

2023 Annual Report to the School Community

School Name: Narre Warren North Primary School (1901)



- 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 01 March 2024 at 10:53 AM by Connie Vandervoort (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 04:47 PM by Kate Bamford (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

2023 has been another eventful year at Narre Warren North Primary School. Our school has continued to provide excellent educational opportunities for all students, including key events such as the whole school Production of 'Brick to the Future', Show Day, Grandparents' Day, Mothers' Day and Fathers' Day activities; as well as a range of sporting events, excursions and swimming.

Narre Warren North Primary School is in the City of Casey. In 2023 our school had an enrolment of 379 students, 182 female and 196 male. Our school is capped at 390 enrolments. There were 17 grades in operation, 32 students had English as an additional language and a small number of students were Aboriginal or Torres Strait Islander.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy continued to be an important focus at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach was also highly valued. A comprehensive eLearning program supported classroom programs. In 2023 students in Grades 2 to 6 had 1 to 1 access to chromebooks. Students in Grades Prep and Grade 1 had access to iPads and Chromebooks.

Specialist programs in 2023 were provided in Visual Arts, Physical Education, Science, STEM, Performing Arts and Languages Other Than English (Auslan). Our school has a Program for Students with Disabilities, catering for Tier 2 and 3 students with special needs. A Literacy Support/Intervention Program (Mini Lit and Macq Lit) supported students who were at risk, a Tutoring program continued as part of the Department's TLI Program and Integration aides, including a wellbeing support officer, supported funded students and those at risk.

To support and enhance the curriculum, the school offered a variety of programs and opportunities to develop and showcase individual student interests and talents. These additional programs (Family Life, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, Talent Quest, choir, concert, excursions and incursions, buddies, Show Day and Bonus Play), ensured our students had as many additional learning opportunities as possible throughout the year.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values was in place. The continuation of a whole school Behaviour Management Program provided consistent expectations and understanding across the school. A Chaplaincy Program ran two days a week to support our school community and played a key role in helping children cope with the challenges and stresses of life. A Wellbeing Support staff member was employed 3 days a week. Mindfulness and Ready to Learn also continued to be a focus in 2023. Student Leadership programs, including School Captains, House Captains and Junior School Council, were highly valued. Across the school we had 36 student leaders.

A Pathways to Prep Program provided pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 5 weeks in Term 4 and was a huge success.

Narre Warren North Primary School had 29.47 equivalent full time staff - 2 Principal Class, 26 Teachers and 8 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Narre Warren North Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with

whole school monitoring procedures and our Professional Learning Community (PLC) practices. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small groups and individuals.

Teachers at Narre Warren North Primary School are driven by a personal commitment to ensure every student is to achieve their potential through learning successfully at their point of need. This is achieved through data informed practices, where the leadership and teaching staff work together to collect and use quality data to identify points of need, set targets for improvement, monitor improvement and evaluate impact. Student performance data is collected and is analysed at whole-school, cohort and individual level.

Narre Warren North Primary School has continued to produce excellent results. Data collected by our school demonstrated our students continued to make growth but also allowed us to see where improvements can be made in 2024 in the area of teaching and learning. Teacher judgements of student achievement in English and Mathematics were above similar schools and the State average. Grade 3 and Grade 5 2023 Naplan results of students indicate that as a school we are above similar schools and the State in the areas of Reading, Writing and Numeracy.

The 2023 Annual Implementation Plan focused on using the PLC structure and the FISO improvement cycle; and classroom observations, to focus on and strengthen teaching practice in English and Mathematics; continuing to target professional learning in understanding effective differentiation teaching and learning methods; embedding consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs; implementing an assessment continuum in English and Mathematics using I Can statements; building teacher capacity; intervention and tutoring for students identified as making no or low growth; and embedding the instructional models into practice.

To develop this priority we strengthened and built consistency and quality of teaching practice across the school through PLCs and classroom observations. The use of consistent student assessment data to inform teaching for differentiation was implemented. Essential Assessment and PAT data was used to determine student growth.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum.

In 2024 the student Learning focus will be further supported by: Continuing to target professional learning in understanding effective differentiation teaching and learning in Writing and Mathematics. Embedding consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs.

