

2023 Annual Report to the School Community

School Name: Werribee Primary School (0649)



- 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 27 March 2024 at 11:43 AM by David Quinn (Principal)

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

Attested on 27 March 2024 at 04:01 PM by Liam O'Brien (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

Founded in 1855 and relocated to its current premises in 1919, Werribee Primary School is embedded within Werribee's original residential zone, in close proximity to the area's retail and commercial heart. Encircled by four streets, the school occupies a compact site. As of Census Day in February 2023, the school reported an enrolment of 536 students, which expanded to 574 by year-end. The student body is notably diverse, comprising 34% of students for whom English is an additional language, 3% identifying as Aboriginal or Torres Strait Islander, alongside families of refugee background and children requiring specialised support. The socio-economic composition of our school community is categorised within the medium bracket.

Our staffing structure for the year included four principal class officers, one leading teacher, two learning specialists, 22 classroom teachers, six specialist teachers, and 15.2 education support personnel. Our pedagogical approach is grounded in collaborative planning and a unified commitment to student achievement, facilitated through Professional Learning Communities that emphasise data-driven methodologies to enhance student outcomes and inform our comprehensive teaching and learning frameworks.

The vision of Werribee Primary School articulates our commitment to fostering an inclusive educational environment that pursues academic excellence. Our core values of Resilience encourages our community to learn from challenges and maintaining a positive attitude, Respect is about caring for ourselves, others and the environment and Responsibility reminds us that we are accountable for our actions and our learning. Our continuous commitment to implementing School Wide Positive Behaviours, Restorative Practices, and the Berry Street Education Model underscores our dedication to student engagement and well-being across all school programs.

Parent Satisfaction: Werribee Primary School has demonstrated outstanding performance in parent satisfaction, with an endorsement rate of 87.0% in the latest survey conducted in 2023. This figure significantly surpasses the state average for primary schools, which stands at 82.8%.

Staff Satisfaction: In contrast, the School Staff Survey revealed a school climate endorsement rate of 72.3% among our staff in 2023. While this figure reflects a positive perception, it falls below the state average of 78.1% for primary schools. This indicates a need for focused efforts to enhance the work environment and address specific areas of concern to improve staff morale and engagement. Our goal is to foster a positive school climate that supports our staff's professional growth and well-being, which in turn contributes to the overall success of our students.

The year 2023 marked the culmination of our 2019-2023 Strategic Plan, which was rigorously reviewed in the third term, reflecting our ongoing commitment to educational excellence and community engagement at Werribee Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school continued to work on improving student outcomes in Literacy and Numeracy as part of the Strategic Plan 2019-2023 and the 2023 Annual Implementation Plan. The strategies included implementing a consistent instructional model, building staff data literacy, using student voice and agency, and developing highly effective Professional Learning Communities.

English and Mathematics Performance: The school's percentage of students working at or above the expected standards in English and Mathematics shows a dedicated effort toward improving academic outcomes. In 2023, 79.5% of students were at or above the expected standards in English, slightly below the average for similar schools (82.9%) and the state average (87.2%). In Mathematics, 78.8% of students met or exceeded the expected standards, again a bit lower than similar schools (82.4%) and the state average (86.4%). These figures highlight the school's commitment to enhancing core academic skills, though there's room for improvement when compared to similar schools and the state average.

NAPLAN Proficiency Levels: The school's performance in the NAPLAN tests, particularly in the Strong or Exceeding proficiency levels, stands out as a significant achievement. For example, in 2023, 79.0% of Year 3 students achieved Strong or Exceeding levels in Reading, surpassing both the average for similar schools (64.8%) and the state average (69.6%). In Year 5, 77.2% of students achieved these levels in Reading, closely aligning with the state average (76.9%) and slightly above similar schools (74.9%). This trend continues in Numeracy, with Year 3 and Year 5 students outperforming both similar schools and state averages in Strong or Exceeding proficiency levels. These results indicate that the school is effectively supporting students to reach high levels of competency in key areas.

Comparative Analysis with Similar Schools: When comparing the school's performance to similar schools, it's evident that Werribee Primary School excels in certain areas, particularly in the NAPLAN tests. The school's strategies and programs aimed at improving literacy and numeracy skills are likely contributing factors to these successes. The data suggests that targeted

interventions and teaching practices at Werribee Primary are yielding positive outcomes.

NAPLAN Top Band Achievements: Looking at the percentage of students in the top three bands of NAPLAN testing in 2022, the school's performance in Reading for Year 3 and Year 5, as well as Numeracy for Year 3, was commendable. The school's percentages were above or close to the state averages and significantly higher than the averages for similar schools. This indicates a strong foundation in these key areas.

