

2023 Annual Report to the School Community

School Name: Croydon Hills Primary School (5255)



- 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 16 April 2024 at 04:39 PM by Christian Holdsworth (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 18 April 2024 at 02:58 PM by Sian Jamison (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

Croydon Hills Primary School, established in 1988, is situated in the Maroondah Council, in the eastern suburbs of Melbourne. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

The school's vision is: *To provide a child-safe, inclusive, caring, and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance, and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety. We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy and empowered. The school's values are Integrity, Care & Compassion, Respect, Resilience, and Responsibility. The school's purpose is to optimise learning growth in Literacy and Numeracy, empower students to take a higher level of responsibility for their learning, and enhance the well-being of all students.*

The school's partnership with the community is a highly valued feature of the school. As reported in the Department of Education's (DE) annual Parent Opinion Survey, the level of parent endorsement of their school satisfaction is high, with 89.9% positive responses, 7.1% higher than the state.

In 2023, Croydon Hills Primary School had an enrolment of 719.6 students with an SFOE of 0.2175. The school proudly caters to a diverse range of families from different ethnic, cultural, and socio-economic backgrounds. Nine students identified as Koorie, three were in Out of Home Care, 82 were English as an Additional Language, two were international students, 40 were acknowledged as disadvantaged (funded via DE's Equity Funding), and 26 were supported by the Program for Students with a Disability/Tier 3 Disability & Inclusion. The most common language other than English spoken at home was Mandarin.

The school employed 98 staff (64.30 Full-Time Equivalent) consisting of:

- Three Principal Class
- Five Learning Specialists/Leading Teachers who lead the building of practice excellence in curriculum development, delivery and instruction
- 62 teachers (39.1 FTE), eight of whom were Professional Learning Team leaders of each level of the school
- 20 Integration Aides/Teacher Support Staff who support individual educational needs
- A Wellbeing Officer
- 6 Administration staff including Office staff, a First Aid Officer, a Canteen/Uniform Shop manager, and a Library technician
- A groundskeeper
- One First Nation staff member
- In addition, School Council employed a team of 13 Out of School Hours casual staff

The school is a dynamic and vibrant learning environment that is appreciated by the staff. The per cent endorsement by staff on *School Climate*, as reported in the annual School Staff Survey, is high with 83.7% positive responses, 5.6% higher than the state average. The school's spacious six-hectare tree-lined campus is surrounded by natural bushland, parks, and walking tracks. It is divided into four sub-schools of Prep (six classes), Junior School (five Year One and five Year Two classes), Middle School (four Year Three and four Year Four classes), and Senior School (eight multi-age Year Five and Six classes) with average class sizes of 22.5 across the school. Each sub-school has its own dedicated learning area and accompanying playgrounds and outdoor spaces.

In addition to the school's 32 classrooms, the school facilities include:

- a library
- a computer laboratory
- a science laboratory
- a Performing Arts Centre (the original school hall) and accompanying second Performing Arts classroom
- two visual arts rooms
- a dedicated language room (Indonesian)
- a dedicated Out of School Hours facility
- two multi-purpose rooms (school-owned)
- a competition-size sports stadium
- four outdoor sports courts (two of which are covered in synthetic grass, one of which is covered by a waterproof shade shelter) and additional six junior-sized basketball rings
- a competition-size cricket/football oval
- a junior-sized soccer pitch

- two junior-sized football ovals
- five playgrounds that are dedicated to the learning levels of the school
- a farm complete with vegetable gardens, chickens, and a frog bog
- a Japanese garden.

Progress towards strategic goals, student outcomes and student engagement

Learning

The teaching and learning pedagogies within the school are aligned with evidence-based practice at the forefront of educational initiatives. The HITS are embedded within the Instructional Model of the school, and there is a high expectation of all teachers that this is implemented and planned for in all areas of the curriculum. Learning is planned and delivered to challenge the most able and assist those who find learning challenging. The gains that all students make are evidence of the exceptional teaching and learning that takes place at Croydon Hills Primary School.

