

2023 Annual Report to the School Community

School Name: Wodonga Primary School (0037)



- 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 25 March 2024 at 12:00 PM by Damian Duncan (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 27 March 2024 at 07:54 PM by Nathan Ahrens (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

Wodonga Primary School had an enrolment of 880 students on census day in February of 2023. The enrolment numbers of the school was less than 2022 with a large cohort of year 6 students transitioning to secondary school. Additionally, the school has been active in enacting the school's enrolment management plan. The demographics of the school places the school in the SFO (Student Family Occupation and Education index) of medium. The school had 436 female students, 444 male students of which, 7 percent were from non-English speaking backgrounds and 8 percent were from Aboriginal or Torres Strait Islander descent. In 2023 the school had 40 generalist classrooms and 6 specialist areas which included, Art, PE, Music, STEM, Languages (Japanese) and Computer Studies. With the implementation of the new enterprise bargaining agreement, the school introduced a 7th specialist area, Respectful Relationships. This program introduced the additional hour of RFF (Release from Face to Face) and was delivered to every student for one hour a week by three 0.6 teachers.

The classroom support structure is designed around ensuring the ethos of calmer classrooms is enabled in order for students to actively engage in learning. Wodonga Primary School has four Principal class officers, one Principal and three Assistant Principals. All Principals are aligned to designated year levels and also FISO 2.0 areas. This ensures strategic leadership support is substantive and transparent. Six Leading Teachers further support student wellbeing, engagement and learning. Two Wellbeing and Engagement leaders support our school's tiered approach to engagement and also run highly innovative initiatives around attendance and connectedness through our commitment to the Resilience Project. Two Literacy leaders support student progress that is equitable through their support in the teacher's capacity to teach to high standards and meet the individual needs of all students. Throughout the 2023 school year, our school was challenged by the secondment of one of our two Numeracy leaders, severely impacting the school's ability to drive school improvement and change in the teaching of Mathematics. At the conclusion of the 2023 school year, our school ceased being a PLC Link school for the Ovens Murray area. This was a decision made based on teachers shortage and the schools challenge to address our numeracy school improvement measures.

Our school engages with Regional and DET supports to provide inclusive education for all students, regardless of background, disability, ethnicity or sexuality. Our school has an EAL teacher working with our diverse learners from other cultures, a KESO engaged weekly to support our Torres Strait Islander and Koorie students, a DSM to support our transitioning Defence families and students, as well as our support obtained through the Visiting Teacher program.

Wodonga Primary School continues to be led by its motto, Engage Learning - Expand Minds. Executive decisions and planning goes back to these simple four words. Does the planning, excursions or program engage our students enough to expand their thinking? Five vision principals lead staff in developing independent, life long learners. They are Curiosity, Culture, Community, Collaboration and Creativity, the five C's

Progress towards strategic goals, student outcomes and student engagement

Learning

The learning outcomes and progress towards strategic goals at our school are paramount to our mission of providing quality education to our students. Here are the highlights of our progress in this area:

1. Teacher Judgement Levels of Achievement: Our Teacher Judgement levels of achievement have shown steady progress over the past year. According to the 2023 data, 85.4% of students across the school are working at or above the expected level. This achievement is on par with the average of similar schools, reflecting our commitment to excellence in education.
2. Mathematics Improvement: We are pleased to note an upward trend in Teacher Judgements for Mathematics. Currently, 82.4% of students across the school are performing at or above the age-expected level in Mathematics. This improvement aligns with the significant focus on Mathematics in our current Annual Implementation Plan. Despite the similar schools' average being slightly higher at 86.4%, we are confident that our targeted interventions will continue to yield positive results.
3. NAPLAN Results: With the change in NAPLAN progression reporting, it's challenging to compare the growth / school improvement over time at our school, as the NAPLAN is now reporting proficiency levels. Our school aims to continue to refine its instructional practices to meet the outcome standards comparable to our like schools and the state in standardised testing.
4. Focus on Literacy: In 2023, our school placed a consistent and supportive focus on Literacy, with a particular emphasis on reading. A revised Instructional Model was developed, and each classroom was equipped with its own library to foster a culture of reading. Our Literacy Leading Teacher dedicated substantial time and effort to coaching and mentoring in this area, ensuring that our students have access to high-quality literacy instruction.

