

2023 Annual Report to the School Community

School Name: Campbellfield Heights Primary School (5034)



- 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 29 April 2024 at 09:33 AM by Susie Bellizia (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 29 April 2024 at 02:47 PM by Amani Samman (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

Campbellfield Heights Primary School embodies a vision of providing a safe, supportive and inclusive environment where students are empowered to succeed in their learning and become positive contributors to their community. Our values of Successful Learners, Respect, Safety and Responsibility are integral to our school culture, fostered through the School Wide Positive Behaviour Support Framework.

With 154 enrolments and a staff of 28, including two principal class, 11 teaching, and 15 education support staff, our school is situated in the City of Hume, approximately 15 kilometres from Melbourne's CBD. Established in 1972, our campus features two main buildings and a Community Hub on expansive grounds, including a large oval, purpose-built pavilion, turfied sport courts, playground equipment, and natural outdoor spaces. We organise our students into composite learning cohorts to optimise their educational experience.

Campbellfield Heights Primary School prides itself on its diverse and enriching community involvement, demonstrated through various social events like Harmony Day, themed weeks, family sports and welcome BBQs. Our dedicated staff, ranging from graduates to highly accomplished teachers, work collaboratively in teams to enhance student outcomes and continuously improve teaching practices through professional learning and reflection.

Core subjects like English, Mathematics and Wellbeing are complemented by specialist programs in Italian, Visual Arts, Performing Arts and Physical Education. Our focus on embedding the School Wide Positive Behaviour approach ensures a positive learning climate, where students develop essential life skills, resilience and mindfulness, fostering engagement and a sense of achievement. We prioritise fostering a robust learning ethic, emphasising problem-solving, seeking feedback, collaboration and embracing learning challenges. Information and Communication Technology is integrated into our curriculum, supported by resources such as laptops, iPads and large-screen televisions in every classroom. The emotional and social wellbeing of our students is diligently supported by the Student Engagement and Wellbeing Leader, providing vital assistance to students and families. Our daily breakfast club ensures students are nourished and ready for the day's learning. Additionally, our students actively participate in various leadership roles, including School Captains, House Captains and Class Leaders, empowering them to represent their peers and undertake leadership responsibilities.

At Campbellfield Heights Primary School, we are committed to nurturing successful learners who are equipped with the skills and qualities to flourish academically, socially and personally.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the Department of Education established learning priorities with a heightened emphasis on student learning, placing particular importance on Numeracy and Wellbeing.

Teachers leveraged the Victorian Curriculum in conjunction with individual and cohort data to design a curriculum that fosters the progressive acquisition of knowledge and skills, paving the way for students to become lifelong learners and proactive, well-informed citizens. A Professional Learning Community (PLC), consisting of dedicated teachers, convened weekly to cultivate a collaborative environment aimed at amplifying student learning and wellbeing in Numeracy. Through ongoing professional development, teachers enhanced their understanding of differentiation and adeptly tailored instructional strategies to meet the diverse needs of all students, ensuring equitable opportunities for success. The initiatives undertaken by these PLCs resonated seamlessly with the overarching goals and priorities of the entire school, firmly grounded in data-driven evidence related to student learning, wellbeing and impactful teaching practices. By embracing the Framework for Improving Student Outcomes 2.0 Improvement Cycle (FISO), teachers embarked on focused 6 to 8-week cycles, targeting the continuous improvement of both learning and wellbeing outcomes.

Teachers immersed themselves in extensive professional development centered on Individual Education Plans (IEPs) to enhance their proficiency in creating high quality IEPs. There was a strong emphasis on building teacher knowledge, making reasonable adjustments with English, Numeracy and Personal and Social Capabilities. Additionally, training centered on supporting inclusive education and fostering an inclusive learning environment. They refined their abilities to devise short-term goals that facilitate the achievement of long-term objectives, outlined clear educational milestones entrenched in the student's strengths, championed student voice to foster active engagement in their educational experience and skilfully strategised and monitored each student's unique learning requirements.

