

2023 Annual Report to the School Community

School Name: Park Orchards Primary School (4854)



- 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 08:33 PM by Bronwyn Garrity (Principal)

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

Attested on 24 March 2024 at 12:48 PM by Kynan Yep (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

Established in 1962 in Melbourne's outer east, Park Orchards Primary School is surrounded by native vegetation and the remnants of a pine plantation. The school boasts strong community ties with the local kindergarten and Lions Club, and it hosts the Park Orchards Market monthly. Our community has a high socio-economic profile, the school population has become more culturally diverse in the last four years. We acknowledge and celebrate the school's location on the land of the Wurundjeri people of the Kulin Nation. Notably, Park Orchards Primary School is on the Bushfire at Risk Register (BARR).

Our vision is to create a positive learning community of aspirational and curious learners who consistently strive for their personal best. Teachers, students, and parents collaborate to achieve educational and personal development success for everyone. The School Council and Parents' Association play crucial roles in assisting school operations and fostering a robust community partnership. Parents and carers actively collaborate with teachers and support staff to attain school goals and enhance the learning environment for all students.

The school community, including students, staff, and parents, is dedicated to upholding the values of Excellence, Respect, Kindness, and Integrity. These values are foundational to the school ethos and shape interactions among all community members.

Our strategic plan for 2020-2024 prioritises optimizing literacy and numeracy outcomes for all students, fostering student voice and agency, and enhancing students' understanding of the world around them. In 2023, the school had a student population of 368, with 12% being English as an Additional Language (EAL) learners and 2% were Aboriginal and Torres Strait Islander. The school comprised sixteen classes, four specialist subjects, and math and literacy support programs. The staff included 28.8 equivalent full-time members, with two in principal class roles, 21.2 teachers, and 5.6 support staff.

Park Orchards Primary School offers a variety of high-quality programs that enable students to engage in learning and achieve their highest potential. Specialised programs, including the Arts (Visual and Performing), LOTE (Mandarin), and Health and Physical Education, support all students in their educational and personal success. The school places a strong emphasis on developing literacy and numeracy skills, with teachers, students, and parents collectively working towards achieving success for everyone.

The school boasts a robust student leadership and wellbeing program, providing various leadership opportunities that support student engagement and success across the curriculum. In 2023, the school continued implementing The Resilience Project, incorporating weekly lessons and activities focusing on Gratitude, Empathy, Mindfulness (GEM), and Emotional literacy to build resilience and prioritise student wellbeing and mental health.

Park Orchards Primary School features excellent facilities, including a basketball stadium, performing and visual arts centre, STEM room, and refurbished classrooms. The unique and beautiful physical environment includes extensive play areas, native gardens, a thriving vegetable garden, and a hen house, fostering active and imaginative play. As a Science Specialist school with a strong focus on inquiry learning and sustainability, the school provides a nurturing, high-quality learning environment.

Parent satisfaction, as measured by the Parent Opinion survey, stands at an impressive 83.3%. The school's motto, "The Future Starts Here," encapsulates the ethos and direction of Park Orchards Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Park Orchards Primary School has achieved remarkable success in student learning, positioning us as a high-performing institution compared to similar schools and statewide benchmarks.

In 2023, the school remained committed to its strategic objective of optimising literacy and numeracy outcomes for all students, aligned with the Department's overarching goal of supporting and challenging students in their learning journey.

Our NAPLAN results for 2023 demonstrate exceptional performance in reading. Specifically, the percentage of students in strong or exceeding in Years 3 and 5 surpasses similar schools and state averages. In Year 3, 86% of students achieved this benchmark, while an impressive 94% of Year 5 students reached the same level. Our Year 3 and 5 students also excelled in numeracy, with 86% and 85% respectively achieving in strong and exceeding. Both Year 3 and 5 students performed above similar schools and state averages. These high NAPLAN achievements are further reflected in teacher Victorian Curriculum Achievements Standards, with 96% of students meeting or exceeding literacy standards and 97% demonstrating similar proficiency in numeracy. These results exceed those of both similar schools and the state as a whole.

