

# 2023 Annual Report to the School Community

School Name: Ivanhoe Primary School (2436)



- 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 15 April 2024 at 03:59 PM by Mark Kent (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 17 April 2024 at 03:55 PM by Hamish Wood (School Council President)

## How to read the Annual Report

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### 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.

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### 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').

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## 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

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## School context

Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective, and critical in their thinking as global citizens. Our school's values are Confidence, Independence, Persistence, Resilience and, Respect.

These values were developed with staff, students and community and are embedded in all school practices. Key directions for the term of the current School Strategic Plan are to maximise each student's learning growth in literacy and numeracy and develop students who are empowered, engaged and inquiring. We expect our students to display and uphold behaviours and attitudes that reflect the school's values.

Ivanhoe Primary School, located in a residential area in Melbourne's North Eastern suburbs, can trace its roots of providing education to the local community back to 1853. The current site contains the original building. Built in 1923, it houses an administration block and 10 classrooms. This wing is complemented by 10 relocatable classrooms. In 2018, the \$2-million-dollar Treehouse was completed and currently houses four Foundation classes. In 2021, a 4.5-million-dollar Capital Works program to deliver eight new classrooms in a permanent facility (The Beehive) was completed. These significant additions to the infrastructure of the school have served to reduce the number of relocatable buildings, free up valuable space for programs such as: Strings, Structured Literacy Groups, the Tutor Learning Initiative, and increased outdoor play space.

The February 2023 enrolment census was 546 students (259 female and 287 male). The school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-economic band values are: Low, Low-Medium, Medium, and High. This school's socio-economic band value is: Low. The 2023 index figure of 0.1018 places Ivanhoe Primary School outside of the band considered as disadvantaged. 21 percent of students had English as an Additional Language (EAL) and two students identified as Aboriginal or Torres Strait Islander. We currently have no Aboriginal and Torres Strait Islander staff. We currently do not offer programs for overseas students. Enrolment patterns reflect a stable number of students although numbers dropped for reasons relating to COVID-19 resulting in movement away from the area. In 2023 there were 24 classes operating.

In 2023, the school teaching team comprised 28 classroom teachers (two classes had two teachers in a shared capacity), a principal, an assistant principal and eight specialist teachers. Six full time effective (FTE) education support staff covered areas including administration, library, integration and learning support. The Principal and Assistant Principal with one leading teacher and two Learning Specialists form the Leadership Team. Specialist classes are offered in Music, Art, Physical Education, and Italian Language. There is an EAL teacher, a part time support teacher and two part time tutors (TLI).

The school has maintained a focus on differentiation and feedback to maximise teacher capacity to address the needs of all learners across the different levels. Differentiated learning and a variety of effective support programs catered for students at either end of the learning spectrum. We are a member of a Community of Practice with Network schools, and we work together to maximise system outcomes.

The school has a firm commitment to providing opportunities for students to develop their artistic, physical, and technological talents. The Curriculum incorporates the teaching of thinking skills and the innovative use of Digital Learning Technologies.

**Mission Statement:** Ivanhoe Primary School provides a positive, vibrant, and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.

**Vision Statement:** Ivanhoe Primary School encourages the development of the whole student. Our aim is to support learners in becoming curious, reflective, and critical in their thinking as global citizens.

**Values:** Confidence, Independence, Persistence, Resilience, Respect.

The percentage endorsement by parents on the level of school satisfaction as reported in the 2023 Parent Opinion Survey was 94% up from 84% % in 2022.

The percentage endorsement by staff on School Climate as reported in the 2023 School Staff Survey was 75% similar to 74.8% in 2022.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### OVERALL ACHIEVEMENT

In 2023, the percentage of our students achieving at or above age expected standards in English and Mathematics across Foundation to Year 6 were comparable to the achievements in similar schools.

### **NAPLAN**

#### **NUMERACY**

In Year 3, 98% of students who participated in NAPLAN achieved Exceeding or Strong. In comparison with similar schools, our school performed 12% higher, 20% higher than schools in our network and 31% higher than the State.

36% of our Year 3 students achieved Exceeding compared to 30% in similar schools. Schools in our network achieved 20% and 15% for the State.

