

2023 Annual Report to the School Community

School Name: Sandringham East Primary School (4429)



- 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 08 April 2024 at 08:36 AM by Jane Briffa (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 08 April 2024 at 08:44 PM by Patrick Purcell (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

Sandringham East Primary School is located in the leafy Bayside suburb of Sandringham, 15 kilometres southeast of the Melbourne CBD. The school was established in 1931 and has proudly served as a community hub for Sandringham, valuing relationships, and a strong sense of community for over 92 years.

Sandringham East PS is a progressive school preparing students for a dynamic future. Our School Vision ensures that we are **building an inclusive community where our children are active learners, critical thinkers, and creative explorers**. The motto for our students is to think...imagine...become. The school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for students that foster our core values of Care, Aspiration and Respect.

Students enjoy bright and engaging flexible learning spaces that cater for a range of learning styles and individual needs. Recent major building works has resulted in eight new learning spaces along with a basketball stadium that includes a performing arts space and a dedicated art room, canteen, staffroom, and student bathroom facilities. A further \$3,848,000 in funding was provided in 2022/2023 for Stage 2 of the capital works project. The final design phase was completed in preparation for the refurbishment of the administration building, 4 new classrooms and a brand-new STEM centre with a completion date set for January 2025. New landscaping will provide a welcoming new entry to the school.

The new buildings compliment the amazing adventure Playscape complete with ropes, tunnels, platforms, cubbies, water play, sandpits and a massive log fort set amongst the trees. Students also enjoy an oval, walking track, colourful junior playground, indigenous gardens, a bountiful vegetable garden and hens that provide fresh eggs for our community and the kitchen garden program. A GaGa pit has been installed and the Play Shed provides creative play resources for lunch breaks. The school provides laptops and I-Pads to students during lessons that require the use of computers however the BYOD program for students in levels 3 to 6 sees around 95% of students with their own device.

An average of 501 students were enrolled at SEPS in 2023, consisting of 252 males and 249 females across 22 Grades with a class average of 22 students. The school's socio-economic profile is in the low band with an SFOE index of 0.1352. 2% of students identify as Aboriginal or Torres Strait Islander. English is an additional language for 11% of students and 8 International Students have enrolled across the course of the year. A small percentage of students English as an additional language and a small number of students who are supported under the Program for students with a disability. The school receives equity funding for 5% of students and disability inclusion funding for a small percentage of students.

The staffing profile for 2023 consisted of 2 principal class members, Classroom teachers totalling 27.5 EFT and Education Support totalling EFT 6.7. The specialist team includes a PE, Mandarin, Performing Arts, 2 Visual Arts and a Science teacher as well as an ES staff member who oversees the Kitchen Garden Program. Other members on staff include a part-time library technician and a Welfare Officer/ Counsellor who supports many families for educational, wellbeing and family issues two days a week.

Progress towards strategic goals, student outcomes and student engagement

Learning

Sandringham East PS prides itself on a diversity of programs that cater for personalising student learning needs through curriculum programs and Individual Education Plans. Modifications and differentiated learning ensure that students are taught at their point of need. Literacy and Numeracy are essential foundations for student success. Highly regarded specialist programs include Performing Arts, Physical Education, Visual Arts, and Mandarin and Science. Science has a strong focus with the renowned Andrew Wilkinson from Sandringham College now employed to teach our students three days a week. As an Asian Literate school, we communicate with our sister schools in Japan and the Philippines. We financially support our sister schools in the Philippines who have experienced decimation through disasters, through our SEPS Hunger Busters each Friday. Excursions, camps, sports events, and swimming provide our students with a well-rounded education. The Walker Learning Approach is implemented, connecting students to their learning through interest and play based activities in Investigation and Inquiry Learning culminating in an Educational Research Project.

