

2023 Annual Report to the School Community

School Name: Wandong Primary School (1277)



- 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 March 2024 at 11:08 AM by Kelly Morrow (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 19 March 2024 at 03:01 PM by Justin Gomez (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

Wandong Primary School – Our Vision:

“Wandong Primary School ... Making a difference by developing confident, independent and resilient learners who strive for personal excellence.”

Our Mission is to:

- Inspire others to learn
- Provide ongoing feedback
- Build self esteem
- Model integrity

Wandong Primary School is located approximately sixty kilometres north of Melbourne, just off the Hume Highway. It is in a semi-rural township and currently has a school population of 497 students. Enrolments are steadily increasing due to the development of new housing estates and the ease with which families can access employment either within the neighbouring townships or in the outlying areas of Melbourne. Wandong Primary School has a low-medium SFOE (Student Family Occupation Education) band with an index of 0.3709.

Wandong has a well-established leadership team with three Principal Class members (Principal, Assistant Principal - Wellbeing and Assistant Principal - Curriculum), along with two Learning Specialists (F-2 and 3-6 Teaching and Learning Coaches). In 2024, Wandong has a 21 class grade structure with four classes of Foundation, seven classes of One/Two, five classes of Three/Four and five classes of Five/Six students. The twenty-eight full time equivalent teaching staff are supported by 21 Education Support Staff (one in each class), a 0.6 psychologist, full time social worker, 0.6 student wellbeing officer, three intervention teacher class, two intervention ES class, and six administration staff of varying time fractions. Every team is capably led by a PLC Leader and Co-Leader, including our English, Mathematics and Wellbeing Strategic Teams.

The positive and supportive culture of our school is the result of a consistently delivered School Wide Positive Behaviour process that reinforces and teaches students about the expected behaviours in the different school environments. At Wandong PS, we develop positive, safe and supportive learning cultures, through a consistent focus on demonstrating our school values of 'Pride', 'Kindness;' and 'Curiosity'.

Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs, which are designed to cater to each individual child's point of need. Our school philosophy is based on the belief that all students have the ability to achieve their full potential within a culture of collaboration, shared responsibility and high expectations.

Wandong Primary School provides a guaranteed, viable and rigorous curriculum encompassing all expectations of the Victorian Curriculum. A strong evidenced-based English and Mathematics program provides the core of a diverse whole school curriculum. Integrated units of inquiry encompass all eight learning areas, with the four capabilities interwoven into this curriculum design at each level of the school. Specialist teaching staff deliver learning in the areas of Visual Arts, Performing Arts, STEM (Science, Technology, Engineering and Mathematics), Physical Education and Auslan.

Early identification and support for students at risk is key in our multi-tiered approach to intervention. Our RTI process begins with high-quality instruction and universal screening of all children. At Wandong, we understand that some children need more time and practice to learn fundamental Reading, Writing and Mathematics skills, and some learners will need interventions at increasing levels of support to accelerate their rate of learning, which is closely monitored.

Additional extracurricular activities include a Launchpad Program (pre-school learning program), LEAP program (Learning Enrichment and Advancement Program), Foundation to Grade Six camping program, school concerts, a swimming program, a sporting schools program and excursions within the local area and beyond.

The school's Out of School Hours Care (OSHC) is managed and regulated by TheirCare, who provide care from 6:30am until 6:30pm.

Students are encouraged to reach their potential through a stimulating, challenging curriculum and supportive school environment. Social and cultural acceptance and a community atmosphere has enabled students, staff, council and community to interact creatively and positively. We are proud of the opportunities that our students have at Wandong Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wandong Primary School has consistent practices to ensure the learning outcomes and experiences of all students are high and sustained in attainment, growth and quality. The school is careful to remain up to date with current educational research, and teachers are guided by highly knowledgeable and strategic professionals.