In Year 5, 89% of students who participated in NAPLAN achieved Exceeding or Strong. Similar schools achieved 88%, Network schools 78% and the State 68%.

24% of our Year 5 students achieved Exceeding compared to 31% in similar schools, 18% in schools from our network and 14% in the State.

#### **READING**

In Year 3, 95% of students who participated in NAPLAN achieved Exceeding or Strong. In comparison with similar schools, our school performed 8% higher, 16% higher than schools in our network and 25% higher than the State.

46% of our year 3 students achieved Exceeding compared to 40% in similar schools. Schools in our network achieved 30% and 22% in the State.

In Year 5, 94% of students who participated in NAPLAN achieved Exceeding or Strong. Similar schools achieved 91%, Network schools 86% and the State 77%.

42% of our Year 5 students achieved Exceeding compared to 44% in similar schools, 34% in schools from our network and 25% in the State.

#### **WRITING**

In Year 3, 98% of students who participated in NAPLAN achieved Exceeding or Strong. In comparison with similar schools, our school performed 7% higher, 11% higher than schools in our network and 20% higher than the State.

24% of our year 3 students achieved Exceeding compared to 20% in similar schools. Schools in our network achieved 12% and 10% in the State.

In Year 5, 86% of students who participated in NAPLAN achieved Exceeding or Strong. Similar schools achieved 90%, Network schools 82% and the State 75%.

31% of our Year 5 students achieved Exceeding compared to 28% in similar schools, 20% in schools from our network and 15% in the State.

## **Wellbeing**

Wellbeing remained a key school focus in 2023 for both students and staff. Funding streams, including The Mental Health Fund and Wellbeing boost, provided scope for the school to expand the support processes available to students. The roll out of the DET High Impact Wellbeing Strategies (HIWS) has added additional school and community focus upon the link between effective wellbeing support and maximising student outcomes. The Wellbeing leader oversaw the embedding of Social and Emotional Learning assessment practices into lesson planning documents and directed the whole school teaching of Resilience, Rights and Respectful Relationships. These actions allowed staff to accurately report against these curriculum standards and further refine professional practice in offering authentic opportunities for student voice in our classrooms.

Despite twice advertising for a psychologist the school was unable to make an appointment in 2023, as such the process of forward planning was actioned this year with the successful appointment of 'Psychs in schools' to begin in 2024. Additional support programs this year have included the Minecraft Engineers lunchtime group and a psychologist led social skills group for targeted students. The percentage of positive endorsement on Sense of Connectedness factor, as reported in the 2023 Attitudes to School Survey was 76% and 18% neutral.

The percentage of positive endorsement on Management of Bullying factor, as reported in the 2023 Attitudes to School Survey was 76% which is in line with similar schools (76.3%) and the State average (75.1%).

## **Engagement**

### **STUDENT ATTENDANCE**

The average number of days of student absences in 2023 was 17.4 which is comparable to similar schools 16.7, but significantly below the state schools average 20.5. Attendance rate across year levels has been consistent with common reasons for non-attendance being illness and extended family holidays.

## TEACHING AND LEARNING

Professional Learning Communities (PLCs) continued to work collaboratively through inquiry cycles to maximise student learning and continually improve teacher practice.

The Tutor Learning Initiative continued in 2023 and the school was able to re-employ both tutors from the previous year which provided consistency for our students. Students who did not make expected learning growth (6 months growth in 6 months) were identified to participate and a response to intervention approach was used to provide intensive support. This has proved to be highly successful in supporting students to build confidence and maximise their learning growth.

### Mathematics

Teaching teams continued to work within their PLCs to plan and deliver Mathematics lessons using the IPS instructional model to include differentiating tasks into Consolidate, Build and Stretch. Mathematics curriculum planning continued to include problem-solving activities using the Launch, Explore and Summarise (LES) model. Number Talks and Maths Talks were embedded in the daily Mathematics program. Essential Assessment was utilised to monitor and track student achievement as well as using the Digital Assessment Library (DAL).

In Semester 1 and 2, the Mathematics Learning specialist devised a Mathematics Mindset survey for staff and for students to collect data about their mathematical mindset.

