

2023 Annual Report to the School Community

School Name: Geelong East Primary School (0541)



- 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 19 April 2024 at 04:51 PM by Karen Chaston (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 by School Council President 30 April 2024

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

Geelong East Primary School was established in 1857. In 2023 there were 182 students. The school has extensive gardens and grounds providing many active and passive play areas. A Capital works program was announced in 2023 (\$3.39 million) and is due to be completed early 2025. The school has a long tradition of excellence and commitment to the total education, learning and wellbeing of the students in its care.

2023 saw the school complete its Review which revealed its many strengths and areas for improvement. Students, staff and the community all highlighted the positive learning environment and positive support for Geelong East throughout the review year. The entire staff work together in a purposeful and professional manner to plan and implement the Victorian Curriculum which is based on inquiry learning models. Working as Professional Learning Communities (PLC's) we endeavour to strengthen and enhance each student's potential- academic, social and physical.

The school is proud of its commitment to providing a wide variety of extra curriculum activities to enhance its strong core curriculum. The school's particular strengths are its values ethos, student leadership development, a commitment to sustainability, intervention and enrichment. Our school endeavours to cater for all student learning needs. Geelong East PS utilises a school supplied 1:1 iPad program, available for educational use, in all classrooms Prep-6. Laptops and netbooks are also utilised.

The school continues to build teacher capacity in numeracy, literacy and wellbeing through a school-based consultant/coaching approach. The school has a variety of supports and interventions to develop student academic and social needs. Numeracy is a priority, with the school investigating and investing in building teacher capacity to continually learn how to support the children in our care.

We have a variety of allied health professionals supporting our student needs. Our Healthy Living Victoria accreditation is a celebration of the whole school program aimed at the total child which includes the Wellbeing and Physical Health of our children. We are an accredited eSmart school which celebrates the fact that we are consistently educating our students in the area of responsible ICT usage and Cyber safety.

Our strong culture of care is extended through our Wellbeing focus and strong community partnerships. Our Mental Health officer and Inclusion leader support all students. All staff are Berry Street trained, we utilise Positive School Wide supports at all levels of the school. As part of the Alannah and Madeline 'Better Buddies' program our children have a student buddy to help and assist them in the early years. An extension of this is the Peer support program where students meet in cross-age groups once a week to discuss student issues and work collaboratively to support our culture of learning in a supportive environment. Student voice is led by our Student Leadership Team, Peer Support Leaders and Junior School Council.

Geelong East Primary School has a positive profile which has been celebrated by the Department of Education as one of the few schools still operating after 150 years!

Progress towards strategic goals, student outcomes and student engagement

Learning

Geelong East Primary School was involved in its Year of Review in 2023. This involved a forensic investigation of our goals over the past 4 years and was very positive. The whole school was involved in looking at the school's strengths and guided the school towards its goals for the next School Strategic Plan.

The structure of the school around Professional Learning Communities (PLC) at Geelong East Primary School focuses on achieving the best possible outcomes for all students through a collaborative approach to planning, implementation and assessment against student learning needs. The active partnership of the community- students, staff and parents is an expectation clearly evident in the year of review. Timetabled PLC's:- both whole school and level teams are prioritised. These are planned and scheduled around the Framework for Improving Student Outcomes (FISO) 2.0. Whole school, level and individual student data is utilised to support planning and interventions to support individual student needs.

In 2022/2023, the school continued to review its Instructional model to align teacher and student expectations within lessons in Literacy and have expanded to develop a numeracy specific instructional model based on the work of the Primary Maths and Science Specialist professional learning and MAV's big ideas. The models embed the High Impact Teaching Strategies. Teacher judgements of English P-6 were above similar schools in Reading. Teacher judgements of Mathematics P-6 are above similar schools and pleasing to note close to the state average.

