

# 2023 Annual Report to the School Community

School Name: Grovedale West Primary School (5076)



- 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 23 March 2024 at 12:29 PM by Gretta Lynch (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 30 March 2024 at 09:50 AM by Catherine Carey (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

Grovedale West Primary School is situated between the Great Ocean Road and Surfcoast Highways in the suburbs of Waurnponds and Grovedale. The school has a strong focus on differentiated student learning, inclusion, and student wellbeing. Classrooms are well resourced including extensive ICT infrastructure and generous sporting and recreational facilities. The expansive grounds include three playgrounds, a gym, synthetic courts and a large soccer and football area. Student activity areas include active and passive spaces and outdoor discovery learning areas.

The construction of an expansive new Junior Learning Centre, Kids Kitchen, Science Centre, and outdoor learning environment was completed in 2023 to replace an aging building.

The Geelong Deaf Education Centre (P-6) is facilitated by the school with Deaf and Hard of Hearing students transitioning to Grovedale College (7-12). The Centre provides specialist staff including Teachers of the Deaf, Auslan Communication Assistants and Speech support as required. In 2023 following a very positive School Review, a new Strategic Plan was developed for 2023 – 2027. The school's vision is based on the Mparntwe Education Declaration Educational Goals for Young Australians. The goals enable students to love learning, to embrace life and to become successful learners, confident and creative individuals, and active and informed citizens. Our school values are integral to our School Wide Positive Behaviour approach and all that we do as a learning community at Grovedale West Primary School.

The RISE values form the basis to acknowledge and celebrate student learning, social engagement and citizenship. The school values are based around the principals of 'RISE'

- Responsible - We are responsible for making good choices and being reliable.
- Inspiration - We lead by example, sharing creative ideas.
- Strength (of Character) - We are resilient, and use a growth mindset.
- Empathy - We are inclusive and respect and care for others and our world.

The socioeconomic band (SFOE) in 2023 was 0.3486 and the year commenced with 347 students in fifteen home-groups. There has been a small enrolment decline due the neighbourhood enrolment boundary having changed.

The school leadership profile consisted of a Principal, Assistant Principal and two Learning Specialists. Staff included a Mental Health and Wellbeing Leader and Inclusion Leader and students were also supported through an extensive tutoring program. The learning communities consist of four Pods - Prep, JPOD (1/2), MIPOD (3 and 4) SIPOD (5 and 6). Specialist programs included Languages Auslan, Languages Italian, Science STEM, Art/Performing Arts, Music and Physical Education.

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

#### Learning

The educational program provided authentic learning experiences that enabled students to develop their skills and self-reflective capabilities. The educational team valued the positive community support received from parents and members of the community and maintained a strong connection with Deakin University supporting pre-service teachers and Occupational Therapists. Students participated in a broad range of school based and inter-school sporting events, excursions, incursions, camps, and performances. Highlights for the year were the Geelong Music Festival, the annual School Concert, an extensive swimming program and whole school Cross Country and athletic events. In addition, students proudly presented their learning to their parents and the school through Student Learning Showcases. The school's Music program continued to develop, supported by the Song Room.

The Stephanie Alexander Kitchen Garden program placed a strong focus on pleasurable food education, environmental sustainability, and food science. The Junior Landcare group also continued to maintain areas around the school creating a Bee Cafe and Junior Landcare Healthy Habitat Garden. The Year 6 students worked with their younger buddies to create a 'Healthy Heroes' Garden.

The school had a strong student leadership program with Year 6 student 'Departments,' leading authentic activities and events for the students and community throughout the year and celebrating learning with newsletter articles.

2023 saw the continued impact of Covid although with absence to a lesser extent than the previous year. The education team continued to be responsive and adaptive to strengthen the learning stamina of students following the identified impact on learning stamina from the Covid years. They refined the educational program to meet the learning and wellbeing needs of all students. Quality differentiated practice, a targeted focus on Phonics, Literacy and Numeracy and a comprehensive tutoring program, supported the outcomes achieved.

A key focus was placed on the Early Years to maximize student learning and catch-up, after the Covid years, and the data indicates that the younger students required continued support to build their learning engagement and foundational Literacy and Numeracy skills.