To support consistency in teaching and assessment, Mathematics moderation tasks were devised for years F-2 and years 3-6 focusing on the use of the maths proficiencies along with targeted Numeracy professional learning with sessions on:

- Developing Mathematical Growth Mindsets
- Planning Mathematics: Learning Intentions and Success Criteria

### Literacy

Our approaches to Reading, based on the Big 5 and The Science of Reading continued to be refined in 2023. Teachers have honed their expertise in teaching reading, focusing on decoding using systematic synthetic phonics and continuing to build a love of reading through independent reading, choice and comprehension strategies via the Reading Workshop structure. The Read Write Inc Spelling program continued to provide scaffolded learning in Years 3-6.

VCOP (vocabulary, connectives, openers and punctuation) continues to form foundations of consistent writing practices at IPS in addition to the workshop structures and the Read Write Inc program.

Writing moderation sessions across the school were run in Term 3 and Term 4 with a focus on building closer alignment to the Victorian Curriculum writing standards.

Targeted Literacy professional learning included:

- Writing Moderation; and
- Utilising mentor texts within the reading programs

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## Other highlights from the school year

At Ivanhoe Primary School, we're proud to offer enriching experiences for our students both inside and outside the classroom. Despite the challenges posed by the COVID-19 pandemic, we have remained steadfast in our commitment to providing a holistic education for our students.

In Years 4, 5, and 6, our school camps continue to be a highlight for our students, providing opportunities for learning, personal growth, and building lasting memories.

Following the pandemic, our Parent and Friends Association (PFA) has been incredibly proactive in organising engaging events and celebrations for our school community. From parent breakfasts to trivia nights and our biennial school fair, these events foster a strong sense of camaraderie and connection among students, parents, and staff.

We're also delighted to announce significant capital works undertaken at our school, including the replacement of drains, various surfaces beneath play equipment, and repairs and maintenance to bathrooms. These improvements ensure a safe and comfortable environment for our students to learn and play.

One of our achievements has been the development of our kitchen garden, which has captured the interest and imagination of our students. Through hands-on experiences, they learn about gardening, nutrition, and sustainability, fostering a deeper appreciation for the environment and healthy living.

At Ivanhoe Primary School, we remain dedicated to providing innovative and inclusive learning experiences that prepare our students for success in an ever-changing world. We look forward to continuing to nurture and inspire the young minds entrusted to our care.

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## Financial performance

At the conclusion of 2023, The Student Resource Package (SRP) achieved a surplus of \$192,777. This surplus was achieved after recording a 2022 carry over deficit of \$38,460 whilst maintaining an extensive and successful support program. In 2023 SRP funding allowed for two teaching staff to run the Tutor Program.

The biennial School Fair raised \$42,326 which was higher than any previous occasion.

Expenditure on school level salaries included payments to casual relief teachers (\$282,612), OSHC employees (\$290,043), sessional music tutors (\$135,761) and casual educational support staff (\$22,999).

Parent support for the voluntary contributions was strong with families contributing to the cost of curriculum contributions (\$91,640), non- curriculum items and activities (\$31,768), and Library Fund (\$12,581). A total of \$42,734 was raised from the Digital Learning Technologies co contribution which was used to assist with the school's considerable computer hardware leasing program and associated infrastructure expenses.

Funding for school-based programs was allocated effectively. The Department of Education cash grant was paid quarterly at the beginning of each term (\$525,217 for the year). A program leader for each sub program was responsible for the expenditure of funds within the program's budget. The Finance Committee monitored sub program expenditure against budget.

The school operated OSHC program finished the year with a \$66,893 profit. Hiring out of school facilities to community groups brought in \$29,393.

**For more detailed information regarding our school please visit our website at**  
<http://www.ivanhoeps.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, 254 female and 282 male.

24 percent of students had English as an additional language and NDP 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).