16 year 3 students sat NAPLAN in 2023. The percentage of students Year 3 in Strong or Exceeding in NAPLAN Reading 2023 was 50%. The percentage of students in the Top 3 bands in Year 3 NAPLAN Reading in 2023 was 66.7% which was similar to similar schools. The percentage of students Year 5 in Strong or Exceeding in NAPLAN Reading 2023 was 66.7% similar to similar schools. The percentage of students Year 5 in the Top 3 bands in Reading NAPLAN 2023 was 50%

The percentage of students in Year 3 students in Strong or Exceeding in NAPLAN Numeracy 2023 was 40% above similar schools. The percentage of students in Year 3 NAPLAN numeracy Top 3 bands was 52.2% above similar schools. The percentage of Year 5 in NAPLAN numeracy achieving Strong or Exceeding was 50%. The percentage of Year 5 in the Top 3 Bands in Numeracy was 38.2% similar to similar schools. Numeracy continues to be an area that requires continued focus into 2024. The school is extremely proud of the children who were chosen to be involved in the Victorian High Achievers program in 2023. Parent Opinion of Student Connection and Progression factor was 86% matching State results. Student Cognitive Engagement matched State at 79% with High Expectations of Students a highlight at 100%. The factor of Student Development was 84%, (above State) with Confidence and Resilience a highlight at 89%.

Interventions for students with a Disability and Inclusion profile are guided by student learning goals collaboratively designed by parents and teachers. All students on the program showed growth against their individual goals. In 2023 the Tutor Learning Initiative supported students in Literacy and Numeracy that showed no (or little) growth in 2022. Our data indicated all children on the program showed growth in 2023, with some significant increase in data for students who regularly attended school.

Wellbeing

Geelong East PS welcomed 5 new staff members in 2023. All staff were inducted into the strong ethos of positive support for children in all areas of student health and well being. The inclusion of a Mental Health and Inclusion officer was a highlight of the 2023 year ensuring our school continued to focus on all areas of student growth. Inclusion and adjustments to meet individual student needs a priority throughout the year. Building teacher capacity remained a priority to ensure whole school consistency to embed our practices. Each week whole staff Wellbeing PLC meetings included areas such as Berry Street Education model, School Wide Positive Behaviour, Resilience, Rights and Respectful Relationships (RRRR), Active classrooms and student voice. Our whole school approach to the teaching and learning of the RRRR curriculum continues to be supported by the implementation of the Berry Street Education Model embedded into our curriculum planning ensuring contextual delivery at the point of need. Together, the curriculum and strategies combine to provide an integrated and inclusive model of delivery. A key element of our transition is the 'Starting Strong' program, explicitly focusing on the needs of the students as they returned to the classroom. Following unavoidable breaks to, and disruption of, on-site learning 2022 our focus remained on student connection to school and learning communities. Health and well-being supports for both students and families continue to be a major piece of work for our school Leaders. Partnerships with Bethany (Connect UP), Psych in Schools, Ardoch, The Smith Family, Foodbank, Eat Up and accommodating allied health services within the school supported our focus on individual students and families.

PIVOT or the Attitudes to School Surveys were completed by students each term which enabled analysis of data to focus on specific concerns of students. Highlights of the ATOSS were Effective Classroom Behaviour and Respect for Diversity both with 79% endorsement (matching and above State results). 88% of students endorsed the measure that there was an Advocate at School, above state results.

On the Parent Opinion survey in 2023 in the Safety Factor 89% of parents responded positively (above State results). In this area a highlight was Promoting Positive Behaviour, Geelong East performed better than State with 97% of parents responding in the positive. In the Student development Factor the positive responses were 84% above State results. A highlight of this factor was Student Voice and agency at 81% and Confidence and Resilience at 89% both results above State.

Engagement

2023 continued to be a year of re-engagement and reconnecting students, building the resilience and stamina of our students after significant disruptions to learning over the previous few years. Students indicated a positive attitude to Attendance at 83%, however their Sense of Confidence was 64%. This area has continued to show a significant drop post pandemic. The school has long recognised the effect of low Emotional Awareness and Regulation and its impact on students' individual experiences therefore a highlight was 83% positive response in 2023 to Self Regulation and Goal Setting which was above State results.

The average number absences in 2023 was 21.9. The attendance rate of students in our school was consistent P-6 (87-90%). 2023 the school continued to see a significant number of long overseas and family holidays. Attendance plans and teacher follow up calls

were all utilised to provide positive support. The engagement of agencies to support families, including the Connect-Up program (onsite 2 days a week) and The Bridge program continued to be high during 2023.