Wellbeing

The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. We are fortunate to have a school Wellbeing Coordinator to oversee the student wellbeing programs and protocols. This is key in ensuring the best programs and supports are in place at Narre Warren North Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us. The whole school focus on student wellbeing is aimed at taking a proactive approach towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services.

A goal for 2023 was to building social skills, emotional resilience and positive mental health and wellbeing in all of our students. This was achieved through the development and implementation of consistent wellbeing approaches, including Ready to Learn activities every morning and the implementation of our Social Emotional Learning (SEL) program and Respectful Relationships Program.

Students were empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices, Circle Time, teaching students to have a positive mindset and Bonus Play across the school. In 2023 teachers explicitly taught social skills as a priority to develop social and emotional competencies. A consistent approach to behaviour management continued to be revisited by staff and implemented across the school.

The 2023 Annual Implementation Plan focused on reviewing and implementing the Social and Emotional Learning program consistently across teams, incorporating Respectful Relationships; strengthening access to supports and interventions for students and families at risk; employing a student wellbeing person in addition to the Student Wellbeing Leader to work with students who require further wellbeing support; and auditing school processes in readiness for the Disability Inclusion Profiles.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students

move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last 3 weeks of Term 4. The Prep Transition program was held onsite for all students.

In 2024 student wellbeing will be further supported by:

- Incorporating Play is the Way activities to engage students into SEL lessons and Ready to Learn.
- Purchasing wellbeing resources to complement the wellbeing programs.
- Providing professional learning on mental health and wellbeing.
- Developing a model for MHWL to work with teachers for Tier 1 student wellbeing.

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results and student forums indicate that students have a positive view of our school in terms of teachers, curriculum and peers. Attendance at our school is better than similar schools and the state average. As a consequence in 2023 we were part of DET's Attendance Project to build on and share our work with other schools.

Narre Warren North Primary School had a very good student attendance record again in 2023. All absences were followed up by classroom teachers and/or leadership. We have a consistent process in place for absences and parents were contacted for students who had 3 consecutive absences by the Wellbeing Leader or Assistant Principal. Plans were put in place for students with anxiety to get them to school and the number of students late to school reduced over the school year. The main reason in 2023 for absences were families going on holidays.

The 2023 Annual Implementation Plan focused on building teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum; recording a consistent approach to monitoring regular absences for all students; and focusing on engagement to improve student attendance through the development of the Attendance Action Plan, participation in professional learning, continuation of student focus groups for feedback and classroom walkthroughs.

Empowering students and building school pride and connectiveness continued to be a focus. Students were given a voice in their learning process through negotiation and collaborative decision making and increasing the use of peer / self-assessment. The Engagement Continuum was implemented in all classrooms in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school. The use of ICT through collaborative learning gave students scope to be more connected to their learning.

Enrichment/extension programs were continued for students working well above the expected level through small group tasks, VHAP and classroom strategy groups. The Tutoring Learning Initiative was implemented for students making no growth or little growth. Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Education Plans and Behaviour Support Plans were put in place for at risk students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. 36 student leaders were given leadership responsibilities during the year. School Captains ran assemblies and organised special events, Sport Captains facilitated led sporting activities, and the Junior School Council coordinated fundraising activities for charities. A Student Principal Advisory Group was implemented to gain feedback from students on how they learn best in the classroom and what possible changes could be made in terms of learning and engagement in 2024.

In 2024 student engagement will be further supported by:

- Building teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum to promote student agency.
- Implementing the developed Attendance strategy across the school.
- Utilising student focus groups to gain insight into connectedness to school.

Financial performance

Revenue

The amount of cash in the bank to be carried forward into 2024 consists of money set aside for the oval space, new wooden playground, building and library fund balances and residual SRP amounts for Swimming & Water Safety and Student Excellence. Department Grants consisted of the SRP Cash Grant, CSEF (Camp, Sport and Excursion Fund), Short Term Leave Reimbursements, equipment for a hearing support system, CRT coverage for targeted programs and Capital Funding for the final shade sail payment.