2023 learning data, demonstrates that many of Wandong Primary School's programs are leading. In 2023, our results showed that we had surpassed expected targets in almost all areas of NAPLAN, achieving a higher percentage of 'Strong' and 'Exceeding' students, when compared to Network and Similar schools. Wandong Primary School students also achieved higher than the State average in 6/10 NAPLAN areas. In many areas, the percentage of students achieving in the Strong and Exceeding bands, matched or surpassed the results of schools in the metropolitan area. A further highlight of the 2023 school year, was the school's Reading results, which saw 43% of the school population achieving above the expected level; the highest in the school's seven year history on record.

During 2023, Wandong PS also continued to build upon and expand the learning intervention program. This model includes four unique tiers of assessment and adjustment and over 30 staff deployed to deliver interventions within the school. The responsive nature and capacity of the program, means that the school is able to respond to student need as soon as challenges are detected. As of 2024, 19% of students have needed and received Substantial or Extensive adjustments, to support learning or wellbeing based challenges, which could be a barrier to achievement.

The school also has a strong focus on adult education, and providing teaching staff with the professional learning needed to remain up to date and highly effective in their practice. Significant learning was delivered to staff throughout 2023, focusing on Reading, Writing and Mathematics. According to the School Staff Opinion Survey, 99% of Wandong PS staff reported intellectual stimulation in their job, due to ongoing training and study, provided by the school. This compared to a state average of just 81% in other settings.

During 2023, 98% of students reported stimulating learning, which was challenging and suited their personal needs and 93% of parents also reported that the school had high expectations for success and stimulating learning environments for students.

Wellbeing

In 2023, Wandong Primary School received Bronze Medallion Status for the implementation of the School Wide Positive Behaviour Support (SWPBS) Framework. As a school we broadened our focus on secondary classroom-based supports (Tier 2). This included a heavy emphasis on professional learning for all staff around classroom systems of support and the development of a whole school approach to social engagement and bullying prevention. Significant time was invested in educating students about social conflict, and giving them the skills to define, navigate and seek support from others. Through the ongoing use of Compass Pulse, the school continued to collect, record and analyse student behavioural and wellbeing data, which was used to further direct and differentiate teaching and support structures.

2023 also saw the launch of our multi-tiered early intervention framework for mental health and wellbeing. This included employment of a fleet of allied health staff, who were mobilised to support the early detection of learning and wellbeing-based challenges for students. This large, multi-disciplinary team, provided substantial levels of support for children across the school, including facilitation of a social and emotional intervention program and therapeutic support program.

Efforts to further embed previous improvements to our Student Wellbeing Framework included, but were not limited to:

- An increased level of student support provided in all classrooms, through the employment of two qualified adults in every classroom (one teacher and one Education Support person), over and above student level funding.
- Significant time investment in professional learning for all staff surrounding SWPBS, Mental Health in Primary School Initiative and the Disability Inclusion reform.
- Continued embedding of our Social & Emotional Wellbeing lessons, showing continued improvement and differentiation opportunities in all classrooms across the school.

The greatest highlight was acknowledging the increase in positive endorsement of the school's wellbeing supports, by students, staff and families. Students reported higher levels of connectedness and successful school management of bullying when compared to the average across the state. Parents reported higher levels of general school satisfaction when compared to the average across the state, and staff reported more positive feelings about our school climate when compared to the state average. In what was the final year of the school's strategic plan, Wandong Primary School not only met, but surpassed all wellbeing based targets. Wellbeing results were also the highest in the school's five-year history on record.

Engagement

Wandong Primary's whole school approach to tracking and promoting school attendance continued to be implemented consistently across the school, throughout 2023.

A newly appointed attendance officer was placed within the school, with a priority in the tracking and monitoring of attendance. This increased the school's capacity to provide education, to identify absence trends, collaborate with teaching staff and work to support families to improve student attendance rates.

Promotion of the importance of attendance was key to ensuring that the staged response was implemented with consistency across the school. This included the development of attendance and absence learning plans established with specific targets aimed at improving student engagement. The school also generated termly attendance reports, identifying absence rates, reasons and students at risk.

