

2023 Annual Report to the School Community

School Name: Surfside Primary School (5354)



- 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 19 March 2024 at 09:04 AM by Peter Walsh (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 16 April 2024 at 11:19 AM by Eloise Cann (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

In 2023, Surfside Primary School was a medium to large sized school funded at 523 students (251 female and 272 male). The school has been in operation since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula and has seen considerable growth over the last 5 years due to new housing developments becoming available within that time and relocations to the Bellarine and therefore we have seen 24% growth in student population throughout this time. Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'. This is evident in all classrooms and is the basis of our Starting Right program.

There is an evident culture of high expectations that is supported through student learning and engagement and providing a nurturing environment that is supported with a strong emphasis on student wellbeing and tools and strategies to further support students and promote an inclusive environment. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects evidence based best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in building Literacy and Numeracy skills through explicit teaching opportunities.

Staff participate in ongoing Whole School Professional Learning and collaborate as part of Professional Learning Communities to ensure maximum opportunities for all students to 'Believe in Themselves'. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents form a positive learning environment. The relationship between school and home is valued and encouraged. We continue to work towards embedding School Wide Positive Behaviours and therefore Learning Agreements across the school are made with engagement norms and the expectations matrix in mind. The school places an emphasis on engaging programs for students which is exemplified through the: Developmental Curriculum for years Foundation-2, the Surfside Kitchen and Garden Program for years 3-6, 1-1 BYOD iPads for years 3 – 6 and shared iPads in all junior year levels. Surfside has embraced the Tutor Learning Initiative through providing a supported focus areas for identified students across all year levels and providing Education Support Staff with high level Professional Learning opportunities to implement this. The school provides numerous extra curriculum opportunities and club based activities to support students social and emotional development when in the playground.

The school's SFOE (Student Family Occupation and Education) index for 2023 was 0.2628 which is in the low range. The 2023 staffing profile consisted of 32.4 teaching staff, 1.0 Learning Specialist, 1.4 Assistant Principal, 1.0 Principal. We had 15 Non-Teaching staff which consisted of Administration and Education Support Staff. The school employs a Disability and Inclusion Profile Leader with a 1.0 time fraction and we are allocated a 1.0 Mental Health and Wellbeing Leader through DET funding.

Progress towards strategic goals, student outcomes and student engagement

Learning

Surfside continues to work towards providing a safe, collaborative, positive and engaging learning environment that focuses on improved student and teacher learning through setting high expectations for staff, students and the school community. Staff have a strong commitment to teaching and learning and to increase their capacity to provide high quality teaching to each student through a collaborative approach within Professional Learning Communities. This is evident within the following survey results that highlight High Expectations for Success:

Student Attitudes to School Survey - High Expectations for Success - 96% positive and neutral endorsement (state average - 93%)

Parent Opinion Survey - High Expectations for Success - 98% positive and neutral endorsement (state average - 86%)

Staff Opinion Survey - Belief in Students and Parents - 100% positive and neutral endorsement (state average - 73%)

In 2023, staff continued to participate in high level professional learning opportunities in the areas of literacy and numeracy to deliver evidence based approaches to allow for student success. Staff continued to work diligently to provide learning opportunities that allowed for explicit teaching opportunities, differentiated activities catered towards a student's point of need, engaging activities supported through student voice and agency and opportunities to provide feedback and also allow students to reflect on their learning through a variety of online collaborative platform such as; SeeSaw and Google Classroom. Staff, students and families continue to actively participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support specific learning needs.

The teacher judgments indicate that the large majority of our students from Foundation-6 are working at or above the age expected level in the following areas and is above the state average:

English - school % of students at or above age expected level – 90.4% (above the state average of 87.2%)

Mathematics - school % of students at or above age expected level – 90.7% (above the state average of 86.4%)

Staff use a variety of assessment tools to collect relevant learning data and are able to identify student need and plan to implement intervention strategies through the improvement cycle. This is further supported through the employment of staff to undertake the Tutor Learning Initiative and supported in class by our Education Support Staff and tier 2 and tier 3 approaches. Student achievement data through NAPLAN has indicated that the large majority of students at Surfside are working at or above level in most areas of Reading and Numeracy and this level of achievement is at or above state average and similar schools. The following percentage of students achieved in the strong and exceeding range of testing in NAPLAN. NB: NAPLAN implemented a new method of reporting results in 2023 and these are therefore not comparable to previous testing results.

