

# 2023 Annual Report to the School Community

School Name: Pearcedale Primary School (2961)



- 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 24 April 2024 at 03:55 PM by Simon Anderson (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 24 April 2024 at 08:09 PM by Lorelle Hunt (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

#### Similar Schools

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

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

#### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

# About Our School

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## School context

Pearcedale Primary School is located in a semi-rural setting on the edge of the Mornington Peninsula (60kms Southeast of Melbourne's CBD). The school was established in 1908 on the land of the Bunurong/Boonwurrung people and we pride ourselves on being a community connected school.

As a school our vision is: To create a learning community that inspires, challenges and supports all students to flourish under our guidance and to achieve their personal best and make a positive contribution to the world in which they live.

Our school focuses on instilling in our students the 4 core values of Showing Respect, Aspiring to be your best, Being Safe and Showing Courage. We believe that these Values have a place in every child's life both within and outside of a school context.

In 2023 we had an approximate student enrolment of 770 students which were divided into 33 classes across the school with a workforce of 92 employees. Our leadership team was comprised of a Principal, 3 Assistant Principals and 4 Learning Specialists.

The teaching staff was comprised of 50 full time and 14 part time teachers for a total of 54.0 FTE. The school also had approximately 30 Educational Support staff in various roles across the school including classroom support, school administration, first aid and school maintenance.

The Pearcedale Facility for Deaf and Hard of Hearing Students is another facet of our school and in 2023 we had 14 students with moderate to profound hearing loss who were a part of this program. We have highly trained staff to support the integration of these children into mainstream classes with extra listening, speech and language support provided by these highly trained staff.

Our Student Family Occupation (SFO) index is consistently around 0.36 a decrease of 0.09 from 2022, reflecting the increasingly affluent nature of our families.

In 2023 we had 26 students who qualified for additional support through the program for students with a disability (PSD) at the school. We had 18 Koorie students and 4 Out of Home Care (OOHC). All of these children were supported through the employment of a Disability and Inclusion Leader, 2 Wellbeing Leaders, a part-time Social Worker and an Education Support Staff. Our teachers wrote IEPs for students and undertook quarterly SSG meetings with families, discussing student growth and achievement of the goals outlined in IEPs.

At Pearcedale we believe in providing our students with multiple opportunities to thrive and develop in whatever areas their talents lie. We offer Specialist classes of Art, Performing Arts, STEM, Physical Education and AUSLAN to all students across the school.

We have a highly successful music program which is a parent choice option and sees numerous students learning guitar, drums, keyboards, violin etc along with a school run Vocal Legends Choir and AUSLAN choir for students who wish to opt into these.

Pearcedale embraced the "Respectful Relationships" framework in 2023 with targeted, teacher led, welfare lessons with support from our Wellbeing team leaders.

The school community continues to take great pride in the environment and facilities of the school. We have committed substantial funding to resourcing and implementing up to date technologies throughout the school and providing learning spaces that are calm, ordered and welcoming.

As one of the most established Professional Learning Communities across the Peninsula, Pearcedale maintains a continued focus on ensuring students learn, fostering a culture of collaboration and a clear focus on student results. This culture of collaboration is embedded across the school and ensures that there is a shared responsibility for all students in a year level.

Our school prides itself on providing a welcoming, caring and friendly environment. Parent participation is actively encouraged and the school community is seen as an integral part of the school. Parents participate in a wide range of school activities including assisting on excursions and camps, along with weekly classroom reading support. Our school community provides valuable support by raising significant funds through holding stalls, raffles and events such as our Annual School Carnival. We have a supportive School Council that works to ensure that Pearcedale Primary is as successful as possible.

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

### Learning

Pearcedale Primary School in 2023 was proud of the success that our students had in the core focus areas of Literacy, Numeracy and Wellbeing. This is in response to our whole school concentration on quality teaching, high expectations and understanding the needs of individual students.