Due to staffing shortages that severely impacted our school's programming, we were unable to run the Tutor Learning Initiative in 2023. We have been successful in staffing this initiative in 2024 and trust that it will have a positive impact on our student achievement data.

In summary, our school remains dedicated to supporting student learning and engagement through targeted initiatives and continuous improvement efforts. While we celebrate our achievements, we also recognise the areas where further progress is needed and are committed to addressing them effectively. Through collaboration and a shared commitment to excellence, we will continue to strive for the best possible outcomes for our students.

Wellbeing

2023 saw some substantial consolidation of school initiatives and resourcing. It was great to have a year of sustained approaches to student and staff wellbeing. Our Wellbeing team consists of the following...

X1 Assistant Principal

X2 Leading Teacher - Wellbeing Roles

X1 Psychologist

X1 Guidance officer

X1 Welfare officer

X1 much loved Education Support Dog!

The school is valuably assisted by the SRP funding in the Mental Health funding and Equity funding. These sources of revenue have enabled staff resourcing to be aligned with supporting the wellbeing of our 880 students. A tiered approach of support has been delivered in a strategic manner, coordinated by the assistant principal. The whole school overview and coordination of the internal and external supports has ensured the acute and global supports of student wellbeing have been addressed.

In 2023 we continued our use of TRP (The Resilience Project) as a basis for our Wellbeing Program, which has enabled the school to explicitly teach resilience through the lens of Gratitude, Empathy and Mindfulness. Accompanying the TRP, in 2023 we introduced HOL (Hands on Learning) which is a tier 2 initiative for addressing the self esteem and resilience of our most vulnerable students in the senior years.

All school staff were a part of the review of our 2023 AIP and assisted the SIT in developing the 2024 AIP. It was unanimously agreed that our focus in 2024 should be developing the students sense of connectedness. This is the lowest AToSS outcome our school saw in the AToSS survey, ultimately leading our school to focus on building strategies to combat this lower student opinion of school. According to our data, 68.3% of our Year 4 to 6 students indicate that they feel connected to our school. While this percentage has remained consistent over the past four years, our 2024 Annual Implementation Plan places explicit focus on developing strategies and initiatives to increase this percentage in the future.

Positive Responses to Wellbeing Survey: Encouragingly, our Whole School Wellbeing Survey revealed positive responses from our students. 84% of students from Foundation to Year 6 indicated feeling happy and part of their class, demonstrating a strong sense of belonging. Additionally, 86% of students reported working well with their teachers, while an impressive 98% believe that their teachers genuinely want them to succeed in their learning endeavours.

Our school remains dedicated to creating a nurturing and supportive environment where every student feels valued, respected, and empowered to thrive. Through collaborative efforts and strategic initiatives, we will continue to prioritise student wellbeing as a cornerstone of our educational philosophy.

Engagement

At Wodonga Primary School, fostering student engagement is a core component of our educational approach, as we recognise its impact on both student learning and wellbeing. Below are some of the highlights of our efforts to promote student engagement:

Attendance Analysis: Analysing student attendance is essential in understanding and addressing engagement levels. Our school's average number of absence days from Foundation to Year 6 is 20.8, which closely aligns with the state average of 20.5. This data serves as a benchmark for evaluating our attendance strategies and interventions.

Robust Attendance Processes: We have established a strong and consistent process for managing attendance at our school.

Automatic emails are sent home when a student is absent for 1 or 2 days, and on the third day, families receive a personalised call from their classroom teacher to check in on the student. This proactive approach ensures that attendance concerns are promptly addressed and support is provided to families.

