

2023 Annual Report to the School Community

School Name: Leongatha Primary School (2981)



- 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 20 March 2024 at 08:00 PM by Dot Coghlan (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2024 at 08:48 AM by Emma Stevic (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

Leongatha Primary School is located 135 kilometres south-east of Melbourne. It is a town in the foothills of the Strzelecki Ranges, South Gippsland Shire. Leongatha has a population of roughly 6,000. Leongatha is a service town for the rural industries of South Gippsland, especially the dairy industry. Leongatha Primary understands and values the role of catering to the needs of all students. We strive for excellence in academic achievement and promote the development of the whole child. The staff are committed to team planning and professional development to provide the best possible learning environment for the students at Leongatha Primary School. The school promotes a caring atmosphere with clearly defined expectations. Staff recognise the importance of student wellbeing and work hard to provide each student with the opportunity to learn and grow in a safe and secure environment while developing meaningful relationships.

In 2023 the enrolment was 627. The school is organised in year levels with four classes at each level. In 2023 we had 28 classes with Education Support Teachers in all year levels and we offer Specialist programs in Visual Arts, Performing Arts, Chinese, Phys Ed, STEM and Wellbeing. The school has 3 Principal class officers, 35 Education Support staff including Teacher Assistants, office staff, IT Technicians, a canteen manager and a School maintenance person.

Leongatha Primary School is a major stakeholder in the Leongatha Education Precinct that was established following the co-location of the Secondary College, Specialist School, TFE and Primary School onto a single site in 2012. Precinct meetings are held two times each term to discuss ways that our schools can support each other and continue to promote inclusion across our precinct.

The school does not currently have any Aboriginal or Torres Strait Islander staff. Programs for overseas students not applicable.

Vision: Our shared vision is to foster kindness, curiosity, confidence and inclusion. Our students are lifelong learners who set high expectations, accept challenges and contribute to a global community and to uphold our Values - Be a Learner, Be Respectful and Be Resilient. Leongatha Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Leongatha Primary School's Student Family Occupation and Education Index is 0.3822 in 2023 and the school's SFO (School Family Occupation) Index is 0.4256 (2023). Our school has three Learning Specialists with two in Numeracy and one PLC (Professional Learning Community Link School Leader). These teachers are released from their classrooms for one day a week to support and coach our staff and students. In the junior area we have implemented the Sounds Write literacy program with all of our junior staff being trained in this program. Our senior school had continued with the Fountas and Pinnell reading program however the decision was made at the end of term 3 to change our Literacy Program assessment to DIBELS. We believed that the Fountas and Pinnell program was not providing our students with the reading strategies that they needed and therefore after research and much discussion our school has chosen to bring in a Structured Literacy approach. We have employed Greg Clement who is an Education Consultant in Structured Literacy to deliver professional development to our staff in the best practice for our teachers. We will continue to work with Greg next year to implement Structured Literacy across our whole school.

We have two part time welfare people at our school one working in the junior area and the other in the senior area. We are very proud of our two school dogs who provide wonderful support and comfort to our students. These trained dogs have become an invaluable part of our staff as they have been regularly used to support students who have been suffering with stress and anxiety.

We have three staff working in the Tutoring Program where students are working in small groups in Literacy intervention.

We are proud of our parent and student surveys which showed that both groups are very happy with the learning and wellbeing environment. The 2023 Student Attitudes to School Survey revealed that 90% of students were happy to be at our school and that the teachers make learning fun. The parent opinion survey showed that 95% of parents said that this school treats their child with respect and teachers at this school expect my child to do their best.

Our school is a Respectful Relationships Lead school for the region. We believe that we have an excellent culture at our school where staff feel supported and valued. Our staff opinion survey showed that our collective focus on student learning is at 94%, and collective responsibility is at 93%.

Progress towards strategic goals, student outcomes and student engagement

Learning

Leongatha Primary School has continued to ensure our strong focus on academic progress for all children and is proud of its strong student learning for all children. A cohesive team approach to planning ensures consistent teaching and learning across each year

level. We continued to consolidate and improve our Professional Learning Communities in 2023. The PLC process has enhanced teacher practice and up-skilled staff to utilise a range of data to teach students at their point of need. The staff opinion survey showed great improvement in:

- Collective focus on student learning - 94%
- Collective responsibility - 93%
- Collaborate to plan curriculum - 100%
- Plan differentiated learning activities - 100%

All year levels have planning time during the day throughout the week to use academic data to drive planning and ensure consistency across each year level. LPS has continued to work as effective teams to improve student learning outcomes in Literacy and Numeracy, through collaborative planning and assessment procedures. We had a whole school focus on Maths in 2023 focusing on building teacher capacity in teaching maths, implementing essential assessment for maths and utilising the PLC model to facilitate math's planning across the school. Two Numeracy Learning Specialists were in place to support students and teachers. We employed extra support staff and teachers via the tutor learning initiative and Tier 2 funding to support children to consolidate their learning. Dedicated Learning specialists in Numeracy and PLC have facilitated improvement across the school.