In 2023, the school continued its focus on student learning with a Key Improvement Strategy focused on *Supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.*

The school achieved this by:

- Strengthening teacher leaders' capacity to develop and lead effective collaborative teams that plan and deliver differentiated learning
- Enhancing the program of professional learning to develop teachers' content knowledge, understanding of the school's pedagogical model, and application of the High Impact Teaching Strategies (HITS)
- Embedding the school's tiered interventions to student support

As reflected in the performance summary, the school performed exceptionally well in NAPLAN when comparing the percentage of students achieving Strong or Exceeding against both the State and Similar Schools' averages:

- Year 3 Reading achieved 4.9% above Similar Schools and 16.5% above the State averages;
- Year 5 Reading achieved 2.8% above Similar Schools and 13.4% above the State averages;
- Year 3 Numeracy achieved 6.8% above Similar Schools and 19.9% above the State averages;
- Year 5 Numeracy achieved 0.9% above Similar Schools and 13.7% above the State averages.

All students funded under Disability and Inclusion made expected gains in their learning through targeted support and strategies being implemented by our skilled staff. The inclusive nature of our teaching programs and learning environments ensures equal opportunities for all learners.

In 2024 the school will retain its commitment to build a culture of high expectations for student learning and the capacity of staff to deliver high-quality instruction.

Wellbeing

In 2023, the school continued its focus on student wellbeing with a Key Improvement Strategy focused on *Effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable.*

The school achieved this by:

- Strengthening the school's established whole-school approaches to health and wellbeing
- Embedding the school's tiered interventions to student support

Teachers had an enhanced focus on the Department's High-Impact Well-being Strategies (HIWS), particularly *Facilitating peer relationships* and *Establishing and maintaining classroom expectations*. This work was reflected with:

- Exceptionally positive endorsement in the Department's Staff Survey factor: *The learning environment is orderly and focused* (95%)
- The percentage endorsement in the Department's Student Attitudes to School Survey factors:
 - *Management of Bullying* (78.3%, 4.4% above Similar Schools and 3.2% above the State averages)
 - *Teacher Concern* (78% compared to 70% Similar Schools)
 - *Respect for Diversity* (82% compared to 77% in Similar Schools)
 - *Sense of Inclusion* (93% compared to 87% Similar Schools)

Our Student Wellbeing officer supported individual students and their families, as well as providing support through classroom sessions, staff PL on restorative practice, running group programs such as 'Peaceful Kids' and coordinating peer-led programs such as 'Helping Hands' (a recess program that supports the development of positive social relationships).

The school has processes in place to ensure students receive any additional support they may require. Regular SSG meetings were held for students who are part of the Disability & Inclusion program (inclusive of Out of Home Care and Indigenous students), in which the Assistant Principal (Well-being), teacher, parents/caregivers and allied health professionals (where applicable) collaborated to set goals that support the individual student's wellbeing, and academic growth. Individual Education Plans were provided for students who are achieving well above or below curriculum standards.

Engagement

In absolute terms, student engagement is measured on student absence data. Having had higher rates of absenteeism in 2022, the school's absence data normalised in 2023, nearing pre-COVID levels. The school's data reflects students were absent, on average 16.6 days, 1.4 days less than Similar Schools and 4.5 days less than the State average. This is attributed to the school's vigilance in identifying trends of chronic student absenteeism, consistently following up via formalised Student Support Group meetings, the setting of higher expectations around attendance, and the delivery of engaging learning programs. It is also acknowledged that the increased rate of absenteeism in 2022 and early in 2023 was attributed to the community's conservative post-COVID attitude to personal health and the school's advantaged socio-economically population who had extended travel during the school terms. Whilst the School Strategic Plan's Goal of 'Empower students to take a higher level of responsibility for their learning' wasn't a selected focus in the school's Annual Implementation Plan in 2023, the school maintained high performance in this area. Students voice and agency was reflected in:

- the school's well-established Junior School Council and student leadership opportunities with members attending School Council, leading the Soccer Field redevelopment, installing outdoor chess tables for lunchtime play, presenting at assemblies, and enhancing the lunchtime clubs program.
- the classroom via an enhanced focus on learning goals and shared understanding of the learning continuum. This was exemplified with the implementation of Bump It Up Walls; linear visual rubrics that clearly show students how they can progress in their learning.
- the school's sustained focus on rigorous curriculum planning to engage and challenge students at their point of need.