Key to this work was a focus on oral language, phonics development and executive functioning to support students to be school and learning ready. Extensive professional learning occurred for teachers in Mathematics with this to be a continued focus in 2024.

In addition, the school employed a Speech Pathologist to undertake assessment and targeted support for oral language development.

The school achieved generally positive outcomes for the 2023 Annual Implementation Plan goals and targets in the Teacher Judgement and particularly in Year 5 NAPLAN and identified areas for continued improvement and growth.

While NAPLAN was one measure of performance, the school continued to strengthen the students critical thinking, wellbeing and problem-solving skills to enable them to be well rounded and reflective students.

## Wellbeing

Grovedale West Primary School continues to develop an ecosystem of wellbeing through the provision of the School Wide Positive Behaviour and Respectful Relationship programs. The school's RISE Positivtree student recognition process was a positive way of teaching and celebrating student citizenship, social and emotional interaction, and values.

The school provided a comprehensive transition program for students, into, through and from our school. A comprehensive Prep transition program was provided with the Foundation teachers' engaging with Early Years providers to discuss student transition needs. Similar support was provided for students moving to Secondary School with the Year 6 students appreciating the opportunity to participate in transition sessions at our neighbouring Secondary College.

Transition tours were also provided for parents to support key transition stages through the year.

Through each year level and more comprehensively in Year 6, the students developed their leadership skills. This was enabled through authentic learning experiences, the planning and facilitation of fundraising activities and involvement in the Healthy Heroes program. The distributed student leadership model supported the students to engage in authentic school leadership.

The school had a comprehensive inclusion and wellbeing support team. Students, teachers, and families were supported by a Mental Health and Wellbeing Coordinator, Inclusion Leader, School Chaplain, Student Support Services and a part-time school-based Speech Pathologist. Teachers engaged regularly with external health providers to support goal development and shared support for individual students. This assistance was invaluable in supporting student wellbeing and inclusion. The Inclusion leader also facilitated the new Disability Inclusion Profile process for eligible students.

The Mental Health and Wellbeing Leader also provided valued support through the provision of Social Skills programs, Lunchtime Play activities and other support for parents and students. The Chaplain provided highly valued pastoral care support for our school community.

Celebrating learning is a key feature of our school and many opportunities were provided for the students to share and celebrate their learning through Learning Showcases, SeeSaw Portfolios, assemblies, and performances. The Link school newsletter also regularly showcases student voice and learning.

The year culminated in the annual School Concert, Annual Assembly and awards presentation and the Year 6 graduation where our students were acknowledged for their individual achievements, learning growth and contribution to their own learning and their school community. The following data indicates strength in student wellbeing as acknowledged by the students.

- 2023 Attitude to School Survey (Years 4-6) Sense of Connectedness % endorsement well above State and Similar Schools
- 2023 Attitude to School Survey (Years 4 - 6) Management of Bullying % endorsement well above State and Similar Schools

## Engagement

Teachers developed student learning dispositions, agency and active engagement in learning using the 6c capabilities, (collaboration, critical thinking, creativity, citizenship, character, and communication). Engagement in problem-solving experiences and learning showcases enabled the students to demonstrate their knowledge and skills to engaged audiences.

Students in the early years enjoyed active participation in play-based learning, strengthening their learning confidence and engagement.

Many students across all year levels enjoyed participating in the Kitchen Garden, cooking in the new Kids Kitchen and providing hands on help in the Junior Landcare programs. A key focus was to strengthen student dispositions for numeracy learning through problem solving and shared dialogue, strengthening enjoyment and engagement in Maths.

A highlight was the Year 6 Leadership program where all students engaged in selected Departments facilitating student led events and activities across the school.

Our students also engaged in several community partnerships including Deakin University Gals in Stem, regular use of the Waumponds Library, Landcare, and the Ceres Sustainability Centre.

Student attendance continued to be a school priority and students with extensive absenteeism were supported with re-engagement programs, parent support and guidance from the DE Student Support group team.

The following data indicates improved consistency in attendance across levels and very positive parent satisfaction and school climate data.