Our School Performance report 2023 showed significant increase in the percentage of students positive endorsement in stimulated learning going to 88%. The Attitudes to School Student survey shows that our students have given their teachers above 90% in the following areas:

- I try very hard at school / I try my best at school -91%
- My teacher makes learning fun - 90%
- I am happy to be at this school - 90%
- My teacher gives extra help when students need it - 95%
- My teacher sets clear rules for classroom behaviour - 95%
- My teacher believes that I can do well at school - 94%
- My teacher expects me to do my best - 94%

The decision was made at the end of term 3 to change our whole school literacy focus to a structured literacy approach. Our Literacy team (12 members) travelled by bus over to Moe to listen to Dr Nathaniel Swain speak on the Science of Learning and Literacy. Our school made the informed decision to implement a whole school approach to structured literacy under the guidance of Greg Clement Literacy expert and Educational Consultant. Greg worked at our school for two days giving professional development to our staff and supporting the implementation of this new approach. The literacy assessment at the end of the year was DIBELS and a new Literacy Learning Specialist was appointed at our school.

During 2023 Leongatha Primary School employed two Numeracy Learning Specialists to lead the teaching and learning of Maths. These specialists worked closely with teachers, individually and at a team level, to enhance the quality of content knowledge and pedagogical skills. They also worked as part of the DSSI initiative to prepare our Grade 3 & 5 students for success in undertaking their NAPLAN assessments.

Another major focus was ensuring that there was a consistent approach to the delivery of the Maths Curriculum through planning document templates and the embedding of our school's Instructional Model. This included preparing staff for the implementation of the Victorian Maths Curriculum 2.0 at the beginning of 2024.

A highlight of the year was having our school's Instructional Model shared throughout the state at professional development conferences as an exemplar model of the teaching of mathematics. This is a credit to the work of all staff members at LPS who have worked tirelessly over the past 5 years to develop and adopt contemporary, evidenced-based teaching practices.

Wellbeing

As a school we continued to provide a safe and happy environment for the students. Wellbeing lessons were taught as part of our learning programs using resources from respectful relationships. We were also part of The Resilience Project where members of the team came to school to work with staff, parents and students to promote resilience and the lessons that are part of this project. We had an excellent parent information session and the teachers also enjoyed the professional development of the program. We have continued a strong focus on students mental health and wellbeing as well as their physical wellbeing. Our two school dogs that were fully trained last year were paid for from our schools Mental Health budget. These dogs have proven to be invaluable in our school as so many teachers require them for support in their classrooms to help students who are feeling anxiety, stress or maybe dis-regulated. Our mental health budget also support our grade 5 cohort where we had a number of students with behavioural issues by organising a Community Sports program each week at the local sports precinct in Leongatha. Students were involved in a number of sports such as swimming, boxing, aerobics, drama, football, table tennis etc and this program proved to be extremely beneficial for this group of students. Children were also given special sporting events such as the grade 5 students travelling to the MCG to watch an AFL game and the grade 6 students travelling to Melbourne to watch an NBL game. In 2023, the ATOSS measures overall reported a positive endorsement from our Grade 4-6 cohort. Sense of connectedness 87%

Overall parent satisfaction was a positive endorsement of 87%.

School staff results indicated a positive endorsement for School climate 83%, this was above state level.

The Health and Wellbeing of all students will continue to be a focus in 2024.

Engagement

Leongatha Primary School provides a positive environment for teaching and learning allowing students to feel valued and connected within the school setting. Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students is promoted through the school. Staff implemented a variety of methods and programs focusing on engagement of students through inquiry units and the use of technology. Teams and year levels shared best practice and continued to work collaboratively to deliver the best outcomes for our students. Our school has maintained a strong focus on regular attendance which is promoted in our school newsletter. Our teachers work very hard to promote a strong relationships with students and families. Our SSGs (School Support Group) and IEPs (Individual Education Plans) have increased dramatically due to the appointment of a disability inclusion person who has worked tirelessly to promote these programs.