A key element in 2023 was the classroom release of 3 Learning Specialists who relentlessly focused on ensuring that there was a consistency across classrooms in Literacy, Numeracy and Wellbeing. They attended planning and data meetings, driving key changes in their areas of expertise. Regular observation of classroom teaching practice was undertaken and feedback was provided to staff to

build their capacity and skills. On a weekly basis, the Learning Specialists were in classrooms from Foundation to Year Six, modelling best practice which in turn led to greater student achievement. With a number of graduate staff beginning their teaching journey in 2023, it was important that we scaffolded their development and increased their competence in a timely manner, so they too were a focus group of individuals for our three Learning Specialists.

With a refocus on the core elements of teaching, we continued to highlight the importance and impact that the High Impact Teaching Strategies (HITS) has on student development and this too became something that Learning Specialists shared their knowledge of during planning and observation sessions.

With our move to the Disability and Inclusion Profile (DIP) Process there was a greater focus during collaborative planning on catering for student needs. We changed our weekly planners to reflect the levels of student achievement with discussion around catering for these different needs. This has been an accepted element for any of our students who have had a successful DIP application.

In 2023 the Government Funded Tutor Learning Initiative was provided for students in the areas of Literacy and Numeracy across all levels of the school. Students were selected based on teacher judgements and assessment results. Targeted teaching was then provided in a five week cycle based on goals set for individual students. This program proved highly effective in supporting and developing some of our most vulnerable learners.

Student achievement for 2023 was monitored using various summative data sets. These assessments are outlined at the beginning of the year on a Whole School Assessment Schedule and it provides staff with the knowledge and expectation of when summative assessments need to be undertaken which can be correlated with formative assessments throughout the year. The triangulation of this data is what allows staff to provide teacher judgements which in 2023 had 91.2% of students at or above age expected standards, whilst the state average was 87.2%. For Mathematics our school percentage teacher judgments of students at or above age expected standards was 87.6% in comparison to the state average of 86.4%.

NAPLAN testing was undertaken at an earlier time in the year in 2023, with testing beginning in March (previously it had been May).

Our NAPLAN results for Year 3 students in Numeracy placed our school percentage of students in strong or exceeding at 69.0% which was above the state average of 67.4%. Our Year 3 reading school percentage of students in strong or exceeding placed us .6% behind the state average with Pearcedale on 69.0% and the state on 69.6%.

Our Year 5 NAPLAN results whilst positive, were slightly below like state averages and like school groups in 2023.

## Wellbeing

Pearcedale Primary School encourages a partnership between school, home and the community providing a safe working and learning environment. The personal development and wellbeing of each student is central to the school vision. This is fostered through Respectful Relationships and wellbeing lessons. Students support each other through our leadership, peer mediator and buddy programs. We celebrated, learnt about and practiced our school virtues; Respect, Safe, Aspire and Courage. Our wellbeing team provide regular support to individual students, small groups, and cohorts. In 2023 the Wellbeing team consisted of 2 Learning Specialists and also a part-time social worker (part time) Pearcedale Primary has continued to maintain an excellent program of transitions across the school, with a strong focus at the start of each year on building positive cultures and setting the climate. Teachers and students are strategically allocated through ongoing transition sessions, evaluating personality traits, and learning styles. We have continued to build staff capacity, including professional development focused on proactive practice which engages learners and promotes positive classroom culture. The statewide attitudes to school survey completed by children in Year 4-6 have all data sets at or above state averages and similar schools.

During the course of 2023 we still identified that there were many students exhibiting challenging behaviours and signs of impact from Covid and have not returned to behaviours and social interaction that were typical behaviours at Pearcedale Primary. To address this staff at the school participated in two curriculum days being educated in the Berry Street Educational model - *The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.*

*Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.*

The final two components will be undertaken in 2024.

## Engagement

Opportunities for connection between home and school have continued to strengthen in 2023. Our continued use of the school data management system COMPASS, along with regular newsletters and the SEESAW application, provide frequent and up to date reminders and information about what is happening in and around the school.