Our students' exceptional achievements are attributed to the school's commitment to quality teaching and learning programs that emphasise excellence. These programs integrate impactful teaching strategies focused on differentiated instruction. Across all lessons, learning intentions and success criteria are clearly outlined, following an instructional model that gradually empowers students

to take responsibility for their learning. Teachers are equipped with a comprehensive curriculum framework for reading, writing, and mathematics, which guides instruction. Moreover, data-driven decision-making informs instructional planning and task differentiation to meet individual student needs.

A rigorous and consistent approach to assessment is integral to our practices. A school-wide assessment schedule ensures regular collection of formative, summative, and anecdotal data to inform instruction. Teachers utilise a variety of norm-referenced assessment tools and moderated learning journal tasks with an agreed rubric based on the Victorian Curriculum Achievement Standards. Regular data-level meetings track student progress, enabling targeted interventions and extensions as needed. Student-led conferences facilitate goal-setting and discussion of achievements, supported by evidence from their learning journals.

Our support and extension programs ensure every student experiences growth and progress in their learning journey. Opportunities such as the Victorian High Ability Program, Fast Learners, and GATEways cater to students needing enrichment, while differentiated extension activities are embedded within daily teaching. For students requiring additional support, literacy and numeracy tutors, along with dedicated support teachers, are available.

Effective pathways are developed for students in the Program for Students with a Disability (PSD), with individual education plans and regular engagement with parents through termly support group meetings. As a result, PSD students consistently demonstrate progress in achieving their goals.

Wellbeing

In 2023, the health and mental wellbeing of our students became a significant focus and priority for Park Orchards Primary School's students, families, and staff.

Our school has established clear, consistent, and documented policies and processes aimed at supporting the wellbeing and inclusion of every student. We are recognised and respected for our commitment to prioritising wellbeing and inclusivity. The core values of Excellence, Respect, Integrity, and Kindness are integrated into the daily operations of the school. Additionally, the use of Tribes' language and behavioural agreements guides interactions among students, staff, and parents/carers.

To further enhance student wellbeing, we continued the implementation of The Resilience Project (TRP) program as a comprehensive whole-school approach. The TRP program focuses on fundamental principles such as Gratitude, Empathy, Resilience, and Emotional Awareness, which are embedded throughout the school. Full implementation and integration of the TRP program will continue into 2024. In addition to TRP, teachers regularly conduct Community circle time activities and teach The Zones of Regulation to support student emotional regulation.

Park Orchards Primary School also offers an excellent foundation transition program to facilitate a smooth transition for new students. This program includes comprehensive school tours, information evenings, and information packs for parents. Meetings with kindergarten teachers are conducted to identify individual support needs for incoming foundation students. Foundation students are paired with a year 5 "Buddy" as part of the school transition program, fostering a supportive relationship throughout the first year of schooling. In 2023, foundation students, and preschool children enrolled in the school participated in comprehensive transition sessions. Furthermore, year 6 students and parents engage in transition to secondary school sessions led by past students and their parents who recently completed year 7.

Our school successfully includes several students funded under the Program for Students with a Disability (PSD), with all students participating in regular Student Support Group (SSG) meetings. The Assistant Principal and Principal collaborates closely with Regional School Support Services' staff to support students with identified individual needs. Regular health and wellbeing meetings with the Assistant Principal and Principal facilitate prompt access to support services. The school also maintains connections with external health providers such as Occupational Therapists, Speech Pathologists, and Psychologists, who support specific students and facilitate communication of student needs to classroom teachers and wellbeing staff.

Engagement

Park Orchards Primary School fosters a strong sense of engagement and connection among its students, teachers, and the wider school community. We take pride in being acknowledged as a school that supports students and their families in developing resilience, fostering engagement, and building meaningful relationships. Our goal is to empower students to become inclusive, influential, collaborative citizens who are lifelong learners.

In 2023, results from the Year 4-6 Student Attitudes to School Survey remained consistently high across all areas, indicating a continued sense of engagement in learning and connection to the school among our students. Particularly noteworthy are the areas of 'Student Connectedness to School' and 'Management of Bullying,' which surpassed both similar schools and state averages.

