

2023 Annual Report to the School Community

School Name: Langwarrin Park Primary School (5257)



- 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 18 March 2024 at 03:52 PM by Richard Barren (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 30 March 2024 at 06:41 PM by Mel Schmidt (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

At Langwarrin Park Primary, our vision is supporting our students to be curious, confident and caring learners, who are able to work to their full potential. We foster life-long learners who are inquisitive, open to challenge and able to achieve to their highest potential. Staff nurture an inclusive and supportive learning environment, so students develop the ability to show empathy for others and respect their surroundings. This supports each student to lead a happy and fulfilling life. This is underpinned with our school values of respect, resilience and citizenship. At the commencement of 2023 the school structure consisted of 622 students organised into 29 classes, an average of 23 students per class. The school's SFOE (Students' Family Occupation and Education) was 0.3808 with the School Level Band at Low-Medium. Most students live in the immediate Langwarrin area. Our school had 50.76 equivalent full-time staff: 3 Principal class, 2 Learning Specialists, 30.8 teachers (6.6 Classroom Teacher Range 1 and 24.28 Classroom Teacher Range 2) and 15.54 Education Support staff. The school has a very close and positive working relationship with local secondary schools and kindergartens, that supports the transition of students in and out of the school. All curriculum planning across the school is directly mapped against the Victorian Curriculum. Each week, time is privileged in the whole school timetable for teaching teams to meet together to design their sequences of learning for students. All teams engage with the Professional Learning Communities (PLC) inquiry-based approach. Additionally, all students are given the opportunity to participate in a wide range of curriculum programs that enhance and enrich the learning experiences and engagement for our students. These include exemplary PE, Music, LOTE (Auslan) and Visual & Performing Arts programs. Our focus for 2023 was based around the system priority of improving student outcomes in Numeracy and meeting the point of need for all students. There was also a whole school priority on ensuring the wellbeing of all students was supported. Langwarrin Park PS is a foundational member of the Langwarrin Positive Education Network. We have a commitment as a school to ensure the health, safety and wellbeing of every member of our community, by using best practice teaching and the science of Positive Psychology. In 2023, all staff were involved in the final two days (of four) of Berry St training, a trauma based educational model.

Progress towards strategic goals, student outcomes and student engagement

Learning

Across this year we have made excellent progress with building the knowledge and capabilities of our classroom teachers; particularly with our Numeracy assessment processes. As a school leadership team we have taken a highly strategic approach to plan, implement, monitor and evaluate our progress with our intended actions. Engaging with agile leadership framework and being involved with the Simon Breakspear Progressive Collective, has made a big difference with our ability to effectively identify our work. We have completed a number of clarifying canvases and rapid action plans to focus our work.

It has been clearly evident during PLC planning times that teachers have a much greater level of rigour when analysing different data sets. They have been supported by our Assistant Principal and Whole School Numeracy Leader to use different data protocols when reviewing different sets.

This has also resulted in teams being more effective at engaging with the Victorian curriculum and building their understanding on what skills and knowledge they want their students to possess.

Our PLCs have also allocated more time to engage with targeted professional learning based on the needs of their cohort. This again has been supported by our Assistant Principal and Whole School Numeracy Leader. The professional learning suite has included PLCs engaging in professional readings, watching video clips and our school leadership team leading sessions.

As a result of our highly targeted work this year, our core data sets (NAPLAN, Student Attitude to School Survey, Staff Survey and Parent Survey) have never been better. Our challenge as a school will be how we maintain these outstanding results. As a school leadership team, we have learnt that 'less is more'. Through engaging with different Agile Leadership processes, this has refined our focus and actions. This approach will be maintained in 2024 and we will continue our involvement in the Breakspear Collective.

In 2024, we will look to establish a whole school coaching/collegiate observation model as a further way for teachers to monitor their impact. We will work with our consultant to define our model and the protocols and processes that go with it.