Attendance Plans: Students with ongoing attendance concerns are placed on individualised attendance plans, developed in collaboration with their families and any involved services. These plans outline targeted strategies and support mechanisms to improve attendance and engagement.

Classroom Attendance Awards: To encourage regular attendance, we hold weekly classroom attendance awards at our assembly. The class with the least absences in the junior and senior school receives a classroom award, fostering a sense of healthy competition among students.

Attendance Tracking Wall: This year, we introduced an attendance tracking wall to visually monitor students with attendance concerns. Classroom teachers review and update this wall weekly during collaborative meeting times, allowing for timely interventions and individualised support strategies.

Positive Attendance Incentives: In addition to recognition and support, we implemented an attendance system where classrooms receive monetary tokens for positive attendance. Once a class accumulates enough tokens, they can redeem them for special activities listed at varying prices. This initiative promotes a positive attendance culture and encourages students to prioritise regular attendance.

Our school is committed to fostering a culture of engagement where every student feels valued, supported, and motivated to actively participate in their learning journey. Through proactive attendance management, targeted interventions, and innovative incentives, we strive to create an environment that empowers students to thrive academically and socially.

Other highlights from the school year

2023 saw our schools return to Engaging Learning and Expanding Minds in our fullest capacity. Ask any student about a highlight in 2023, and they will tell you the Country Fair (Fete). Our commitment to working with our parents and community can be measured in the success of the Country Fair. A great connectedness initiative as well as a lot of fun for our students here at school. In 2023 we also implemented the following / events initiatives...

- Term 1 Community Night
- Teacher Led Conferences
- F- 2 swimming classes
- R-U-OKAY day
- Our Walk-A-Thon
- Defence Kids Club activities
- Burraja Program
- Lions Club Junior Public speaking competition
- Slow Food
- Cross Country
- Student Led Conferences
- Winter School Sports Carnival
- Mother's Day Stall
- Father's Day Stall
- Colour Run
- Wellbeing Initiative
- Hot Shots Tennis
- Visiting Author
- Athletics carnivals
- Foundation Sumsion Gardens celebration
- The Resilience Project
- Respectful Relationships Specialist area inauguration
- HOL - Hands on Learning

Financial performance

Wodonga Primary School's annual finance report for the year 2023 is presented below. The school's total operating revenue was \$10,723,493 which consisted of various sources such as the Student Resource Package, Government provided DET grants, Commonwealth and State Government grants (such as Sporting Schools Grants), locally raised funds, and other revenue. The school's expenditure for the year was \$10,688,381. This includes expenses such as Student Resource Package expenditure, property services, salaries and allowances, consumables, equipment/maintenance/hire, camps/excursions/activities, trading and fundraising, communication costs, and miscellaneous expenses. The net operating surplus/deficit for the year was (\$55,112).

The school conducted 2 targeted fundraisers for the year including an Easter Raffle and a Walkathon. Funds from the Easter Raffle purchased a large set of Silent Disco Headphones for ongoing use throughout the school, throughout the music classroom program and engagement initiatives for students. Walkathon funds raised were \$6900, which have been carried forward to 2024 for contribution to the cost of replacement school signage. We also held 2 Book Fairs which raised funds for the purchase of additional literacy resources. The school operated a school-based Canteen as a Trading Operation. In 2023, the school also ran our Tri-Annual Country Fair. This was a major community event for the school and ran cost neutral.

Due to the economic situation which faced our families in 2023, and the current financial position of the school, the School Council decided not to charge Parent Payments for the 2023 school year. The school's equity funding of \$423,544 was primarily used to fund the Wellbeing Team located in the Wellbeing Hub, which provides support and assistance to students who may need extra help with their wellbeing.

Overall, Wodonga Primary School had a challenging but successful year. The school continues to focus on providing the best possible education and support to its students, while ensuring sound financial management and transparency.

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 880 students were enrolled at this school in 2023, 436 female and 444 male.

7 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).