The Department's Student Attitudes to School Survey reflected positive response rates to factors relative to Engagement:

- *Student Voice and Agency* (72% compared to 64% in Similar Schools)
- *Differentiated Learning Challenge* (90% compared to 82% Similar Schools)
- *Stimulating Learning* (85% compared to 75% Similar Schools)

Other highlights from the school year

Croydon Hills Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlights of 2023 include:

- The community events hosted by the school's very active and dedicated parents' association, CHAPS (Croydon Hills Association of Parents), incorporating MOTHS (Men Of The Hills), most notably the Colour Run and Trivia Night. Once again, a parent volunteer and the school community were acknowledged with the Parent's Victoria award for Parent Volunteer of the Year.
- A smoking ceremony and the week-long Visual Arts Murrundindi incursion which enhanced the school community's Connection to Country.
- The extracurricular program that saw students enjoying the camps, musical productions and performances, sporting events, Science excursions, Indonesian competitions, and termly excursions and incursions aligned to class units of study and special events.

Financial performance

The school concluded 2023 in a strong financial position and maintained its reputation within the school community of expending or committing funds to provide the optimal learning environment for students and staff. The school's financial statements represent clear financial acumen in the school's short and long-term planning processes. This sound financial management resulted in a whole school year net operating surplus of \$340,132. The surplus was a result of:

- Additional revenue beyond what was predicted in the school budget, via the school's services (Out of School Hours Care, Canteen, and Uniform Shop) and parents' association fundraising;

- Reduced expenditure associated with a capital works project under construction at the end of the year (the conversion of the natural grassed oval to a synthetic grass surface, due for completion in February 2024). The school carried over committed funds of \$210,000 for this project; and
- Unbudgeted revenue as a result of additional full fee-paying overseas students.

The school secured a Junior Landcare Grant (\$5000), Sporting Schools grants (\$5,600), and a Federal Government's Department of Industry, Science and Resources Stronger Communities Grant (\$20,000). The latter delivered the school and Croydon Hills Netball Club a 40-seat spectator shelter overlooking the netball courts. In addition, the school secured works as a part of the Department's Safe Trees Program to the value of \$45,000,

School Council continued hire agreements with Maroondah Magic Basketball Club, Socca Joeys, Warrandyte South Cricket Club, Warranwood Cricket Club, Ringwood East Football Club, and North Ringwood Football Club with a collective annual revenue of \$22,440.

Capital Expenditure contributed to facilities projects that included a toilet upgrade, fencing around the school's public access soccer field, the creation of a second Visual Arts classroom (in a school-owned building), landscaping, and garden reinstatements.

Equity funding totalling \$32,076 contributed to increased resourcing of materials to support the school's Learning Enhancement and Wellbeing programs.

For more detailed information regarding our school please visit our website at
<https://www.croydonhps.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 721 students were enrolled at this school in 2023, 347 female and 374 male.

12 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

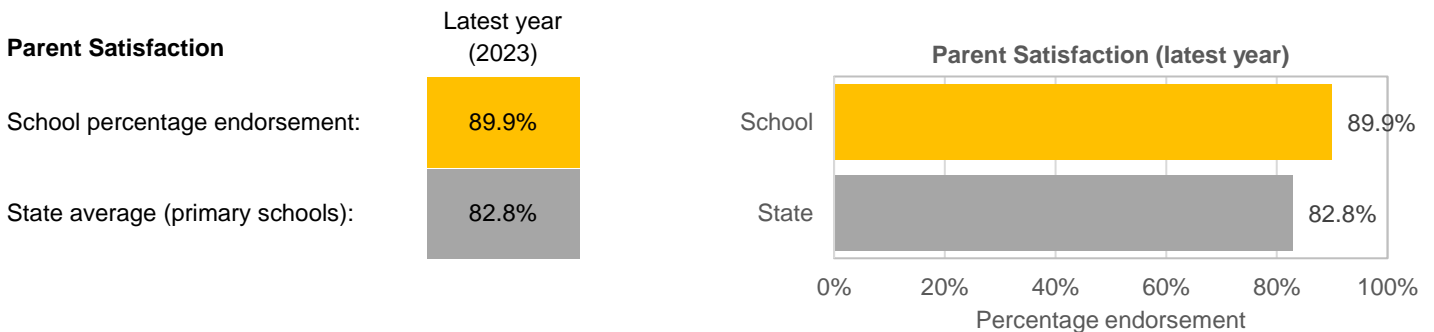
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