READING

Year 3 – 75% of students in the strong or exceeding range (above state average of 69.6%)

Year 5 – 83.6% of students in the strong or exceeding range (above state average of 76.9%)

NUMERACY

Year 3 – 73.8% of students in the strong or exceeding range (above state average of 67.4%)

Year 5 – 64.6% of students in the strong or exceeding range (below state average of 67.9%)

Learning gain was not indicated in the 2023 NAPLAN results due to the move of assessing against the proficiency standards.

Our school continues to build on our wrking partnership with Bellarine Secondary College in 2023 through the Project 23 Numeracy Initiative with a focus on improving opportunities and growth for students in the exceeding NAPLAN range in the area of numeracy. This has also boosted relations between our primary and secondary partners through other collaborative events and opportunities.

Wellbeing

In 2023 the school continued to implement and participate in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing, engagement and community connections. The school continues to implement a specific mental health and wellbeing support structure that enables each year level to have access to an Education Support staff member that could support the learning, engagement and wellbeing needs of students. Staff and students engage actively in the following to support student self-regulation, mental health and wellbeing: Whole School Positive Behaviour Support Program – School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Berry Street Education Model – Enables Surfside to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. Zones of Regulation - develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides an easy way to think and talk about how we feel on the inside and sort these feelings into four Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. This is further supported through Ready to Learn Plans. With the the implementation of the Mental Health and Wellbeing Coordinator Pilot, Tutor Learning Initiative and through continued support from Student Support Services (SSS) and NDIS we continue to provide valued support for students with academic, social and emotional needs across all tiers. Support provided also includes speech therapy (on assessment) and referrals with psych and guidance officers. A wellbeing team meet regularly to discuss options for student supports (student learning, KOORIE, disability support and social and emotional

needs) as well as providing pro-active strategies to increase student wellbeing at a whole school level through a Social Emotional Learning and Respectful Relationships program.

Years 4-6 Student Attitudes to School Survey

Sense of connectedness - - 93% positive and neutral endorsement (above state average of 77% positive endorsement)

Management of Bullying - 93% positive and neutral endorsement (above state average of 75% positive endorsement)

Engagement

In 2023 improved attendance continues to be a focus at Surfside PS through our Annual Implementation Plan and Network goals. The average amount of days absent for a Surfside Primary School student is 23.5 which is above the state average of 20.5 per year. We continue to promote the importance of school attendance and this is supported through our mission statement to 'cultivate a caring and inclusive environment in which students flourish'. We continue to monitor school attendance and support students or families through wellbeing supports and strategies. The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels. This continued approach has allowed students to explore a range of learning tools to enhance their learning opportunities. A range of extra curricula activities that are supported by staff, students and the community are on offer to improve engagement levels across all aspects of a student's school life. During term 4 an extensive Foundation transition program included student visits to school, on-site parent information sessions, small group parent sessions, enrolment packs which outlines school processes and programs. Incoming students and families are provided with opportunities to familiarise themselves within the school environment through transition days, enrolment handover and regular check ins. Regular whole school newsletters, social media and compass updates are provided to keep our school community informed regarding school processes, supports, successes, events, initiatives and direction.

Other highlights from the school year

In 2023 the school community were able to enjoy many events, celebrations and milestones in and out of the classrooms. Students continued to participate in traditional extra curricular events such as excursions across each level, camps for our year 4's (Anglesea) and year 6's (Roses Gap) as well as year level open days, events and celebratory events such as Book Week, Education Week, etc. Surfside Primary School enjoyed success in the sporting arena in School Sport Victoria endorsed events with district, division, regional and state representatives in athletics, cross country and swimming. The year 5 and 6 cohort also participated in district lightning premiership events in all sports with levels of success. Surfside continue to support the sporting development of students and teams through a specific year 3-6 sport development program, regular lunchtime coaching and endorsed and supported students with a disability to participate in multi class events at all levels within School Sport Victoria endorsed events. We provide an opportunity for students to participate in an external music development and tennis coaching provided through a 3rd party. Surfside supports music performance through 2 levels of band at an academy and performance level. Glee Club provided opportunities for performance and resulted in students performing at our Fresh Food Fair Surfside's Got Talent initiative. We enjoyed another successful year in the Arts with a successful Concert that brought together the visual, musical and performing arts to showcase student work and growth. It has been great to extend our Kitchen and Garden program and see student engagement levels high in this area. Our year culminated in another successful 'Fresh Food Fair' which brought our school community together and produced important fundraising revenue to support our extra-curricular programs. This is the largest fundraising endeavour for the school and it was well supported at all levels. We look forward to continuing to build our community engagement levels in 2024.

