**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 19 April 2024 at 12:42 PM by John Painter (Principal) |

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| * 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 26 April 2024 at 09:54 AM by Matt Franzi (School Council President) |

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School Name: Lloyd Street Primary School (4139)

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](https://nap.edu.au/naplan/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** |
| Lloyd Street Primary School, celebrating its centenary in 2023, is located in the southeastern suburb of Malvern East, approximately 15km from the Melbourne CBD.  Enrolments are 411 students, 10% of students have English as an additional language and none have identified as Aboriginal or Torres Strait Islander. The school's motto of LEARNING for LIFE is supported by the vision, ‘*to develop the individual talents of students and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. Students will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life'.*The school is accredited to teach the International Baccalaureate (IB), Primary Years Programme (PYP) which is a curriculum framework that provides a rigorous evidence-based approach to teaching and learning, targeting student-led investigation and inquiry.  It aligns with the Victorian Curriculum and ensures that learning is concept based, authentic and of international significance. The school has 17 classes and a dedicated staff of highly experienced and passionate teachers. This equates to approximately 30 fulltime equivalent staff, including 2 Principal Class Officers, 23.5 teaching staff and 5.5 education support staff.  There is a strong partnership between the school and community and attendance rates are high.   The Principal and School Improvement Team (SIT) work in partnership with the School Council. Sustained instruction in Numeracy and Literacy is prioritised with all students participating in a differentiated program where fundamental skills are consolidated, and each student is successful and challenged.  Lloyd Street is committed to providing an inclusive education for all students and also provides ongoing access for students with additional needs through both integration support and appropriate resourcing. In addition to the core curriculum, students access a range of highly engaging Specialist Programs and Extra-Curricular activities.   Performing and Visual Arts programs, French language and culture, and a myriad of opportunities in Physical Education.   Thinking skills are developed through a Philosophy program, which provides the opportunity for students to build their understandings in relation to a range of ethical capabilities and demonstrate high-level communication skills.  This program also supports the professional development of staff to develop questioning skills and open-ended engagement strategies.  Lloyd Street is very well-resourced with technology tools and an extensive Library Resource Centre which is employed by staff and students to enhance learning.  Additionally, the school has a part time philosophy teacher, a dedicated Librarian, Science expertise and resources, a technology lab for Prep to year 4, a student leadership program, a 1:1 laptop for year 5/6 students, lunchtime activities led by and for students, and sports opportunities within and beyond the school.  Lloyd Street offers a range of extra-curricular opportunities across the school in instrumental music, choirs, bands, coding, chess, and various sports activities.  The school has an excellent out of school hours program, implemented by Team Kids, who work very effectively with the school and provide a nurturing and engaging program. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The school developed and implemented an Instructional Model (IM) and planning template across the school this year.  Both have been developed with best practice models and feedback from staff and are implemented across the school with professional development and planning discussions supporting their implementation. The Instructional Model was created based on the ‘e5’ and then adjusted with staff feedback.  A new planning template was also developed around the IM and is being utilised by all teaching staff across the school.  We are working towards effective consistent implementation in classrooms by teachers.  The percentage of students at or above age expected standard in English is 95.5% slightly above similar schools and well ahead of the state average of 87.2%. The percentage of students at or above age expected standard in Mathematics is 95.3% almost at the similar schools level of 95.4% and well ahead of the state average of 86.4%.  In the National Assessment Program for Literacy And Numeracy (NAPLAN): School percentage of students in Strong or Exceeding in Reading for year 3 students is 78.1%, well below similar school average of 85.8%, but still well above the state average of 69.6%.  In year 5, student results for reading are at 93.4%, above similar school average of 91.3% and very high against the state average of 76.9%School percentage of students in Strong or Exceeding in Numeracy for year 3 students is 78.5%, well below similar school average of 84.5%, but still well above the state average of 67.4%. In year 5, student results for Numeracy are at 90.2%, above similar school average of 85.3% and very high against the state average of 67.9%.  This data set while directly not comparable with previous NAPLAN due to the change in testing format is an anomaly from previous years NAPLAN results in that students overall have not achieved similar resultsThe school is making changes to its teaching practices and will continue to focus on increasing consistency of planning and teaching across the school to reduce the variability in results from year to year however, Lloyd Street continues to perform above both similar school and State averages in NAPLAN assessments for year 5 and while below in year 3 this is not a trend in the data. The Tutor Learning Initiative (TLI) staff target the use of decodable texts in the Foundation area to provide more rigour and consistency in early literacy teaching.  TLI staff have successfully completed a large number of IEPs and they are working towards increasing the capacity of staff to write and implement these plans with SMART goals and strategies. Students performing above the expected level are being extended in their classrooms, and the school has continued to utilise the Maths Olympiad and the Victorian High Ability Program (VHAP) to engage high achieving students.  The school completed its first year of our new French language program which was successfully introduced after community consultation in 2022. |
| Wellbeing |