In 2023 we completed our School Review and in Term 4, the new Strategic Plan was developed for the following four years. The core purpose of the school as outlined in the new School Strategic Plan is to ensure that the learning growth of every student is maximised. Clear goals have been set to maintain or increase the percentage of students working in the exceeding and strong proficiency levels in NAPLAN in both English and Numeracy. In 2023, 95% of Year 5 and 83% of Year 3 students performed in the exceeding or strong levels in Reading. In Numeracy, 87% of Year 5 students and 89% of Year 3 students performed in the Exceeding or Strong proficiency levels.

During 2023, professional consultants were engaged as critical friends to support staff professional learning. The Literacy guru inspired and guided the school's writing program using Mentor Texts in both reading and writing. Staff also attended additional online PD provided by Scribi to provide assessment opportunities and support planning for teaching and learning. Learning Specialist time continued to be used for supporting the use of Scribi, the 6+1 Traits of Writing, and Spelling in the Level 4 and 5 areas. The South Australian Spelling Test data from June was used to identify the spelling patterns that needed to be taught throughout Semester 2. Literacy planners were updated to include the 6+1 Traits of writing to ensure visibility F-6. The staff also engaged with a Mathematics consultant during 2023. The Numeracy focus was on developing the skills of multiplicative thinking and creating a whole school scope and sequence of expectations that addressed a developmental continuum of skills. Year 5 and 6 Students competed in a variety of maths competitions including the Australian Maths Competition, the Maths Olympiad, and the Maths Games competition. The Tutor Learning Initiative continued to support students in both numeracy and reading. 36 students in Levels 3 and 5 received additional numeracy support in Semester 1. Students in Level 2 and 4 were prioritised during Terms 3 and 4, using Scribi data to identify gaps in learning in Reading. A new teacher role was also created to target students for enrichment. Students working just above benchmark were identified and received additional support to further enhance their numeracy skills.

Wellbeing

The new 2023 Strategic Plan has set a goal to strengthen engagement and empower the wellbeing of every student. Key improvement strategies have been developed to ensure that there is a whole school approach to support student health and wellbeing and to cognitively engage and empower students as agents of their learning and wellbeing. Targets have been set using the School Staff Survey, Attitudes to School Student Survey and the Parent Opinion Survey to evaluate and improve factors including differentiated learning, student voice and agency, and a stimulating learning environment. A consultant from Real Schools has worked with staff for four years, embedding Restorative Practices and connecting teachers with good practice to develop respectful interactions both within and outside the learning spaces. Another consultant also provided school leaders with strategies to work within their teams. Social and Emotional Learning was a priority in the Annual Implementation Plan with the school being nominated as a Lead school in the RRRR program and working with schools in the cluster to engage students in respectful ways. Play is the Way is a program used at Sandringham East PS to teach students resilience and self-management. Lessons are taught to empower students to treat others as you would like them to treat you, to be brave and participate to progress, pursue personal best no matter who you work with and to be the master, not the victim, of your feelings. Several students are supported through the Program for Students with Disabilities. The school employed three experienced support teachers to enhance and challenge student learning particularly in Literacy and Numeracy. An Assistant Principal and a Learning Specialist were employed to support the Bayside Inclusion Program. Based on data collected by Adrienne Hornby, a health and wellbeing consultant, staff identified that a consistent approach beyond restorative practices was needed for the school. Input from a visiting Inclusion Outreach Coach and data collected from staff identified key trends of concern across the school. This work continued into 2023 with behaviour management systems being reviewed.