To support student engagement our school focused on Student Voice and Agency through our many Leadership opportunities including Student Leadership roles and responsibilities. In 2023 our partnerships included a Writer in residence resulting in another published book for our library- Poems that Pop and The 100 Story Building collaborating in the Story Hub project which resulted in the 'Dream Machine'. Both will be additions to support and enhance student engagement in the future.

Parents and the parent community were engaged through the use of online platforms such as Compass, Seesaw and Facebook. This included providing detailed information of school events to encourage school community involvement in learning. 2023 saw CATs (Common Assessment Tasks) in Literacy and Numeracy sent to parents through the Compass Portal each term. Level newsletters, each week was used to ensure parents were involved in student learning events. A celebration of learning with parent involvement was held each term.

Parent Opinion of Student of Student Cognitive engagement 79% positive response matched State results. Parent Opinion of Student Voice and Agency was 81% was above State results. Student Opinion results were 84% positive in Effective Teaching time, above State results.

2024 will see the second year of Story Hubs (100 story building) and visiting Artists to increase learner confidence and build teacher capacity in writing. Our Ardoch partnership will continue to support engagement by providing low or no cost programs supporting engagement in learning of our students.

Other highlights from the school year

2023 has continued its many and varied partnerships to support student learning. 2 camos were supported by Ardoch and a number of activities at low to no cost to engage students in their learning. A writing visiting Artist resulted in another book to add to the State Library.

Our strong links with the Regional KESO (Koorie Engagement Support Officer) is evident by his participation weekly with our Parwan group. The Parwan group is an established First Nations group of students who meet weekly and represent our school at different forums including the Short Black Opera performance.

A change to the assemblies to 2 whole school assemblies and Level assemblies on other weeks has been a success. Parents have indicated Level Newsletters, Level assemblies and our celebration afternoons as positive opportunities for engagement and communication. Student and parent feedback indicated the Songroom partnership continued to be a positive addition to our school. Our choir, Chess, art club and sporting events provided opportunities for individuals to be involved in their own interests.

Several of our children competed in Regional level athletics while many of our students reached personal bests in our local cross country and Interschool events. Feedback from students is that our specialist programs including Health and Physical Education, Visual Arts, STEM (Science, Technology, engineering and Mathematics) and Japanese were highlights of their week. Our Japanese Day was a success with children and parents participating in Japanese cultural experiences.

Financial performance

The 2023 year saw the school finish with a surplus at reconciliation. The planned deficit was carefully managed all year with the knowledge that funds would return to the school through the reconciliation process against leave deficits.

Funds received in advance, planned maintenance (buildings and grounds) for the next 12 months are included in funds held over. This will include significant repairs of playground equipment that had been planned but was unable to be completed, this includes the 5/6 playground and removal of the old garage and container.

2023 saw the school receive \$325, 870 in equity monies expended on identified needs in our Strategic Plan and subsequent Annual Implementation Plan. This included (but was not limited to) internal and external coaching, providing opportunities for collaborative planning through the Professional Learning Communities (PLC) process to build teacher capacity. The provision of extra staff for interventions as well as contributing school funds to expand to the Tutor Learning Initiative. \$70,267 was provided and expended on the Tutor Learning Initiative to support the extension and catch up of children who showed little to no growth during 2022.

A large proportion of funds (\$196,202) was utilised for support services which included the hire of Casual Relief Teachers (CRTs) for staff illnesses and to release teachers for Professional Learning aligned to the Annual Implementation Plan.

\$87,420 was raised locally, a significant amount! These funds were used to improve the school grounds through the employment of a maintenance officer for 1 day a week plus a maintenance blitz through a local contractor every term. School Council recognises the need for this as continued repair and maintenance is required due to the age of the buildings and the established growth of trees and bushes in the grounds. We have a dedicated Parent and Friends supporting our school, fundraising is well supported by our community.

Planned maintenance and building funds were utilised on priorities identified in the Rolling Facilities Audit. Currently the school has completed all urgent, as well as level 1 and 2 priority maintenance items.