The school's focused efforts on improving learning outcomes are evident in these achievements. Despite some areas where the school's performance is slightly below the state or similar schools' averages, the overall trend indicates a commitment to enhancing student learning and achievement. The data from both internal assessments and standardised tests like NAPLAN serve as a testament to the school's progression towards its goals and its support for student learning improvement.

The children enrolled under the Program for Students with a Disability (or Disability Inclusion) showed progress at a satisfactory level with the support of their classroom teacher, Education Support staff and through the guidance of the Well-being Team and professional support agencies where required.

Wellbeing

Sense of Connectedness

Data Analysis: In 2023, the school reported a 72.6% positive response rate from students in Years 4 to 6 regarding their sense of connectedness. This figure is slightly below the average for similar schools (74.9%) and the state average (77.0%). Werribee Primary School is closely aligned with similar schools in fostering a sense of connectedness among its students, although there's a small gap when compared to the broader state average. This suggests that while the school has established a supportive and inclusive environment, there might be opportunities to further enhance student relationships and community belonging.

Management of Bullying

Data Analysis: The school's endorsement rate for bullying management in 2023 was 69.2%, with a four-year average slightly higher at 70.1%. These rates are below the averages for similar schools (73.3% and 75.1%, respectively) and the state (75.1% and 76.9%). The data indicates that Werribee Primary School has room for improvement in its anti-bullying strategies. While the school has processes in place, enhancing the effectiveness and visibility of these strategies could further reassure students and parents. Implementing or reinforcing programs that promote positive behaviour, resilience, and peer support can contribute to more substantial improvements in this area.

Werribee Primary School demonstrates a commitment to student wellbeing through its focus on connectedness and anti-bullying measures. However, the slightly lower endorsement rates compared to similar and state averages suggest areas for targeted intervention. Initiatives that strengthen community ties, enhance student voice, and foster a positive school culture could further improve the sense of connectedness. Similarly, adopting evidence-based approaches to bullying prevention and response could raise the school's management of bullying to match or exceed the benchmarks set by similar schools and the state average. A significant development in 2023 was the establishment of a social skills group, specifically aimed at a cohort of students identified through a comprehensive analysis of well-being data. This initiative focused on enhancing emotional regulation and fostering improved social interactions amongst peers.

Engagement

Average Number of Student Absence Days

Data Analysis: In 2023, Werribee Primary School reported an average of 19.8 absence days per student in Years Prep to 6, which is slightly below the similar schools' average of 21.8 days and the state average of 20.5 days. The school's lower average absence rate compared to similar schools and the state suggests that Werribee Primary School is effective in engaging students and encouraging regular attendance. The slightly lower absence rate indicates a positive school climate and effective strategies to promote attendance.

Attendance Rate by Year Level

Data Analysis: The attendance rates for 2023 across different Year Levels at Werribee Primary School are consistently high, ranging from 89% to 91%. These rates are indicative of strong engagement among students across all Year Levels. The consistently high attendance rates across all Year Levels at Werribee Primary School suggest effective engagement strategies that cater to the diverse needs of students at different stages of their education. The minor variations in attendance rates between Year Levels could be attributed to typical fluctuations or specific challenges faced by students at different developmental stages. However, the overall high attendance rate is a positive sign of students' willingness to attend school, reflecting well on the school's environment, teaching quality, and student support services.

The data from Werribee Primary School regarding student absence days and attendance rates by year level paints a picture of a school that is effectively engaging its students. Continuous monitoring of attendance patterns and the implementation of targeted

strategies, such as the development of attendance improvement plans, to address any emerging issues can help sustain and enhance these positive engagement levels. Overall, the school's engagement strategies appear to be successful, contributing to a conducive learning environment where students are motivated to attend and participate actively in their educational journey. A highlight of 2023 was an emphasis on fostering student voice and active participation within student support group meetings. The incorporation of students' perspectives in shaping their Individual Education Plan goals has yielded enhancements in engagement levels, particularly among students funded through the Program for Students with Disabilities, Disability Inclusion, students in Out of Home Care (OoHC) arrangements, or individuals identifying as Koorie.

Other highlights from the school year

Our school has distinguished itself through an array of significant activities and highlights. Our students have excelled in the realm of technology, notably shining at the First Lego League Robotics Competition, and presenting innovative projects at the Indigital in Schools & Love Your Locals Gala Day, demonstrating their advanced technical skills and creative thinking.