By employing effective planning and assessment strategies to facilitate personalised learning, there was a notable enhancement in students' academic achievement. Teacher evaluations of student performance against the Victorian Curriculum revealed that in

English, for Years Foundation to Prep, the percentage rose from 71.3% in 2022 to 73.4% in 2023. Meanwhile, in Mathematics, the figure remained consistent, with 70% of students meeting or surpassing age-appropriate standards. These percentages underscored the alignment with performance levels of comparable schools. In 2023, NAPLAN results indicated a rise in the proportion of students achieving strong or exceeding proficiency levels. Specifically, in Reading for Year 3 and 5, as well as Numeracy for Year 3, the data revealed outcomes that met or surpassed the averages of like schools. Additionally, data from individual classrooms, cohorts and school level showcased an increase in student achievement levels.

To enhance the reliability of the school's Reading data, school leaders evaluated and diagnosed multiple data sets. As a result, the primary findings highlighted a need to enhance knowledge and instructional practices related to phonological and phonemic awareness, phonics, vocabulary, fluency and comprehension. Professional learning initiatives in these areas commenced, with plans for continuation into 2024 in alignment with the revised Victorian Curriculum 2.0.

Wellbeing

In 2023, Campbellfield Heights Primary School continued to dedicate its focus on the statewide Key Improvement Strategy to, 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. The school achieved this through a number of deliberate actions.

Throughout the year, the Mental Health and Wellbeing Leader (MHWL) focused on enhancing their team's expertise and capabilities through participation in MHiPS training and ongoing professional development initiatives. All staff members completed the Zones of Regulation professional development, resulting in tangible evidence of its integration within classrooms and planning documents across the school.

In line with this, the Positive Climate for Learning (PCL) Team conducted an evaluation of existing practices and took proactive steps to establish a Social and Emotional Learning (SEL) Scope and Sequence for the year 2024. Additionally, they initiated the assessment of the school-wide implementation of SWPBS practices, utilising the framework of the 8 Effective Classrooms practices and commenced efforts to enhance staff proficiency in this area.

Special attention was dedicated to providing comprehensive support for Koori students, including the implementation of Individual Education Plans, Student Support Groups and access to learning tutoring services.

Effective intervention strategies were employed to assist students referred to the Students Support Team, ensuring successful outcomes through a range of tailored supports such as learning assessments, speech and language evaluations and referrals to external services like psychologists and family support agencies. For students requiring Tier 3 interventions, collaboration with the Student Support Services Officer (SSSO) facilitated the development of specialised Behavior Support Plans and access to additional resources through PSD funding applications.

Ongoing reviews and utilisation of Student Coping and Safety Plans by staff underscored the commitment to addressing the diverse mental health needs of students. Furthermore, students experiencing chronic absences received personalised, intensive support, including the formulation of attendance plans, regular communication through phone calls and meetings and appropriate referrals for additional assistance.

In Terms 2 and 3, the school encountered unexpected behaviour challenges that affected the completion of certain planned actions. The challenges necessitated a flexible and responsive approach, prompting a necessary shift in focus. Consequently, some initially planned actions were reevaluated and, in some cases, temporarily postponed to address the need for increased intervention and support. This redirection of focus served as a proactive measure to ensure a safe and conducive learning environment for all students during the specified terms. This strategic adjustment proved effective in significantly reducing behaviour incidents in Term 4. These reductions underscore the success of interventions and highlight the enhanced capacity of staff to manage and address behavioural challenges.

Engagement

In the analysis of student absence data, notable trends emerged between 2022 and 2023. The percentage of students experiencing absences ranging from 0.5 days to 9.5 days increased from 18% in 2022 to 24% in 2023. Similarly, students with absences spanning 10 to 19.5 days saw a rise from 30% to 34% over the same period.

Conversely, there were decreases observed in other absence categories. For students with absences totaling 20 to 29.5 days, the percentage decreased from 19% in 2022 to 14% in 2023. Furthermore, the proportion of students absent for more than 30 days decreased from 31% in 2022 to 28% in 2023.