Across this year we have engaged with a consultant to broaden the leadership capabilities of our PLC middle leaders. They have been involved in one on one coaching sessions with the consultant. In addition to this they have worked with the consultant as a group focusing on educational leadership skills; particularly on what constitutes a high functioning team and the skills required to have a difficult conversation. Staff induction will be very important. We have a number of staff returning from leave and it will be important to have our induction processes working effectively so we can provide the best possible support for them.

Wellbeing

Across 2023 there has been a continued investment in our whole school wellbeing program. All staff members completed Day 3 and 4 of Berry St Training. The wellbeing team took a strategic approach with supporting teachers to embed a range of Berry St strategies. Most teachers start the day with a Welcoming Circle and conclude the day with what went well. Most teachers have developed ready to learn plans with students to support their emotional regulation. Throughout 2023, the SIT team conducted classroom walk throughs and/or focus groups to gather data around the engagement of Wellbeing practices including 'Welcoming Circles', THRIVE expected behaviours, Whole School Behaviour Management and general feedback. This was an important way to build teacher accountability and consistency across all classrooms. There will be a strong expectation that these strategies will be used in all classrooms in 2024 and the wellbeing team will continue to closely monitor and evaluate teacher engagement with these processes.

Whole school wellbeing documentation has been refined this year. We have moved from Sentral to Compass and as a result, it provided us with an excellent opportunity to evaluate our whole school wellbeing documentation processes. The Wellbeing Team built all of the new proformas which needed to go on Compass. They also moved the 9000 pieces of data from Sentral and sorted it back into individual student files. The school expects that positive/negative incidences, wellbeing notes and meetings are all recorded on the students Compass file.

Our school wellbeing team has continued to evaluate and refine our whole school THRIVE behaviour management framework. A Community of Practice has refined the Behaviour System for 2024 to simplify it.

Engagement

Our Inclusion Officer and the Student Support Officer have some designated time each week to build Disability Inclusion Profiles (DIP) for targeted Tier 3 students. They have completed an enormous amount of work in this area and had 7 successful profiles and 4 more are pending the DIP meeting. Through this process the team has developed IEPs and BSPs which align with the process. Learning Specialists have also developed 'Records of Specialist Involvement'. Some ES aides are trained in completing the intensive 10 week (and upwards) pre work for the profiles. We have been able to expand our ES team through the successful applications.

The team has had a strong focus on behaviour management this year as we have 2 students with critical behavioural needs. Thus, the team has had to ensure a consistent approach and methods of ensuring everyone's safety. It's enabled the team to review management practices and build Individual Student Snapshots for children with special considerations so that any teacher or CRT can read the page and know in a moment the best strategies for that student. We also used What's App as a communication tool so that incidences could be managed quickly and effectively without interrupting the learning of other students. Most of our PD has been focussed around being preventative and proactive. Sue Larkey strategies have been discussed and used as a team for consistency.

We've worked closely with families to support them with attendance or behavioural issues concerning their child. This can take the form of a written plan together with weekly check-ins--face to face or over the phone. We also follow up incidences with written reflections and apologies which are then shared with families. This has helped to build recognition in the community that we do follow our behaviour management processes but also support all of our students who need special consideration.

Other highlights from the school year

Across 2023, the school worked intensively to engage the school and wider community. Some of the highlights included:

1. PFC Contributions

The school PFC did an amazing job with the organisation of a number of whole school events across the year. Events such as the whole school Colour Run, Mothers and Father's Day Stall, Christmas Disco and Footy Colours Day were just some of the highlights all students enjoyed. All funds raised as a result of these organised events went towards the purchasing of decodable readers to upgrade the school's take home reader library. Over the last three years the PFC have been responsible for raising approximately \$80000 to go towards the purchasing of decodable readers.

2. Co-Curricular Program at Langwarrin Park Primary School

Students at Langwarrin Park Primary School are very fortunate to be involved in a high quality co-curricular program. Each week all students have a Visual Arts, Performing Arts, PE and for the first time Auslan. This new specialist was initiated through the engagement of the school community and it was very positively received across 2023.

