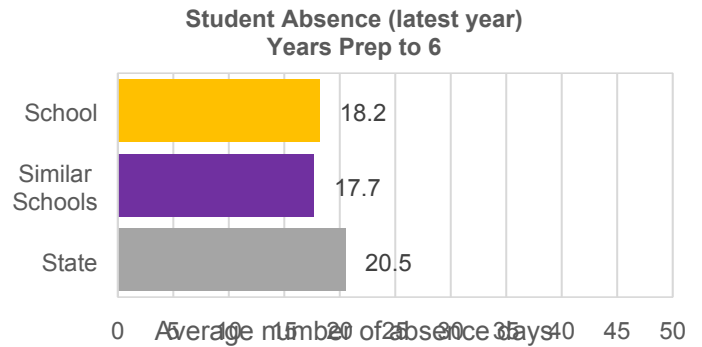
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.2	15.2
Similar Schools average:	17.7	14.9
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):	92%	91%	91%	91%	91%	89%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,914,048
Government Provided DET Grants	\$556,332
Government Grants Commonwealth	\$203,775
Government Grants State	\$0
Revenue Other	\$54,881
Locally Raised Funds	\$700,570
Capital Grants	\$0
Total Operating Revenue	\$7,429,605

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,086
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,086

Expenditure	Actual
Student Resource Package ²	\$5,096,198
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$155,851
Communication Costs	\$5,325
Consumables	\$136,154
Miscellaneous Expense ³	\$362,786
Professional Development	\$51,300
Equipment/Maintenance/Hire	\$60,547
Property Services	\$70,450
Salaries & Allowances ⁴	\$530,815
Support Services	\$186,580
Trading & Fundraising	\$72,784
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,478
Total Operating Expenditure	\$6,792,267
Net Operating Surplus/-Deficit	\$637,338
Asset Acquisitions	\$18,926

- (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	\$656,484
Official Account	\$16,559
Other Accounts	\$0
Total Funds Available	\$673,044

Financial Commitments	Actual
Operating Reserve	\$274,504
Other Recurrent Expenditure	\$0
Provision Accounts	\$41,188
Funds Received in Advance	\$0
School Based Programs	\$351,058
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	\$170,051
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$836,801

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.