In acknowledging the major impacts on attendance following the COVID-19 pandemic and widespread illness levels across the state, it was pleasing to see an overall reduction in average absent days between 2022 and 2023. When comparing the four-year trend between our school and state, it is important to highlight that average absence days across the past four years are averaged to 17.5 days absent (Wandong Primary) in comparison to 18.1 (State). Furthermore, although 'average days absent' percentages have not yet recovered to the pre-Covid attendance rates, it is important to highlight that the average number of absent days has decreased by 19% from 23.4 days, in 2022.

Other highlights from the school year

Wandong Primary School believes that its extensive research into the science behind reading, writing and mathematical acquisition is a significant highlight of 2023 year. The school feels that this research has been fundamental in advancing the educational approaches and programs for its students, and has become an integral part of the school community's values. The school has invested significant time and effort into remaining up to date with leading research into effective education, and will continue to do so into the future.

Wandong PS also values system wide improvement. Across-school collaboration was a highlight of the 2023 year, as WPS engaged with several primary schools and universities, to share approaches which have led to improvements in student learning and wellbeing outcomes. This included ongoing site visits, consultation, interviews and the sharing of resources. WPS also engaged with Melbourne University through the Mental Health in Primary Schools Initiative, to showcase our holistic framework around student wellbeing. This included hosting an onsite visit from more than 15 different schools. In 2023, the 'School Performance Reporting and Data' report placed WPS in the 'Influence' group for Literacy and Wellbeing. This indicated that the school had a high level of performance which had been maintained consistently, and the school was acting as an influencer and system leader.

Wandong Primary would like to highlight its belief that all students experience an unparalleled level of personalised learning through a highly differentiated approach. Teachers tailor their instruction to meet the unique needs and abilities of each and every student, in a truly incredible fete of adjusted learning which ensures no one is left behind. The school prides itself on providing a supportive environment where students with diverse learning styles and challenges receive the necessary adjustments to help them succeed. Whether through individualised lesson plans, specialised resources, or additional support services, every student is given the tools they need to thrive academically and personally. This commitment to differentiation and support creates a nurturing and inclusive community where all students can reach their full potential.

WPS would also like to acknowledge and celebrate the level of community engagement which the school has with its families. Wandong Primary believes in building strong partnerships with parents in order to enhance the level of education and support available to all students. During 2023, the school saw a significant rise in parent helpers within classrooms, as well as the team of volunteer parents who completed training, to deliver Tier One Literacy interventions for students across the school. The school increased the level of two-way communication surrounding absenteeism and learning based interventions, and worked hard to cultivate a shared community approach that benefits everyone involved. The school also saw higher levels of parental engagement in adult education forums, including Cyber Safety workshops and the pre-school Launchpad program. Additionally, parents were more active in volunteering their skills for working bees and community events. It has been heart-warming to see how these changes are positively impacted the school's culture and WPS hopes to further increase its level of community engagement into the future.

Financial performance

Wandong Primary School recorded a surplus in funds at the end of 2023. This surplus will be used in future spending to support 2024 school-based programs. This includes the hiring of additional staff, specialist education support and wellbeing staff. There were no extraordinary revenue or expenditure items during 2023. The School Council did not enter into any new contracts, agreements or arrangements in this financial year. Wandong Primary School received Equity funding which was used to support student wellbeing, curriculum adjustments and to promote inclusiveness. Locally raised funds raised in 2023 included fundraising by the Parents and Friends Association, uniform trading operations and parent contributions. Additional smaller funds were received to conduct and promote sporting activities in all age groups.

For more detailed information regarding our school please visit our website at
<https://www.wandongps.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 469 students were enrolled at this school in 2023, 209 female and 260 male.

2 percent of students had English as an additional language and 5 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).