When comparing overall absence rates, a slight decrease is evident, with the rate dropping from 26.9% in 2022 to 25.2% in 2023. A cornerstone of our approach is the cultivation of robust student-teacher relationships, which served as the base of a thriving learning environment. Our dedicated staff members prioritise these connections, actively engaging students in diverse and stimulating activities that foster meaningful interactions and promote a sense of belonging. In addition to academic endeavours, the

school recognised the significance of offering comprehensive support to address the needs of students. Understanding that learning extends beyond the classroom, the school implemented a range of initiatives aimed at providing supplementary assistance and nurturing holistic development.

One such initiative involved the strategic employment of Education Support Staff, who enhance educational experiences by providing personalised guidance and support to students who may require additional assistance. Education Support Staff played a crucial role in reinforcing learning objectives and facilitating individualised learning pathways, ensuring that every student receives the support and resources they need to thrive.

Moreover, our commitment to holistic development was exemplified through the facilitation of Social Skills groups and the provision of individual Social-Emotional Learning (SEL) sessions. These initiatives aimed to cultivate essential life skills, emotional resilience and interpersonal competencies, equipping students with the tools they need to navigate various social contexts and build healthy relationships.

Furthermore, recognising the significance of fostering a positive and inclusive school environment, we expanded opportunities for student engagement through initiatives such as the expansion of Yard Duty and Lunchtime Clubs. These endeavours not only provided students with additional avenues for social interaction and recreation but also promoted a sense of community and belonging within the school. By offering diverse extracurricular activities, we strived to cater to the interests and preferences of all students, fostering a culture of inclusivity, engagement and wellbeing throughout our school environment.

Financial performance

Campbellfield Heights Primary School maintained a positive financial position due to careful management of funds and the support of equity funding, with a surplus of \$8031 as of December 31, 2023. All funds received from the Department of Education and raised by the school were allocated to support educational outcomes and operational needs in alignment with Department policies and School Council approvals.

Equity funding was effectively utilised to support staffing, professional development, educational and wellbeing programs and to assist low socio-economic families with supplementary resources.

Grants and Initiatives played a crucial role in enhancing the school's services, resources and facilities, such as:

- Swimming in Schools: facilitated five complimentary swimming sessions and transport for F-6 students.
- Early Years Koorie Literacy and Numeracy Program: provided personalised literacy and numeracy support for eligible students.
- Student Excellence Program: utilised funds to support programs, staff and resources.
- Tutor Learning Initiative: allocated resources for literacy and numeracy intervention personnel.
- Mental Health in Primary Schools: designated staffing for mental health and wellbeing support.
- Outside School Hours Care Establishment Grant: provided onsite before and after-school care.
- Active School Grant: funding for the installation of a sensory pathway and enlisting a coach for physical education sessions.
- Positive Start: facilitated a cost-free two-night/three-day camp for Grades 3-6 students.

Additionally, the school maintained a facilities agreement with Maarefa Arabic Language Community School, leasing grounds and classrooms on Saturdays, as well as hiring the Community Hub facilities to a Registered Training Organisation once a week for adult education.

Each year the allocation of funds is a carefully considered process which considers the context of the year: student cohorts, achievement data, responsiveness to student wellbeing and learning needs, to staff professional learning needs and responsiveness to DET priorities. Funds have been committed in 2024 to further advance the school's goals and initiatives outlined in the Annual Implementation Plan, including staff employment, facility upgrades and program funding.

For more detailed information regarding our school please visit our website at
www.chps5034.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 154 students were enrolled at this school in 2023, 78 female and 76 male.

56 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).