To support student non-attendance strategies email and phone communication was made with parents. The importance of school attendance was communicated in the school newsletter.

TLI (Tutor Learning Initiative) sessions ran throughout the year, targeting reading and writing. The students participate in 5 specialist sessions each

week giving them the opportunity to experience various curriculum areas.

Leongatha Primary provides a depth of extra-curricular activities and leadership opportunities for the students. Student voice is encouraged through SRC, leadership, student learning goals and student forums. We ran many whole school events with the students, such as assemblies, camps, excursions, sporting activities, whole school Colour fun run and a Christmas concert at the end of the year

Other highlights from the school year

Our school review was completed in 2023. This was a thorough and valuable process that allowed our parents, teachers and students to have voice into the direction that our school will be taking for the next four years. The panel were able to give our school the feedback that we needed to set the goals and key improvement strategies to focus on moving forward. We look forward to putting the structures in place to reach our targets.

Our school camps were extremely successful with nearly all students participating and the School Council supporting families that were finding the financial commitment challenging. Students from grades 2- 6 all participated in a school camp and the benefits for our students wellbeing was invaluable. Our school Christmas concert was once again a highlight of the year with all grades performing and a huge amount of parents and grandparents attending.

The school ColourRun was another wonderful success for our school in 2023. It was an excellent community event that saw a large amount of family and friends come to support our school. A large amount of money was raised for new outdoor furniture for our students.

Our Hands On Learning Program was another very successful program that was run by our Assistant Principal with the support of five Education Support staff. Over 50 students who were requiring extra emotional, wellbeing support were included in this program. This group of students made wonderful gifts for their families, built various structures for our school and made timber Christmas trees that were displayed around the main street of Leongatha for our Chamber of Commerce.

Financial performance

In 2023 we budgeted to support a previous year staffing deficit however we continue to maintain a healthy end of year balance. Whilst we continue to make changes to our staffing profile, annual staffing expenditure costs exceeded our SRP credit budget, although this is managed by budgeting for the deficit in our cash budget. We have also been making applications for student support funding to alleviate the current staffing deficit.

The school received reasonable support from our community with 62% of families supporting the voluntary parent payments and our fundraising committee raised just over \$39,000. The school successfully received additional funding to support the second year

of the OSHC program, along with the Safe Tree Program and Student Wellbeing Boost funds.

The school continued to complete buildings and grounds improvement projects around the school which included, wall extensions, blinds in classrooms and the new PAC (Performing Arts Centre) curtains, painting, new bench tops and cupboards in the staffroom and the Epoxy coating at the end of Building B/toilet breezeway. We have also supported the professional development required with the introduction of our new literacy approach in 2024.

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 619 students were enrolled at this school in 2023, 293 female and 326 male.

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

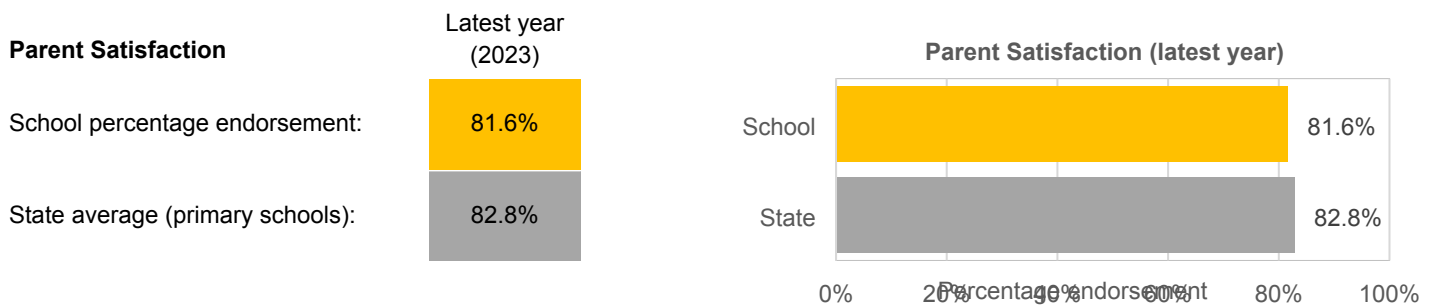
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

