

# 2023 Annual Report to the School Community

School Name: Sunbury Primary School (1002)



- 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 24 March 2024 at 07:28 PM by Amanda Busuttil (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 23 April 2024 at 09:56 AM by Jay Hazelman (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

School enrolment in 2023 is 378. The school is organised to provide low class sizes across the school in composite class arrangements. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. In 2023 the school was able to offer literacy intervention through the Tutor Learning Initiative to 62 students. To further support student learning the school is involved in various networks with a focus on teaching excellence. The School Family Occupation index of the school is 0.27.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music facilities, library and hall. Landscaped grounds feature historically significant trees and a horticulture centre, The Patch. The playground facilities include an oval, soccer field, basketball court, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. A new multipurpose and STEM building and a new library, resource centre and canteen building are available to students and supports a comprehensive specialists program. Maintenance to the existing buildings and landscape continue to enhance the physical environment and teaching and learning experiences for our children.

In 2019 Sunbury Primary School was selected as one of thirty-five schools (51 schools in 2024) across the State recognised for PLC excellence. School staff are committed to System leadership and engage in collaborative practices with other government schools, supporting and sharing best practice. Educators work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Teaching and Learning Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers.

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. Partnerships with parents are highly valued with parental participation in school programs and through consultation, in order to create the best possible learning opportunities for our students. The school values are: Be curious; Be courageous; Be mindful; and Act with integrity.

Our staffing profile comprises one Principal and 1x Assistant Principal (0.8 EFT), 1x ES Inclusions Co-ordinator, 1x Learning Specialist (0.6 EFT), 1x Leading Teacher 23x teachers (17.7 EFT) 1x Tutor (0.8 EFT), 5x part-time Education Support staff, 4x office administration staff (2.5 EFT), 1x resource manager (0.5 EFT) and 1x maintenance manager (0.6 EFT).

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### Victorian Curriculum – Teacher Judgements:

In the area of Student Learning, Sunbury Primary School achieved at a level similar to other schools in the State. The school's English Victorian Curriculum results were similar to the average result in comparison to all State government primary schools, however reported a lower percentage of students working at or above expected standards than students from similar schools. The school's

Mathematics Victorian Curriculum results were above the average result in comparison to similar schools and all State government primary schools.

**2023 Year 3 NAPLAN:**

75% of Year 3 students performed in the *exceeding* or *strong* proficiency levels for Reading - this matched the performance of similar schools and was above the state average (70%). In 2023, 63% of students performed in the *exceeding* or *strong* proficiency levels for Numeracy - this was a lower percentage when compared to State (67%) and similar schools (73%).

**2023 Year 5 NAPLAN:**

78% of Year 5 students performed in the *exceeding* or *strong* proficiency levels for Reading - this was slightly above the state average (77%), however was lower than the performance of similar schools (83%). In 2023, 69% of Year 5 students performed in the *exceeding* or *strong* proficiency levels for Numeracy. This was slightly above the state average (68%), however was lower than the performance of similar schools (75%). It is important to note the delineation in the Numeracy performance result as 3% Exceeding and 66% Strong.

**Staff Professional Learning - Place Value:**

In 2023 our staff professional learning focused on the development of our Place Value skills and knowledge. The school engaged the services of Dr Angela Rogers who provided expertise and guidance in building our educators capabilities in the teaching and learning of place value across all areas of numeracy. Regular opportunities, through the meeting schedule, Professional Learning Communities, coaching and team planning enabled teachers the time and support to extend their practice in this area.

**InitialLit – Synthetic Phonics-based System (Prep Team)**

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is an evidence-based approach to reading and spelling that is aligned with the Australian National Curriculum. It is a reading program that incorporates a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component to within the model. In 2023, our Prep Team completed the two-day training and implemented the program from Term 2, 2023. InitialLit is the school's preferred Literacy strategy and will sit within the school's agreed Instructional Model for Reading and Writing.

**Wellbeing**

In 2023, 61.9% of students reported positive responses to the management of bullying at the school. This result is lower than State and similar schools and significantly lower than student perceptions in the previous year (2022 - 72.1%). In 2023, students in Years 4 to 6 reported lower positive endorsement than the 4-year average of 71.1%. In 2023, 68.7% of students in Years 4 to 6 reported positive endorsement on Sense of Connectedness factor in the Attitudes to School Survey. This year's positive perceptions is slightly lower than the 4-year average (76.2%). There is a marked decline in student positive perceptions in the Yr. 5/6 cohort in 2023.

**Mental Health in Primary Schools**

In 2023, Sunbury PS received funding to employ a Mental Health and Wellbeing Leader. A qualified teacher worked across the school to implement a whole-school approach to mental health and wellbeing for students, staff and families based on a broad knowledge of the needs of our school community.

