

2023 Annual Report to the School Community

School Name: Thomastown East Primary School (4827)



- 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 13 March 2024 at 02:59 PM by Jeremy Blaney (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 28 March 2024 at 12:39 PM by Joseph Paola (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

Thomastown East Primary School is located at 82 Cedar Street in the northern suburbs of Melbourne within a residential area close to extensive industrial and retail sites. The main boundaries that impact on enrolments are Dalton Road, High Street and the Western Ring road. The current enrolment is approximately 330 students who represent numerous ethnic backgrounds. There are a high percentage of students from a non-English speaking background and also a high percentage of students are from families that are eligible for the Education Maintenance Allowance.

We currently have a staff of 25.0 teachers including the Principal, an Assistant Principal and a Learning Specialist. Five Educational Support Officers provide support in administration and within classrooms. An Out of School Hours Care program operates before and after school throughout the school year and a Canteen on a limited basis.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." - Aristotle

As we embark on our whole school journey of personal and professional growth, we highlight the areas of practice, focus, and consistency. These three elements form the bedrock of our success in every area.

This is visible by:

Focus - Laser-like Precision: By honing our ability to concentrate on the task at hand, we become more efficient and effective in our pursuits. We major in majors and not in minors.

Practice - The Road to Mastery: From learning a new skill to honing an existing one, practice is the key to unlocking our full potential.

Consistency - The Power of Persistence: Lastly, consistency is the glue that binds practice and focus together.

These three pillars not only elevate our capabilities, but also pave the way for a future filled with accomplishment and growth.

Thomastown East Primary School has an unflagging commitment to elite literacy and numeracy programs. These Programs are now firmly in place and are most importantly, subject to continual quality improvement. These programs ensure our students learn in an academically rigorous environment where essential numeracy and literacy skills are at the core of our curriculum. "The Writing Model" fundamentals and a "School based Mathematics Model" philosophies are modified to suit our clientele and are the key drivers of the accomplished teaching and learning that occurs at Thomastown East Primary School.

Our school community categorically believes that high quality education is uncompromisingly dependent upon a healthy partnership between parents, students and teachers. School Council and staff know without doubt, that every student has the ability to learn and that learning best occurs in a secure, supportive and positive working environment. Parents, teachers and students work in tandem to ensure students reach their full potential.

To reiterate: Thomastown East Primary School has committed itself long term to furnishing our students with the best opportunities for effective learning. Staff and parents work collectively toward the goal of continual growth regarding student learning outcomes.

We aim to develop the values of empathy, respect and inclusion across our school community.

Thomastown East Primary School is committed to:

- * Knowing that every student has the ability to learn and that this best occurs in a secure, supportive and positive working environment.
- * Knowing that high self-esteem and student / teacher cooperation and rapport are unequivocal precursors to learning.
- * Each and every student reaching their full potential by continually ensuring high standards of teaching and learning.
- * Sound communication practices amongst all stakeholders (parents, students and staff).
- * Providing students with a curriculum that is challenging & stimulating with Literacy and Numeracy as the nucleus.
- * Knowing that highly curious, literate and numerate students will become life-long learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

Academic excellence in the subject areas of English and Mathematics is unequivocally our school's vision. The values we hold to inform and allow for the realisation of our vision are: support, commitment, consistency, positivity, perseverance and open

mindfulness. These values result in a culture of 'willingness to try or have a go'. Our students have naturally embodied these same values as they see their teachers practising them, in order to invest in them as students. The essential flow on, is that these values are the key to the development of the intrinsic motivation required in students, to rise to be the best version of themselves.

Naplan data under the new system of Developing, Strong and Exceeding indicate that 8 children across year 3 & 5 who undertook Naplan READING are developing, 41 students are strong and 21 students are exceeding. This works out roughly at 10% are Developing, 60% are Strong and 30% are Exceeding across the year 3 & 5 Reading Naplan results. This is similar to staff judgements. These figures are above state benchmark.

Numeracy

Foundation - 60% of students deemed to be '**at level**', while a further 29% were working at least 6 months '**above level**'. This indicates that 89% of Foundation students were at or above the required DET level.