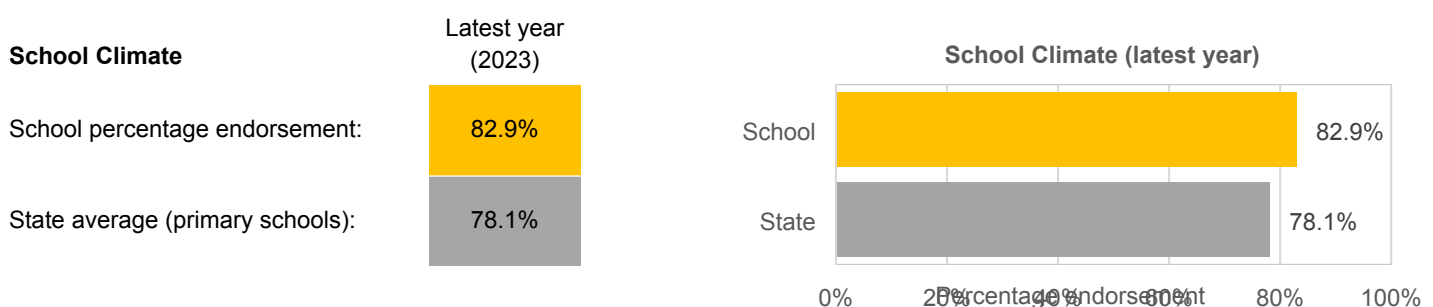


School Staff Survey

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:

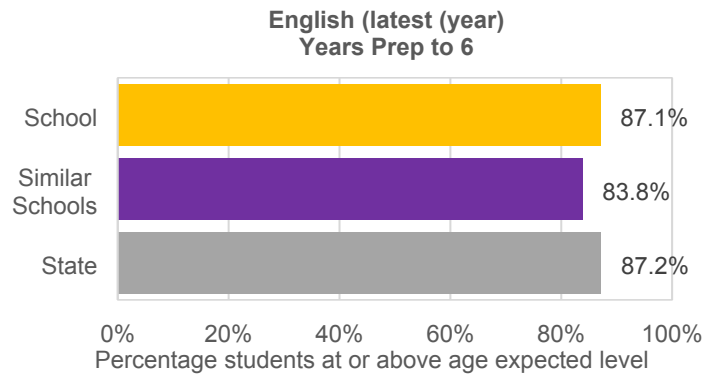
87.1%

Similar Schools average:

83.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

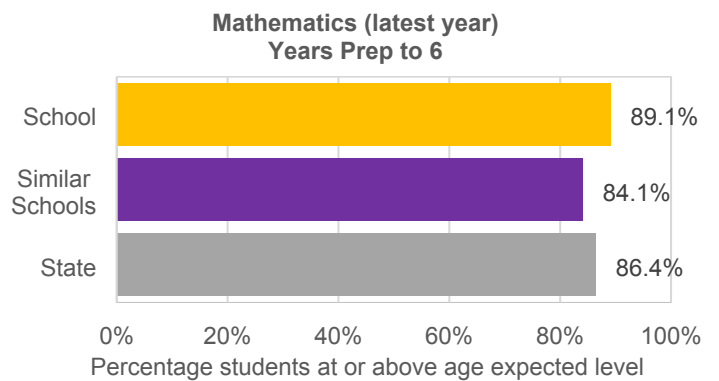
89.1%

Similar Schools average:

84.1%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.1%

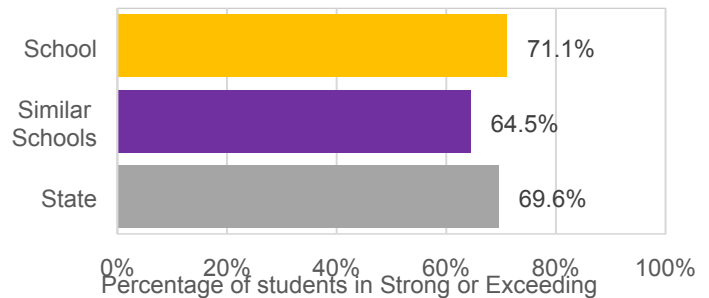
Similar Schools average:

64.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.3%

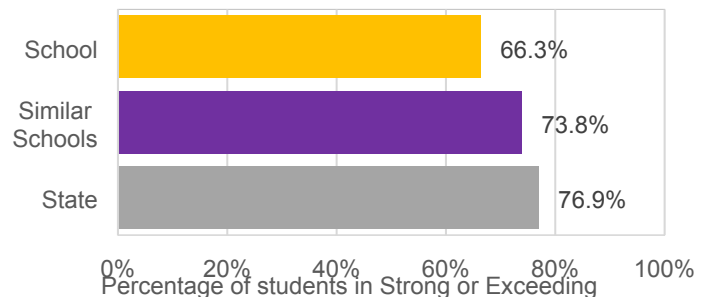
Similar Schools average:

73.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

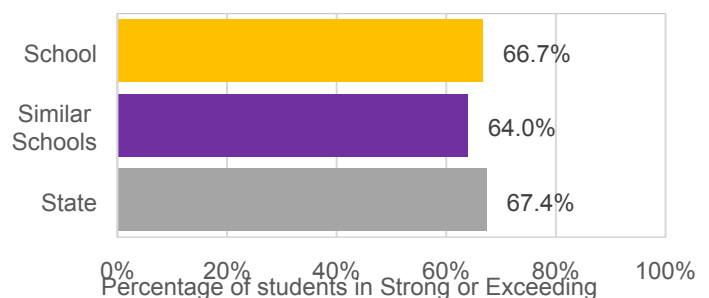
Similar Schools average:

64.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.5%

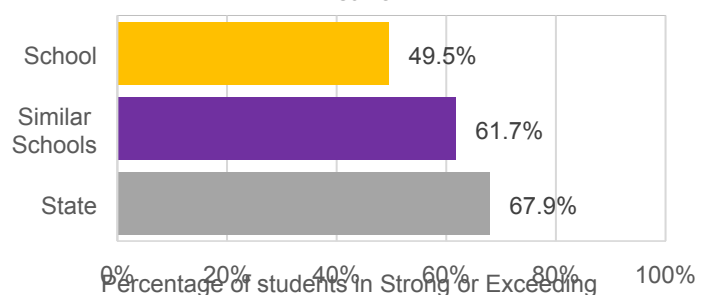
Similar Schools average:

61.7%

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:

73.9%

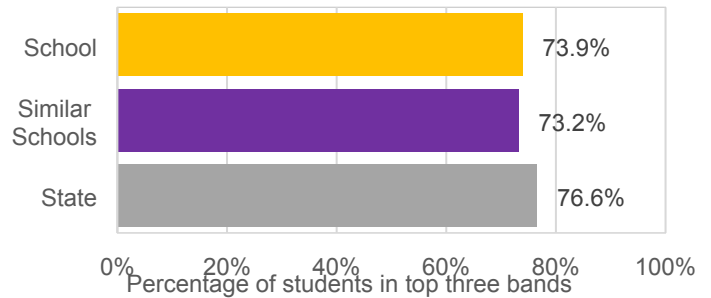
Similar Schools average:

73.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.6%

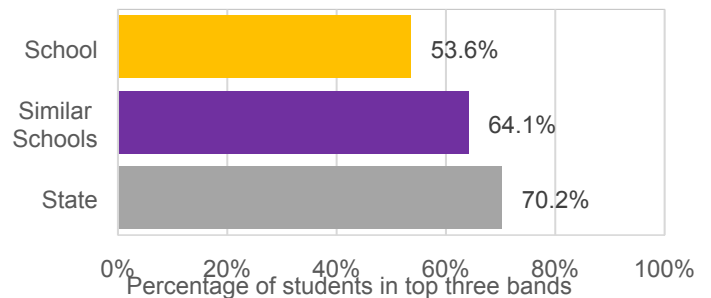
Similar Schools average:

64.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.0%

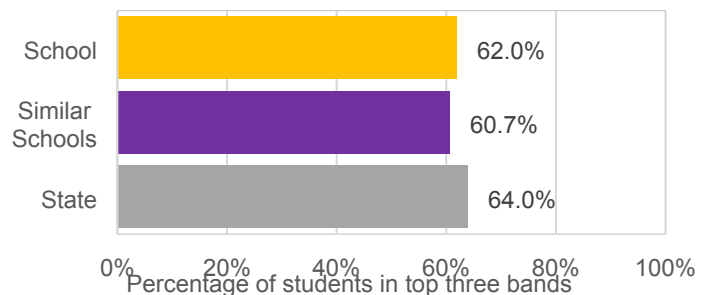
Similar Schools average:

60.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

44.0%

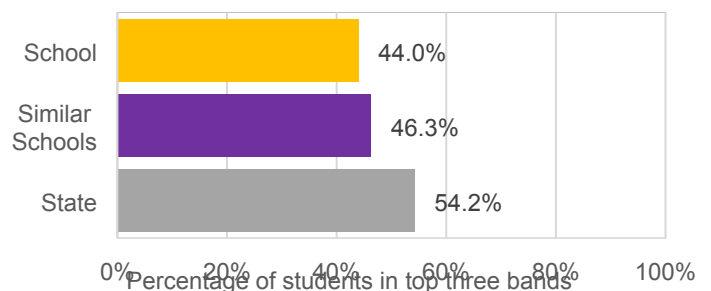
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