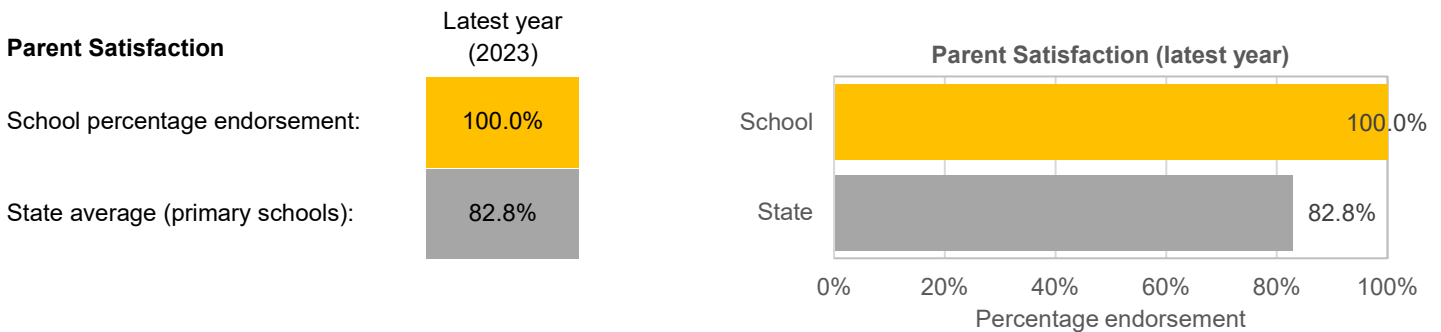
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

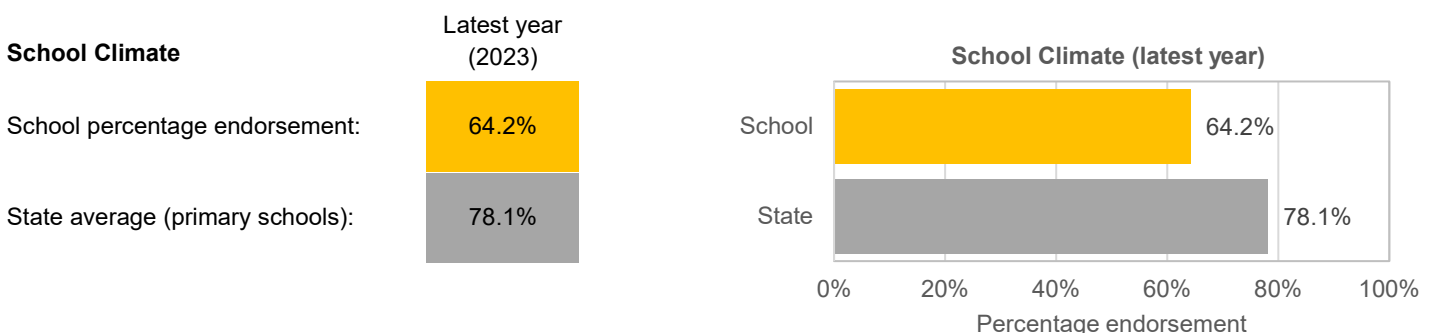


School Staff Survey

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:

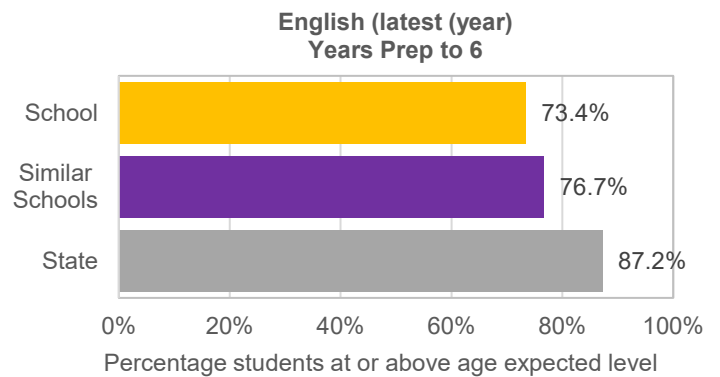
73.4%

Similar Schools average:

76.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

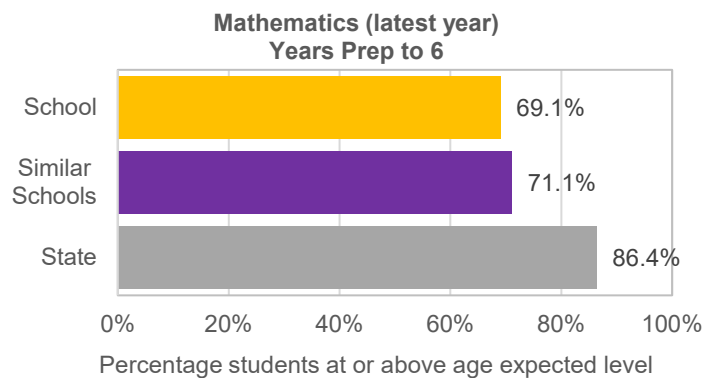
69.1%

Similar Schools average:

71.1%

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:

50.0%

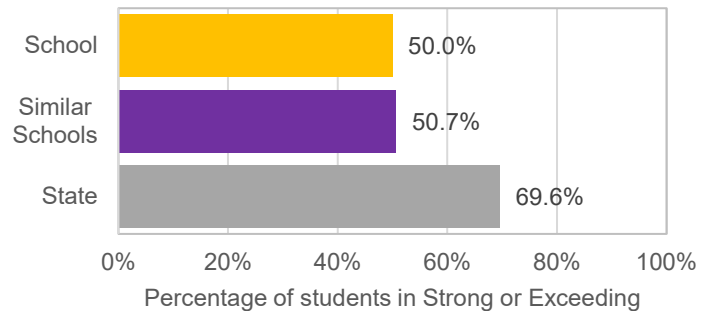
Similar Schools average:

50.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.1%

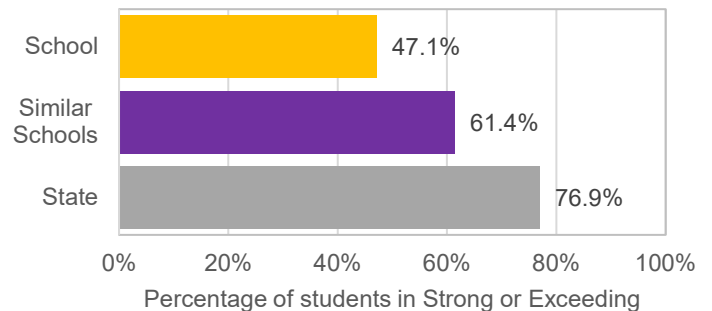
Similar Schools average:

61.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

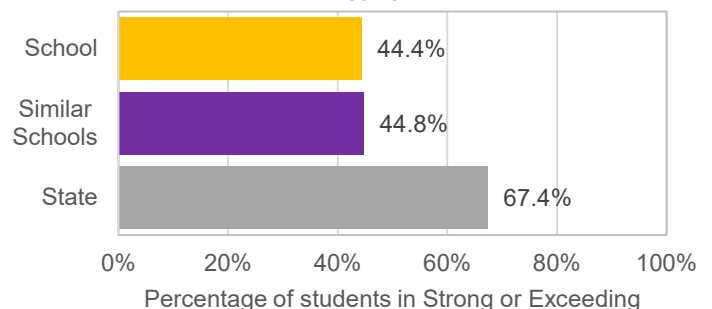
Similar Schools average:

44.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

35.3%

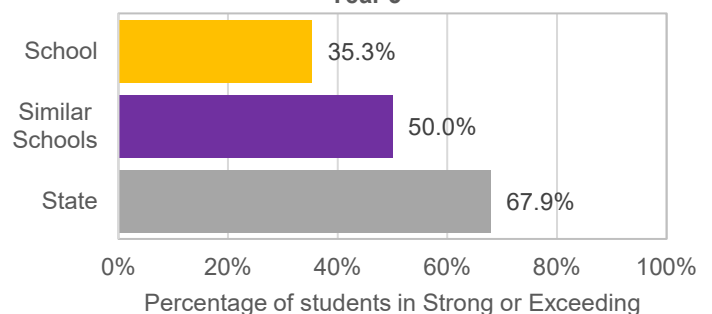
Similar Schools average:

50.0%

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:

72.7%

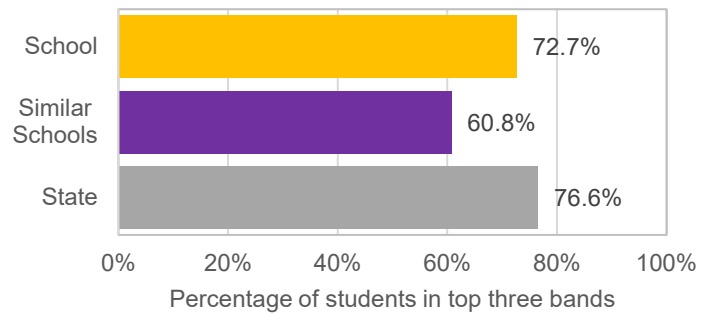
Similar Schools average:

60.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

32.1%

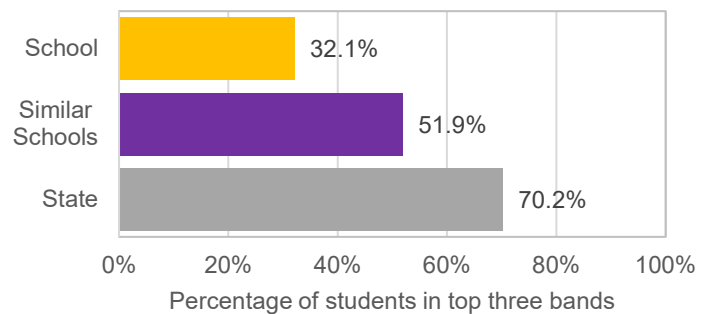
Similar Schools average:

51.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

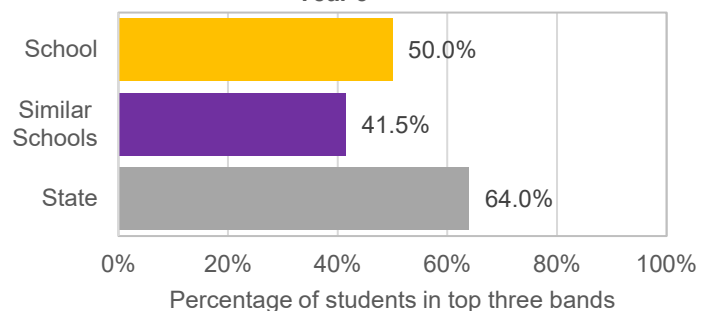
Similar Schools average:

41.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

13.8%

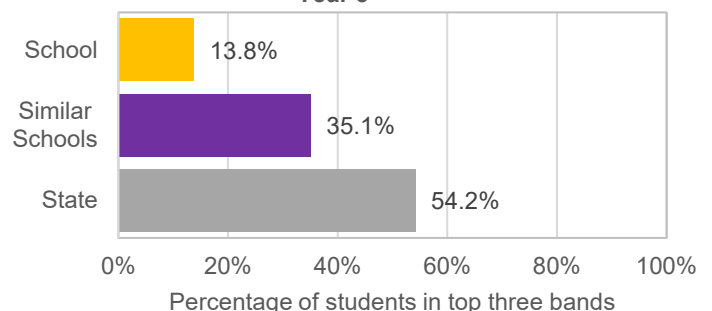
Similar Schools average:

35.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

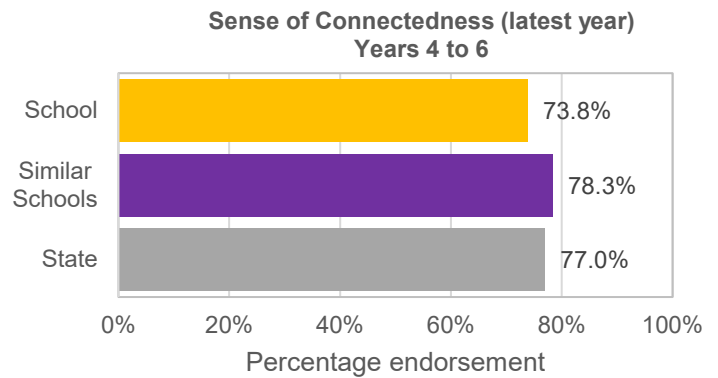
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 73.8% | 80.0% |
| Similar Schools average: | 78.3% | 80.1% |
| State average: | 77.0% | 78.5% |