Financial performance

Surfside Primary School maintained a sound financial position throughout 2023. After allocation of sufficient funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year with a surplus which will be carried forward and utilised to enhance learning programs, the additional school funded Kitchen Garden Program for Years 3 to 6, and develop modern facilities and a positive learning environment in 2024 and beyond. All funds received from the Department, 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.

For more detailed information regarding our school please visit our website at
<https://www.surfsideps.vic.edu.au/>

Draft

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 523 students were enrolled at this school in 2023, 251 female and 272 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

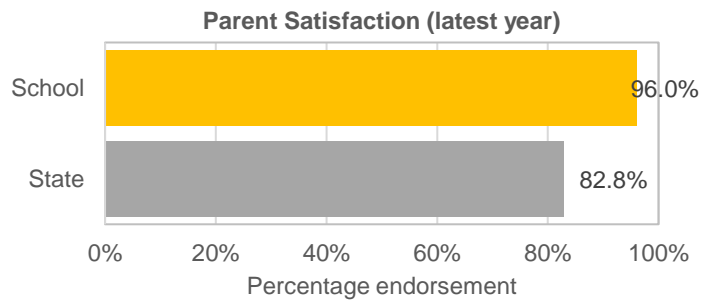
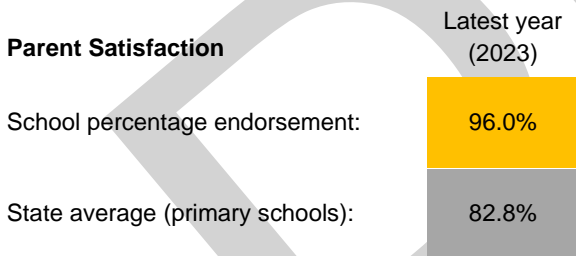
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

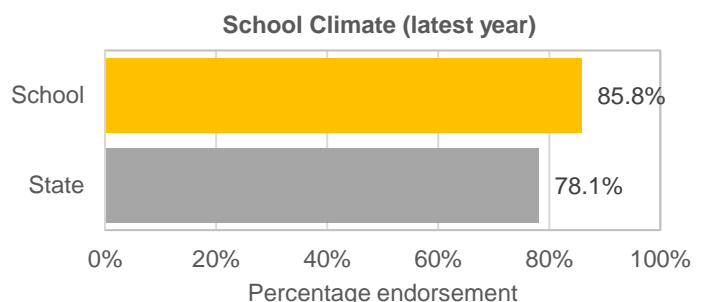
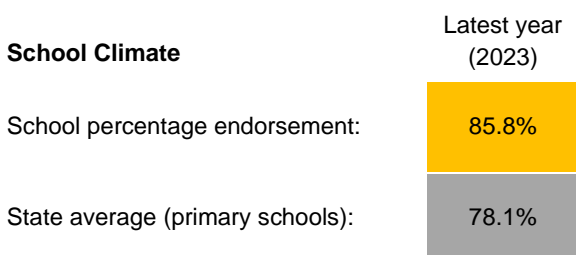