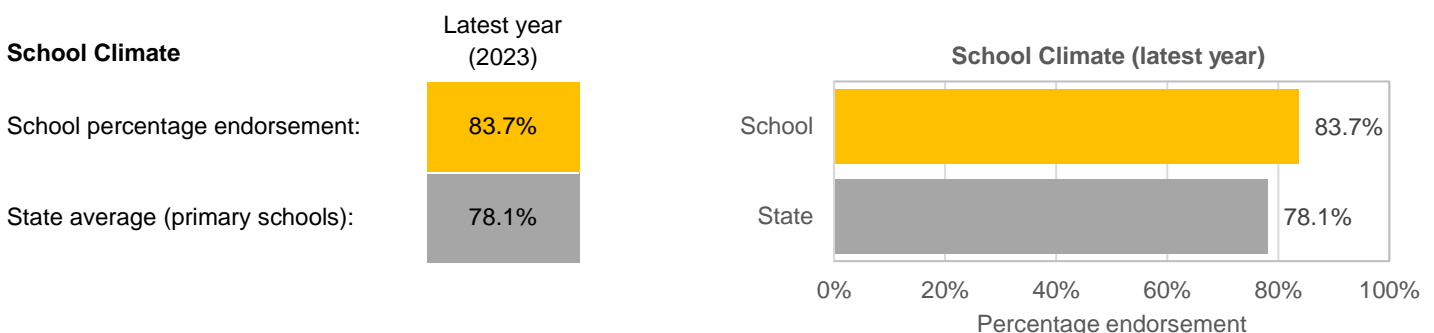


School Staff Survey

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:

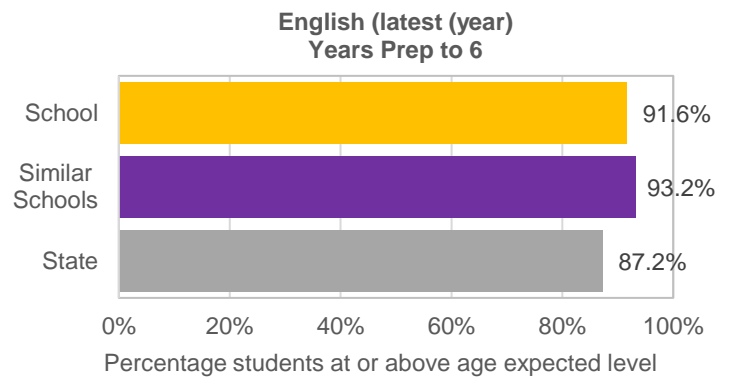
91.6%

Similar Schools average:

93.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

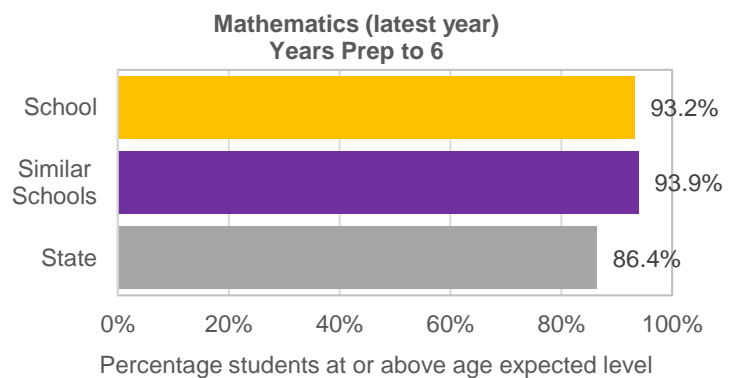
93.2%

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:

86.4%

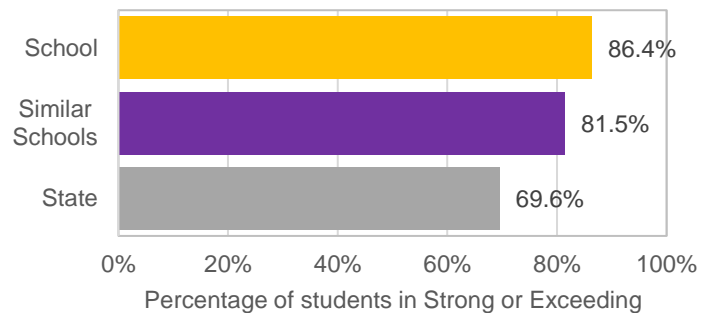
Similar Schools average:

81.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.3%

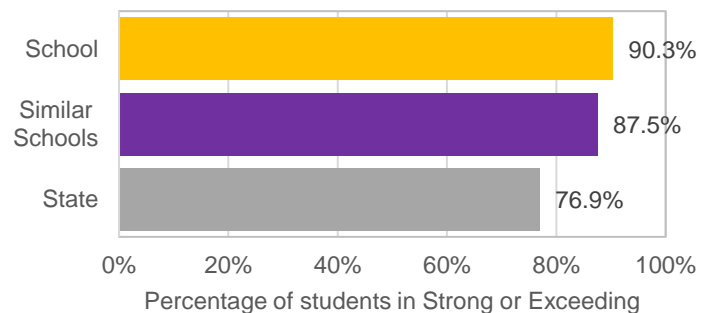
Similar Schools average:

87.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.3%

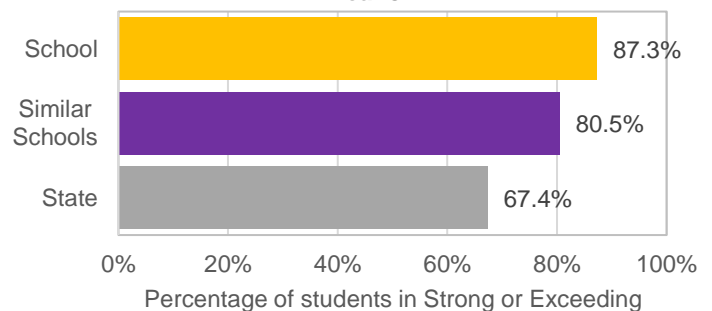
Similar Schools average:

80.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.6%

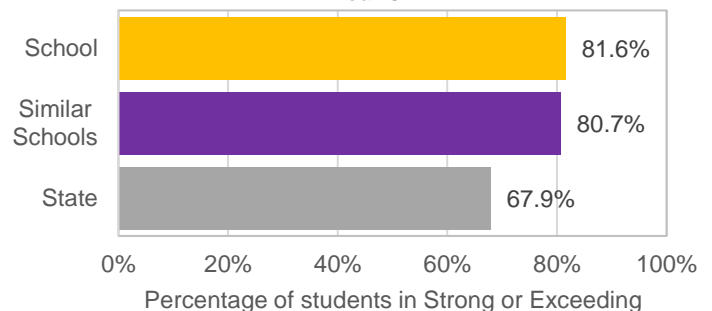
Similar Schools average:

80.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

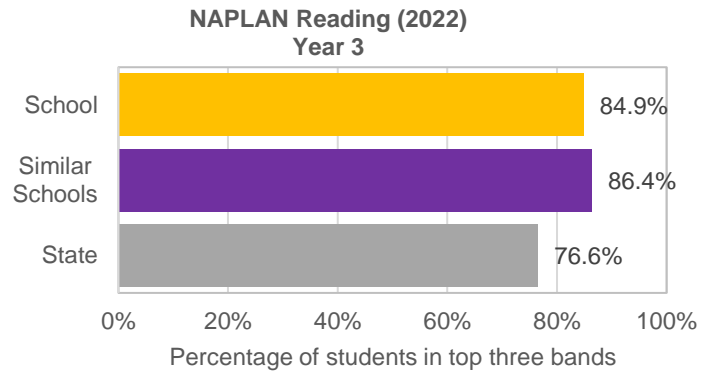
84.9%

Similar Schools average:

86.4%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

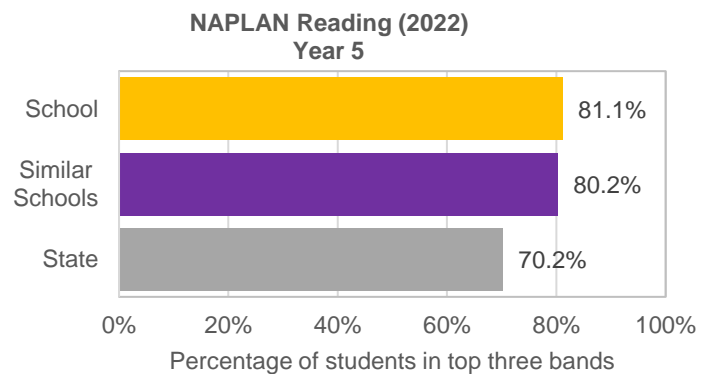
81.1%

Similar Schools average:

80.2%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

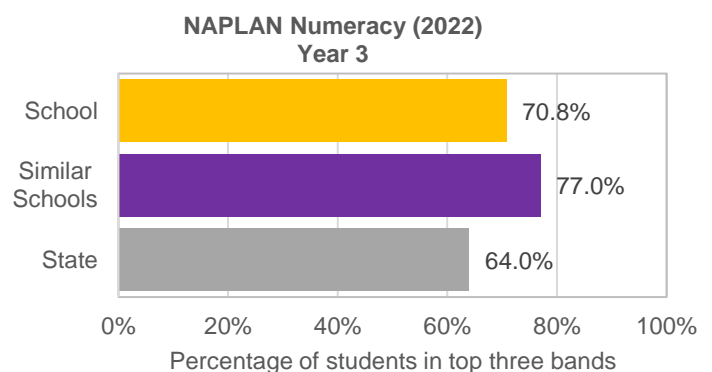
70.8%

Similar Schools average:

77.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

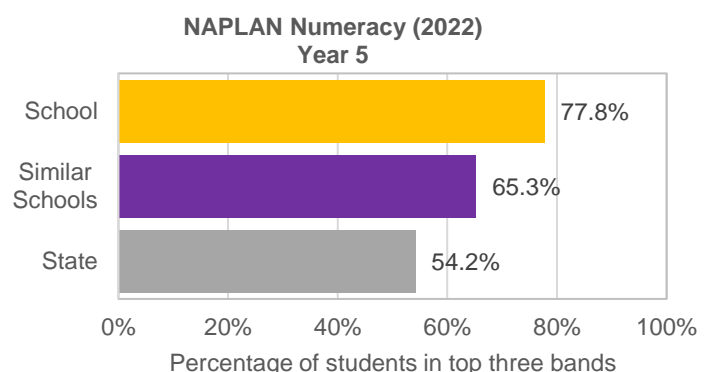
77.8%

Similar Schools average:

65.3%

State average:

54.2%



WELLBEING

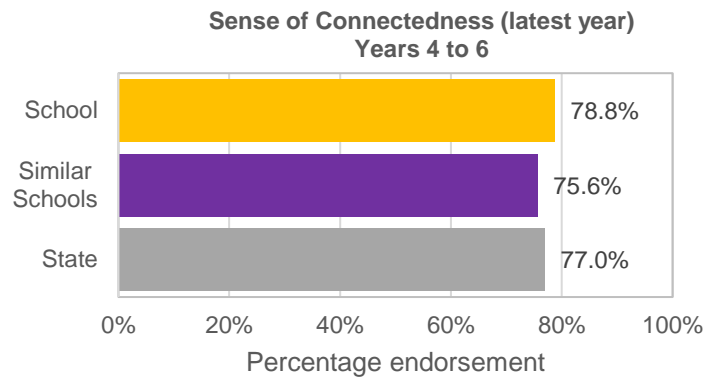
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.8%	86.4%
Similar Schools average:	75.6%	78.0%
State average:	77.0%	78.5%