Spelling Program

One - 47% of students deemed to be '**at level**', while a further 26% were working at least 6 months '**above level**'. This indicates that 73% of **Year One** students were at or above the required DET level.

Two - 40% of students deemed to be '**at level**', while a further 42% were working at least 6 months '**above level**'. This indicates that 82% of **Year Two** students were at or above the required DET level.

Three - 40% of students deemed to be '**at level**', while a further 42% were working at least 6 months '**above level**'. This indicates that 82% of **Year Two** students were at or above the required DET level.

Four - 34% of students deemed to be '**at level**', while a further 19% were working at least 6 months '**above level**'. This indicates that 53% of **Year Four** students were at or above the required DET level.

Five - 20% of students deemed to be '**at level**', while a further 48% were working at least 6 months '**above level**'. This indicates that 68% of **Year Five** students were at or above the required DET level.

Six - 19% of students deemed to be '**at level**', while a further 44% were working at least 6 months '**above level**'. This indicates that 63% of **Year Six** students were at or above the required DET level.

The school has introduced a new spelling program. This has seen significant growth in students spelling and greater confidence to attempting new words. Children learnt strategies to decode words and about word families and their origins to assist them. Professional development has been undertaken by all staff and we are continuing to refine and improve our approach to teaching spelling each year. The percentage of Year 5 students below NAPLAN benchmark in spelling was only 5% in 2023. This indicated that two students were recognised as developing in spelling and not within the required Strong or Exceeding category. Three students were exempt. The school has 89% of children Exceeding or Strong compared to state (70%) and similar schools and within our Network who were both (71%).

Wellbeing

Students at Thomastown East Primary School feel respected and connected to the school. The attitudes to school survey data is analysed to find areas for improvement. Historically the results have been high and 2023 is no different. 98.2% of students from year 4 to 6 indicated they had a sense of connectedness to the school and this has risen from 95% over the past 4 years. The percentage of endorsement is over 20% greater than similar schools and the state average.

Students reported that 94.3% of students endorsed the management of bullying in the attitudes to school survey and this was 20% better than state averages and like schools.

As outlined in student opinion surveys and parent opinion surveys data, the social and emotional needs of students are supported to a high level. This is undertaken via breakfast club activities, lunches with the principal, teacher orientated activities at recess and lunchtimes, yard duty staff interacting with students on a social level and the general relationships all staff have with students.

Students are acknowledged when in the presence of staff and staff take an interest in students' lives outside of the school grounds.

Engagement

Absenteeism is an area of concern at Thomastown East Primary school as it is the only area that is equal to state norms. 43% of students have 20 or more days absent throughout 2023. On average across the 7 years of schooling these children will miss over one year of school. Throughout 2023 26% of students (89) had less than 9.5 days absent. 30% (102) had 10-19.5 days absent, 21% (70) had 20-29.5 days absent and 23% (77) had 30 days absent.

Across the school, family holidays make up the largest reason for absences (766 days), followed by Medical / illness (525 days), Prep Transition (462 days) and Parent Choice (256 days). These missed days have a detrimental impact on learning and needs to be reduced going forward.

All students participate in our Physical Education program in which a fitness run is a component of each lesson. All upper school children participate in interschool sport regardless of ability. Our school's philosophy is not to win at any cost. We do not exclude

students who struggle with sport. Our yard is alive with all sorts of physical activity at play and lunchtimes. Those children who are not partial to physical activity, are known to staff, and staff encourage them to move by having races with them, hula hooping with them or dancing with them, depending on what appeals to individuals.

All students are involved in sports clinics under the umbrella of the Active Schools Program. Teachers run extra sports training sessions at recess and lunchtimes to enable students maximum preparation for events such as interschool sport, athletics, cross country, hoop time, T20 cricket, soccer tournaments and Teachers vs Students games. A deodorant station is in place in the Year 5/6 classrooms. Our Breakfast Club caters to regular attendees as well as others. Constant box loads of apples are available for students which are provided by Foodbank Victoria.

Students who leave TEPS always return to update us on their achievements and stay in contact with the school for many years after leaving. Feeling welcome, supported and accepted is the reason Thomastown East Primary School is so successful with student wellbeing outcomes.