We provided Meet and Greet interviews in Term One for our families to connect to the school and then parent teacher interviews occurred in Term Three which allowed staff to discuss student achievement. The twice-yearly written reports keep our families

updated on student progress and the termly SSG meetings held for individual students have created a supportive link between school and home.

In 2023 our strong focus on the school values of Care, Respect, Aspire and Safe along with our implementation of the Berry Street Education Model ensured that our student's behavioural engagement with schooling was a positive one. In 2023, students in the Attitudes to School Survey in Years 4 to 6 provided a 78.4% endorsement for the management of bullying, which meant we performed above the State mean.

Pearcedale Primary School in line with department priorities made student attendance a priority in 2023. Absences were tracked via COMPASS and contact was established with parents when students were marked "not present" without any explanation. Our Disability and Inclusion Leader made contact with a Senior Wellbeing and Engagement Officer in regard to a chronic absence and an Attendance Improvement Plan was successfully implemented. In 2023 the average number of absence days on average was 18.7 across Foundation to Year 6. The state average was 20.5 days – showing that Pearcedale Primary was performing above the State mean.

Our Student Leadership program is multifaceted and gives students the opportunity to showcase their leadership skills across the school. These leaders come from Years 4, 5 and 6 and they are the face of our school. We have a Student Voice Committee that has a representative from each grade from Years 2 to 6 and they are a driving force to undertake changes around the school. Our 2023 Attitudes to School Survey data had us performing above Similar Schools regarding student connectedness with a 75.5% endorsement.

## Other highlights from the school year

Pearcedale Primary School Students in Years 3-6 had the opportunity to be involved in our camping program in 2023. Yr 3 attended Camp Munyung in Mt Eliza, Yr 4 attended Woorabinda School Camp, Yr 5 Beechworth and Yr 6 attended Canberra camp including flying home which was a particular highlight for the students. Students in Years 5 and 6 also had the opportunity to attend Snow Camp and Instrumental students also had the opportunity to attend Music Camp. There were also excursion opportunities such as

All year level swimming including the Water Safety program/beach program.

Foundation - Moonlit Sanctuary

Year 1 - The Briars

Year 2 - Willum Warrain and Dolphin Institute

Year 3 - Como House

Year 6 - Circus Performance & Enchanted Maze - Tree Surfing

Whole School - STOMP Incursion

Children in Year levels 3-6 also participated in athletic and sporting opportunities. Some Year 5 and 6 Students also trained for and attended the Human Powered Vehicle camp in Maryborough. During the year there were school events such as the Junior Christmas Concert, Anzac Day Assembly, Yr 3/4 Spectacular, School carnival, Trivia night, Footy Day, Pearcedale Cup, Foundation picnic.

## Financial performance

The school is in a very sound financial position through the careful management of finances by the Administration staff at the school and in particular, the school's Business Manager. Equity funding was utilised with the continuation of a school wide intervention program to cater for at risk students. Funding was fully expended on the Tutor Learning Initiative to support students with their learning. The school undertook a variety of fundraising activities including the School Carnival, Mother's/ Father's Day stalls, Trivia Night, Christmas Night Market, etc. The school carnival made an incredible profit of of \$57,500.00. This money was utilised for the replacement shade structure adjoining the main basketball court. Insurance covered much of the replacement but this was increased in size by approximately 30% to provide greater shade coverage. Large expenditure items included purchase of furniture, classroom chairs and tote tables, Library Books and Maths Resources. Expenditure on facilities included modification of admin offices, epoxy flooring installed in the junior toilets and new blinds in the foundation building. Professional Learning expenditure included Berry Street Model staff training day 1 and 2, employing Graham Broadbent (Middle Leaders training) and Michael Ymer (Numeracy training and coaching in all Year levels) and Oz Lit teacher training .



# 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 767 students were enrolled at this school in 2023, 348 female and 419 male.

1 percent of students had English as an additional language and 2 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).