Engagement

The school experienced a decrease in positive attendance data in 2022 with 43% of students experiencing more than 20 days absence. This data was consistent with State trends but was slightly higher than the average of 37% experienced by Similar Schools. This trend showed improvement with the percentage of students experiencing more than 20 days absence decreasing to 30% in 2023. Student engagement is critical to the students learning and academic growth. Feeling happy, interested, and safe at school ensures students engage in school life. The Upstanders program continued to be a major focus during 2023. Data from AToSS indicated that the school needed to continue to focus on student voice and agency and improve the students' sense of connectedness. An action plan was developed by the Bayside Upstanders. A common language was created to identify what an Upstander looks like at Sandringham East PS. Students began to work on developing personal goals that were not centred on academic achievement. Students became better able to identify what a personal goal is, name their own personal goal, identify key strategies they can use to help them achieve their personal goal and also to discuss why their personal goal was important to them. The school employs a Welfare Officer/ Counsellor two days a week who supports many families for educational, wellbeing and family issues.

Other highlights from the school year

Community support has always been a strength at SEPS with Welcome picnics, Mother's and Father's Day breakfasts, Special Friends Day, as well as the school coffee van every morning. Parent participation and support from the local community play a major role that is valued and encouraged by the school. The school links with staff and community to provide extra-curricular activities for students through lunch clubs, including Sporting Schools Program, Instrumental music, Choir, Sandy Stars, Chess, Chinese and many other Lunch Clubs. A highlight included the boy's softball team coming 2nd in the State Finals. Partnerships with community members include the Lions, Rotary and the Japanese Saturday College. The school is host to the Japanese Saturday College each week with 21 classes offered for around 310 students. Valued links and a partnership with Sandringham College, located adjacent to Sandringham East PS, provide mutual benefits as well as a positive transition to secondary schooling.

Despite the financial support required to pay teachers time in lieu, the camping program for level 4, 5, and 6 students has continued with 2-night / 3-day camp experiences in Warrnambool, Ballarat and Philip Island. Some Year 5 students who are passionate about science and sustainability, participated in the i Sea, i Care Dolphin Project and enjoyed a great experience swimming with dolphins.

Financial performance

Throughout 2023, Sandringham East Primary School continued to be financially secure. The Finance Subcommittee has ensured governance and financial controls required by the School Council and the Department of Education are in place and that good financial practices are being exercised. During the year the sub-committee reviewed and evaluated the financial statements on a regular basis and reported to the School Council.

The overall financial position of the school continued to improve, with an operating surplus of \$89,639 (2022 result \$84k). This is a good result considering the increase in operating costs during the year. The school remains in a strong cash position with cash balances slightly increasing from \$1,016k in 2022 to \$1,122k in 2023.

Total income for the year was \$1,518k, up from \$1,280 in 2022 and against budget of \$1,053k for 2023. The increase was due to an increase in Government Grants, SRP Funding, Overseas Fee-Paying Students, and exceptional banking interest income. Income from hire of school facilities and equipment was also up by \$53k largely attributed to an increase in usage at TheirCare Out-of-School- Hours program.

Fundraising activities raised a total of \$8,580 for the year, with special mention to the Dad's Footy Match raising \$2,281, Easter Lucky Ticket raising \$1,320 and the Mango Fundraiser raising \$1,126. Overall fundraising activities were down on previous years; however, it needs to be said how grateful we are for all the hard work that goes into these events. Funds raised will be going towards the STEM program in our new facilities due to be completed at the end of 2024.

Curriculum contributions were up on the previous year from \$72k in 2022 to \$91k in 2023. Other contributions were slightly below budget at \$62k (budget \$74k). These contributions supported services in first aid, grounds, the library, and buildings and provided a more comfortable, safe and secure environment for our students. We are grateful for these contributions, especially in such difficult economic circumstances.

Operating expenditure for 2023 was favourable to budget with a total of \$1,429k compared to budget of \$1,516k (2022 expenditure: \$1,196k). The year-on-year increase in expenditure is largely due to an increase in replacement staff due to continued covid effects and curriculum consumables.

Overall, our financial position remains strong, enabling our school to support areas of need as they arise, ongoing maintenance and future planning. A big win for the school was the approval from the VSBA for the re-seeding of the oval. This project was approved by School Council late in 2023 with works commencing early in 2024.