Other highlights from the school year

Writers & Artist Festival

Each year the school runs a Writers & Artist festival where each child in the school undertakes a personal piece of writing based on a whole school theme. The writing is curated over a term with powerful words, vocabulary and writing strategies used to draw in the audience and keep their attention from start to finish.

The Prep students write approximately 4 sentences, that takes the reader through an introduction, conflict and resolution journey. Heading and Codas are also used. The writing progresses in complexity up to Grade 6 and the strategies used become more refined and powerful.

Students also produce a piece of artwork for the festival that accompanies the writing. The artwork becomes more sophisticated at each year level. Artwork ranged from clay, charcoal self-portraits, 3D collages, painting and displays the use of different mediums and art elements.

School Camp

Students in grade 5/6 head off on a 3 day Camp each year, that is subsidised by the school. The camps are run on a rotational basis and students attend Sovereign Hill Gold Precinct Ballarat, Fern Gully Lodge in Healesville or Forest Edge Neerim South. Fifty children attend each year. Activities range from archery, rope swing, flying fox, bush craft and visit to major attractions in the area of the camp. The children have been recognised as being well behaved and have represented Thomastown East Primary School with distinction.

Ground beautification program

Due to the continual growth of enrolments numbers (25% - 52 children) across the Strategic plan timeframe, the School Council has had to invest significant money into the school's infrastructure and grounds rectification.

The school has transformed the previously vacant school canteen into a Conference Centre which includes a meeting, teaching and learning space. Additional storage space has been created by converting an old boiler room into a take home reader storage area. In addition, space has been created to allow for Physical Education storage of larger equipment to cater for the extra resources needed.

The basketball Court has had a cover installed over it to allow additional play space on hot and wet days. The school holds assembly outdoors under the new roof, as we no longer fit into an indoor space any more.

Wear and tear of the staff car park due to additional staff, resulted in it being concreted half way and it will be completed throughout 2024. A Kiln has been added inside a cargo container to extend the Art program and allow children to use a greater variety of mediums within the program.

New carpet has been laid throughout the entire school and new chairs and tables for the students have been purchased to ensure the students have the best learning environment. Pin boards are strategically placed around the school to highlight outstanding work that the children have undertaken.

Financial performance

At the end of the 2023 school year, the school had approximately \$250,000 in surplus. This figure was primarily due to changes in staffing that wasn't anticipated. These include: Our Numeracy coach took up a substantive role at another school and the

replacement Numeracy leader took 6 month off to travel overseas. Both of these staff members were not replaced and created surplus funding. Several key staff changed their working days from 5 days down to 4 days per week and this saved money on wages and holiday pay. This surplus funding has been tagged to upgrade the staff car park and children's playground equipment. These will be completed early 2024.

Thomastown East Primary School spends approximately \$100,000 per annum on the Professional Learning of teachers. The mantra - "if we don't have the best learning conditions for staff, we won't have the best learning conditions for students" is embedded in decision making. This money is strategically spent on paying for replacement teachers while classroom teachers are out on external or internal English and or mathematics coaching/mentoring programs in line with our School Strategic Plan and Annual Implementation Plan.

The Principal philosophically and financially supports staff undertaking Academy Courses and Leaders in the Making, and other related courses and projects when our situation requires it. External Writing and Reading coaches are financed to work with Curriculum Leaders and general teaching staff on scope and sequence development, curriculum development, term and weekly planning, pedagogy, best practice and assessment. This guarantees consistent curriculum and pedagogical practice of core curricula across the school for every student, within and across year levels. Improving the quality of teachers will improve the quality of student outcomes and growth. Simple and effective.

For more detailed information regarding our school please visit our website at <https://thomastown-east-ps.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 312 students were enrolled at this school in 2023, 135 female and 177 male.

65 percent of students had English as an additional language and 0 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).