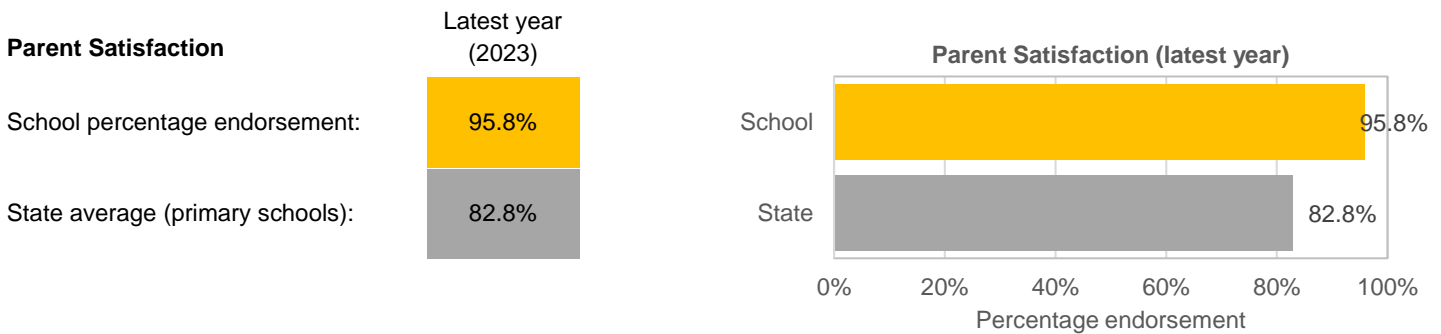
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

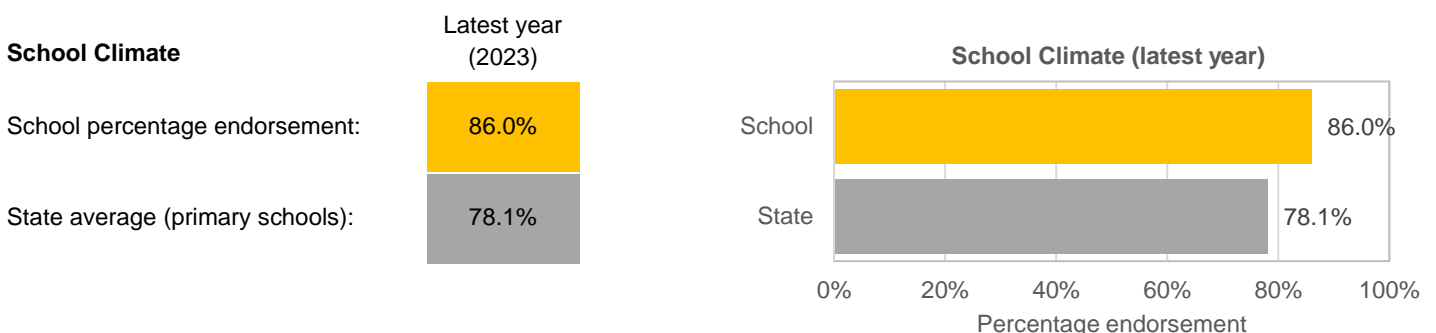


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

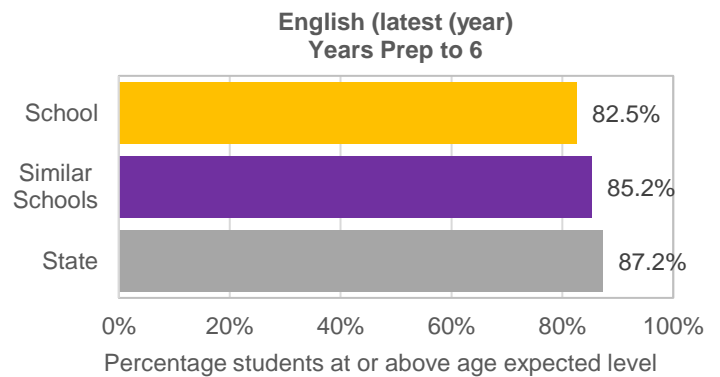
82.5%

Similar Schools average:

85.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

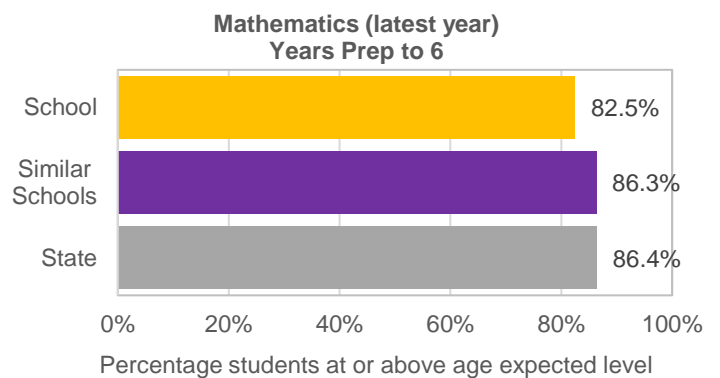
82.5%

Similar Schools average:

86.3%

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:

80.0%

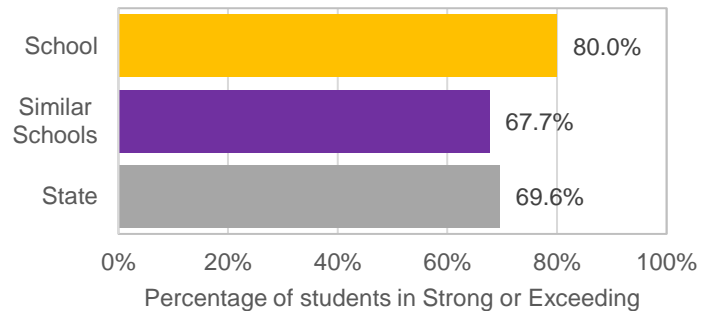
Similar Schools average:

67.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

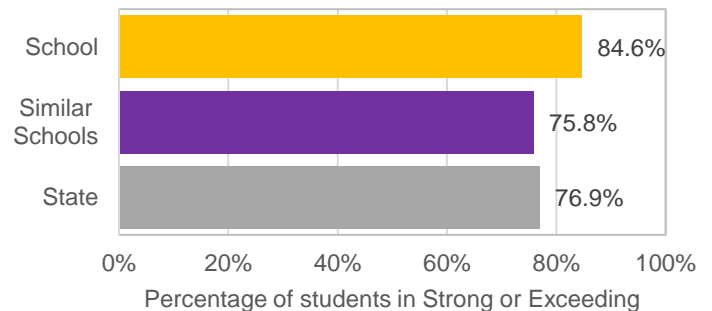
Similar Schools average:

75.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.4%

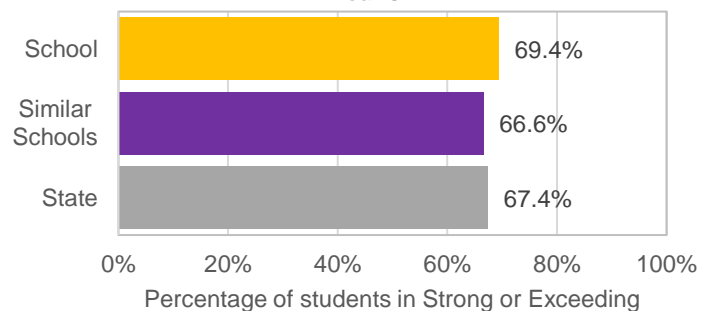
Similar Schools average:

66.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.6%

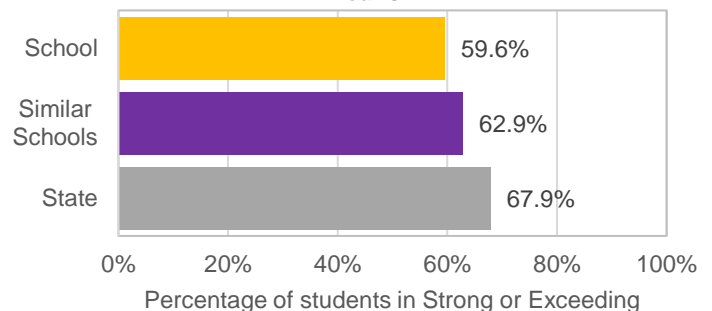
Similar Schools average:

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:

60.3%

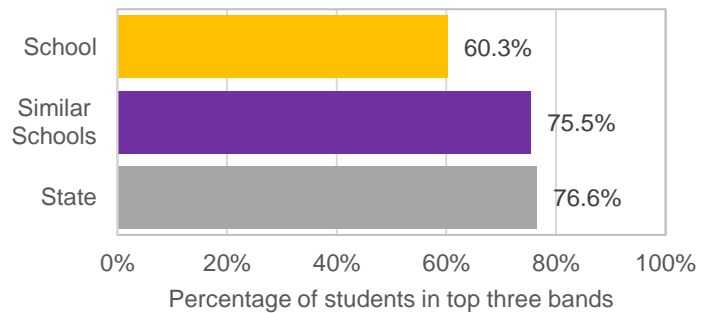
Similar Schools average:

75.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

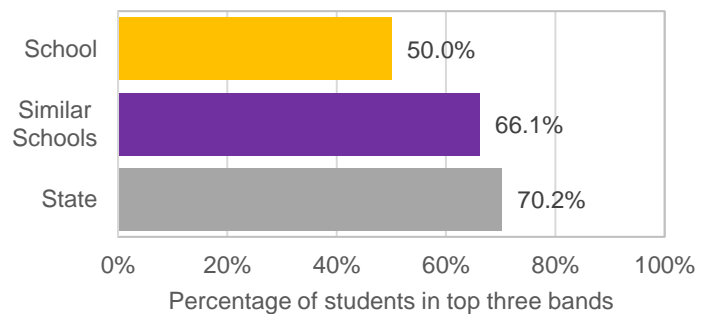
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

52.5%

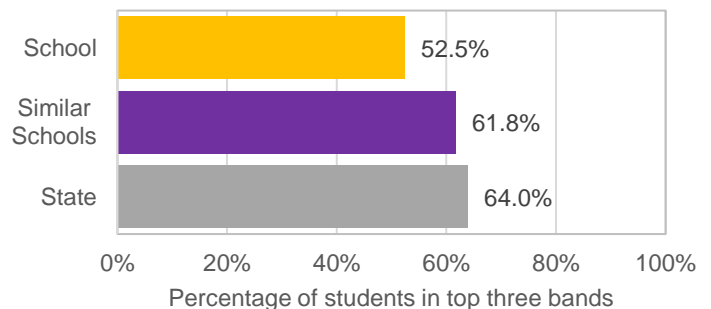
Similar Schools average:

61.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

41.7%

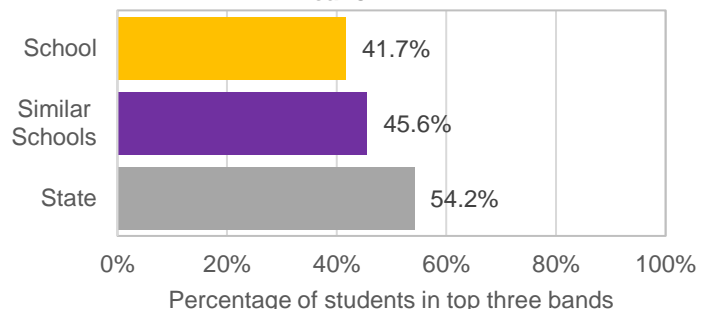
Similar Schools average:

45.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



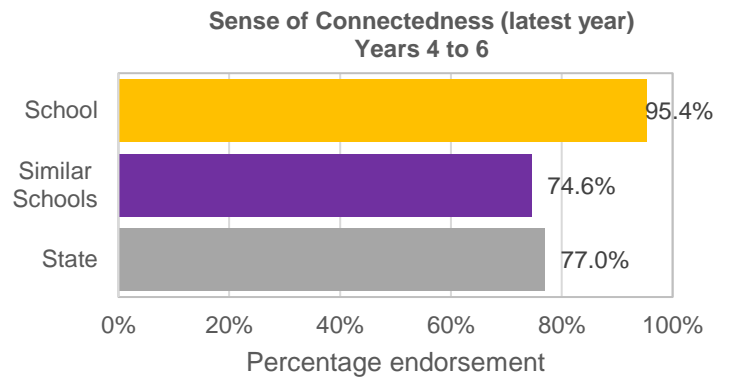
WELLBEING

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).