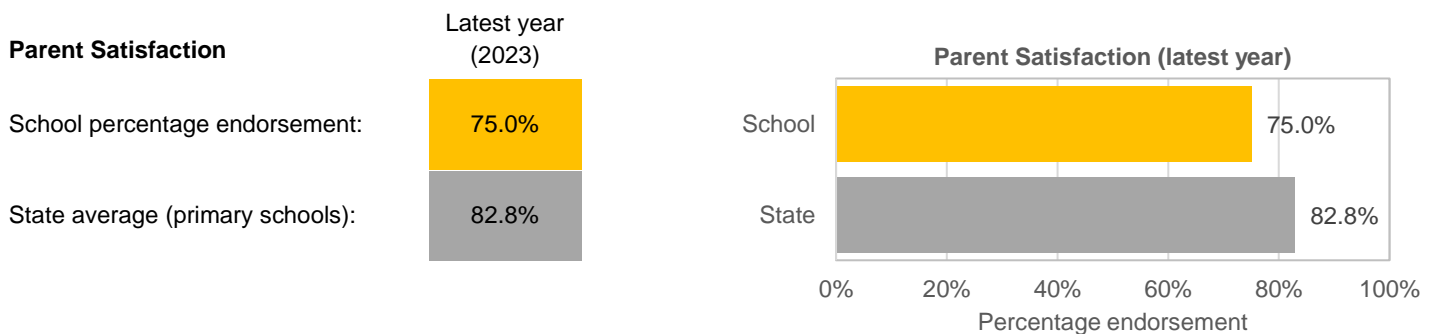
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

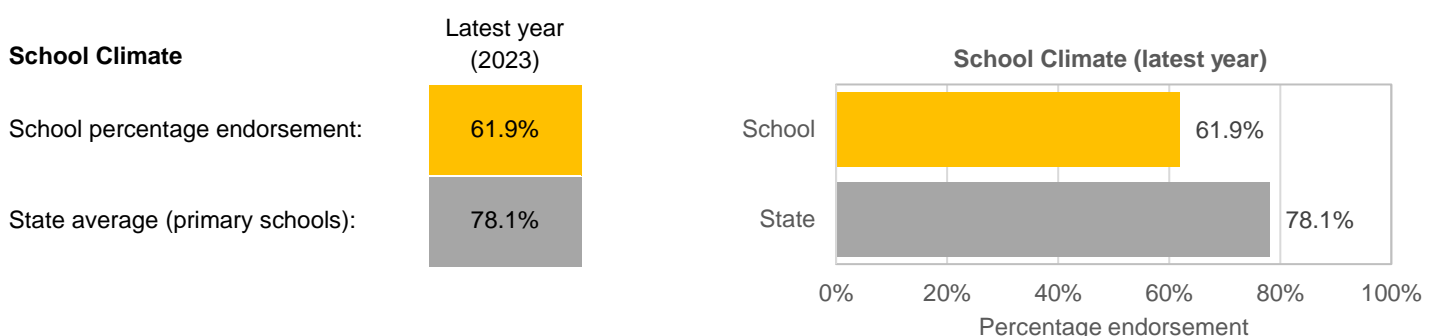


### School Staff Survey

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

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

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



## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

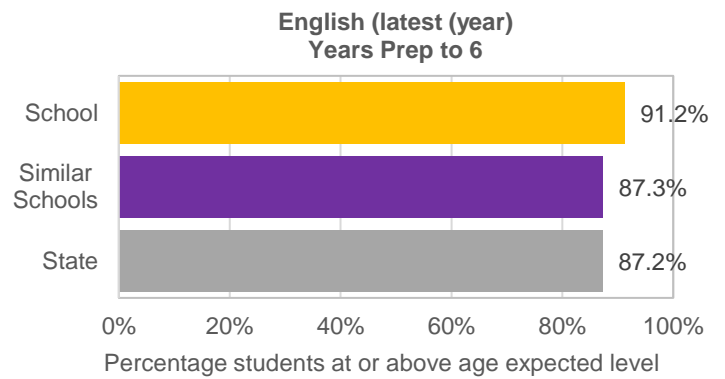
91.2%

Similar Schools average:

87.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

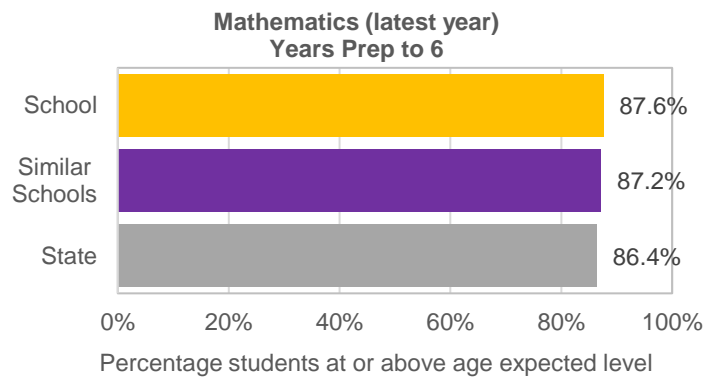
87.6%

Similar Schools average:

87.2%

State average:

86.4%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

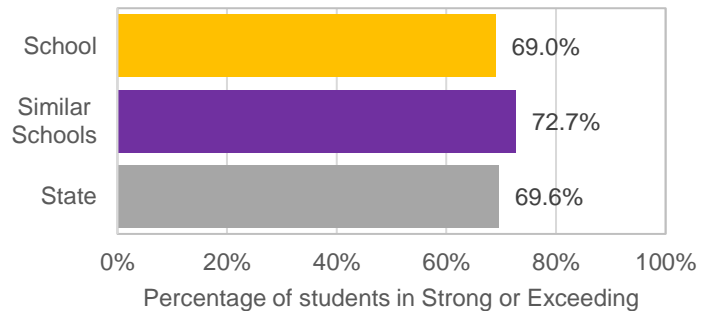
Similar Schools average:

72.7%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.2%

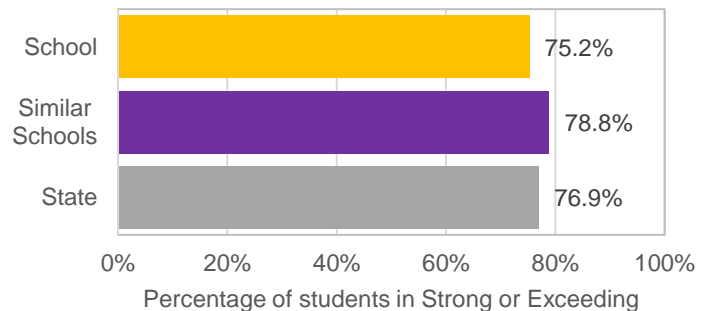
Similar Schools average:

78.8%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

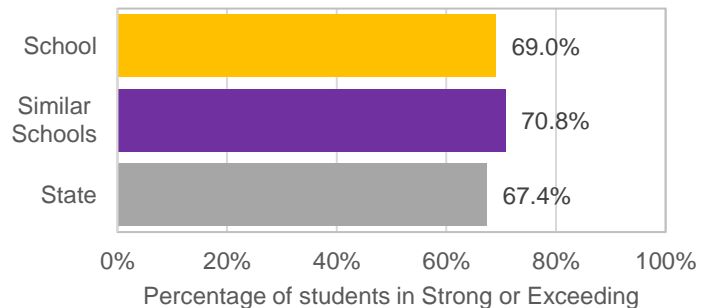
Similar Schools average:

70.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.4%

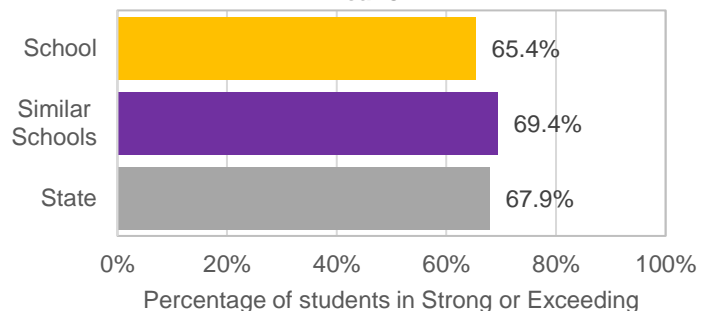
Similar Schools average:

69.4%

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:

79.4%

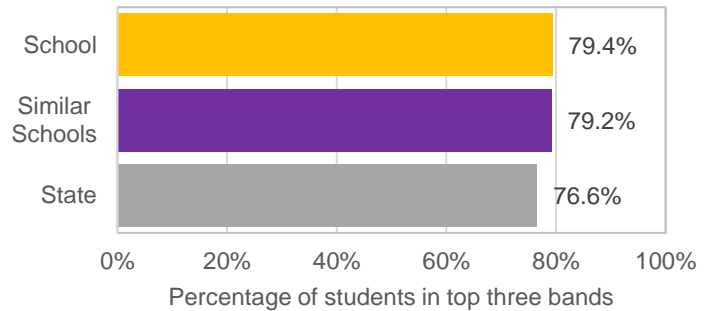
Similar Schools average:

79.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

69.9%

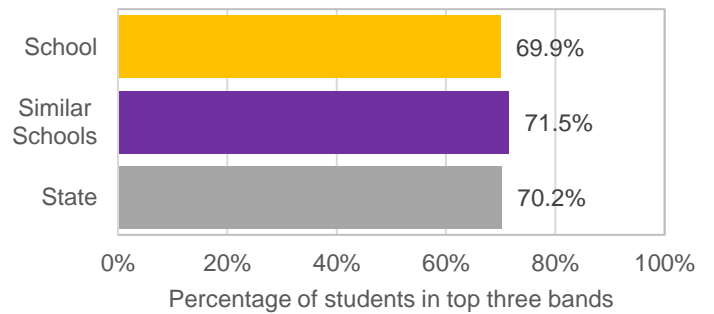
Similar Schools average:

71.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.7%

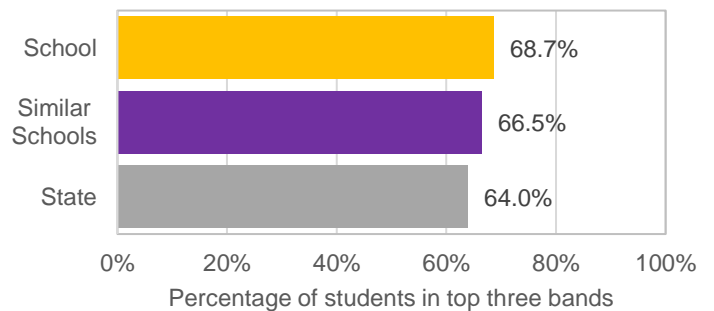
Similar Schools average:

66.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

46.5%

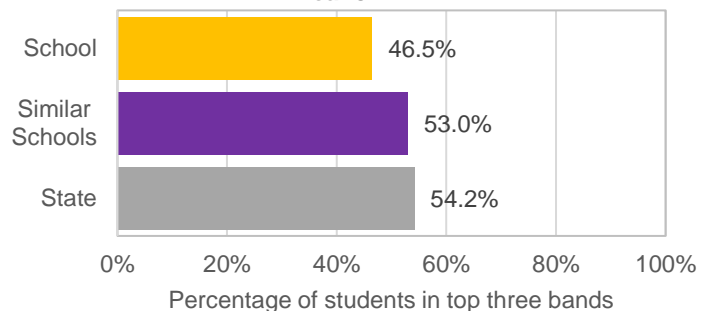
Similar Schools average:

53.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

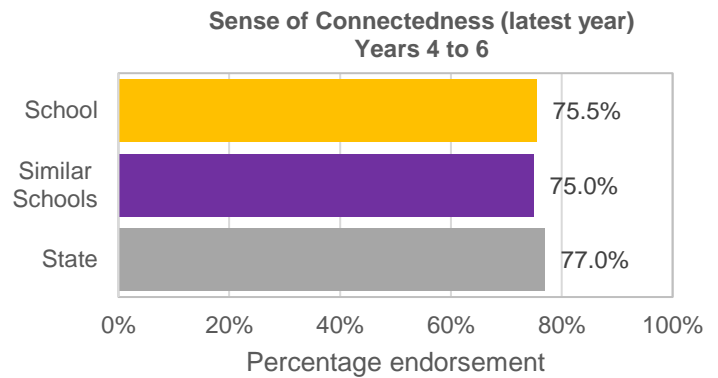
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	75.5%	78.4%
Similar Schools average:	75.0%	77.6%
State average:	77.0%	78.5%

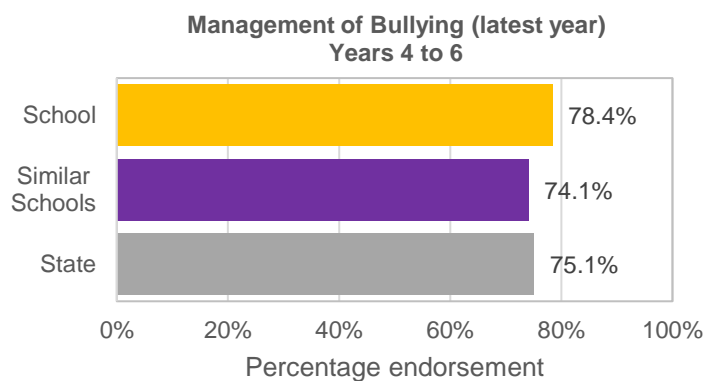


### Student Attitudes to School – Management of Bullying

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:	78.4%	79.7%
Similar Schools average:	74.1%	77.1%
State average:	75.1%	76.9%



## ENGAGEMENT

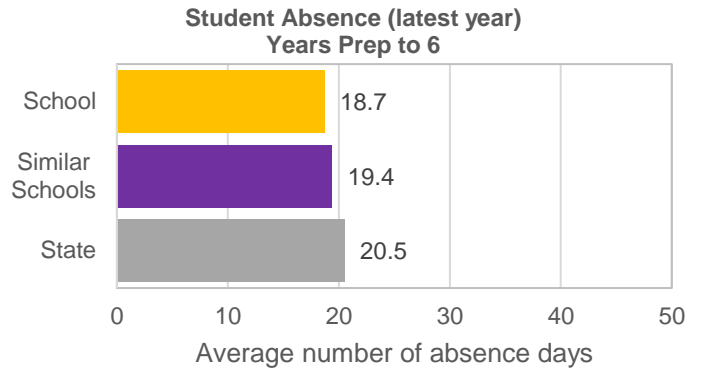
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.7	17.5
Similar Schools average:	19.4	17.2
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%	90%	90%	90%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,209,647
Government Provided DET Grants	\$855,791
Government Grants Commonwealth	\$24,589
Government Grants State	\$0
Revenue Other	\$151,170
Locally Raised Funds	\$675,409
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,916,606</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$91,578
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$91,578</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,668,917
Adjustments	\$0
Books & Publications	\$7,232
Camps/Excursions/Activities	\$321,792
Communication Costs	\$7,572
Consumables	\$171,549
Miscellaneous Expense <sup>3</sup>	\$50,985
Professional Development	\$68,309
Equipment/Maintenance/Hire	\$195,537
Property Services	\$180,731
Salaries & Allowances <sup>4</sup>	\$4,451
Support Services	\$609,989
Trading & Fundraising	\$90,546
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$239
Utilities	\$48,635
<b>Total Operating Expenditure</b>	<b>\$9,426,549</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$490,057</b>
<b>Asset Acquisitions</b>	<b>\$243,476</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$453,622
Official Account	\$155,544
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$609,165</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$265,441
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,573
School Based Programs	\$8,209
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39,406
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$605,629</b>

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