To enhance student engagement, teachers utilise student data and evidence to address individual learning needs, facilitating the development of targeted and differentiated teaching and learning activities. Regular conferences between teachers and students during class time enable goal-setting and discussion of progress, with students using learning journals to engage in student-led

conversations about their achievements with teachers and parents/carers. Our extensive specialist programs, including STEM, Performing and Visual Arts, Mandarin, and Physical Education, further support student engagement, along with extracurricular activities such as chess, drawing, board games, and Minecraft lunchtime clubs. The school's physical environment is designed to encourage active and creative play, further promoting engagement with the school.

We offer a wide range of student leadership and engagement opportunities, including school captains, community house captains, year six leadership teams, environmental waste warriors, student representative council members, active travel representatives, Aussie of the Month assemblies, and School Values and Student of the Week Awards, Bucket Filling Awards fostering student voice and agency.

The school's staff and leadership team provide support to these individuals, tracking their participation and offering additional assistance as needed. The student wellbeing team has established communication protocols to identify and regularly monitor the progress of these students during this period.

Park Orchards Primary School maintains high attendance levels, ranging between 89% and 92%, surpassing state averages. The average absence days were reduced from 18.6 in 2022 to 16.6 in 2023. The school's average number of days absent is below both similar schools of 17.4 and the state average of 20.5. The school continues to promote and value regular attendance, with strong support from parents/carers in ensuring students attend school consistently.

Other highlights from the school year

In 2023, Park Orchards Primary School continued to shine brightly through a variety of engaging activities that not only benefited the school and its students but also left a positive impact on the wider community.

The school bolstered its leadership programs, ensuring that every Year 6 student secured a leadership position and had the opportunity to participate in the prestigious Young Leaders Conference held at the Melbourne Exhibition Centre. Additionally, new Waste Warrior leadership roles were introduced for Year 3 and 4 students, contributing to the enhancement of the school's sustainability program. These young leaders, along with members of the Year 6 Environment team, embarked on an enlightening Sustainability Excursion organised by the Manningham City Council and Currawaong Bush Park.

Park Orchards Primary School continued its tradition of whole-school camping, recognizing the vital role it plays in the personal, social, and emotional development of students. From on-site camping activities for foundation to Year 2 students, to adventures at Candlebark Farm for Year 3, explorations at Sovereign Hill for Year 4, and unforgettable experiences at Phillip Island for Year 5 and 6 students, each excursion added to the students' growth and memories.

Term four marked the biannual Soiree and Arts Show, a highlight eagerly anticipated by both students and the school community. Each student proudly selected a piece of artwork for display, while those with talents in music, singing, or dancing had the chance to audition and showcase their skills in front of an enthusiastic audience.

Financial performance

Throughout 2023, Park Orchards Primary School maintained a strong financial position. The school's 2023 Annual Implementation Plan served as the guiding framework for allocating funds by the School Council to support various school programs and priorities. The Financial Performance and Position report indicates a surplus at the end of the year.

In 2023, the school allocated funds to support a comprehensive specialist program, including LOTE (Mandarin), Visual and Performing Arts, Science, and Physical Education. Additionally, resources were allocated to junior and senior literacy support programs, as well as class programs covering literacy, numeracy, science, and humanities. Extra funds were allocated to expand the tutoring learning initiative and catch-up program.

The leadership team, consisting of the Principal, Assistant Principal, and learning specialist, focused on maximising the expertise and capabilities of classroom teachers. External consultants were engaged to provide professional learning opportunities to teachers, with a focus on writing, implementing Little Learners Love Literacy program and numeracy teaching and learning.

Various grounds projects were undertaken, including the installation of the undercover walkway to the Arts Centre, maintenance and enhancement of play equipment (including a Ga Ga ball pit), and continuous maintenance and improvement of the extensive grounds and buildings.

The school has implemented financial management processes to monitor and maximise the use of school funds, supplemented by support from parents through fundraising efforts. Surplus funds are earmarked for future expenditure, including a school-funded building project (such as upgrades to the classrooms and library refurbishment) and specific grounds projects (such as the Indigenous Sensory Garden). Equity funding was utilised to deliver a literacy support program for senior students with additional literacy needs.

Funding from the Program for Students with Disability (PSD) enables the school to provide an inclusive and equitable learning program, further enhanced by Education Support Staff, external providers, and additional resources.