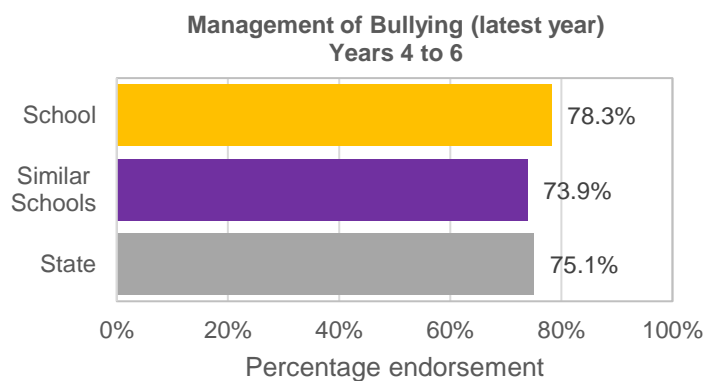


Student Attitudes to School – Management of Bullying

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:	78.3%	84.2%
Similar Schools average:	73.9%	76.2%
State average:	75.1%	76.9%



ENGAGEMENT

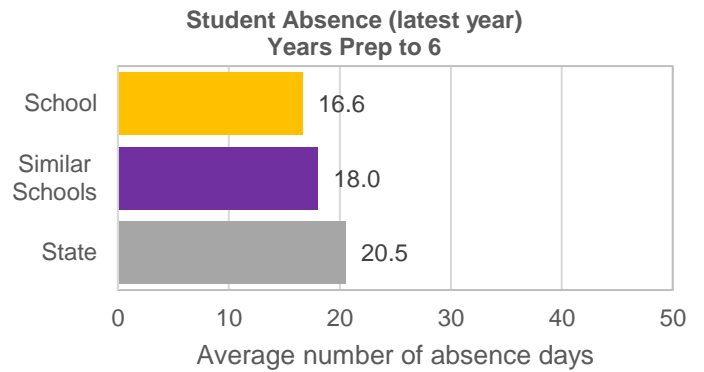
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	16.6	13.6
Similar Schools average:	18.0	14.9
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):	94%	93%	92%	91%	91%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,965,289
Government Provided DET Grants	\$683,661
Government Grants Commonwealth	\$560,111
Government Grants State	\$0
Revenue Other	\$61,871
Locally Raised Funds	\$1,364,423
Capital Grants	\$0
Total Operating Revenue	\$9,635,355

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,076
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,076

Expenditure	Actual
Student Resource Package ²	\$6,985,452
Adjustments	\$0
Books & Publications	\$3,065
Camps/Excursions/Activities	\$327,388
Communication Costs	\$33,842
Consumables	\$206,648
Miscellaneous Expense ³	\$51,846
Professional Development	\$78,001
Equipment/Maintenance/Hire	\$182,610
Property Services	\$160,769
Salaries & Allowances ⁴	\$924,343
Support Services	\$65,410
Trading & Fundraising	\$211,156
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,711
Utilities	\$60,982
Total Operating Expenditure	\$9,295,223
Net Operating Surplus/-Deficit	\$340,132
Asset Acquisitions	\$195,535

- (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	\$679,283
Official Account	\$50,613
Other Accounts	\$0
Total Funds Available	\$729,896

Financial Commitments	Actual
Operating Reserve	\$363,738
Other Recurrent Expenditure	\$11,439
Provision Accounts	\$2,294
Funds Received in Advance	\$8,430
School Based Programs	\$55,000
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	\$210,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$715,901

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.