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

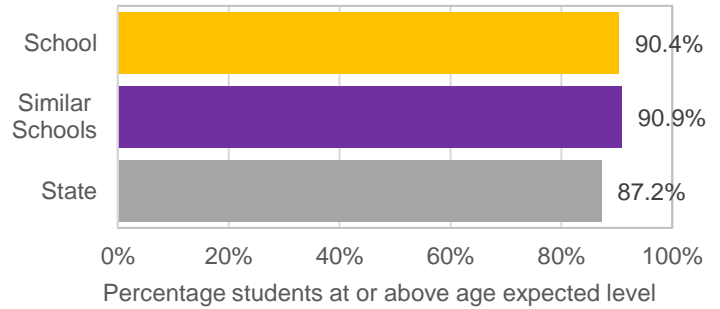
Latest year
(2023)

90.4%

90.9%

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

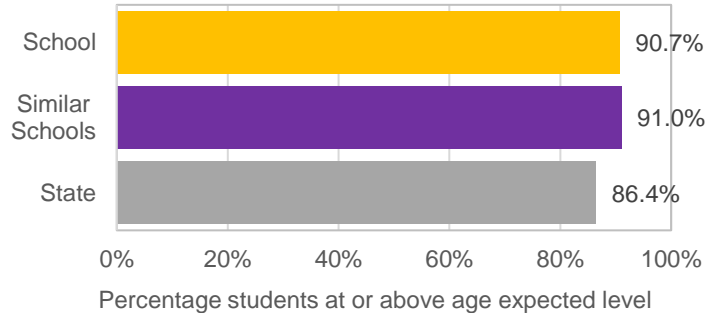
Latest year
(2023)

90.7%

91.0%

86.4%

Mathematics (latest year) Years Prep to 6



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:

75.0%

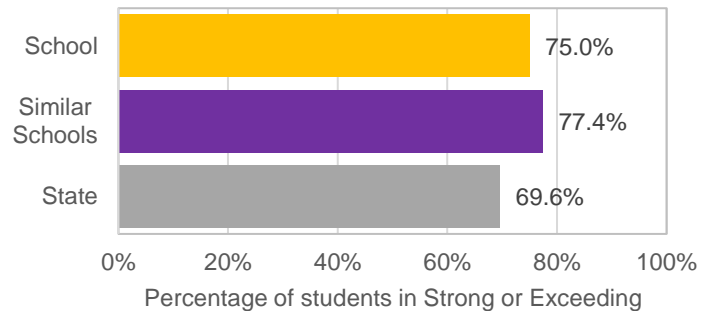
Similar Schools average:

77.4%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.6%

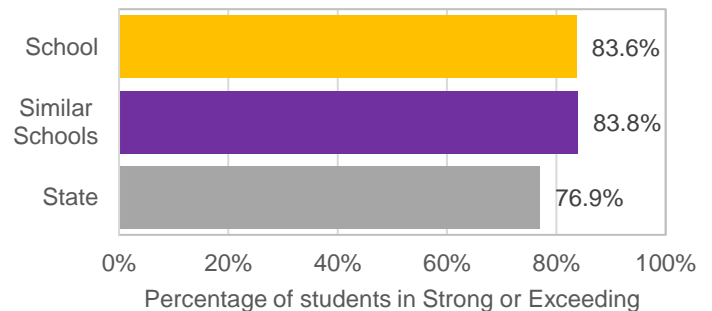
Similar Schools average:

83.8%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

73.8%

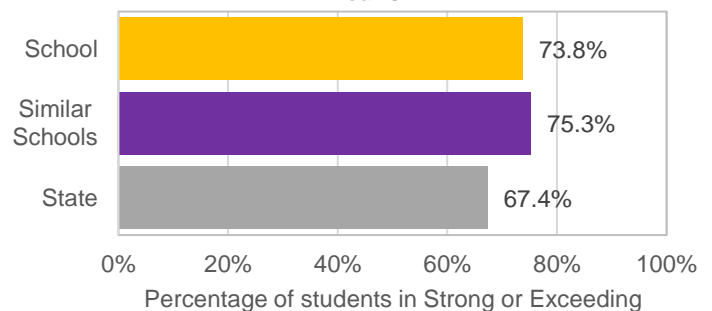
Similar Schools average:

75.3%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

64.6%

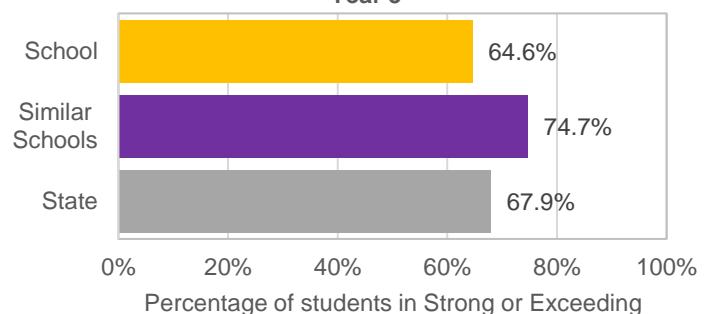
Similar Schools average:

74.7%

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:

85.3%

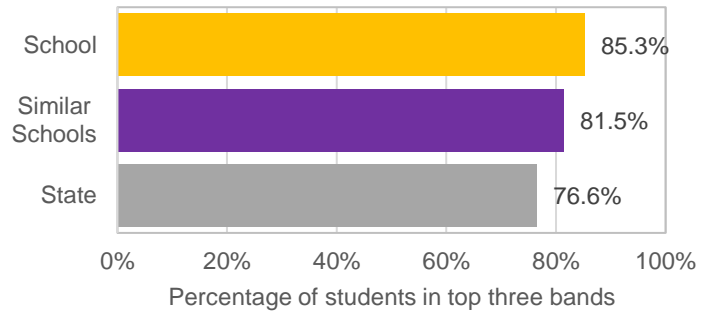
Similar Schools average:

81.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

74.7%

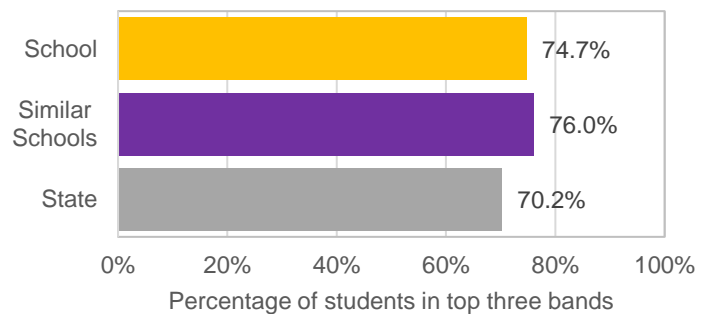
Similar Schools average:

76.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

68.2%

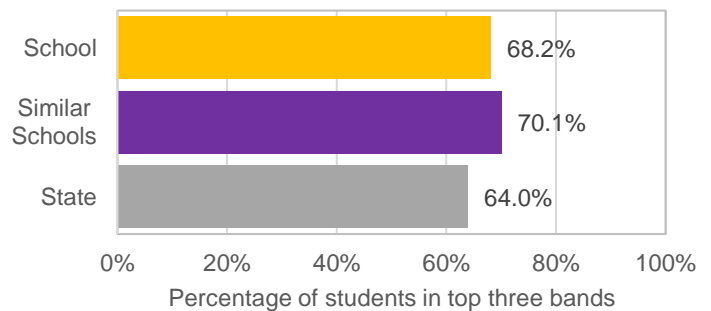
Similar Schools average:

70.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

55.7%

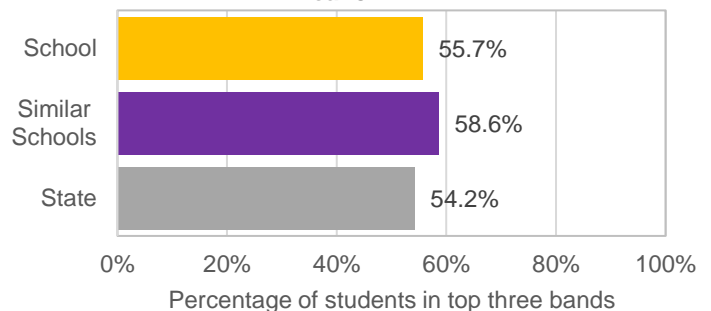
Similar Schools average:

58.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

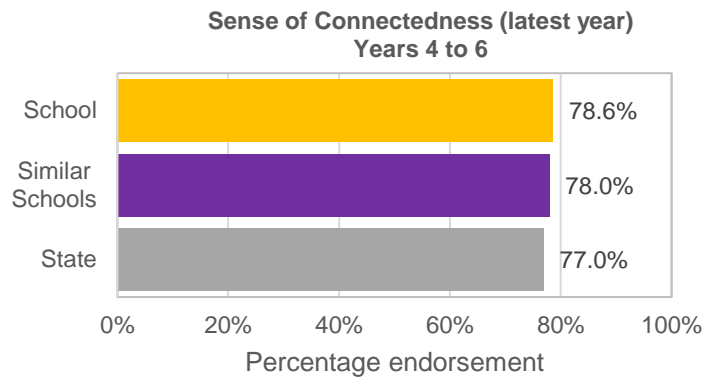
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.6%	77.4%
Similar Schools average:	78.0%	79.3%
State average:	77.0%	78.5%

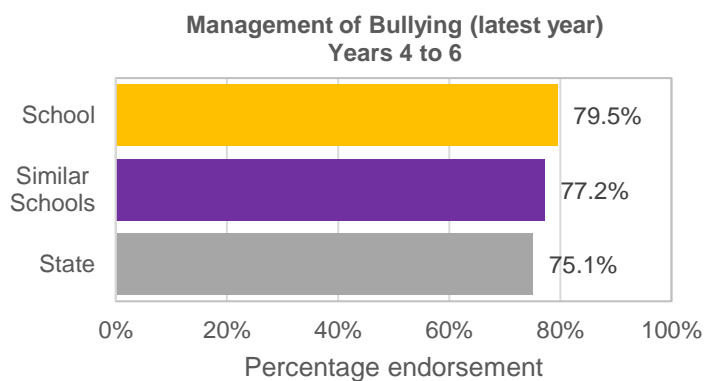


Student Attitudes to School – Management of Bullying

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:	79.5%	79.9%
Similar Schools average:	77.2%	79.3%
State average:	75.1%	76.9%



ENGAGEMENT

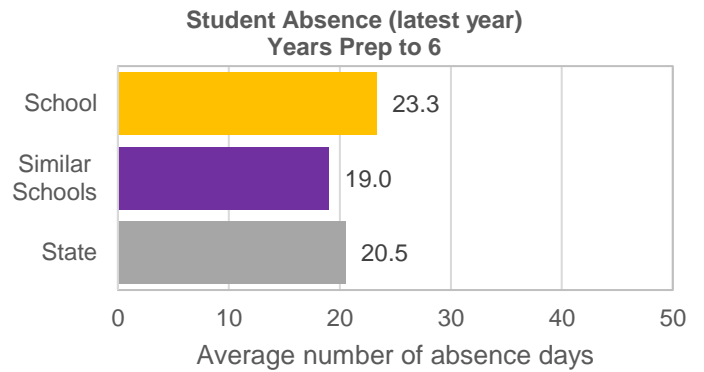
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.3	19.2
Similar Schools average:	19.0	16.3
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%	88%	86%	89%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,012,186
Government Provided DET Grants	\$603,906
Government Grants Commonwealth	\$7,937
Government Grants State	\$0
Revenue Other	\$25,630
Locally Raised Funds	\$352,772
Capital Grants	\$0
Total Operating Revenue	\$6,002,431

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,948
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,948

Expenditure	Actual
Student Resource Package ²	\$4,771,816
Adjustments	\$0
Books & Publications	\$525
Camps/Excursions/Activities	\$131,229
Communication Costs	\$5,233
Consumables	\$120,059
Miscellaneous Expense ³	\$23,558
Professional Development	\$25,121
Equipment/Maintenance/Hire	\$35,940
Property Services	\$167,468
Salaries & Allowances ⁴	\$320,932
Support Services	\$34,013
Trading & Fundraising	\$53,451
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$569
Utilities	\$30,216
Total Operating Expenditure	\$5,720,131
Net Operating Surplus/-Deficit	\$282,299
Asset Acquisitions	\$21,755

- (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	\$324,042
Official Account	\$28,984
Other Accounts	\$16,780
Total Funds Available	\$369,806

Financial Commitments	Actual
Operating Reserve	\$153,106
Other Recurrent Expenditure	\$6,138
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$52,300
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	\$16,669
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$228,213

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.