| Lloyd Street has continued to prioritise wellbeing from a cultural and curriculum perspective and appointed a Wellbeing leader for the first time in 2023. The Wellbeing leader led the creation of a wellbeing room that connected parents to the resourcing and organisation of the space.  This space is a focus of whole class sessions connected to the school's proactive wellbeing supports such as Respectful Relationships and Zones of Regulation.  Staff are provided with support to increase their capacity to utilise the space effectively. Respectful Relationships is embedded into the school’s learning program with allocated weekly sessions.  Staff completed professional learning to deliver sexuality education in line with the Victorian Curriculum through the Talking the Talk program with Vanessa Hamilton.  This was delivered with very positive feedback from students, staff, and parents.  Our parent opinion survey data indicates that 84.6% of parents responded positively to the general satisfaction with the school, higher than the state average of 82.8%. Staff survey results for School climate dropped below the state average of 78.1% to 72.8%, given the whole school changes in implementing the Instructional Model, significant changes to the planning templates and role clarity as we reshape the expectations on teachers this is not unexpected.The school also revised the whole school behaviour response plan and adapted Compass Chronicle templates to include more effective recording and management of behaviour incidents at school. These changes will require ongoing leadership, professional learning, support and priority to ensure they become embedded in the school’s culture and practice.Along with the proactive whole school programs and structures, student wellbeing is also supported by the Tutor Learning Initiative which supports more than 50 students, the Program for Students with Disabilities, and the new Disability Inclusion Profile funding which two students receive with several more pending outcomes.  Story Dogs provides multiple weekly sessions for struggling or disengaged students to engage in their literacy learning, particularly reading to increase self confidence and connectedness to school. |
| Engagement |
| The school has continued to place strong emphasis on connection, engagement and belonging in the activities in and out of the classroom across the school. Using the PYP framework, teachers design learning to develop opportunities for student voice and agency across all teaching teams. Students have more ownership and investment in their learning as they determine the outcomes within the framework and skilled scaffolding provided by staff.  Student leadership roles continue to be an opportunity for engagement and student voice and agency, and these have been increasing particularly for senior students with 26 recognised positions and SRC. Lunchtime clubs, and special project roles also available to senior students.  We have strengthened local connections to kinders, ELCs, sports clubs, and businesses and this is ongoing work.  Students have visited kinders and ELC’s and they have visited the school.  Staff have also attended parent nights at a small number of venues.   Our year 5 'Share Fair' and year 6 'Exhibition' are two academic highlights for senior students that celebrate academic growth, student engagement and genuine student ownership of learning.  This event is celebrated with students across all levels and with parents who are all able to attend these events and see the learning and actions students have achieved.    Student agency is an area for continued growth across all classes and year levels. In analysing student engagement through attendance data, all year levels have attendance at a minimum of 90% for the year except year 6 with 87%.  There is an average of 17.8 days absent, more than 3 weeks per year which is an anomaly compared to previous years, with the four-year average at 12.2 days for our school. This has placed the school at the average for similar schools of 17.1 but still below the state averages of 20.5. |
| **Other highlights from the school year** |
| Our successes this year have revolved around commencing significant whole school changes to improve student outcomes that will require ongoing focus.  We have also been able to celebrate several other significant events for Lloyd Street. These include: Celebrating our centenary with a Trivia Night, centenary birthday day for students, Centenary Gala for parents and past students, a fabulous Senior school “Lost and Found” concert, a Centenary Art Show, a centenary magazine and badges, and student led unit of Inquiry into the history of the school and changes in society and education over the last century.Grounds and facilities have been a focus at Lloyd Street including the completion of Stage 1 of a student designed playground redevelopment on terrace 4, the commencement of garden redevelopment works at the front of the school, and beginning painting works in the gym building and front of the school.Our new Reconciliation Action Plan has been developed and we unveiling four Indigenous artworks installed on our grounds.Completing the VRQA accreditation process resulting from our school review.Our camps program was completed with year 4,5 and 6 students all attending camps and year 6 visiting Canberra, our first interstate camp.Our community support and engagement has again been a strength. We have a strong School Council and fundraising committee that support the school community in a myriad of ways.  Reestablishing the Parent Helper program in our school has added another connection between parents and classroom learning.  With almost 100 parents completing the training and being involved in classroom learning this year. |
| **Financial performance** |
| The school has continued to focus on managing the school’s finances effectively with forward planning to reduce staffing costs and trim budgets to ensure our carry forward deficit is reduced and removed as planned with the Department.  We completed the school year with a staffing surplus that has supported the operation of the school so we can maintain the school’s staffing levels and provide high quality curriculum programs available to students.  Under instructions from the Department, the move from Bendigo Bank to Westpac for all accounts was completed as required though this has cut a connection between Bendigo Bank and Lloyd Street that has been in place successfully and for community benefit for many years.  Lloyd Street School and Bendigo Bank still have a commitment to support our school and community together, but it is a significant change and we are looking at new ways to connect and support this relationship to the benefit of students and our community.  The school has increased its use of Compass in several areas including payments, events, Chronicle and calendar which has supported parents and the school to be more efficient and effective in managing the finances of excursions and events.  This is an ongoing project with further enhancements to Compass coming in 2024.The school received a trust donation from a local community member that is to be used for improving the learning and/or engagement of students. This will be spent in 2024.  The parent fundraising committee has continued to provide wonderful opportunities for our community to connect and also raised approximately $30,000 this year from several key events.  The value the Fundraising and Socail committee offers to parents and our community, as well as fundraising is a vital contribution to Lloyd Street.  |
| **For more detailed information regarding our school please visit our website at** [**http://www.lloydstps.vic.edu.au/**](http://www.lloydstps.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 411 students were enrolled at this school in 2023, 208 female and 203 male.