On a final note, on behalf of School Council a huge thank you to our Business Manager, for her meticulous record keeping, organisational skills and her "can-do" attitude.

For more detailed information regarding our school please visit our website at
<http://www.sandringhameastps.vic.edu.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 500 students were enrolled at this school in 2023, 246 female and 254 male.

9 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

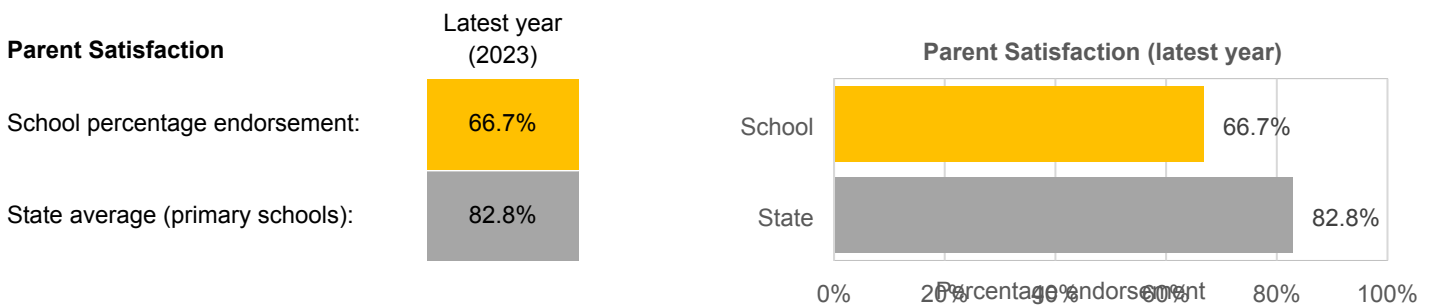
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

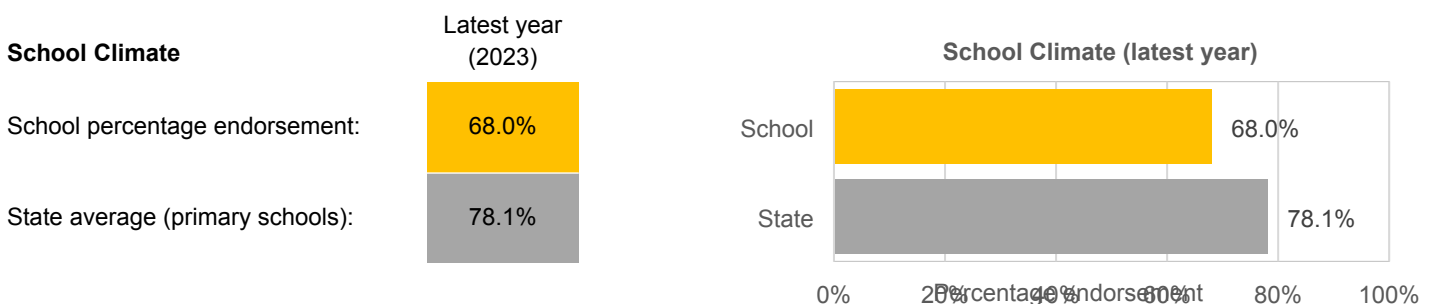


School Staff Survey

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:

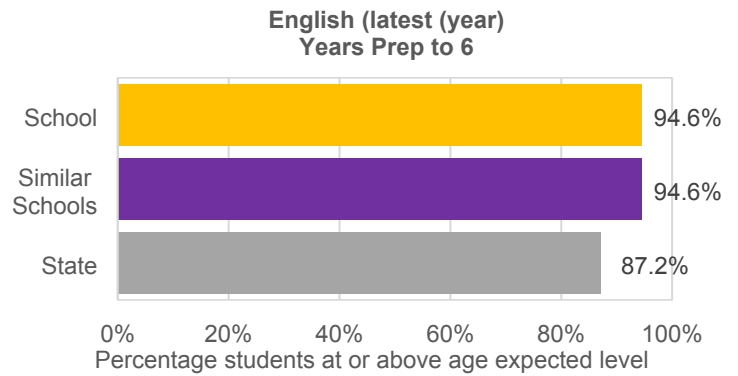
94.6%

Similar Schools average:

94.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

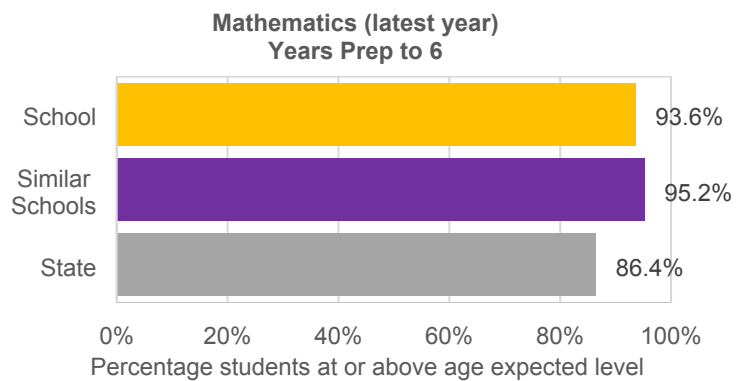
93.6%

Similar Schools average:

95.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.8%

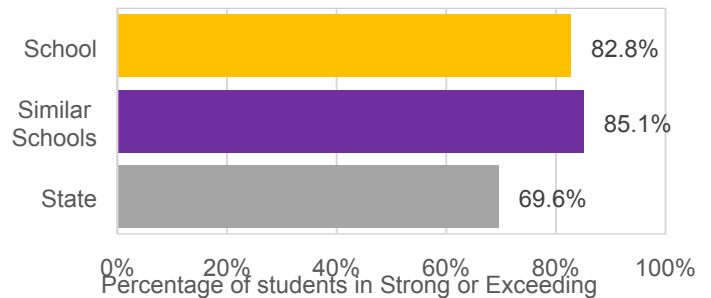
Similar Schools average:

85.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.7%

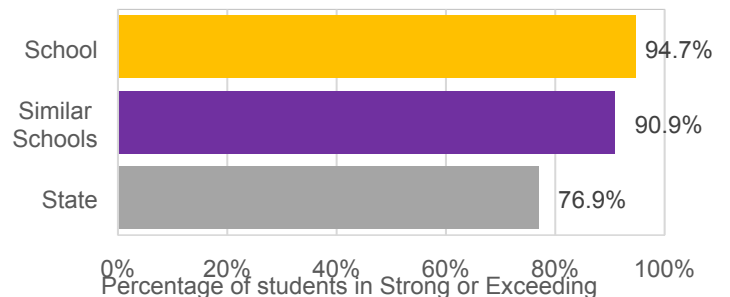
Similar Schools average:

90.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.1%

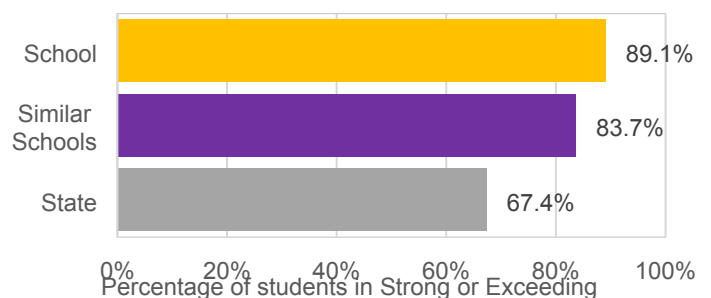
Similar Schools average:

83.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.7%

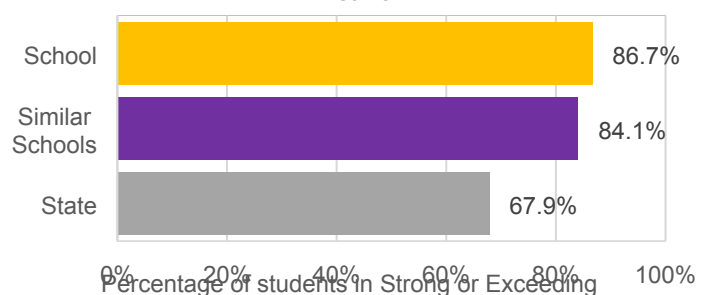
Similar Schools average:

84.1%

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:

88.9%

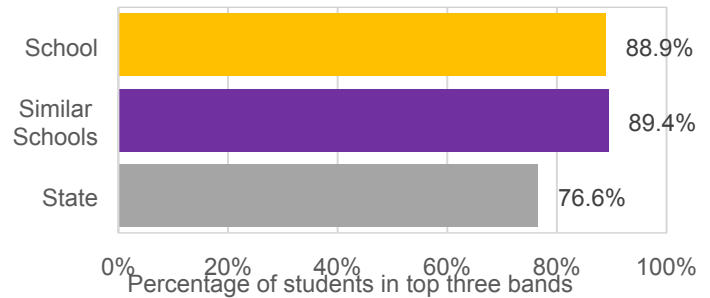
Similar Schools average:

89.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.8%

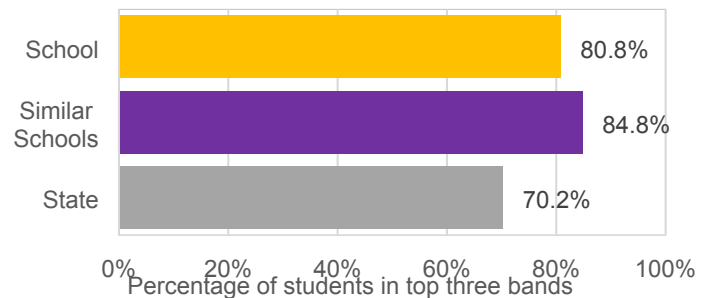
Similar Schools average:

84.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

81.3%

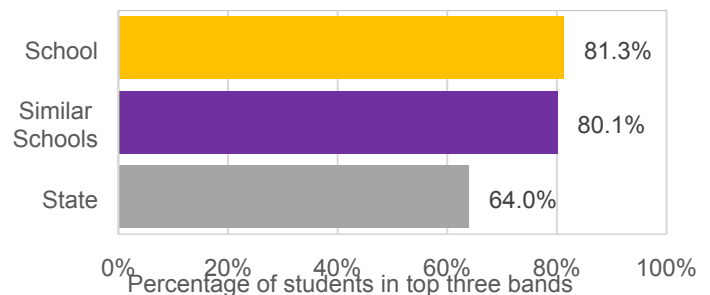
Similar Schools average:

80.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.3%

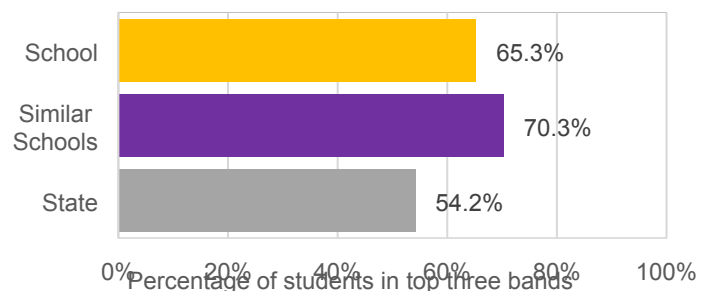
Similar Schools average:

70.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

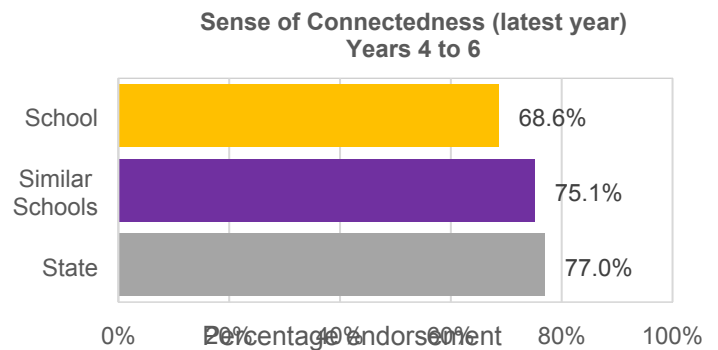
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.6%	72.1%
Similar Schools average:	75.1%	76.8%
State average:	77.0%	78.5%

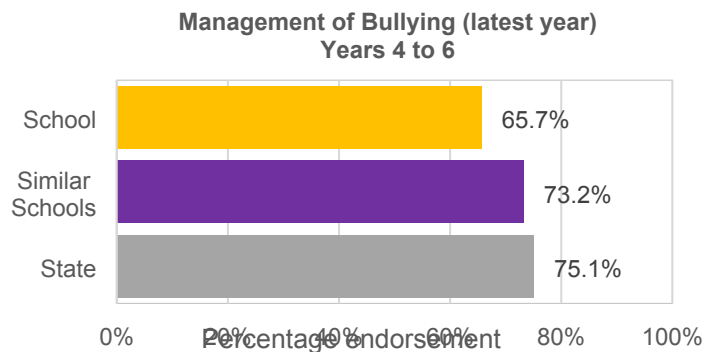


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	65.7%	70.1%
Similar Schools average:	73.2%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

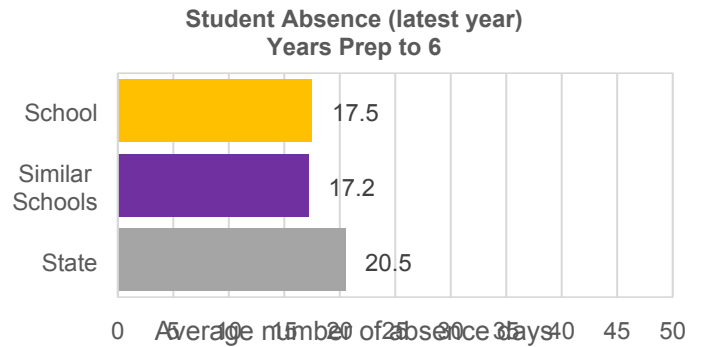
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.5	14.5
Similar Schools average:	17.2	13.8
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):	92%	90%	92%	92%	91%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,495,016
Government Provided DET Grants	\$849,607
Government Grants Commonwealth	\$27,957
Government Grants State	\$5,000
Revenue Other	\$47,492
Locally Raised Funds	\$588,620
Capital Grants	\$0
Total Operating Revenue	\$6,013,692

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,360
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,360

Expenditure	Actual
Student Resource Package ²	\$4,151,659
Adjustments	\$0
Books & Publications	\$8,317
Camps/Excursions/Activities	\$246,754
Communication Costs	\$6,380
Consumables	\$148,430
Miscellaneous Expense ³	\$25,701
Professional Development	\$53,345
Equipment/Maintenance/Hire	\$106,034
Property Services	\$77,393
Salaries & Allowances ⁴	\$275,027
Support Services	\$395,810
Trading & Fundraising	\$34,399
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,286
Utilities	\$49,161
Total Operating Expenditure	\$5,580,696
Net Operating Surplus/-Deficit	\$432,997
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 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	\$931,512
Official Account	\$109,771
Other Accounts	\$80,771
Total Funds Available	\$1,122,054

Financial Commitments	Actual
Operating Reserve	\$227,984
Other Recurrent Expenditure	\$1,859
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$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	\$229,843

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.