Other highlights were students attending various sporting events at local, district and regional level (and in some cases State level as well). At our weekly school assemblies, different school musical groups performed. Student Art work was always on display around the school and our Grade 5 and 6 students were involved in a performance at the end of the year.

Financial performance

A very strategic approach was taken with the allocation of the school's financial resources (in addition to human and physical resources as well). A deliberate decision was made to maintain smaller class sizes as a way to provide an optimal teaching and learning environments for all teachers and students. As a result of doing this, a manageable deficit resulted on the credit (staffing) side of the school budget. There was a continued priority given to maintaining organisational structures to support the Professional Learning Communities approach and focused key improvement strategies particularly in the learning areas of English and Mathematics. This was achieved through privileging common time in our whole school timetable for PLC teams and utilising our specialist teaching team to provide support time to our Learning Specialists and Middle Leaders. This meant they could effectively undertake their leadership responsibilities and achieve positive impacts in their roles.

Our school's main revenue streams were from the school pool (YMCA), school gym (local basketball club), school canteen (Stir Crazy Kids) and Camp Australia Out of School Hours Care. The revenue collected from these agreements allowed us to ensure the facilities that were being used for them, were properly maintained.

Across 2023 there was considerable expenditure with the hiring of casual replacement teachers (both school local payroll and agency). The CRT expenditure was higher than the previous year, to cover staff who were on extended personal leave. On the credit (staffing) side of the school budget, in 2023 we were carrying a manageable deficit. We continued to have stable and experienced staffing profile, which was offset by a number of less experienced fixed term contract teachers.

Equity funding continued to support the employment of a Student Welfare Officer, and a number of teachers aides. The cash allocation of our equity funding was used for middle leadership professional learning sessions and to purchase curriculum resources across the school. The cash component of our Equity Funding was used for professional learning purposes (SIT team and Middle Leadership development). The continuation of funding for the Tutor Learning Initiative (TLI), was of major benefit to our school. The funding allowed us to have two intervention teachers out of the classroom full time. It had a considerable positive impact on students who required urgent intervention. With this funding we were able to employ 2 full time teachers to run a Literacy and Numeracy Intervention program across the school. A considerable amount of DET funding was allocated for Tier 2 Disability Inclusion. This highly important financial resource was allocated to employing a range of staff across the 2023 school year. Staffing expenditure included a Network Inclusion leader, a school inclusion leader (Learning Specialist higher duties), a part-time network Speech Pathologist, subsidising a Numeracy intervention teacher to be full time out of the classroom and subsidising the employment of teacher aides. The Tier 2 cash funding was used to complete the final two days of whole staff Berry St training and for the purchasing of any curriculum inclusion resources. Funding was provided to all year levels for the purchase of materials to support the curriculum programs that they had planned. There was also strategic allocation of school funds to maintain and enhance our broad curriculum programs.

A considerable amount of resourcing was attached to creating Disability Inclusion Profiles (DIPs) as a way to source Tier 3 funding from DET. A number of DIPs were successfully funded across 2023. The funded money was used to employ of number of teachers aides.

A considerable amount of school funds was spent on the maintenance of the school facilities continued throughout the year and issues were dealt with in a timely manner. Our Facilities Manager continued to work closely with our maintenance and team and Buildings and Grounds Committee to ensure there was a coordinated and strategic approach to identifying and undertaking facilities and grounds projects. During 2023 the projects that were completed included: - Beautification projects around the school most notably surrounding our Foundation playground and Prep Oval.

For more detailed information regarding our school please visit our website at
<https://langwarrinparkps.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 612 students were enrolled at this school in 2023, 284 female and 328 male.