11 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.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 84.6% |
| State average (primary schools): | 82.8% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 72.8% |
| State average (primary schools): | 78.1% |

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.

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| **English****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 95.5% |
| Similar Schools average: | 94.9% |
| State average: | 87.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 95.3% |
| Similar Schools average: | 95.4% |
| 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.

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| **Reading****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 78.1% |
| Similar Schools average: | 85.8% |
| State average: | 69.6% |

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| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 93.4% |
| Similar Schools average: | 91.3% |
| State average: | 76.9% |

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| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 78.5% |
| Similar Schools average: | 84.5% |
| State average: | 67.4% |

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| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 90.2% |
| Similar Schools average: | 85.3% |
| State average: | 67.9% |

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.

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| **Reading****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 90.7% |
| Similar Schools average: | 90.0% |
| State average: | 76.6% |

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| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 89.6% |
| Similar Schools average: | 87.2% |
| State average: | 70.2% |

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| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 83.0% |
| Similar Schools average: | 79.5% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 82.0% |
| Similar Schools average: | 72.7% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 82.2% | 86.9% |
| Similar Schools average: | 73.8% | 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 71.9% | 79.1% |
| Similar Schools average: | 72.5% | 75.2% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 17.8 | 12.2 |
| Similar Schools average: | 17.1 | 13.5 |
| State average: | 20.5 | 18.1 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 93% | 92% | 92% | 90% | 91% | 90% | 87% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,644,699 |
| Government Provided DET Grants | $464,517 |
| Government Grants Commonwealth | $6,684 |
| Government Grants State | $1,000 |
| Revenue Other | $42,902 |
| Locally Raised Funds | $691,634 |
| Capital Grants | $0 |
| Total Operating Revenue | **$4,851,435** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,506 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$5,506** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,466,870 |
| Adjustments | $0 |
| Books & Publications | $5,507 |
| Camps/Excursions/Activities | $174,638 |
| Communication Costs | $7,800 |
| Consumables | $75,262 |
| Miscellaneous Expense 3 | $74,905 |
| Professional Development | $43,103 |
| Equipment/Maintenance/Hire | $83,527 |
| Property Services | $104,559 |
| Salaries & Allowances 4 | $186,590 |
| Support Services | $143,396 |
| Trading & Fundraising | $114,635 |
| Motor Vehicle Expenses | $62 |
| Travel & Subsistence | $0 |
| Utilities | $49,113 |
| Total Operating Expenditure | **$4,529,967** |
| Net Operating Surplus/-Deficit | **$321,468** |
| Asset Acquisitions | **$78,368** |

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 | $159,612 |
| Official Account | $7,282 |
| Other Accounts | $31,940 |
| Total Funds Available | **$198,834** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $162,356 |
| Other Recurrent Expenditure | $2,240 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| 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 | **$164,595** |

*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.*