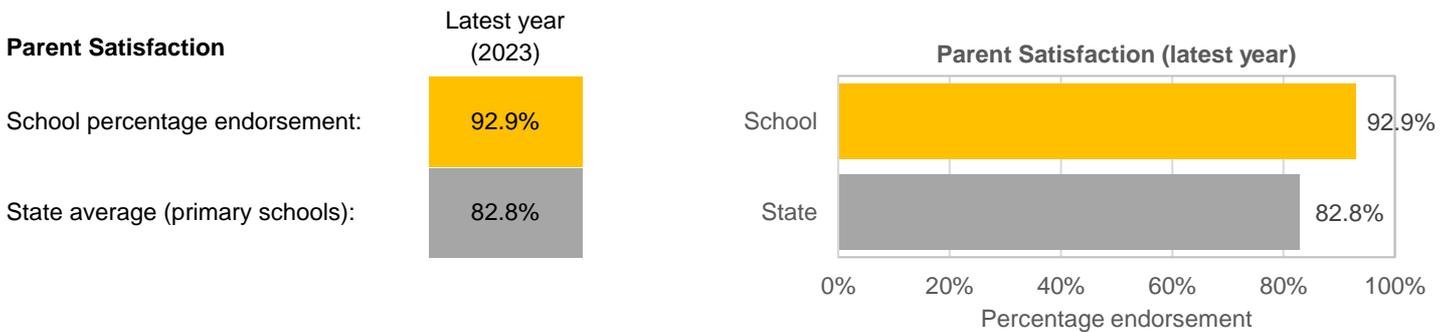
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

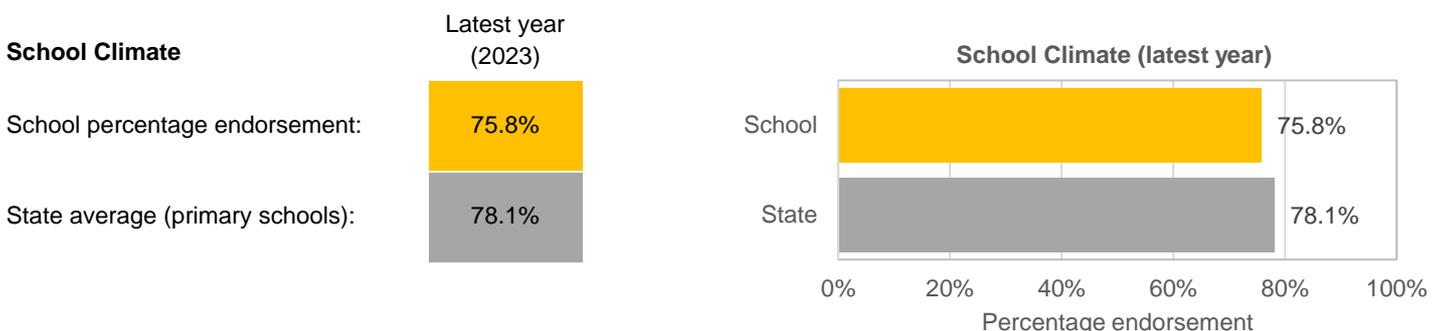


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

85.4%

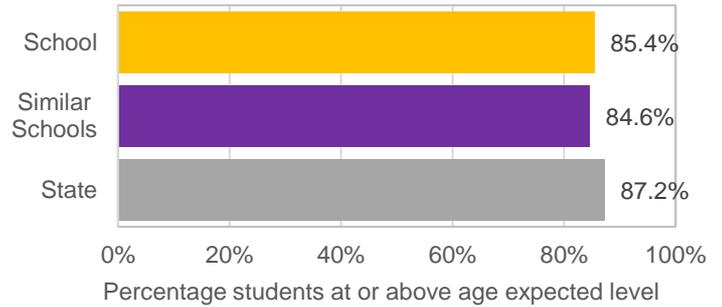
Similar Schools average:

84.6%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

82.4%

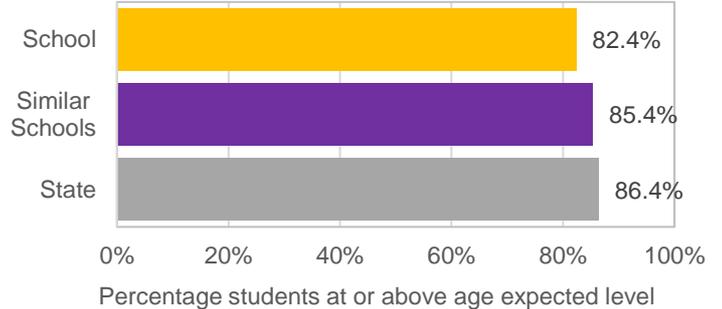
Similar Schools average:

85.4%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

60.4%

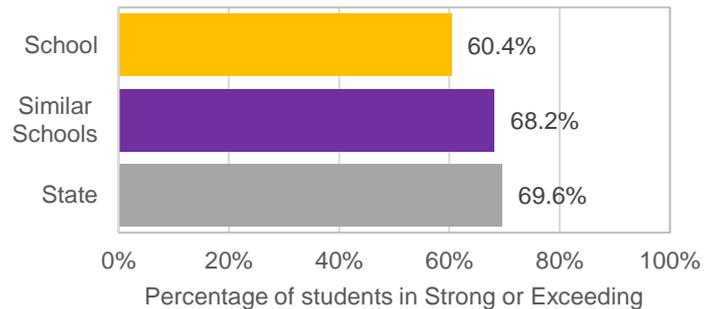
Similar Schools average:

68.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.1%

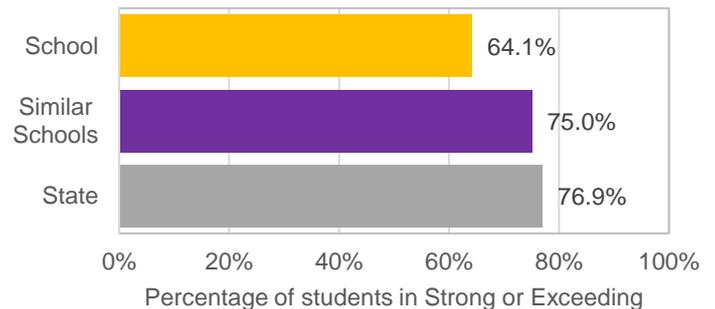
Similar Schools average:

75.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.2%

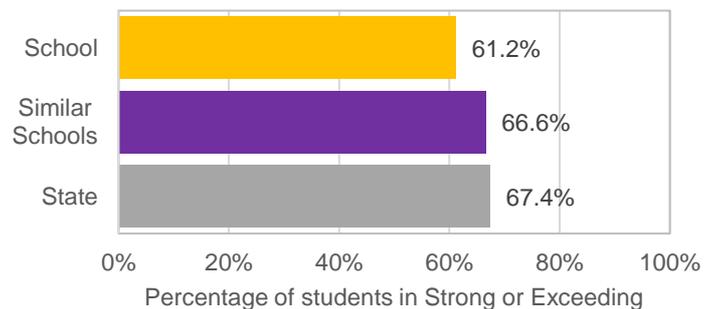
Similar Schools average:

66.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.2%

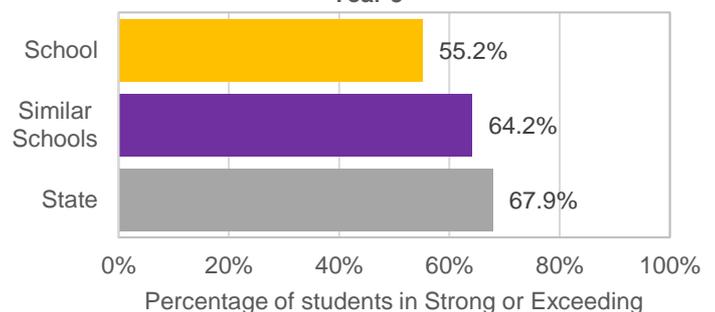
Similar Schools average:

64.2%

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:

67.2%

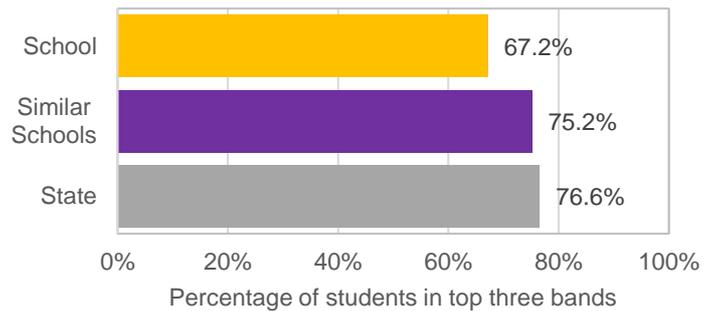
Similar Schools average:

75.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.1%

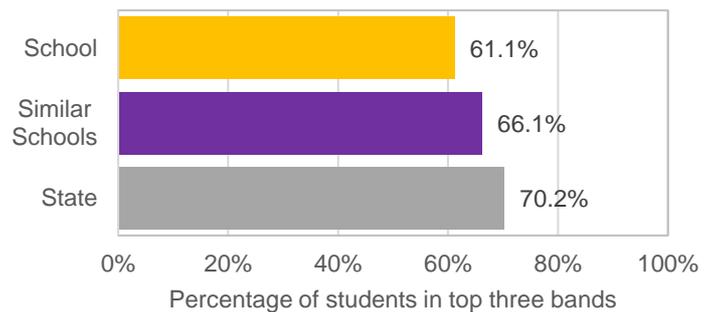
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

59.0%

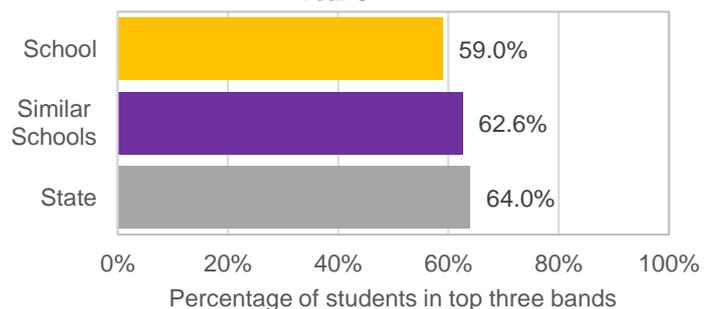
Similar Schools average:

62.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.7%

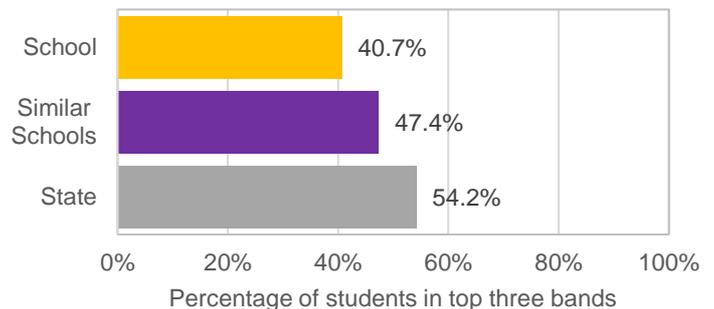
Similar Schools average:

47.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

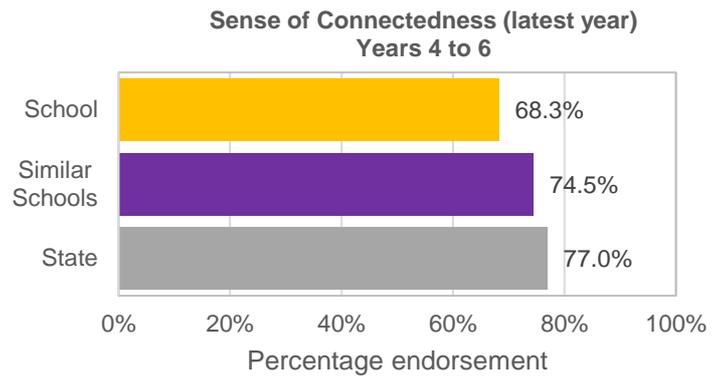
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.3%	69.4%
Similar Schools average:	74.5%	77.4%
State average:	77.0%	78.5%