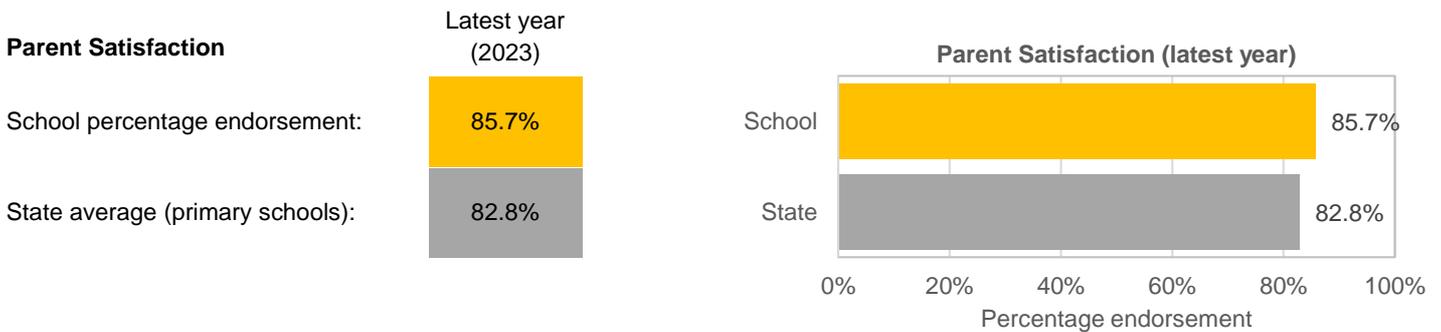
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

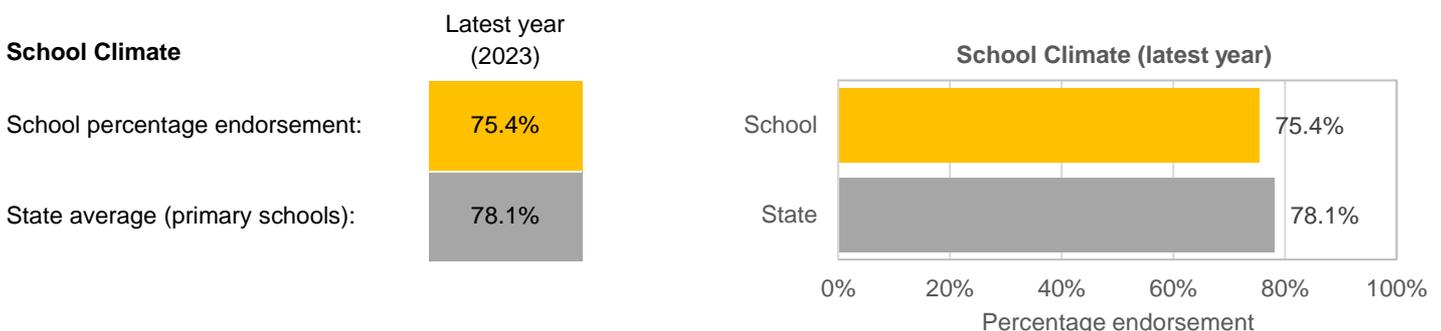


### School Staff Survey

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:

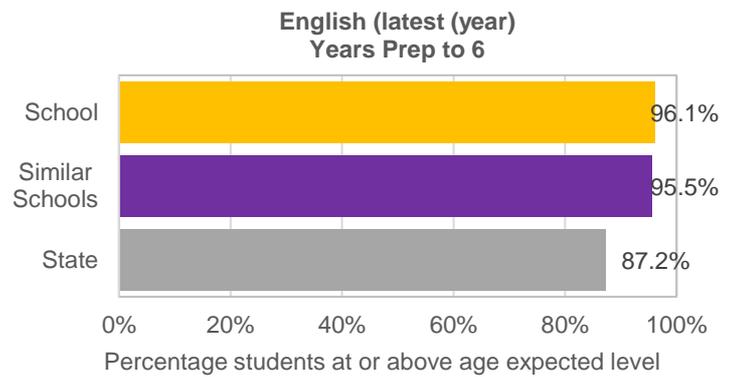
96.1%

Similar Schools average:

95.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

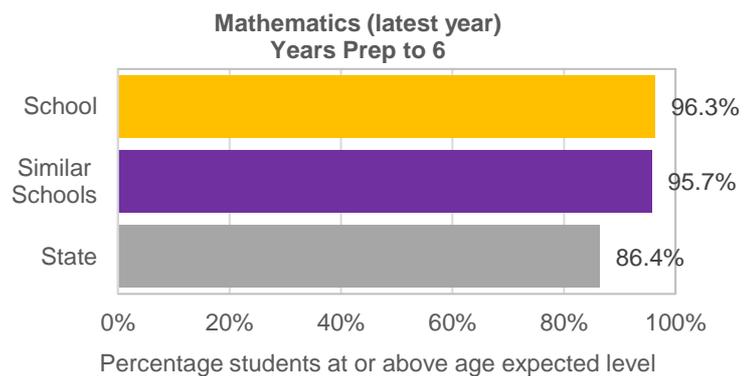
96.3%

Similar Schools average:

95.7%

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:

95.1%

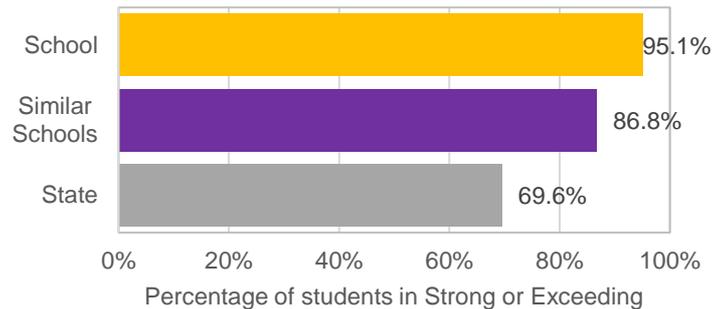
Similar Schools average:

86.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.4%

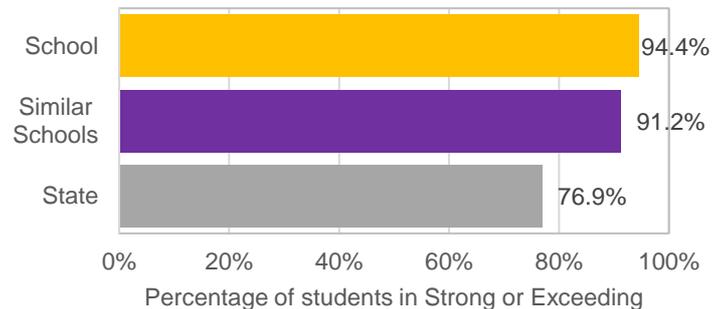
Similar Schools average:

91.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

97.5%

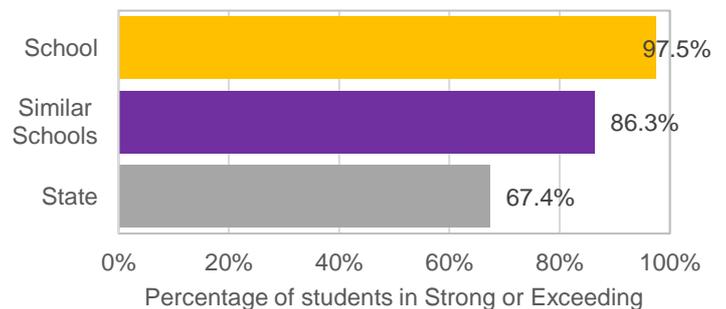
Similar Schools average:

86.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.7%

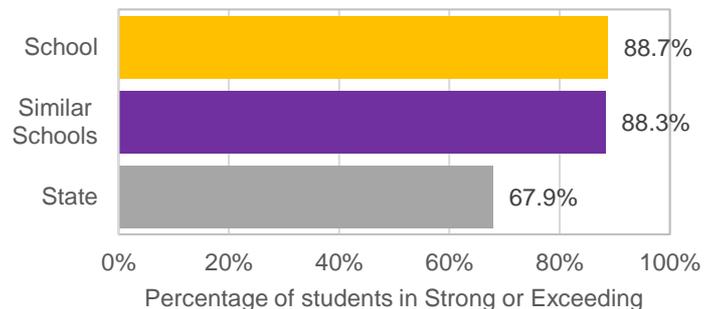
Similar Schools average:

88.3%

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:

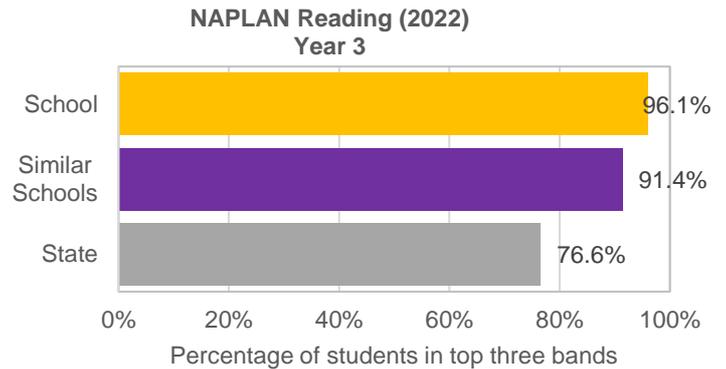
96.1%

Similar Schools average:

91.4%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

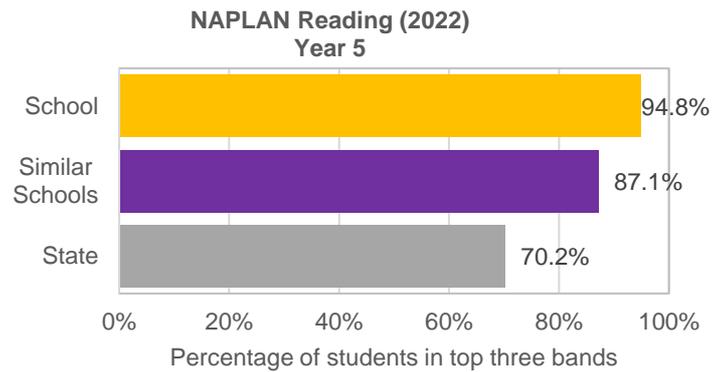
94.8%

Similar Schools average:

87.1%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

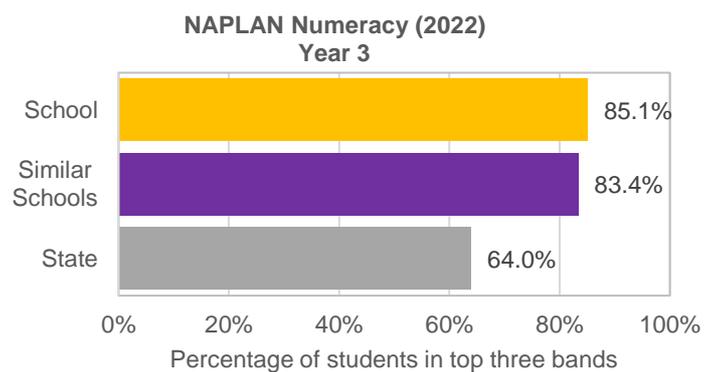
85.1%

Similar Schools average:

83.4%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

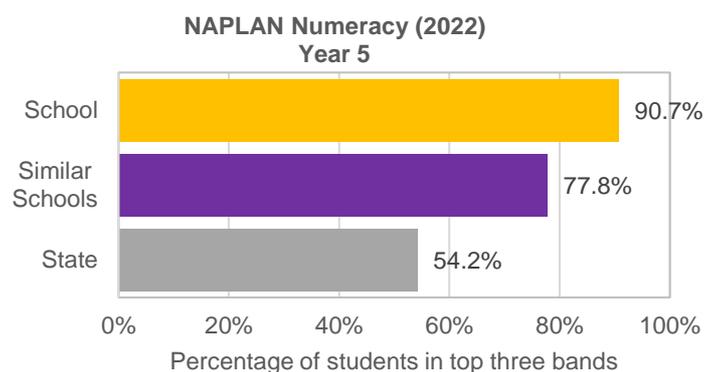
90.7%

Similar Schools average:

77.8%

State average:

54.2%



## WELLBEING

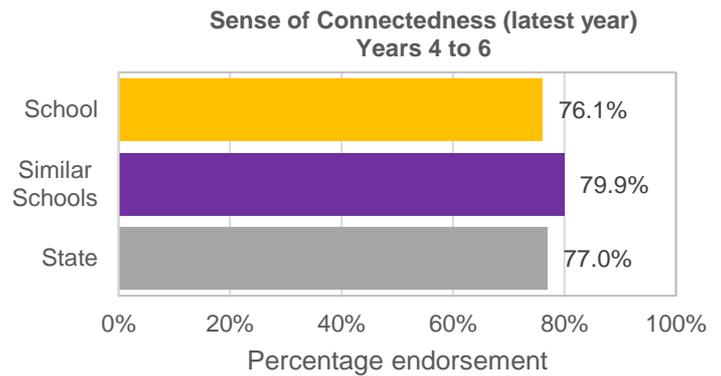
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	76.1%	78.5%
Similar Schools average:	79.9%	80.7%
State average:	77.0%	78.5%

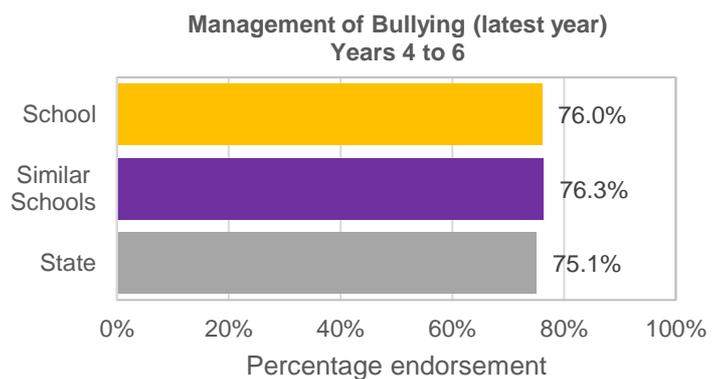


### Student Attitudes to School – Management of Bullying

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:	76.0%	76.5%
Similar Schools average:	76.3%	77.2%
State average:	75.1%	76.9%



## ENGAGEMENT

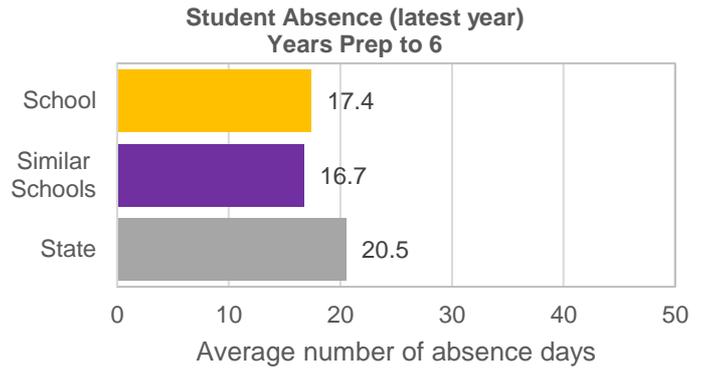
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	17.4	13.5
Similar Schools average:	16.7	13.6
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%	89%	92%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,739,648
Government Provided DET Grants	\$465,930
Government Grants Commonwealth	\$9,767
Government Grants State	\$0
Revenue Other	\$116,061
Locally Raised Funds	\$1,026,136
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,357,543</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,611
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,611</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,530,126
Adjustments	\$0
Books & Publications	\$11,351
Camps/Excursions/Activities	\$175,506
Communication Costs	\$6,412
Consumables	\$122,351
Miscellaneous Expense <sup>3</sup>	\$31,892
Professional Development	\$7,528
Equipment/Maintenance/Hire	\$112,722
Property Services	\$22,614
Salaries & Allowances <sup>4</sup>	\$878,729
Support Services	\$75,009
Trading & Fundraising	\$78,174
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,522
<b>Total Operating Expenditure</b>	<b>\$6,103,937</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$253,606</b>
<b>Asset Acquisitions</b>	<b>\$26,516</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$412,828
Official Account	\$58,277
Other Accounts	\$7,104
<b>Total Funds Available</b>	<b>\$478,208</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$260,309
Other Recurrent Expenditure	\$4,541
Provision Accounts	\$6,620
Funds Received in Advance	\$42
School Based Programs	\$1,796,500
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	\$11,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,079,513</b>

*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.*