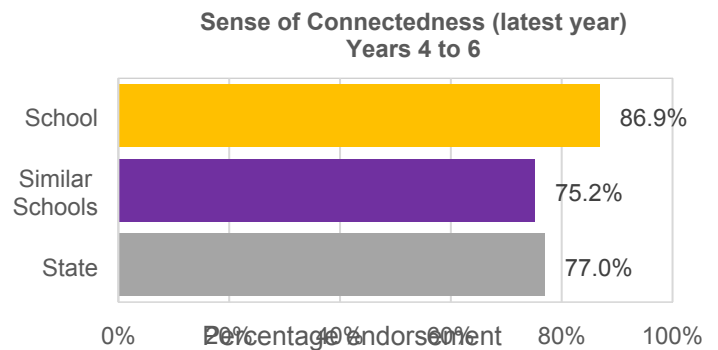
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.9%	82.1%
Similar Schools average:	75.2%	76.2%
State average:	77.0%	78.5%

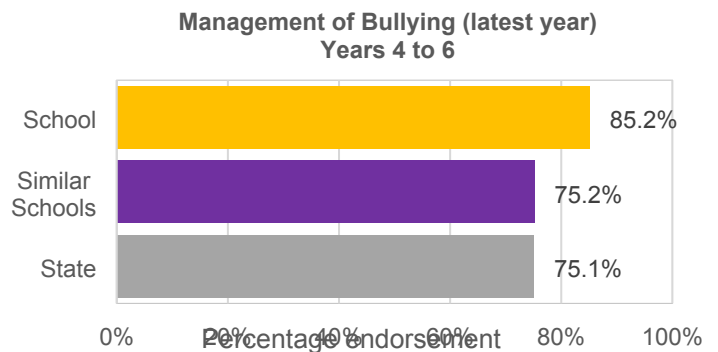


Student Attitudes to School – Management of Bullying

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:	85.2%	79.9%
Similar Schools average:	75.2%	76.3%
State average:	75.1%	76.9%



ENGAGEMENT

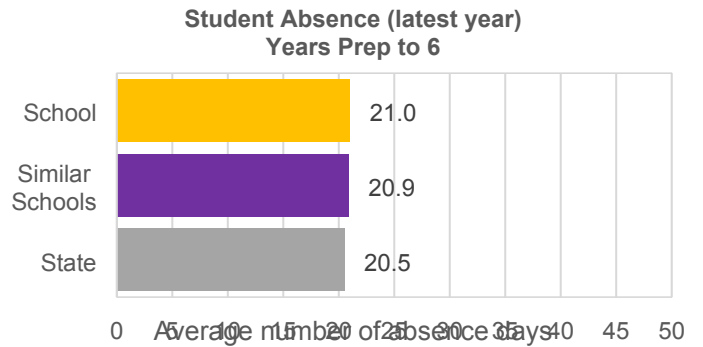
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	21.0	19.0
Similar Schools average:	20.9	19.1
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):	89%	90%	91%	89%	89%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,214,123
Government Provided DET Grants	\$741,658
Government Grants Commonwealth	\$9,500
Government Grants State	\$0
Revenue Other	\$106,052
Locally Raised Funds	\$591,085
Capital Grants	\$0
Total Operating Revenue	\$7,662,418

Equity ¹	Actual
Equity (Social Disadvantage)	\$186,553
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$186,553

Expenditure	Actual
Student Resource Package ²	\$6,301,550
Adjustments	\$0
Books & Publications	\$5,983
Camps/Excursions/Activities	\$212,712
Communication Costs	\$6,527
Consumables	\$229,341
Miscellaneous Expense ³	\$36,218
Professional Development	\$25,794
Equipment/Maintenance/Hire	\$188,672
Property Services	\$287,732
Salaries & Allowances ⁴	\$473,355
Support Services	\$0
Trading & Fundraising	\$137,150
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,669
Total Operating Expenditure	\$7,957,702
Net Operating Surplus/-Deficit	(\$295,283)
Asset Acquisitions	\$16,263

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$242,203
Official Account	\$31,843
Other Accounts	\$0
Total Funds Available	\$274,046

Financial Commitments	Actual
Operating Reserve	\$255,355
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$35,671
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$109,583
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$400,609

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.