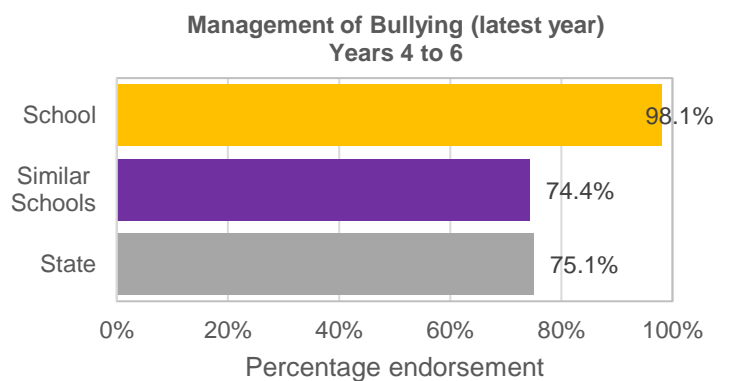
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	95.4%	80.6%
Similar Schools average:	74.6%	76.2%
State average:	77.0%	78.5%



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:	98.1%	82.4%
Similar Schools average:	74.4%	75.6%
State average:	75.1%	76.9%



ENGAGEMENT

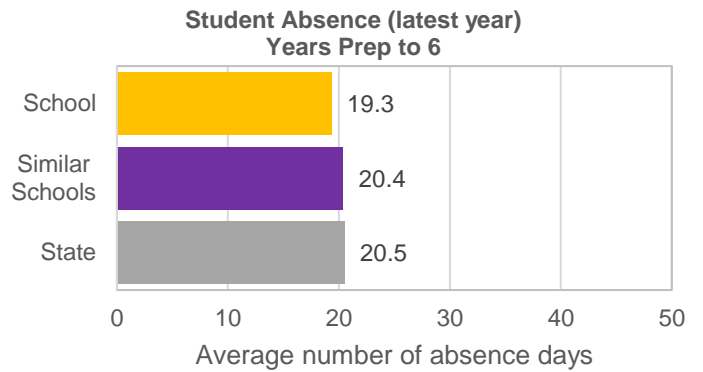
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.3	17.5
Similar Schools average:	20.4	18.6
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):	92%	89%	89%	90%	91%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,218,503
Government Provided DET Grants	\$809,999
Government Grants Commonwealth	\$3,091
Government Grants State	\$4,272
Revenue Other	\$79,459
Locally Raised Funds	\$391,964
Capital Grants	\$0
Total Operating Revenue	\$6,507,288

Equity ¹	Actual
Equity (Social Disadvantage)	\$124,923
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$124,923

Expenditure	Actual
Student Resource Package ²	\$4,807,731
Adjustments	\$0
Books & Publications	\$3,287
Camps/Excursions/Activities	\$126,718
Communication Costs	\$6,328
Consumables	\$101,830
Miscellaneous Expense ³	\$209,138
Professional Development	\$14,141
Equipment/Maintenance/Hire	\$65,429
Property Services	\$157,048
Salaries & Allowances ⁴	\$282,394
Support Services	\$15,766
Trading & Fundraising	\$61,796
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,773
Total Operating Expenditure	\$5,903,380
Net Operating Surplus/-Deficit	\$603,908
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 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	\$815,806
Official Account	\$83,992
Other Accounts	\$20
Total Funds Available	\$899,818

Financial Commitments	Actual
Operating Reserve	\$170,880
Other Recurrent Expenditure	\$169
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$728,769
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$899,818

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.