Strategic allocation of available financial resources is crucial to sustaining and expanding the extensive classroom and specialist curriculum, maintaining high standards of teaching and leadership, and providing quality facilities and resources at Park Orchards Primary School.

For more detailed information regarding our school please visit our website at
<https://pops.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 368 students were enrolled at this school in 2023, 169 female and 199 male.

12 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).

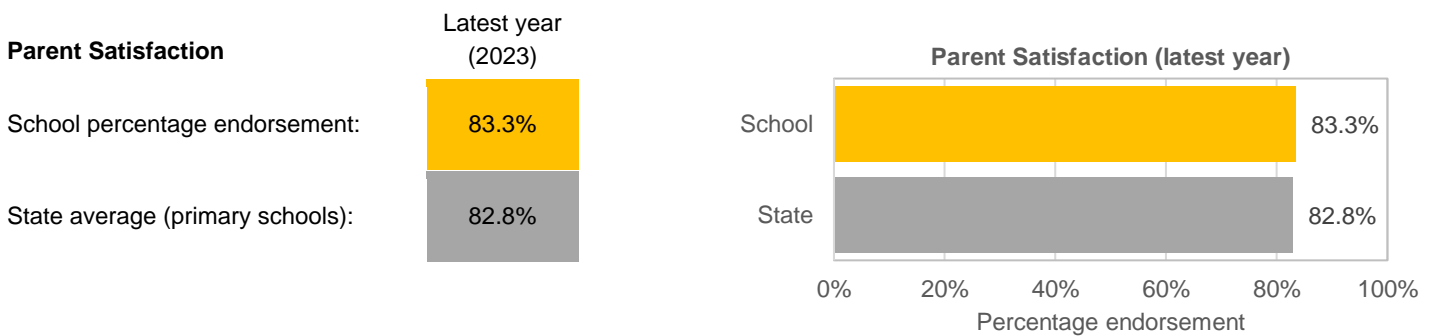
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

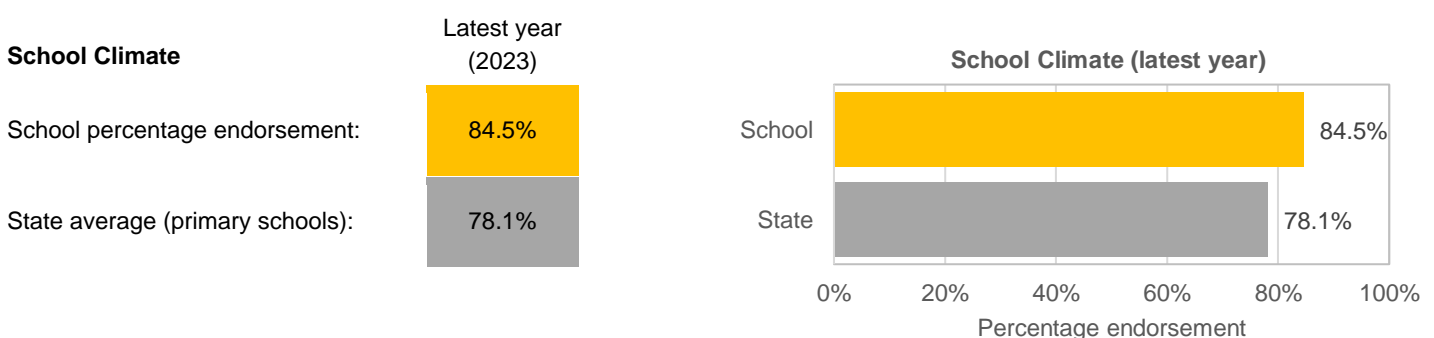


School Staff Survey

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:

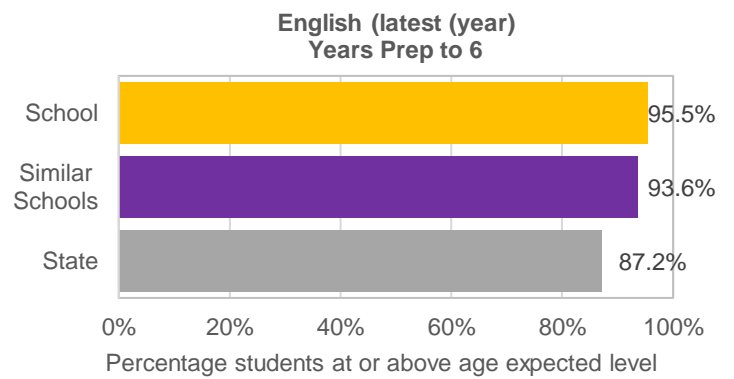
95.5%

Similar Schools average:

93.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

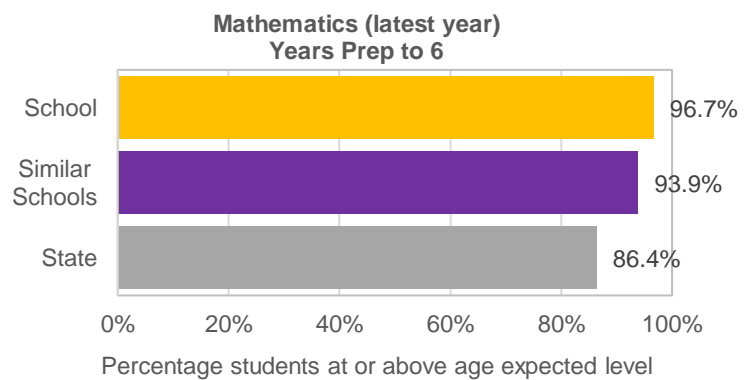
96.7%

Similar Schools average:

93.9%

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:

86.5%

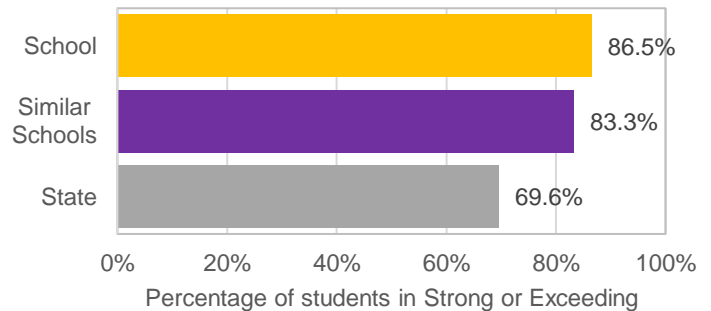
Similar Schools average:

83.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.9%

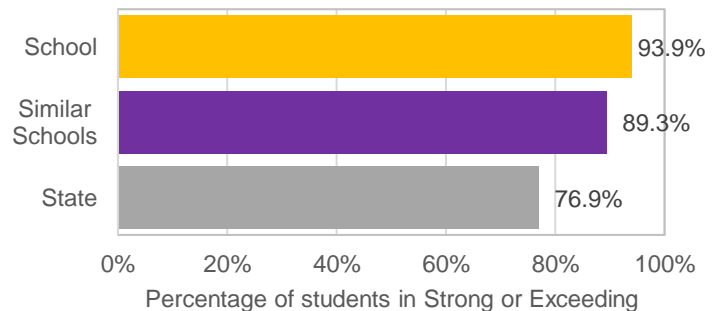
Similar Schools average:

89.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.0%

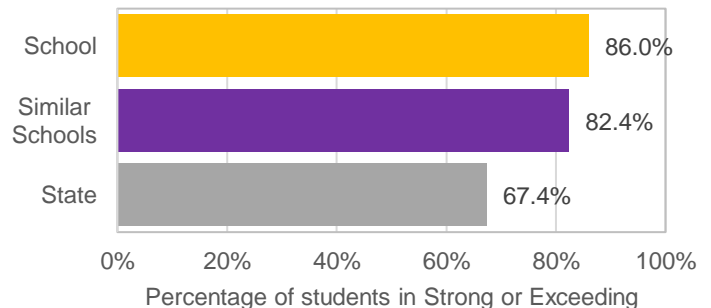
Similar Schools average:

82.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.1%

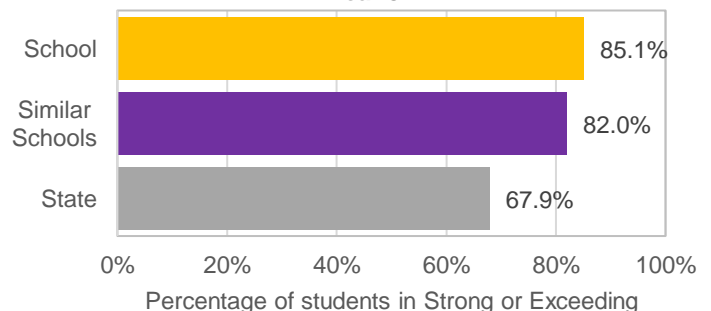
Similar Schools average:

82.0%

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:

95.2%

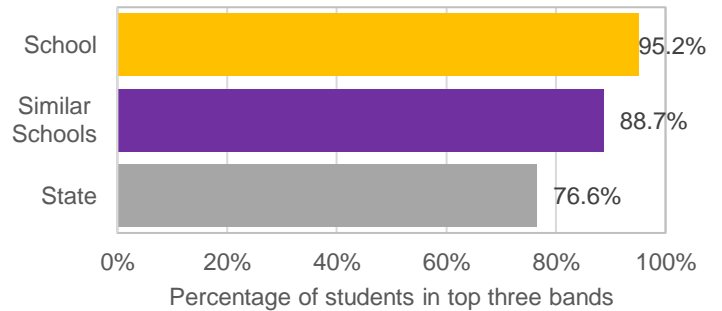
Similar Schools average:

88.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.5%

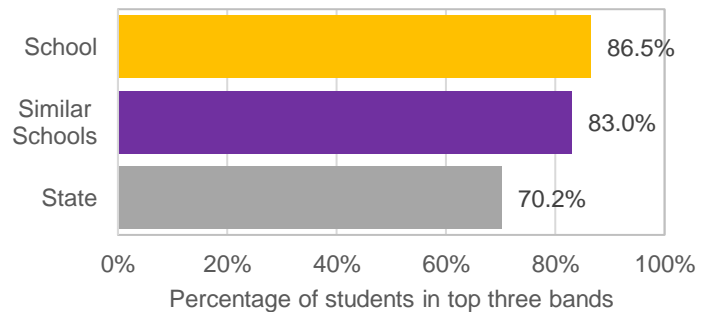
Similar Schools average:

83.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

85.2%

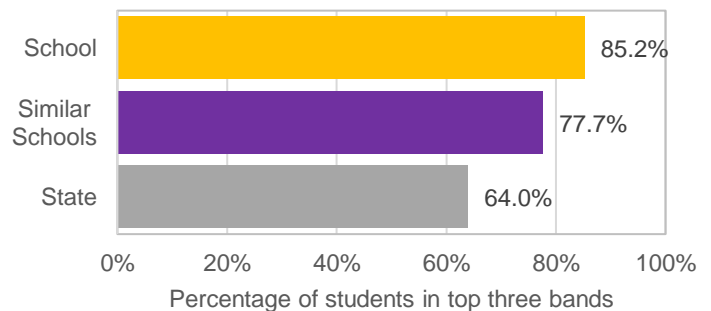
Similar Schools average:

77.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

67.6%

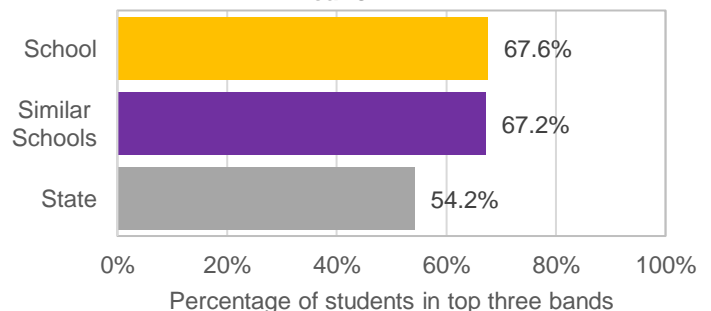
Similar Schools average:

67.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

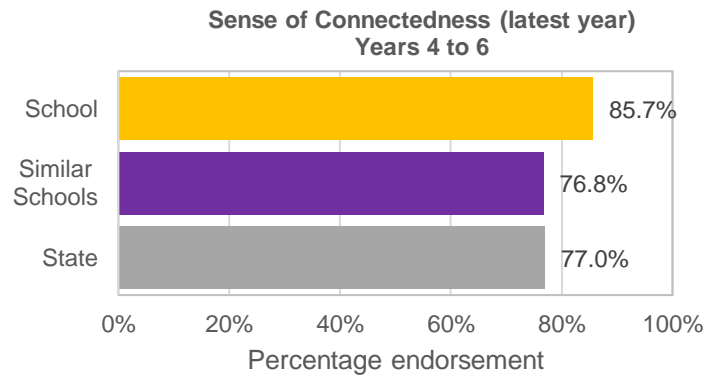
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	85.7%	81.8%
Similar Schools average:	76.8%	77.4%
State average:	77.0%	78.5%

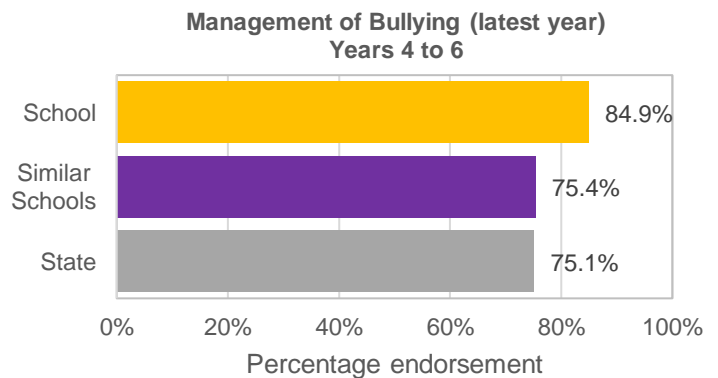


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.9%	81.6%
Similar Schools average:	75.4%	76.1%
State average:	75.1%	76.9%



ENGAGEMENT

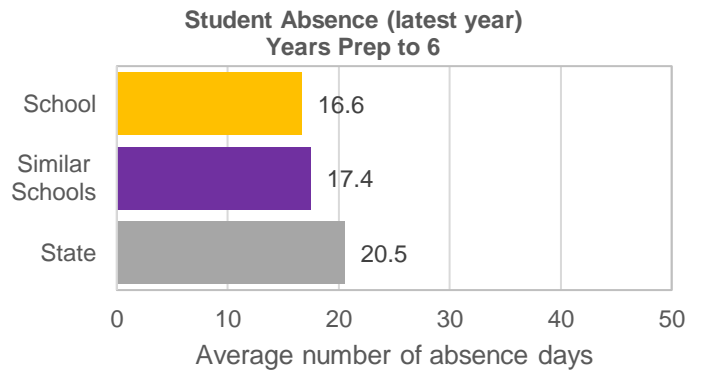
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.6	14.6
Similar Schools average:	17.4	14.5
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	91%	92%	92%	91%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,630,931
Government Provided DET Grants	\$373,396
Government Grants Commonwealth	\$7,122
Government Grants State	\$0
Revenue Other	\$30,484
Locally Raised Funds	\$391,818
Capital Grants	\$0
Total Operating Revenue	\$4,433,751

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,231
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,231

Expenditure	Actual
Student Resource Package ²	\$3,281,370
Adjustments	\$0
Books & Publications	\$419
Camps/Excursions/Activities	\$146,990
Communication Costs	\$4,267
Consumables	\$103,402
Miscellaneous Expense ³	\$18,696
Professional Development	\$14,120
Equipment/Maintenance/Hire	\$78,213
Property Services	\$182,840
Salaries & Allowances ⁴	\$159,435
Support Services	\$18,223
Trading & Fundraising	\$68,391
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,657
Total Operating Expenditure	\$4,099,023
Net Operating Surplus/-Deficit	\$334,728
Asset Acquisitions	\$34,219

- (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	\$420,717
Official Account	\$55,549
Other Accounts	\$46,918
Total Funds Available	\$523,185

Financial Commitments	Actual
Operating Reserve	\$107,123
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,000
Funds Received in Advance	\$32,460
School Based Programs	\$241,597
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,000
Capital - Buildings/Grounds < 12 months	\$45,259
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$52,746
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$517,185

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.