Strategic use of funds were committed to support and maintain our focus on Instructional Leaders and the Professional Learning Communities process. These enabled the building of teacher capacity through external and internal professional learning and coaching. This is essential as the school strives to critically reflect and build teacher capacity. The Strategic Plan ensured the building of teacher capacity, to support student learning over the last 4 years.

All funds received from the Department, or raised by the school, have been expended or committed to subsequent years to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
www.geeastps.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 182 students were enrolled at this school in 2023, 79 female and 101 male.

3 percent of students had English as an additional language and 8 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).

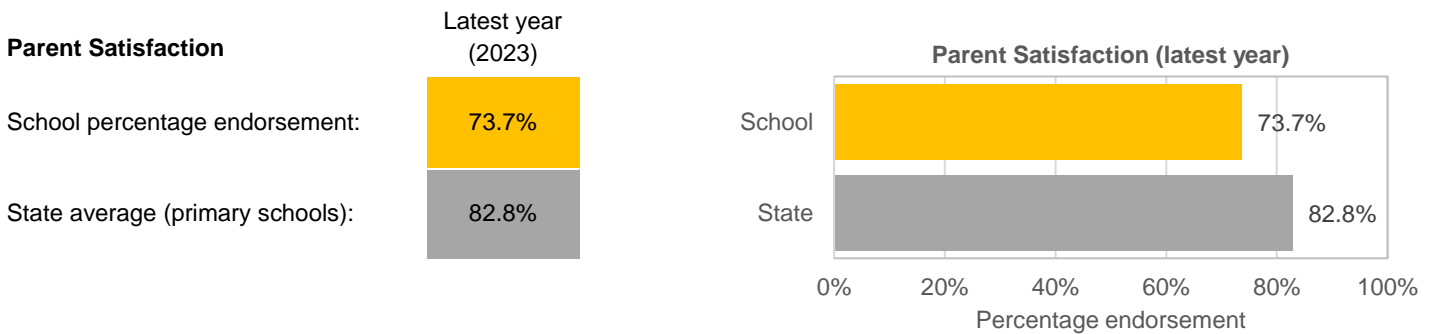
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

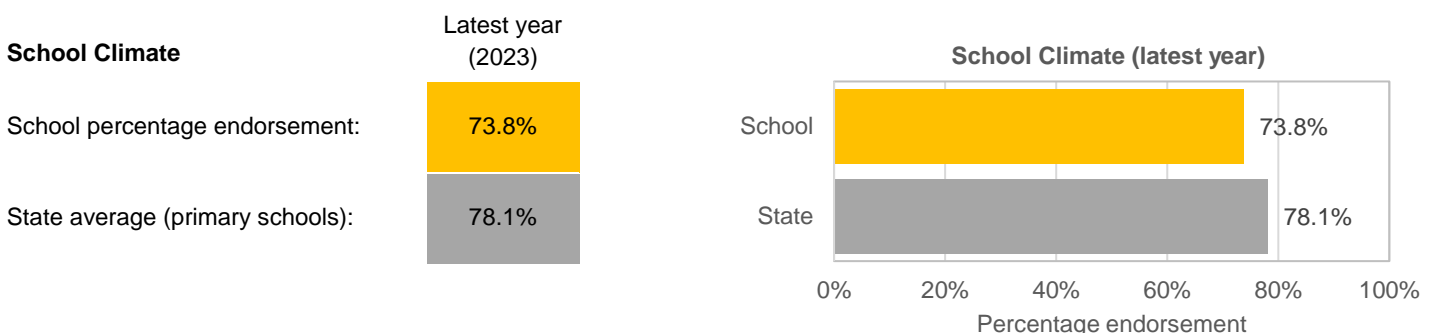


School Staff Survey

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:

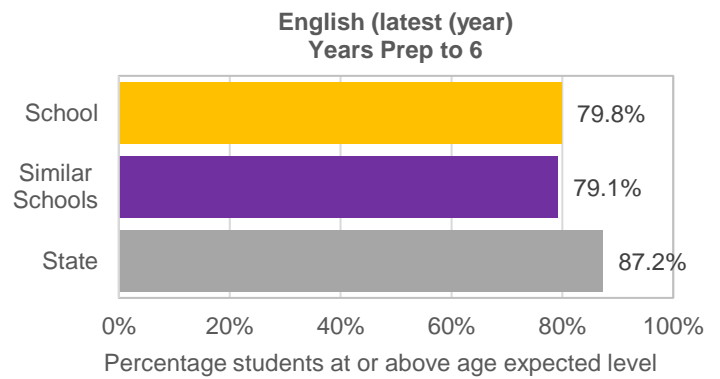
79.8%

Similar Schools average:

79.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

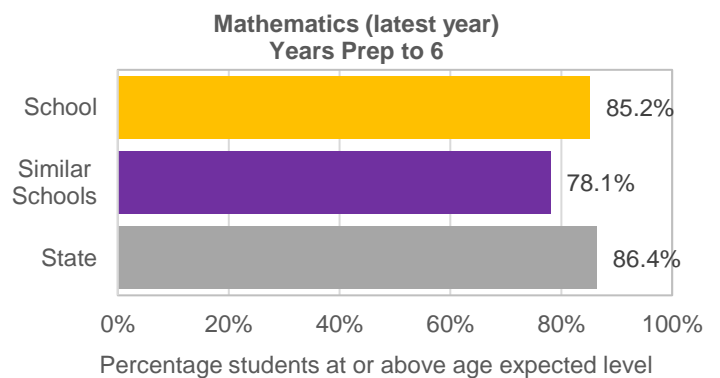
85.2%

Similar Schools average:

78.1%

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:

50.0%

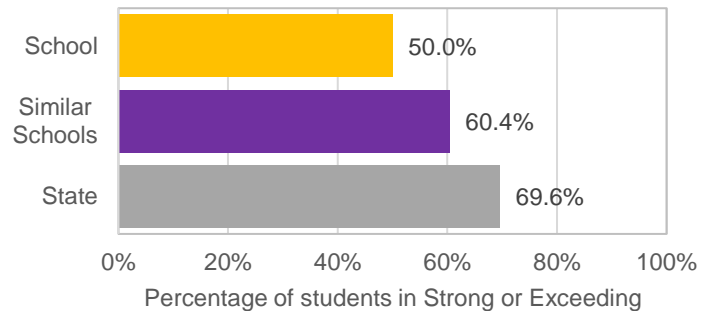
Similar Schools average:

60.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

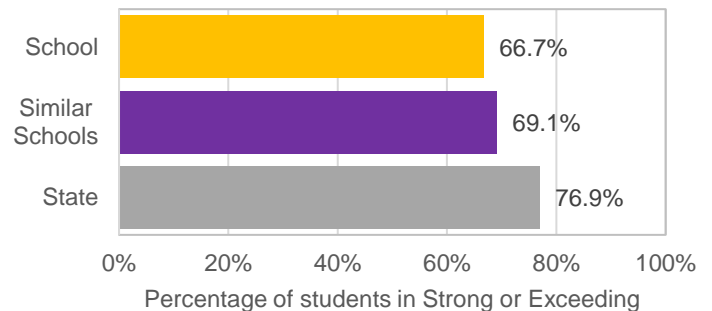
Similar Schools average:

69.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

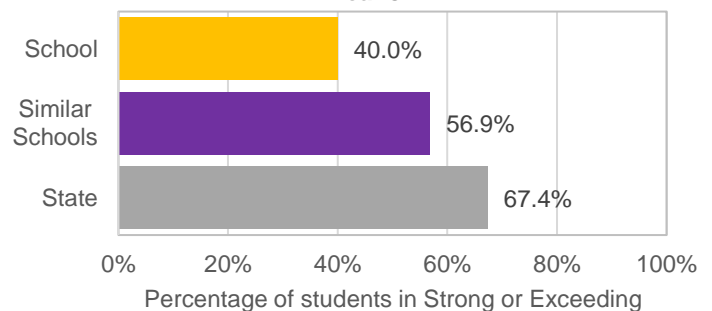
Similar Schools average:

56.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

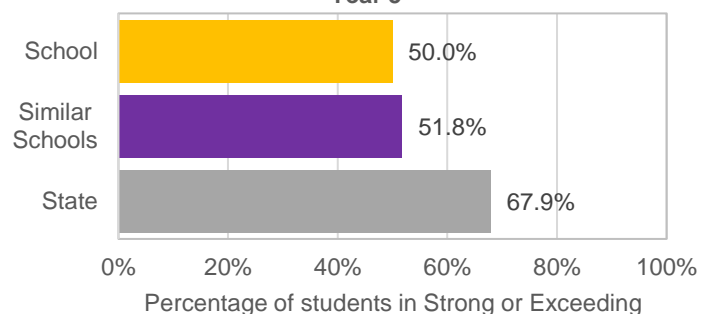
Similar Schools average:

51.8%

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:

66.7%

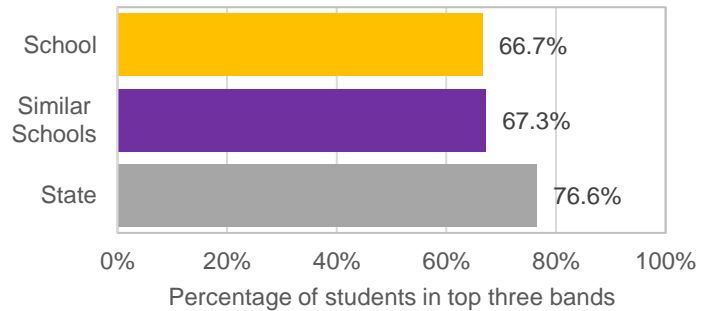
Similar Schools average:

67.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

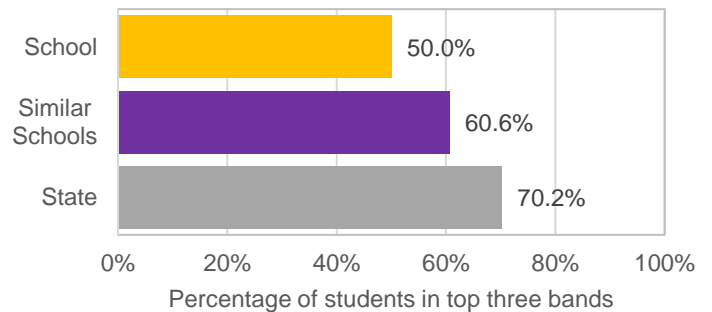
Similar Schools average:

60.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

52.2%

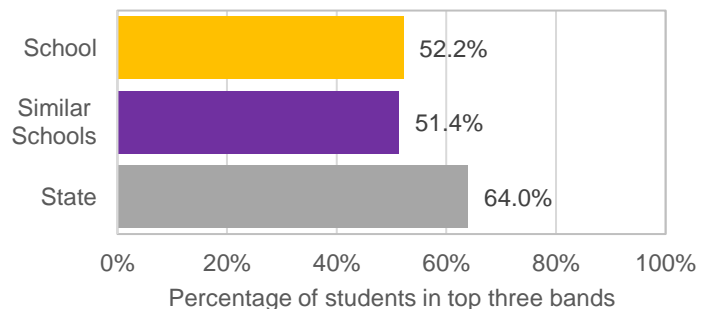
Similar Schools average:

51.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

38.2%

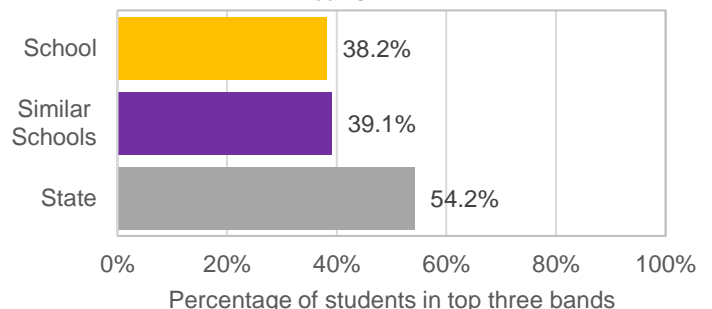
Similar Schools average:

39.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

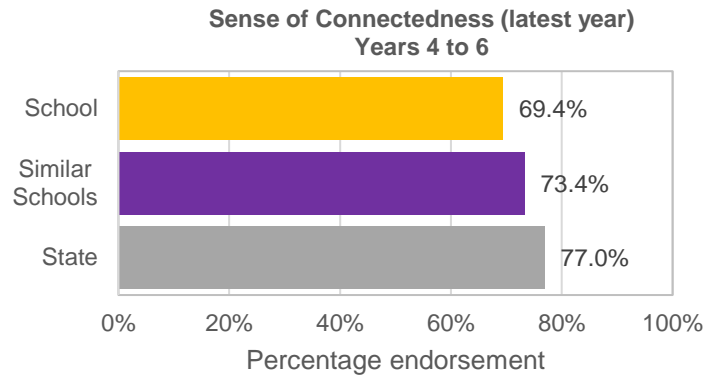
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.4%	66.9%
Similar Schools average:	73.4%	75.1%
State average:	77.0%	78.5%

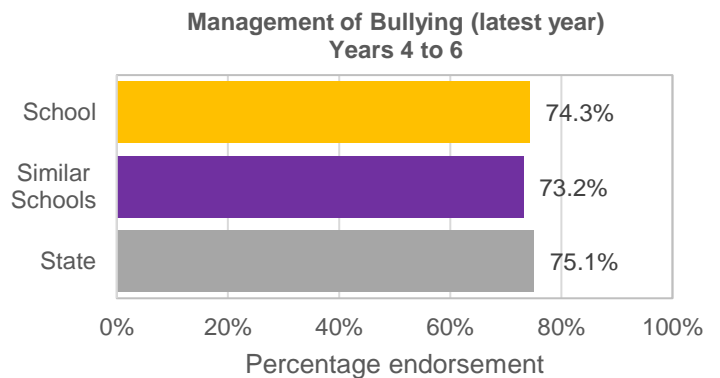


Student Attitudes to School – Management of Bullying

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:	74.3%	72.6%
Similar Schools average:	73.2%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

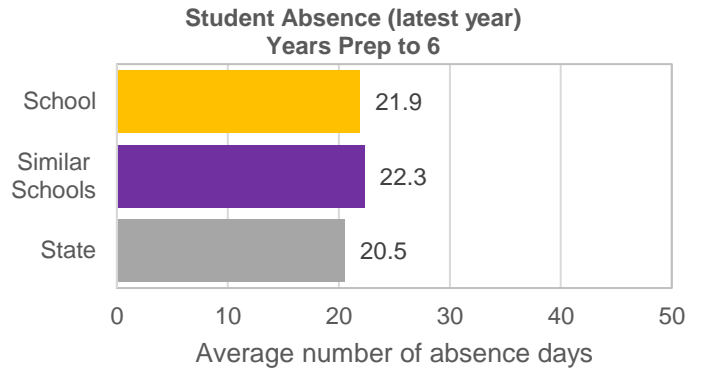
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.9	21.4
Similar Schools average:	22.3	20.9
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):	87%	90%	89%	90%	88%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,226,904
Government Provided DET Grants	\$545,060
Government Grants Commonwealth	\$5,785
Government Grants State	\$0
Revenue Other	\$15,742
Locally Raised Funds	\$87,420
Capital Grants	\$0
Total Operating Revenue	\$2,880,912

Equity ¹	Actual
Equity (Social Disadvantage)	\$325,870
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$325,870

Expenditure	Actual
Student Resource Package ²	\$2,373,825
Adjustments	\$0
Books & Publications	\$660
Camps/Excursions/Activities	\$22,776
Communication Costs	\$8,360
Consumables	\$38,798
Miscellaneous Expense ³	\$372,453
Professional Development	\$4,182
Equipment/Maintenance/Hire	\$19,118
Property Services	\$112,434
Salaries & Allowances ⁴	\$33,641
Support Services	\$196,202
Trading & Fundraising	\$12,568
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$979
Utilities	\$27,367
Total Operating Expenditure	\$3,223,364
Net Operating Surplus/-Deficit	(\$342,452)
Asset Acquisitions	\$504

- (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 16 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	\$79,937
Official Account	\$8,847
Other Accounts	\$0
Total Funds Available	\$88,784

Financial Commitments	Actual
Operating Reserve	\$133,988
Other Recurrent Expenditure	\$628
Provision Accounts	\$0
Funds Received in Advance	\$2,470
School Based Programs	\$42,497
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$23,189
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$222,772

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.