Our sporting teams have shown exceptional prowess, achieving notable successes including the prestigious titles of Runners Up at the Werribee District Swimming Day, Winners at the Werribee District Cross Country Day, and multiple accolades across basketball, volleyball, cricket, AFL, and netball during various district and regional competitions. These accomplishments underscore the talent, teamwork, and sportsmanship of our students.

Our Year 3 and 5 students went to camp for 3 days each and we had an extensive excursion/incursion program to support and enrich the learning across all Year Levels.

The spirit of our school community was vividly demonstrated through the Werribee Friends Community and Fundraising Events, which collectively raised over \$20,000. Initiatives like the Chocolate Drive, Colour Explosion Run, and various themed events not only fostered a sense of unity but also contributed significantly to our facilities and their upkeep.

A notable highlight of the year was the transformative upgrade of our School Oval, made possible by a generous \$500,000 grant from the Victorian Government. This development has greatly enhanced our facilities, providing an improved space for sports, events, and daily activities, thereby enriching the student experience and community engagement.

We are immensely proud of these achievements and the positive impact they have had on our school, students, and the broader community.

Financial performance

The school has consistently maintained a stable financial position throughout 2023, ensuring continuity in delivering quality education and supporting the diverse needs of our students. The Financial Performance and Position report shows an end of year surplus of \$135,799.

Throughout 2023 we encountered various extraordinary revenue and expenditure items. Notably, we needed to replace our Hydrotap zip boiling and chilled water unit, install a new sewer pump, remove a tree, and pay Year 6 Camp cancellation costs. We faced the challenge of overspent budgets in Integration and Casual Relief Teaching due to staff shortages. The school experienced a boost in revenue from successful fundraising campaigns, Student Wellbeing Boost, Safe Tree Program, Sporting Schools Program, and donations.

In 2023 The school engaged in contracts with Ricoh for the replacement of 2 photocopiers and various sporting clubs for hiring of the school gym.

2023 revenue items include Equity Funding, Swimming in Schools, Early Years Koorie Literacy and Numeracy Program, Student Excellence Program, Career Start, Tutor Learning Initiative, Overseas Fee Paying Students, CSEF, LOOKOUT Funding, Bank Interest, Commission, Hiring School Facilities and Camp Australia License Fees. The budget is also supported by curriculum contributions and other contributions.

Through prudent fiscal management, the school continues to uphold its commitment to academic excellence and student welfare and provides a learning environment that prepares students for success.

For more detailed information regarding our school please visit our website at
<https://www.werribeeps.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 536 students were enrolled at this school in 2023, 270 female and 266 male.

34 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

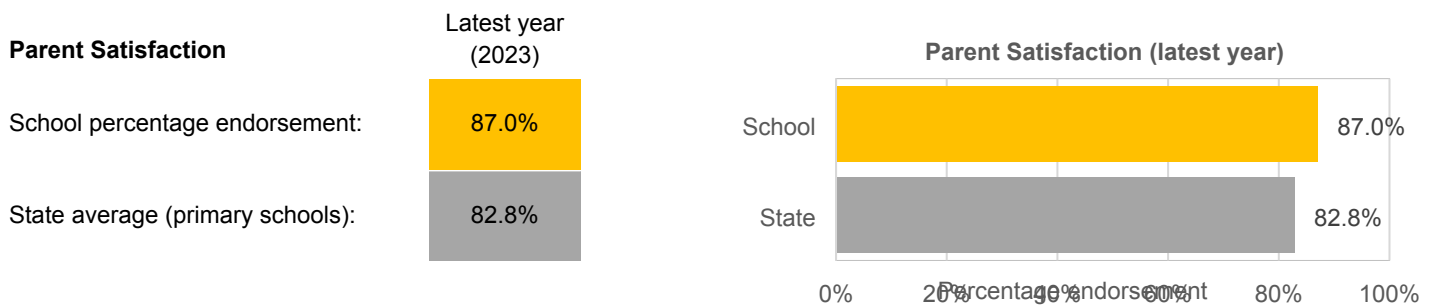
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