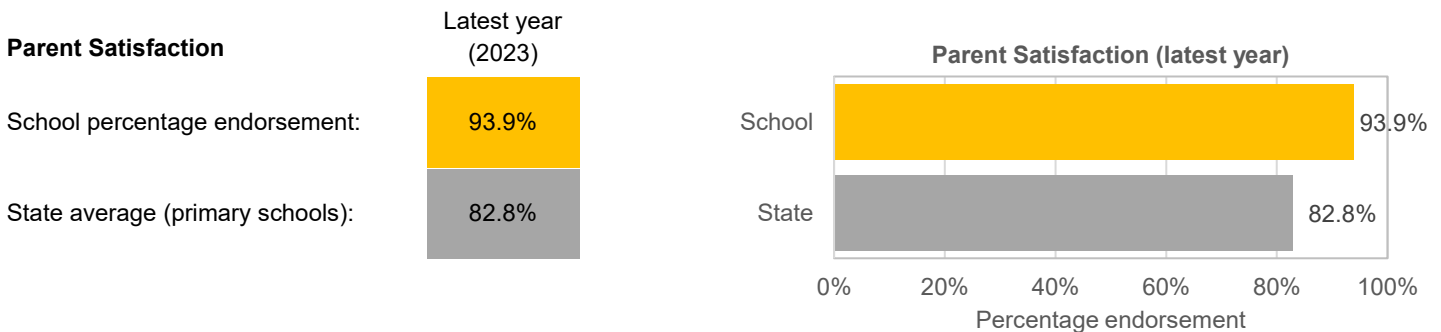
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

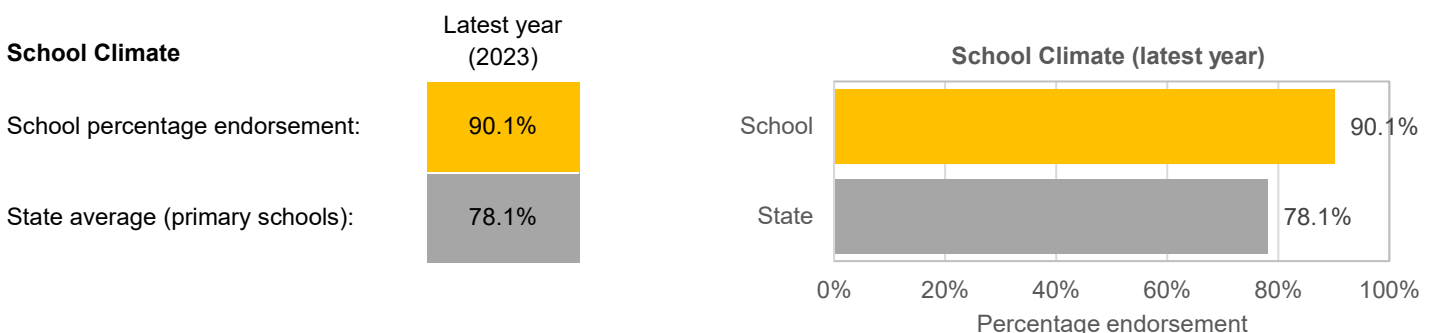


School Staff Survey

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:

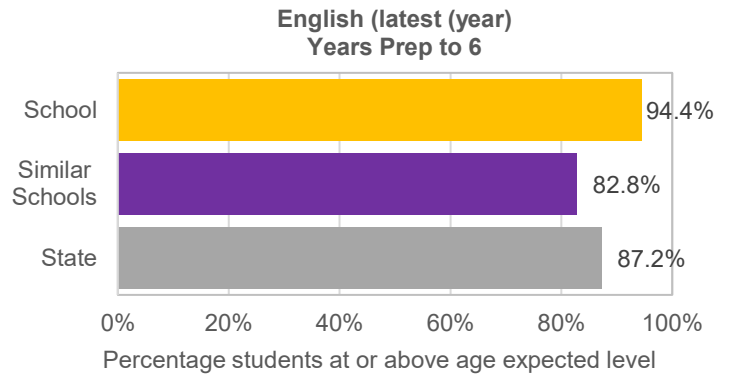
94.4%

Similar Schools average:

82.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

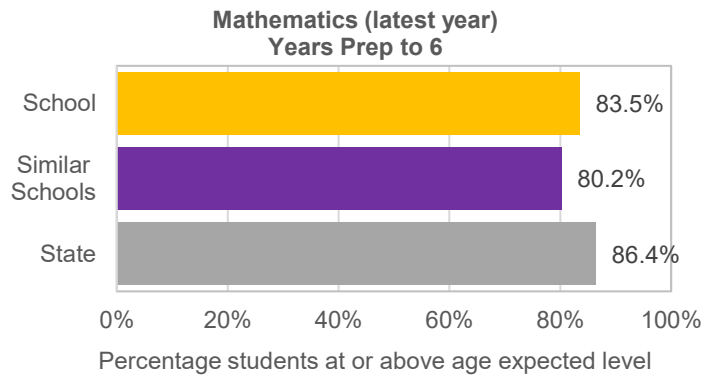
83.5%

Similar Schools average:

80.2%

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:

91.4%

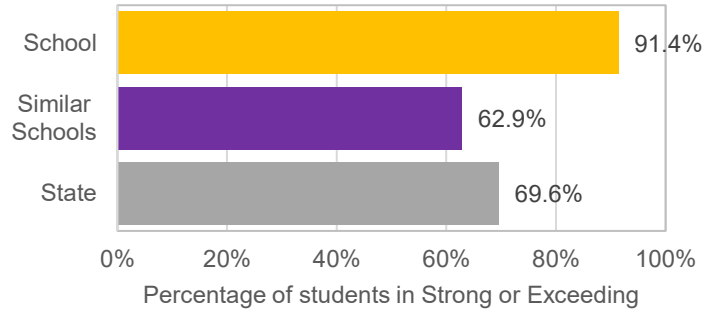
Similar Schools average:

62.9%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

81.1%

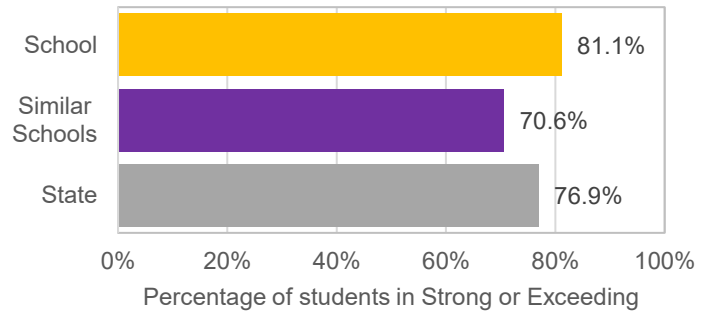
Similar Schools average:

70.6%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

88.6%

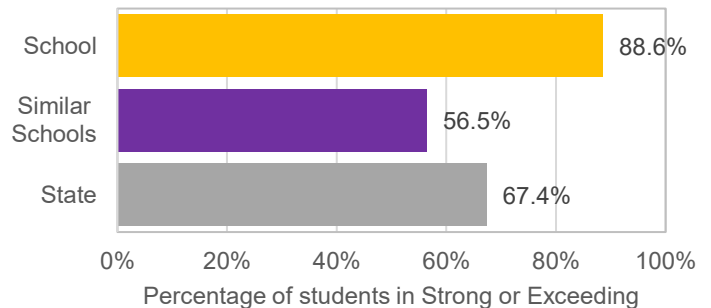
Similar Schools average:

56.5%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.7%

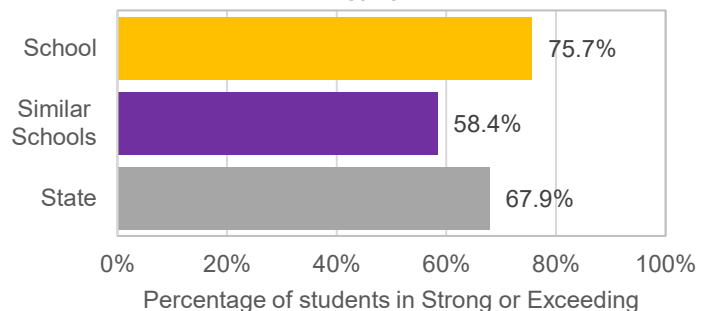
Similar Schools average:

58.4%

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:

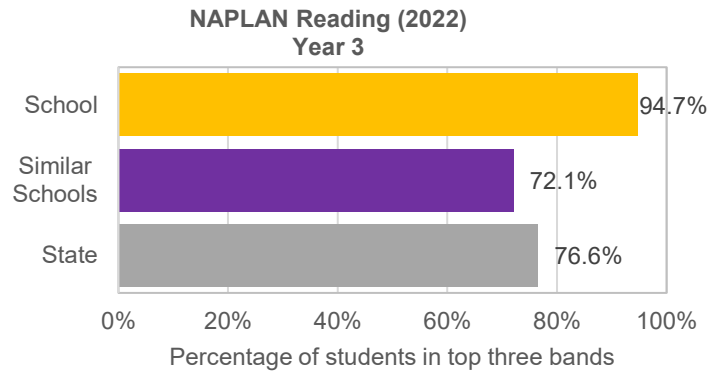
94.7%

Similar Schools average:

72.1%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

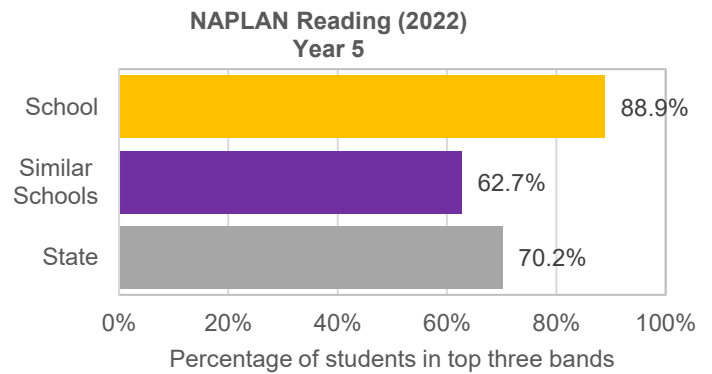
88.9%

Similar Schools average:

62.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

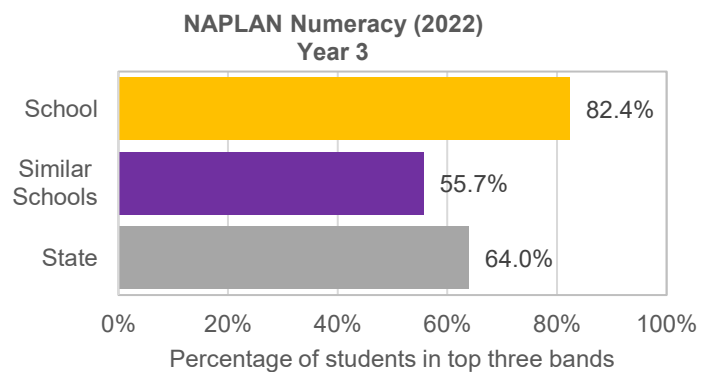
82.4%

Similar Schools average:

55.7%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

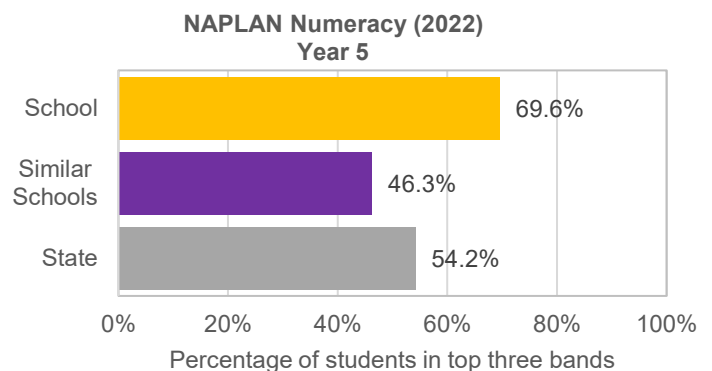
69.6%

Similar Schools average:

46.3%

State average:

54.2%



WELLBEING

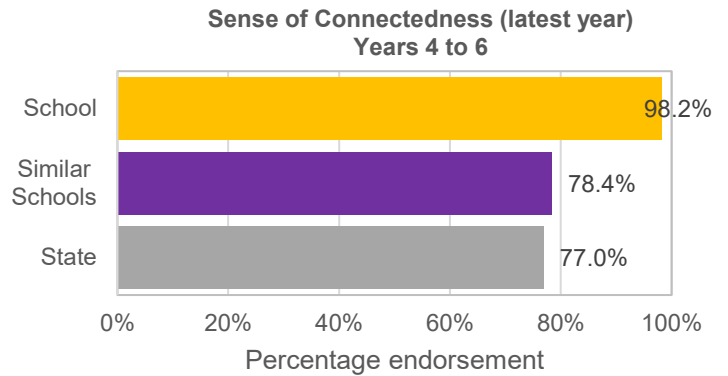
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	98.2%	95.9%
Similar Schools average:	78.4%	79.1%
State average:	77.0%	78.5%

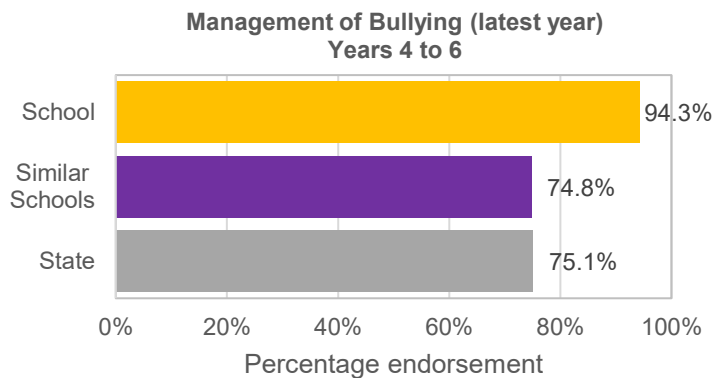


Student Attitudes to School – Management of Bullying

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:	94.3%	93.6%
Similar Schools average:	74.8%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

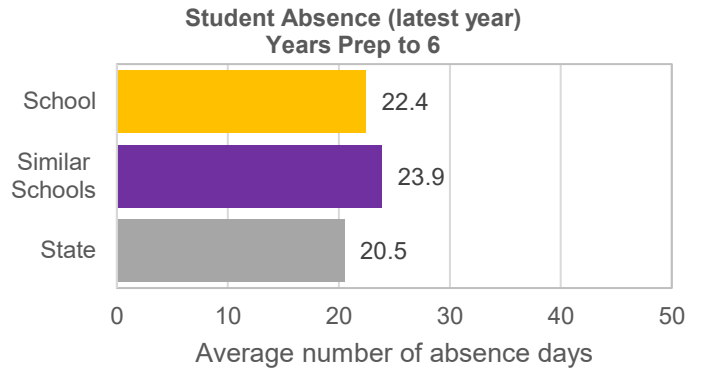
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.4	18.6
Similar Schools average:	23.9	22.2
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):	89%	89%	89%	88%	89%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,018,038
Government Provided DET Grants	\$467,668
Government Grants Commonwealth	\$1,746
Government Grants State	\$10,523
Revenue Other	\$11,825
Locally Raised Funds	\$234,070
Capital Grants	\$0
Total Operating Revenue	\$3,743,870

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,213
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,213

Expenditure	Actual
Student Resource Package ²	\$2,814,939
Adjustments	\$0
Books & Publications	\$9,727
Camps/Excursions/Activities	\$27,537
Communication Costs	\$1,987
Consumables	\$106,835
Miscellaneous Expense ³	\$12,095
Professional Development	\$2,331
Equipment/Maintenance/Hire	\$47,681
Property Services	\$132,213
Salaries & Allowances ⁴	\$95,055
Support Services	\$145,643
Trading & Fundraising	\$62,369
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,815
Total Operating Expenditure	\$3,493,227
Net Operating Surplus/-Deficit	\$250,642
Asset Acquisitions	\$162,152

- (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	\$198,050
Official Account	\$8,701
Other Accounts	\$0
Total Funds Available	\$206,752

Financial Commitments	Actual
Operating Reserve	\$93,511
Other Recurrent Expenditure	\$0
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	\$190,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$343,511

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.