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

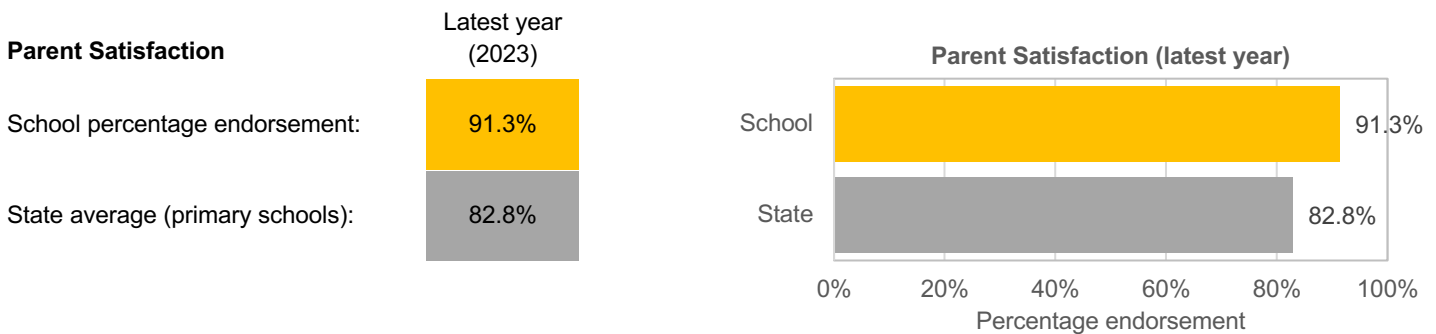
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

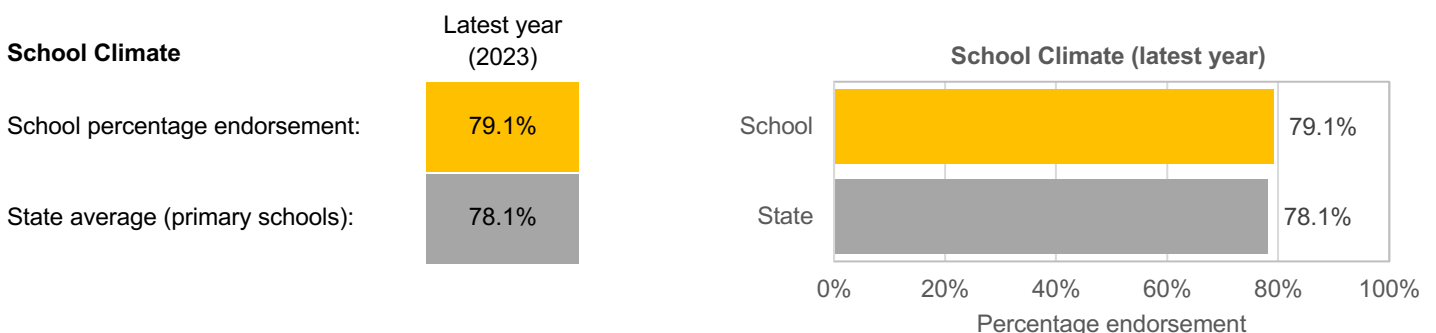


School Staff Survey

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:

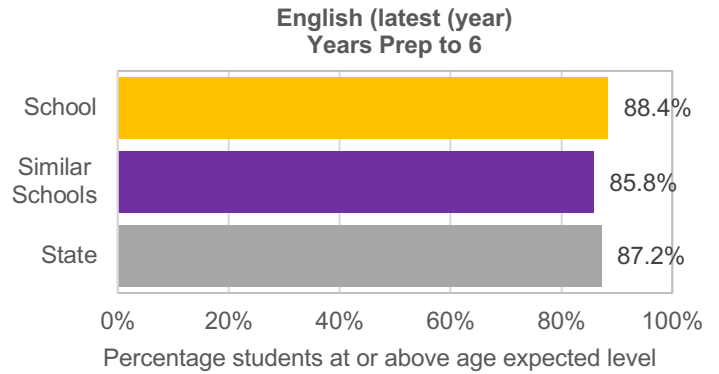
88.4%

Similar Schools average:

85.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

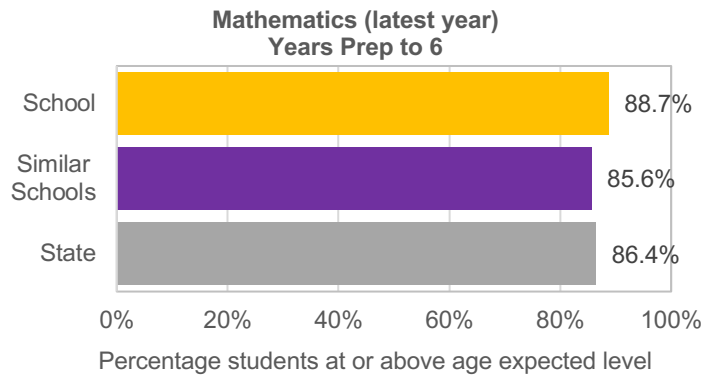
88.7%

Similar Schools average:

85.6%

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:

75.3%

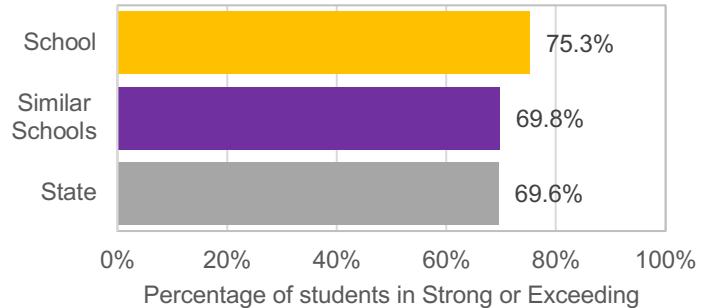
Similar Schools average:

69.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.6%

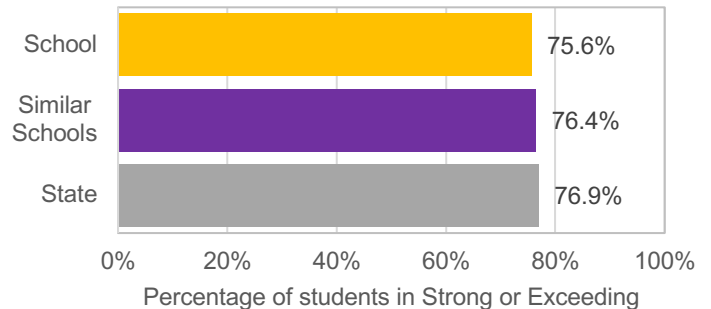
Similar Schools average:

76.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.7%

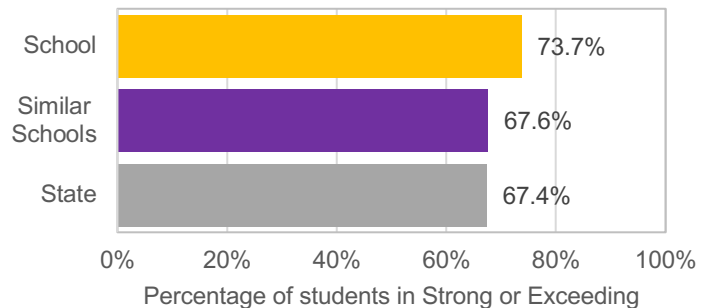
Similar Schools average:

67.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.8%

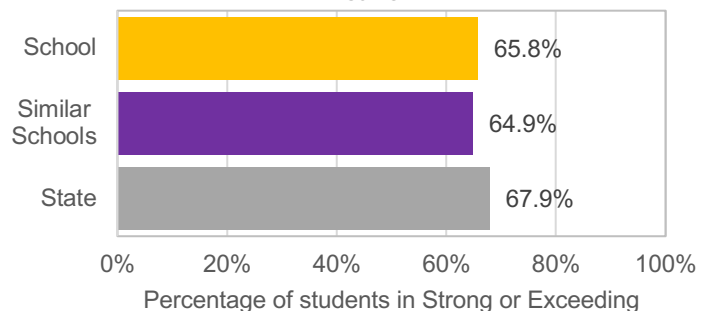
Similar Schools average:

64.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

74.3%

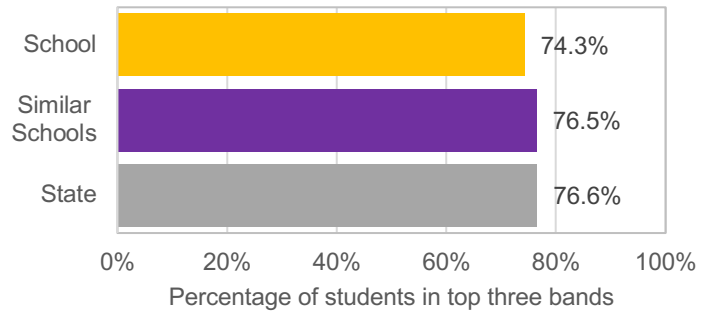
Similar Schools average:

76.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

65.3%

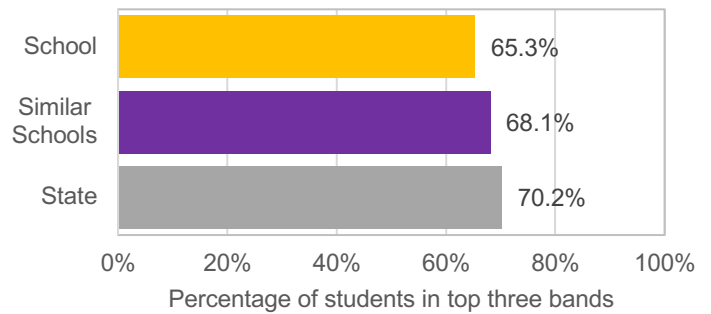
Similar Schools average:

68.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

56.9%

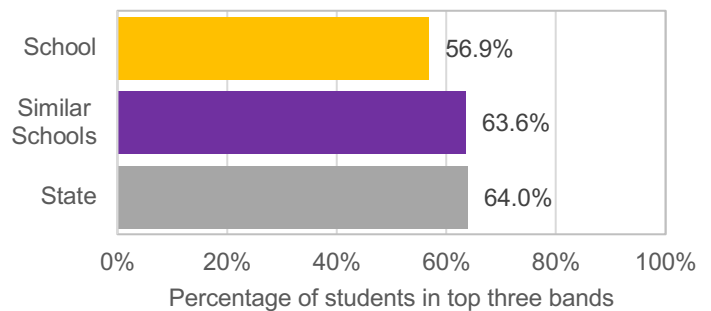
Similar Schools average:

63.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

43.2%

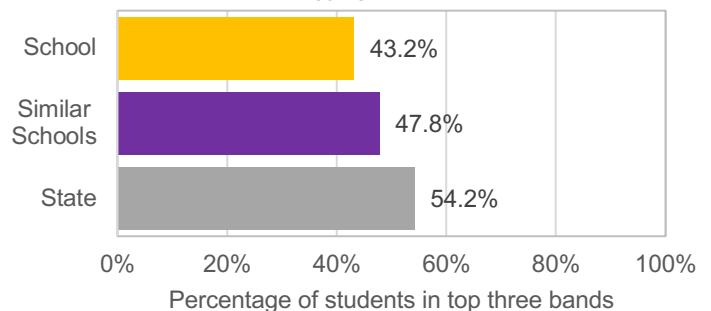
Similar Schools average:

47.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

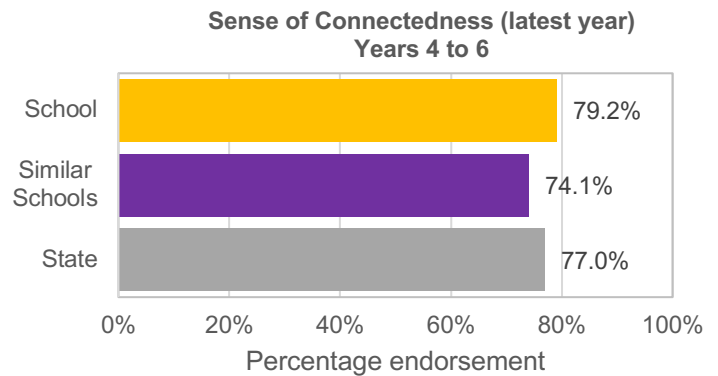
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	79.2%	78.7%
Similar Schools average:	74.1%	76.3%
State average:	77.0%	78.5%