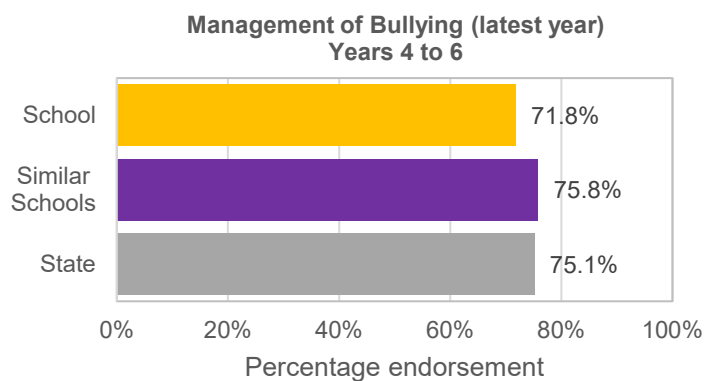


Student Attitudes to School – Management of Bullying

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: | 71.8% | 80.9% |
| Similar Schools average: | 75.8% | 77.8% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

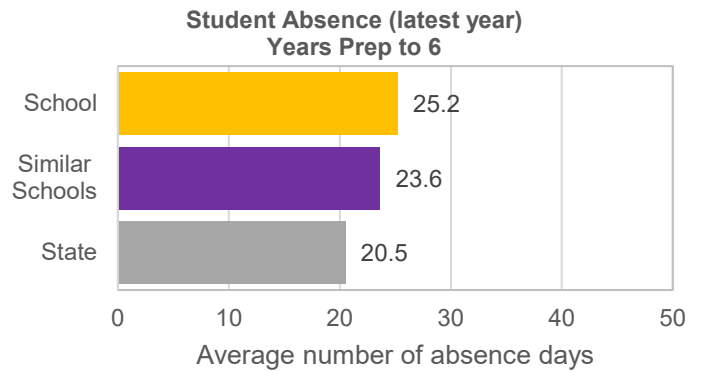
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 25.2 | 23.4 |
| Similar Schools average: | 23.6 | 22.6 |
| 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): | 89% | 91% | 87% | 88% | 88% | 84% | 86% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,238,097 |
| Government Provided DET Grants | \$511,934 |
| Government Grants Commonwealth | \$52,655 |
| Government Grants State | \$10,000 |
| Revenue Other | \$39,905 |
| Locally Raised Funds | \$76,950 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,929,541 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$410,120 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$410,120 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,248,426 |
| Adjustments | \$0 |
| Books & Publications | \$3,136 |
| Camps/Excursions/Activities | \$45,978 |
| Communication Costs | \$1,768 |
| Consumables | \$69,032 |
| Miscellaneous Expense ³ | \$8,993 |
| Professional Development | \$34,863 |
| Equipment/Maintenance/Hire | \$39,060 |
| Property Services | \$57,150 |
| Salaries & Allowances ⁴ | \$176,747 |
| Support Services | \$36,352 |
| Trading & Fundraising | \$175,751 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$24,253 |
| Total Operating Expenditure | \$2,921,510 |
| Net Operating Surplus/-Deficit | \$8,031 |
| Asset Acquisitions | \$6,356 |

- (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 | \$687,969 |
| Official Account | \$61,984 |
| Other Accounts | \$0 |
| Total Funds Available | \$749,952 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$103,691 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | (\$520) |
| 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 | \$200,000 |
| Maintenance - Buildings/Grounds < 12 months | \$150,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$453,171 |

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.