Commonwealth Government Grants were a combination of Sporting Schools and Pre-Service Teaching Placements.

Other Revenue came from reimbursements and bank interest.

Locally raised funds included Curriculum/Other Contributions, donations to the school's building and library funds, canteen lease, Camp Australia lease, referendum lease, photo commission, Beleza uniform commission, student fundraising, camps/excursions/extra-curricular activities and fundraising activities parents have paid for.

Expenditure

Salaries and allowances included payments for Casual Relief Teachers. Consumables included classroom supplies, photocopying, and computer applications. Books & publications – library books. Furniture and equipment included furniture/fittings, repairs and maintenance to equipment, photocopier lease, technology equipment, sports equipment and venue hire for graduation. Property services included buildings and ground works, sanitation, security safety and fire prevention and utilities costs. Administration consisted of insurance and affiliations. Health and Personal Development was made up of our medical/first aid costs. Other expenditure included fundraising, donations gifts and awards. Support Service includes Chips, OHS consultants, Sporting Schools sports programs and CRT agency staff.

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 379 students were enrolled at this school in 2023, 182 female and 196 male.

9 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).

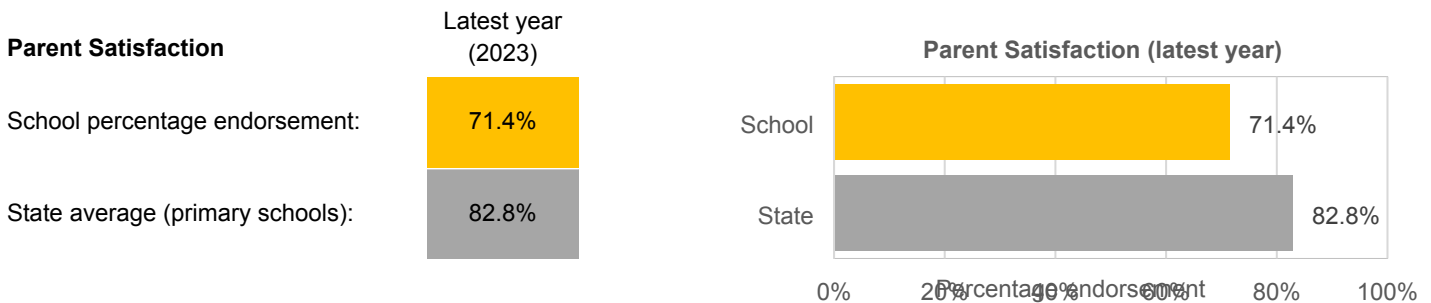
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

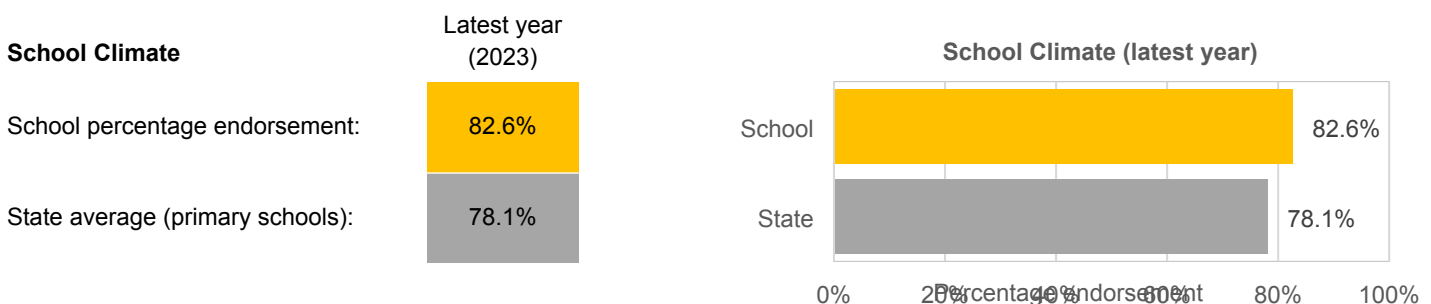


School Staff Survey

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:

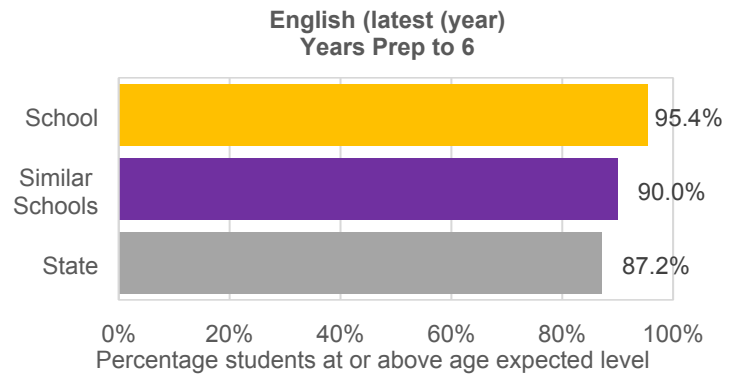
95.4%

Similar Schools average:

90.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

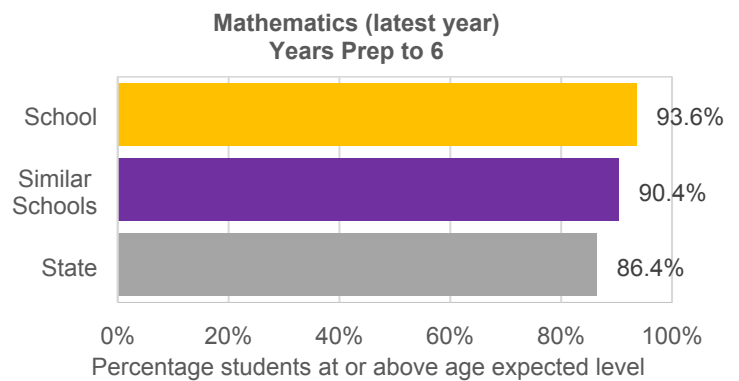
93.6%

Similar Schools average:

90.4%

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:

78.0%

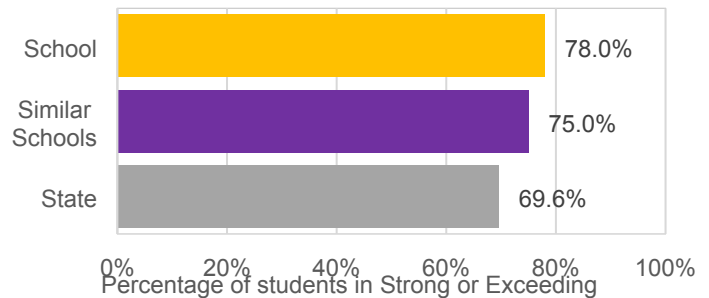
Similar Schools average:

75.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.1%

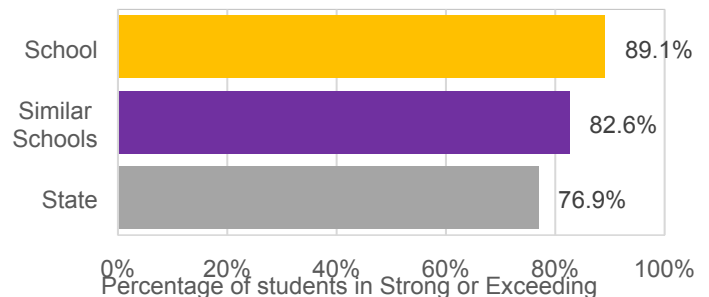
Similar Schools average:

82.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.3%

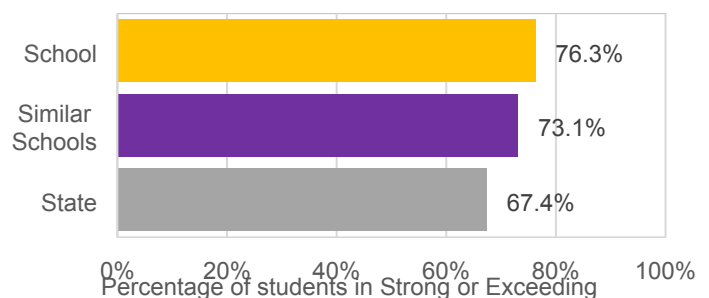
Similar Schools average:

73.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.4%

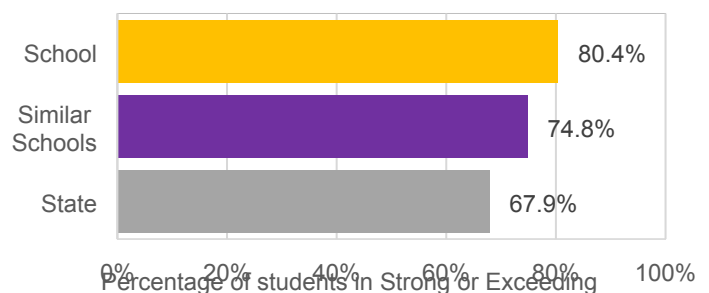
Similar Schools average:

74.8%

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:

74.1%

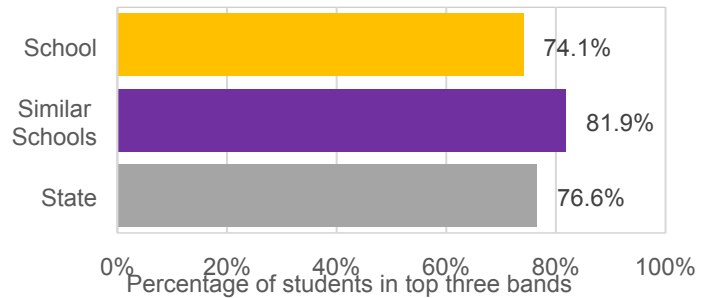
Similar Schools average:

81.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

72.2%

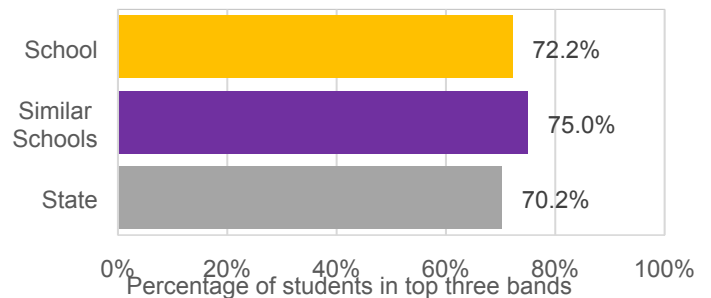
Similar Schools average:

75.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

60.3%

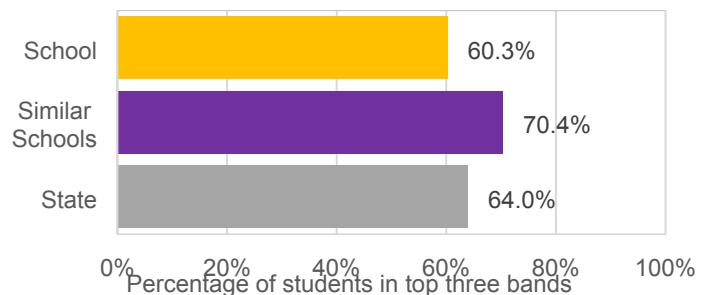
Similar Schools average:

70.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

51.0%

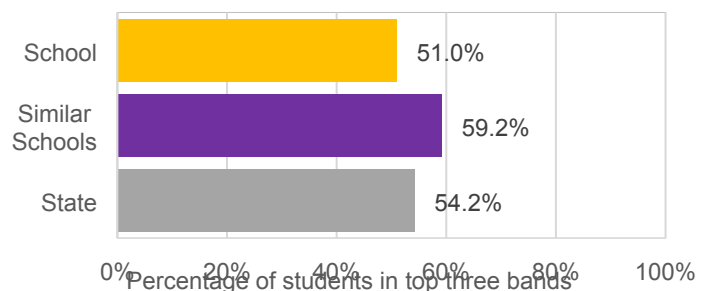
Similar Schools average:

59.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

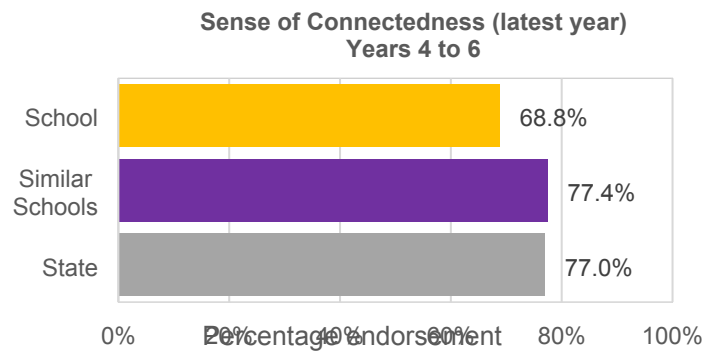
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.8%	71.8%
Similar Schools average:	77.4%	78.1%
State average:	77.0%	78.5%

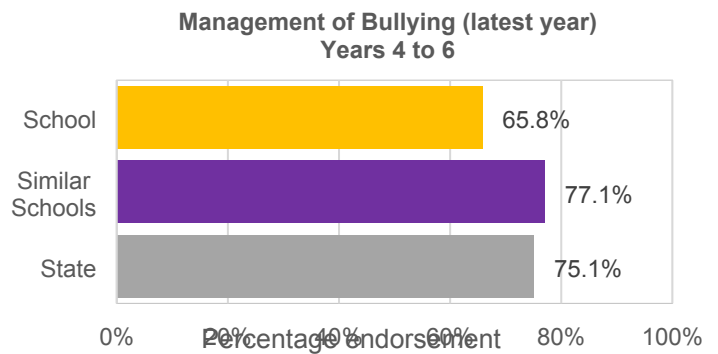


Student Attitudes to School – Management of Bullying

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:	65.8%	67.8%
Similar Schools average:	77.1%	77.5%
State average:	75.1%	76.9%



ENGAGEMENT

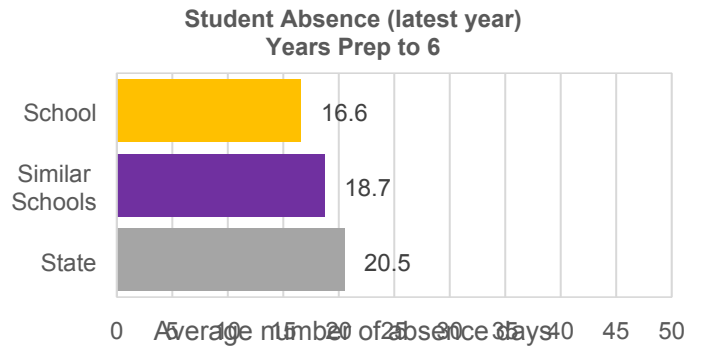
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.6	14.1
Similar Schools average:	18.7	16.2
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	92%	91%	93%	91%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,998,470
Government Provided DET Grants	\$365,261
Government Grants Commonwealth	\$6,157
Government Grants State	\$0
Revenue Other	\$34,545
Locally Raised Funds	\$188,674
Capital Grants	\$5,000
Total Operating Revenue	\$4,598,106

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,860
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,860

Expenditure	Actual
Student Resource Package ²	\$3,232,047
Adjustments	\$0
Books & Publications	\$339
Camps/Excursions/Activities	\$91,581
Communication Costs	\$2,937
Consumables	\$68,226
Miscellaneous Expense ³	\$9,582
Professional Development	\$10,478
Equipment/Maintenance/Hire	\$46,450
Property Services	\$97,745
Salaries & Allowances ⁴	\$80,905
Support Services	\$52,477
Trading & Fundraising	\$12,532
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,976
Total Operating Expenditure	\$3,732,275
Net Operating Surplus/-Deficit	\$860,831
Asset Acquisitions	\$30,986

- (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	\$727,334
Official Account	\$24,379
Other Accounts	\$37,716
Total Funds Available	\$789,430

Financial Commitments	Actual
Operating Reserve	\$69,697
Other Recurrent Expenditure	\$8,006
Provision Accounts	\$0
Funds Received in Advance	\$37,716
School Based Programs	\$26,875
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	\$545,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$687,294

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.