- 2023 Absence Days - Average number of absence days slightly lower than the State and Similar Schools
- The Attendance Rate by year levels is relatively consistent across year levels with an average 90.2% attendance rate.
- 2023 - Parent Satisfaction - percentage endorsement - 100% endorsement and considerably higher than the State
- 2023 - School Staff Survey - School Climate - percentage endorsement higher than the State

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## Other highlights from the school year

The school re-established the Camps program with students participating in day events and two and three day urban and coastal camps.

Senior students had extensive involvement in sporting events with participation in swimming, tennis basketball, girls' football and Winter and Summer Sport with other schools. The school also held an athletics event and whole school cross country events.

Music continued to be promoted through a student choir, Djembe drumming group, the teaching of Ukelele and the school concert.

The school concert provided a forum for students to engage in performing arts and present to a large audience in a performance venue.

The Year Five and Six Circus troupe performed at school events and has become a highlight for student participation as they reach the senior years.

The continued partnership with Deakin University enabled several students to engage in the Gals In Stem program.

The Junior Landcare group have been instrumental in developing large native food gardens around the school which once established, will be used in the Stephanie Alexander Kitchen Garden program.

The school continues to have a valued link with the Waurmpods library with students frequently visiting to use this community resource.

Sharing of facilities and resources has occurred strengthening connections with neighbourhood Kindergartens, who visited to engage in music activities and use the school resources such as the playground, library and gym.

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## Financial performance

The school provided quality resources to ensure continuous school improvement.

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

In 2023, surplus funds were committed to the appointment of additional inclusion staff, tutors and a Speech Pathologist.

Furniture and equipment were also purchased for the newly constructed Early Learning Centre, Kids Kitchen and Science Centre. A new student Landcare Garden shed, and fencing were constructed along with a new seating area to welcome families dropping off and collecting their children.

As part of the school's wellbeing focus, the school Chaplain hours were increased to full time in 2023.

Due to continued flooding in the administrative building, plumbing works were required along with reinstatement of large areas of carpet in the administrative wing.

Further funds have been allocated to future building and grounds work linked to the new building construction. Further work is also required to re-establish the oval after the recent building works. Funds will also be allocated to support a planned staffing deficit in 2024.

The school received a grant from the Beth MacLaren Smallwood Foundation to provide an additional language support teacher to assist our Deaf and Hard of Hearing, primary years students.

In 2023 the school received equity funding which was used for an additional Learning Specialists to work with each team to build teacher capacity and enhance the learning program across the school.

Additional funding was also received for Tier 2 Inclusion, Tutoring and Mental Health in Primary Schools and was full expended.

**For more detailed information regarding our school please visit our website at [grovedale.west.ps@education.vic.gov.au](mailto:grovedale.west.ps@education.vic.gov.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 342 students were enrolled at this school in 2023, 164 female and 178 male.

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

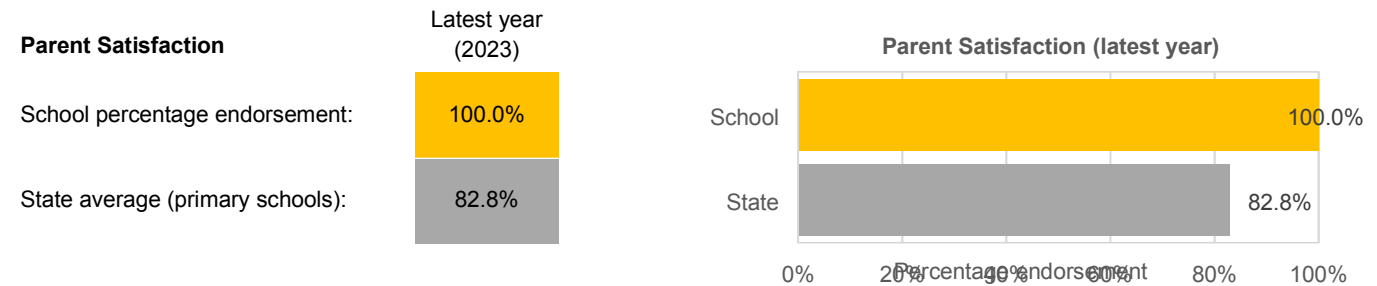
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