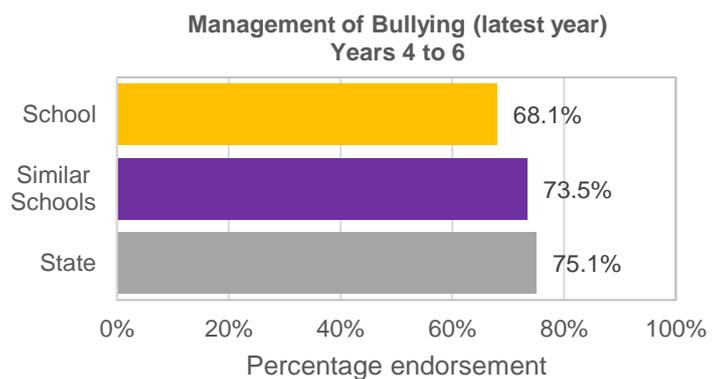


Student Attitudes to School – Management of Bullying

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:	68.1%	70.2%
Similar Schools average:	73.5%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

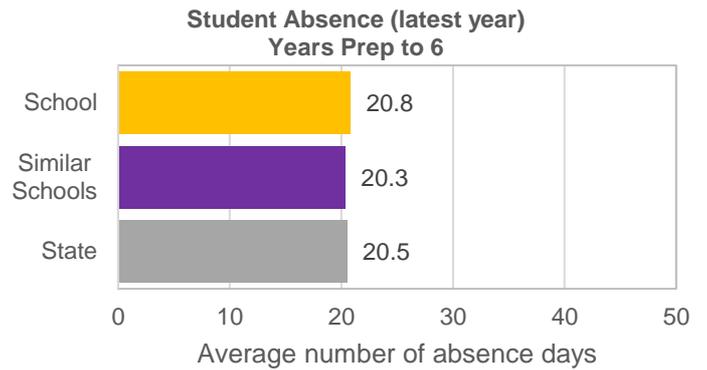
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.8	18.3
Similar Schools average:	20.3	18.3
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):	91%	91%	91%	90%	89%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,076,349
Government Provided DET Grants	\$1,041,554
Government Grants Commonwealth	\$38,500
Government Grants State	\$3,600
Revenue Other	\$92,387
Locally Raised Funds	\$471,103
Capital Grants	\$0
Total Operating Revenue	\$10,723,493

Equity ¹	Actual
Equity (Social Disadvantage)	\$423,544
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$423,544

Expenditure	Actual
Student Resource Package ²	\$9,065,018
Adjustments	\$0
Books & Publications	\$20,026
Camps/Excursions/Activities	\$184,581
Communication Costs	\$12,010
Consumables	\$131,499
Miscellaneous Expense ³	\$11,451
Professional Development	\$30,037
Equipment/Maintenance/Hire	\$102,897
Property Services	\$241,276
Salaries & Allowances ⁴	\$410,487
Support Services	\$213,364
Trading & Fundraising	\$168,514
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$77,221
Total Operating Expenditure	\$10,668,381
Net Operating Surplus/-Deficit	\$55,112
Asset Acquisitions	\$0

- (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	\$1,429,265
Official Account	\$45,828
Other Accounts	\$0
Total Funds Available	\$1,475,093

Financial Commitments	Actual
Operating Reserve	\$251,691
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$50,191
School Based Programs	\$323,092
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,780
Repayable to the Department	\$1,412
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$430,000
Maintenance - Buildings/Grounds < 12 months	\$425,385
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,490,551

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.