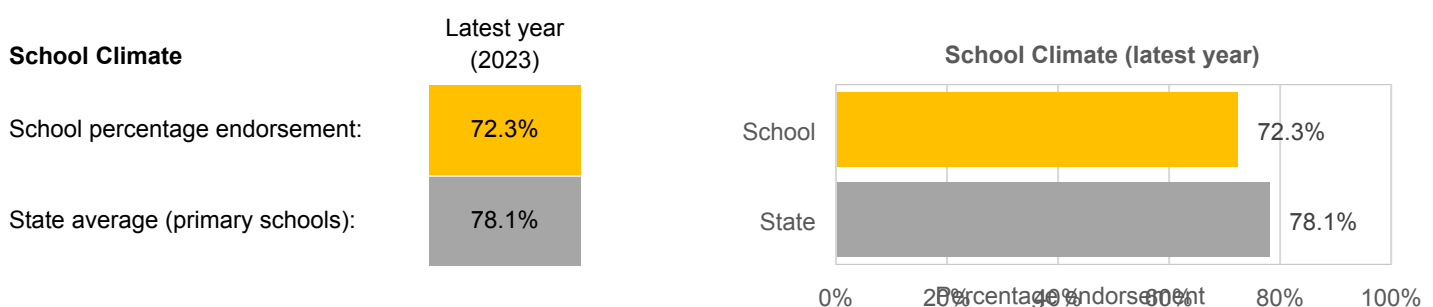


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

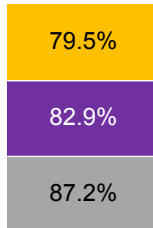
English Years Prep to 6

School percentage of students at or above age expected standards:

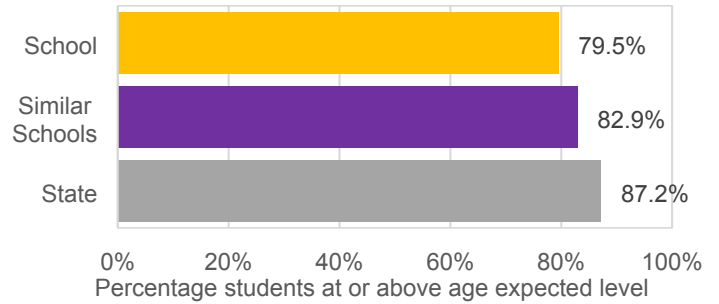
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



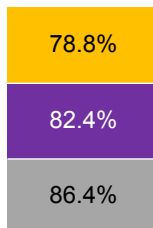
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

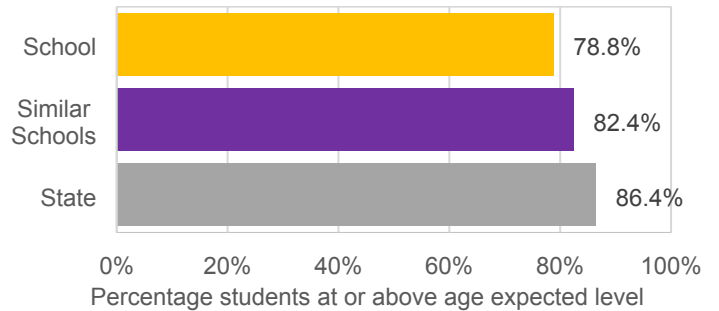
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.0%

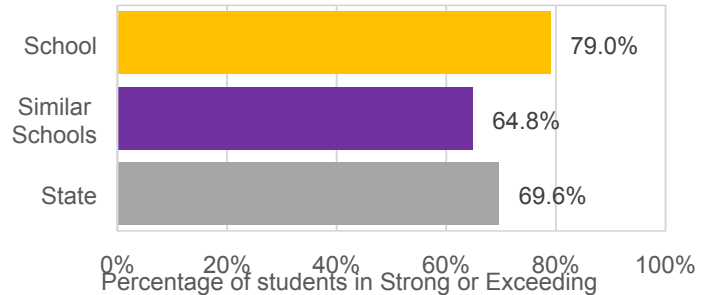
Similar Schools average:

64.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.2%

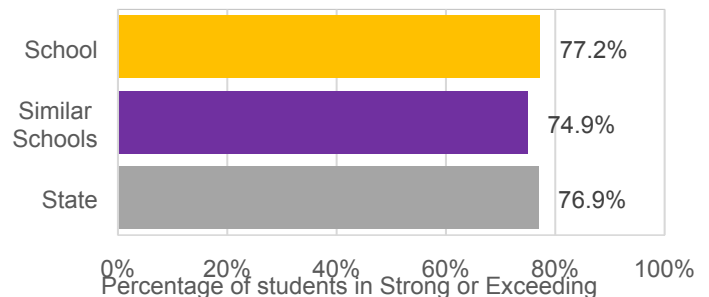
Similar Schools average:

74.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.9%

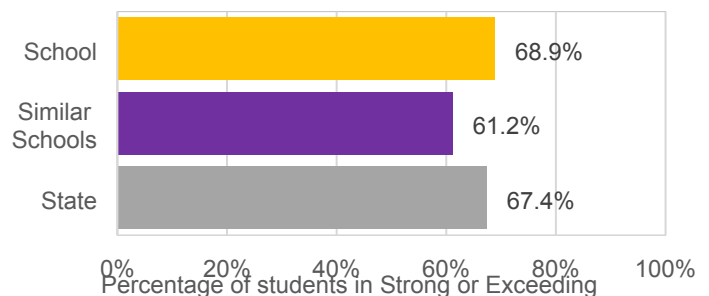
Similar Schools average:

61.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.5%

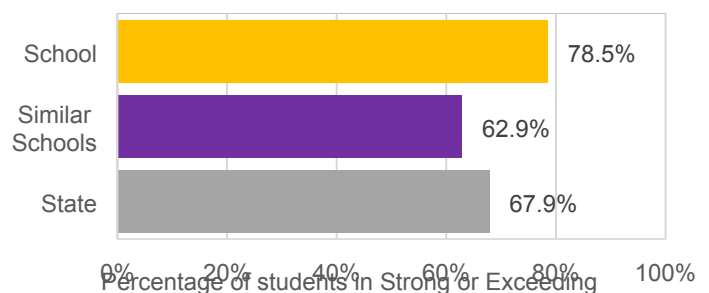
Similar Schools average:

62.9%

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:

78.9%

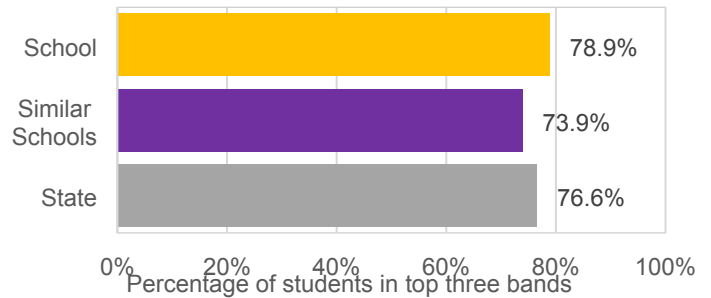
Similar Schools average:

73.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

70.8%

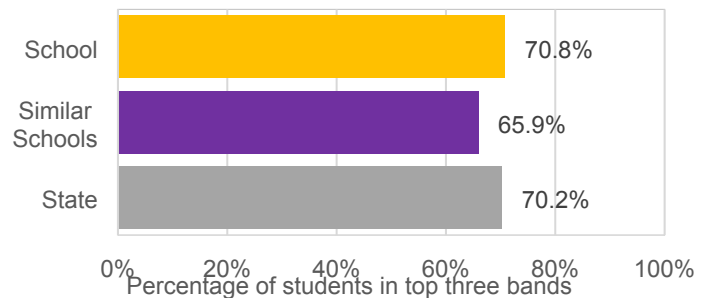
Similar Schools average:

65.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.0%

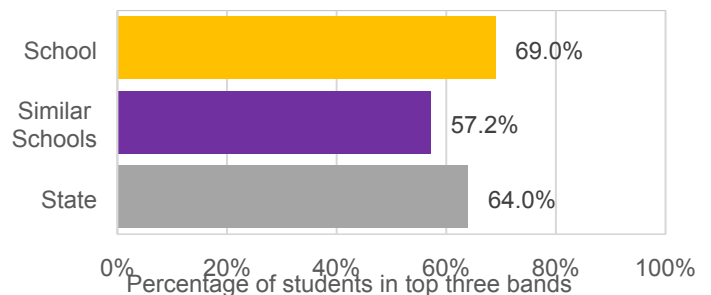
Similar Schools average:

57.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.0%

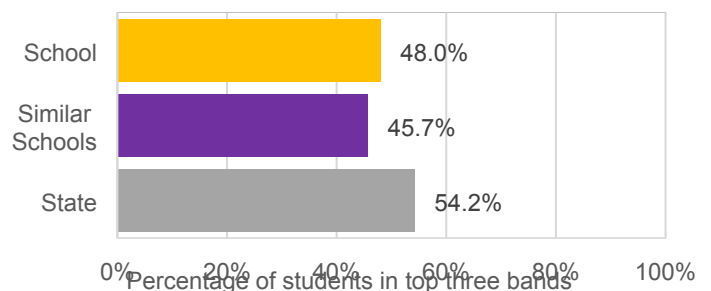
Similar Schools average:

45.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

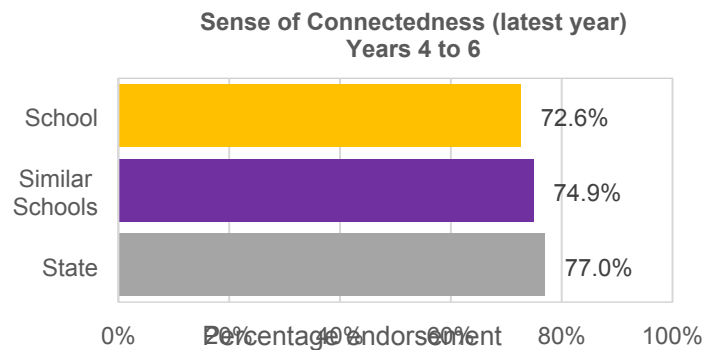
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	72.6%	72.4%
Similar Schools average:	74.9%	76.8%
State average:	77.0%	78.5%

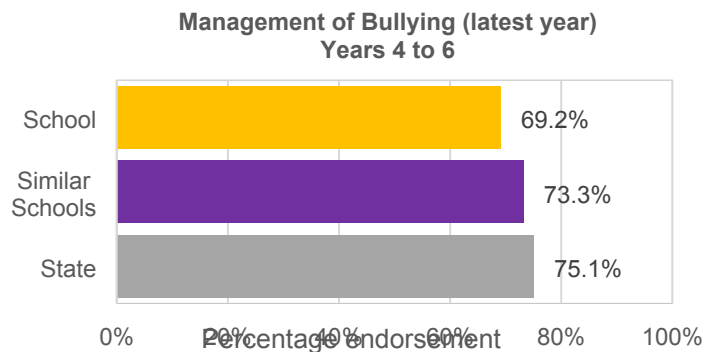


Student Attitudes to School – Management of Bullying

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:	69.2%	70.1%
Similar Schools average:	73.3%	75.1%
State average:	75.1%	76.9%



ENGAGEMENT

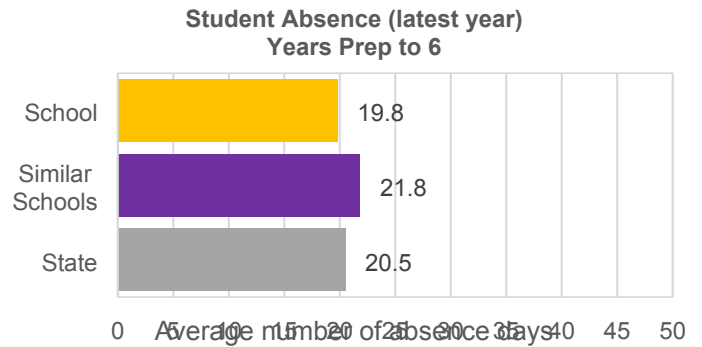
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	19.8	17.2
Similar Schools average:	21.8	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	89%	90%	91%	89%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,731,392
Government Provided DET Grants	\$614,941
Government Grants Commonwealth	\$14,163
Government Grants State	\$0
Revenue Other	\$15,927
Locally Raised Funds	\$241,883
Capital Grants	\$0
Total Operating Revenue	\$6,618,306

Equity ¹	Actual
Equity (Social Disadvantage)	\$308,014
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$308,014

Expenditure	Actual
Student Resource Package ²	\$5,576,819
Adjustments	\$0
Books & Publications	\$7,661
Camps/Excursions/Activities	\$155,957
Communication Costs	\$5,966
Consumables	\$105,500
Miscellaneous Expense ³	\$11,577
Professional Development	\$22,479
Equipment/Maintenance/Hire	\$41,226
Property Services	\$146,283
Salaries & Allowances ⁴	\$212,455
Support Services	\$115,602
Trading & Fundraising	\$38,078
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,514
Utilities	\$39,390
Total Operating Expenditure	\$6,482,507
Net Operating Surplus/-Deficit	\$135,799
Asset Acquisitions	\$39,942

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$210,923
Official Account	\$19,548
Other Accounts	\$0
Total Funds Available	\$230,471

Financial Commitments	Actual
Operating Reserve	\$131,057
Other Recurrent Expenditure	\$2,333
Provision Accounts	\$0
Funds Received in Advance	\$29,024
School Based Programs	\$32,302
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	\$35,754
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$230,471

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.