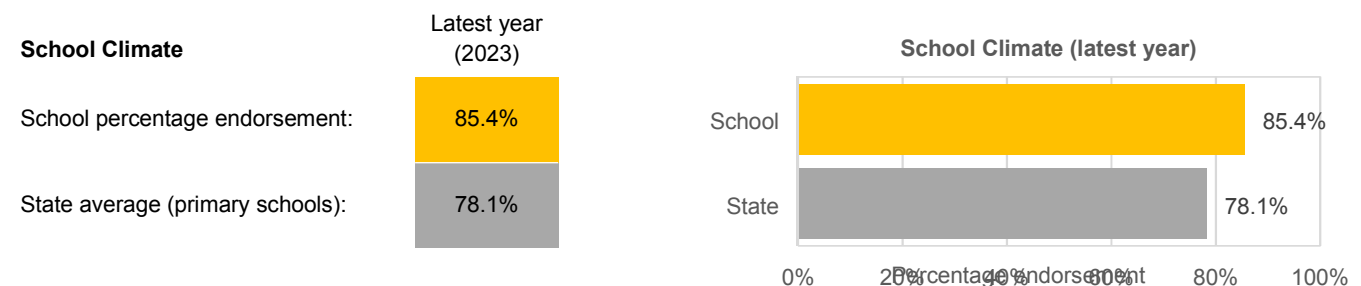


### School Staff Survey

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

School percentage of students at or above age expected standards:

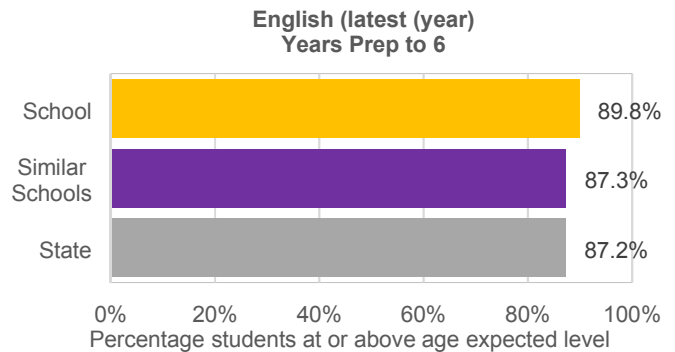
Latest year  
(2023)  
89.8%

Similar Schools average:

87.3%

State average:

87.2%



#### Mathematics

##### Years Prep to 6

School percentage of students at or above age expected standards:

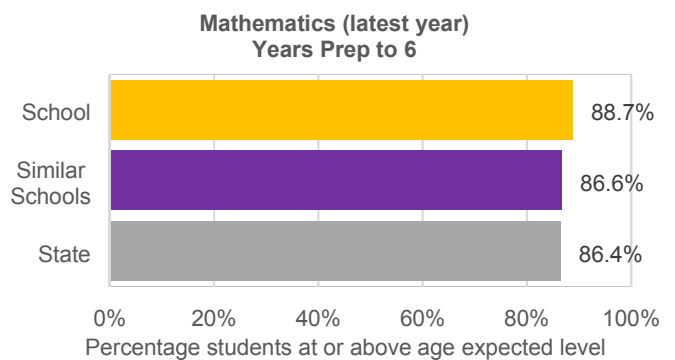
Latest year  
(2023)  
88.7%

Similar Schools average:

86.6%

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:

65.2%

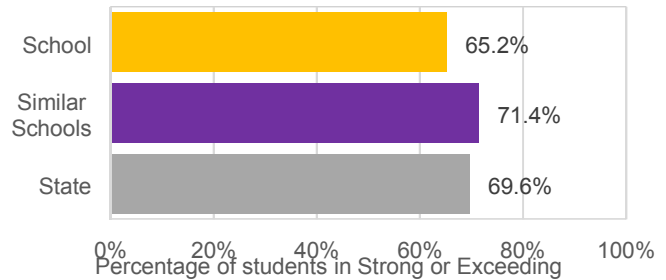
Similar Schools average:

71.4%

State average:

69.6%

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



#### Reading Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

84.9%

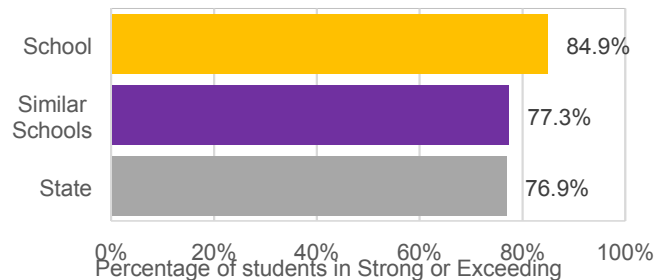
Similar Schools average:

77.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

52.2%

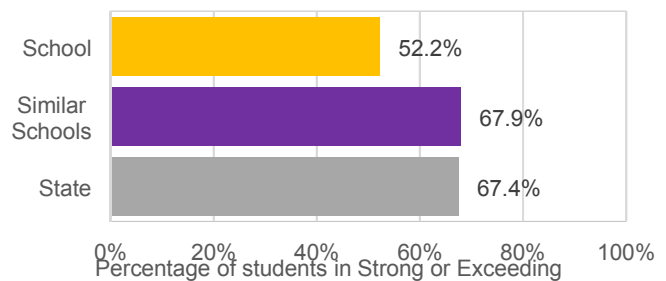
Similar Schools average:

67.9%

State average:

67.4%

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



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

71.7%

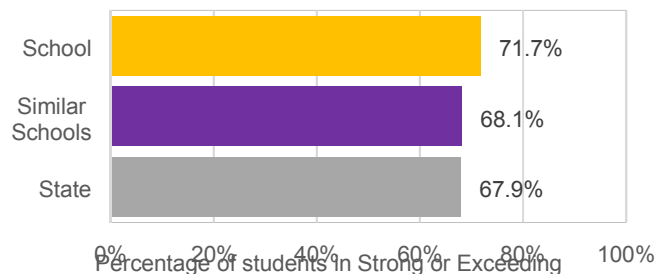
Similar Schools average:

68.1%

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:

73.3%

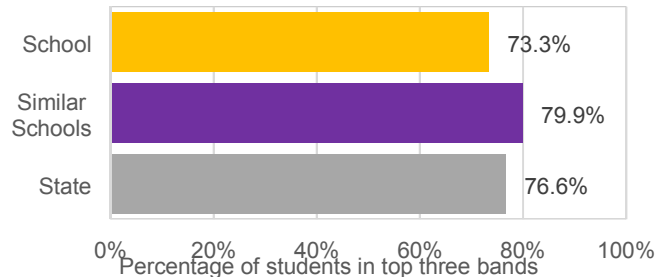
Similar Schools average:

79.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

62.3%

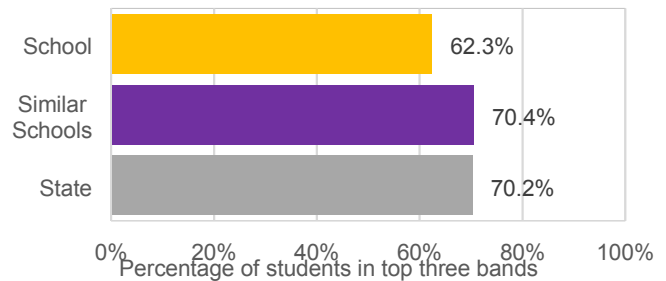
Similar Schools average:

70.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

64.4%

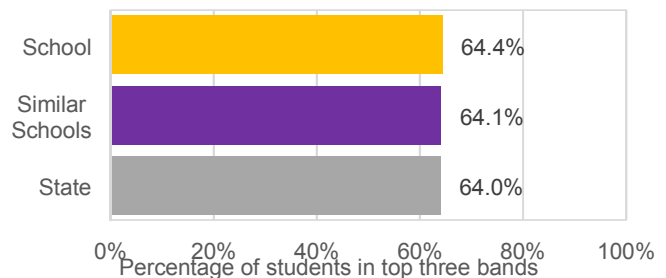
Similar Schools average:

64.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

47.8%

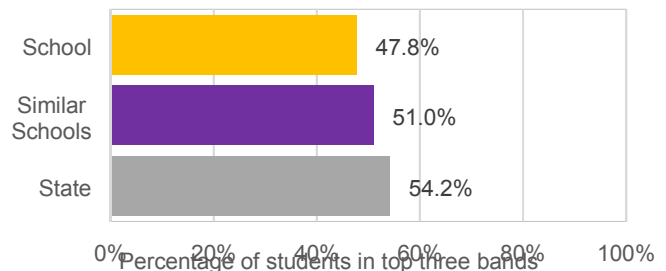
Similar Schools average:

51.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

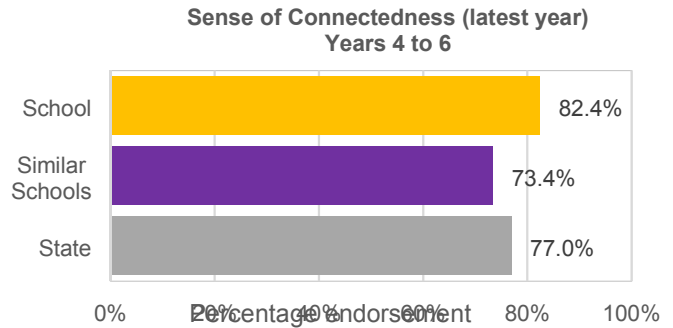
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	82.4%	84.8%
Similar Schools average:	73.4%	75.6%
State average:	77.0%	78.5%

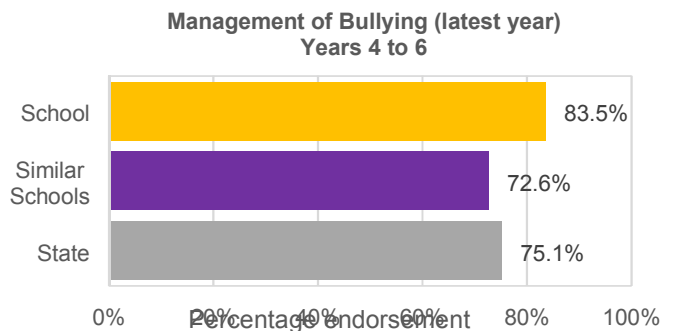


### Student Attitudes to School – Management of Bullying

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:	83.5%	82.0%
Similar Schools average:	72.6%	74.4%
State average:	75.1%	76.9%



## ENGAGEMENT

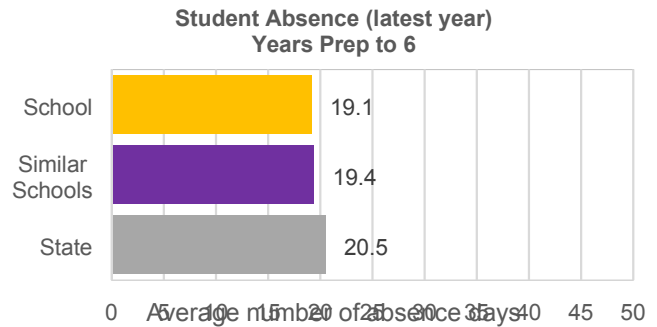
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	19.1	18.9
Similar Schools average:	19.4	17.8
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%	92%	91%	87%	92%	89%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,036,325
Government Provided DET Grants	\$606,956
Government Grants Commonwealth	\$206,259
Government Grants State	\$0
Revenue Other	\$70,802
Locally Raised Funds	\$274,021
Capital Grants	\$54,964
<b>Total Operating Revenue</b>	<b>\$5,249,328</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$95,026
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$95,026</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,931,133
Adjustments	\$0
Books & Publications	\$3,300
Camps/Excursions/Activities	\$62,676
Communication Costs	\$11,167
Consumables	\$99,492
Miscellaneous Expense <sup>3</sup>	\$12,957
Professional Development	\$14,490
Equipment/Maintenance/Hire	\$77,815
Property Services	\$120,965
Salaries & Allowances <sup>4</sup>	\$331,087
Support Services	\$177,636
Trading & Fundraising	\$35,436
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,585
<b>Total Operating Expenditure</b>	<b>\$4,905,739</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$288,625</b>
<b>Asset Acquisitions</b>	<b>\$80,380</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	\$1,665,543
Official Account	\$141,009
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,806,552</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$154,205
Other Recurrent Expenditure	\$29,186
Provision Accounts	\$17,393
Funds Received in Advance	\$0
School Based Programs	\$103,034
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$406,674
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,628
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$738,120</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.*