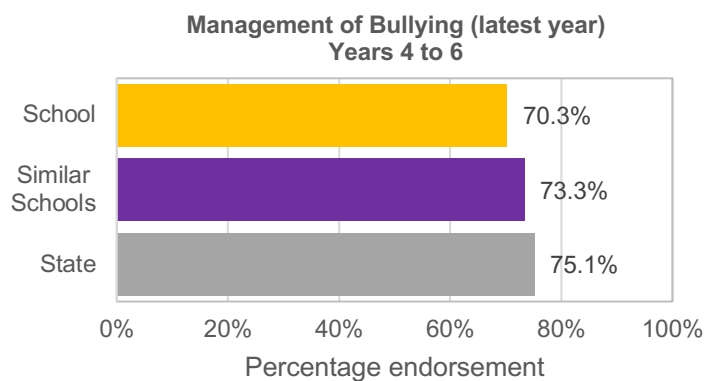


Student Attitudes to School – Management of Bullying

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:	70.3%	73.8%
Similar Schools average:	73.3%	75.3%
State average:	75.1%	76.9%



ENGAGEMENT

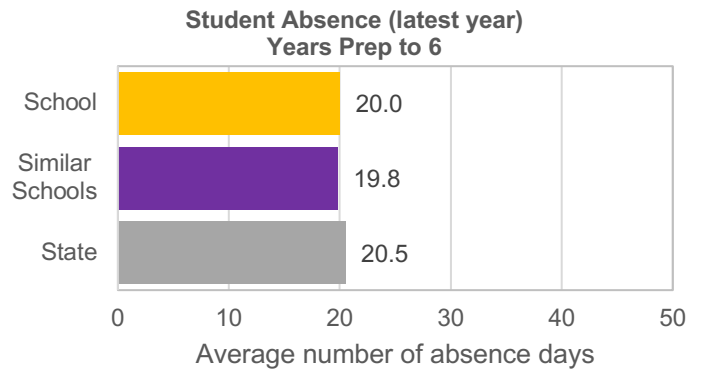
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.0	17.7
Similar Schools average:	19.8	18.2
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):	92%	91%	91%	91%	90%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,959,262
Government Provided DET Grants	\$564,420
Government Grants Commonwealth	\$67,784
Government Grants State	\$0
Revenue Other	\$87,517
Locally Raised Funds	\$560,242
Capital Grants	\$0
Total Operating Revenue	\$7,239,224

Equity ¹	Actual
Equity (Social Disadvantage)	\$123,694
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$123,694

Expenditure	Actual
Student Resource Package ²	\$6,039,191
Adjustments	\$0
Books & Publications	\$1,644
Camps/Excursions/Activities	\$207,438
Communication Costs	\$20,788
Consumables	\$101,082
Miscellaneous Expense ³	\$33,722
Professional Development	\$21,848
Equipment/Maintenance/Hire	\$79,670
Property Services	\$144,679
Salaries & Allowances ⁴	\$242,738
Support Services	\$313,969
Trading & Fundraising	\$43,409
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$146,109
Total Operating Expenditure	\$7,396,288
Net Operating Surplus/-Deficit	(\$157,064)
Asset Acquisitions	\$42,851

- (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	\$61,241
Official Account	\$49,228
Other Accounts	\$123,696
Total Funds Available	\$234,165

Financial Commitments	Actual
Operating Reserve	\$205,243
Other Recurrent Expenditure	\$2,013
Provision Accounts	\$30,000
Funds Received in Advance	\$35,262
School Based Programs	\$16,583
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$49,111
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$374,213

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.