The Mental Health and Wellbeing Leader's work involved:

- building the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom
- supporting the school to create clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention
- coordinating targeted mental health support for students by working with regional staff, school wellbeing and leadership teams, teachers, parents/carers and external agencies
- advocating for student voice and agency in their wellbeing and mental health needs

**Tier 2 Strategy - Wellbeing (small group instruction)**

In 2023, each team identified a Wellbeing Problem of Practice that would inform one of their PLC inquiries. Teams worked closely with a member of the Wellbeing and Inclusions team to identify the focus for their inquiry, based on student data and evidence (this included perceptions data such as AtoSS and feedback through student voice forums). The Mental Health and Wellbeing Leader, in partnership with teams, developed and delivered Tier 2 teaching and learning (connected to the Victorian Curriculum Personal and Social Learning

Curriculum) to identified small-groups of students within each cohort who would benefit from more explicit teaching and learning in this area.

Prep	Identifying emotions; Using a growth mindset; Building resilience
Year 1/2	Responding to the choice of others; Sitting in uncomfortable emotions; Safe risk taking; Trusting themselves to solve problems; Ability to take independent action
Year 3/4	Understanding the brain's response to conflict; Addressing emotional responses; Developing interoception awareness skills; Working collaboratively to problem solve
Year 5/6	Identifying behaviour and understanding how they impact self and others

## Engagement

### Attendance

In 2023, our students were absent from school an average of 18.8 days per year. This figure matches the school's absence data over the past 4 years (18.7 days average). School data is lower than non-attendance reported in all State schools (20.5) and similar schools (19.2). There is a 90.5% average attendance rate across the P-6 cohort, with the Year 5 cohort recording the lowest attendance in 2023 (88.4%) and the Prep cohort recording the highest attendance at 92.8%.

Absence is a lead indicator for achievement and engagement outcomes. Research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of absences are associated with substantial falls in outcomes. Missing more than 20 days of school each year (equivalent to four weeks out of the school year) is certainly an indicator of chronic absence issues in the primary years. In 2023, the following strategies were implemented to respond to student absences:

- SMS messages sent to parents and carers requesting notification for any absences
- phone calls and emails made after extended periods of absences
- Attendance plans developed with targeted goals and strategies to support increased attendance

### Specialists Program

Sunbury Primary School offers a comprehensive Specialists Program, offering students breadth and choice across the curriculum, and allowing students to excel in applied learning experiences. The school offers a range of specialist subject areas including The Arts (Visual and Performing), Physical Education, STEM (Science, Technology, Engineering and Mathematics), Languages (Japanese) and the Stephanie Alexander Kitchen Garden Program. The teachers within these subject areas work within a PLC, with a shared Inquiry focus and sometimes combine learning experiences. Within these subjects, students are exposed to a range of experiences that sit both within and beyond the curriculum area. Students have the opportunity to further explore some of the content and concepts outside of the weekly subject allocation, such as through lunchtime clubs and extra curricular experiences. Many of these are also highlighted through showcases and events held at the school. Learning within these areas is also further enhanced in classrooms and classroom teachers often access the facilities and resources to enhance their own classroom programs.

### Inclusion

In 2023, the school's inclusive education processes and practices continued to be strengthened. We are committed to partnering with parents/carers and relevant agencies to work together to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs. The Inclusions and Wellbeing Team was established in 2023, where the work focused on the development of processes and practices that support students, staff and parents/carers in the following ways:

- streamlined communication through an identified school contact for parents/carers and external agencies/providers
- commitment to developing the identity/profile of our education support staff/team (supported by organisational psychologist to build the team dynamic)
- focussed professional learning to build the capacity of educators and support staff in inclusive education (understanding adjustments, modifications and accommodations)
- coordinated Individual Education Planning for identified students with SMART goals using the Department's recommended template and processes
- managed processes to closely monitor and respond to student achievement and growth
- tiered response to intervention for both learning and wellbeing

## Financial performance

The School has exhausted all financial resources within the limitations of the Student Resource Package. The school is currently managing a deficit and has carefully planned its committed funds for 2024 in response to the 2023 financial position. Workforce planning reflects the needs of our students and staff, with organisational structures and recruitment decisions made in order to support improved learning and wellbeing outcomes and achieve the goals of the Annual Implementation Plan. The school was notified in December 2023 that it would receive additional funding through the PLC Links School initiative to the value of \$75,000 which was a 25% reduction from previous years. In 2023, the majority of equity funds was allocated to the employment of a 0.4 EFT student wellbeing officer (registered psychologist). The school also received additional funding for a 0.6 Mental Health and Wellbeing Leader who was appointed in Term 1, 2023. In 2024, the school is preparing for the transition to the new Disability and Inclusion Model, therefore our workforce plan and organisational structure reflects this priority.

**For more detailed information regarding our school please visit our website at**  
<https://www.sunburyps.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 371 students were enrolled at this school in 2023, 184 female and 187 male.

1 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).

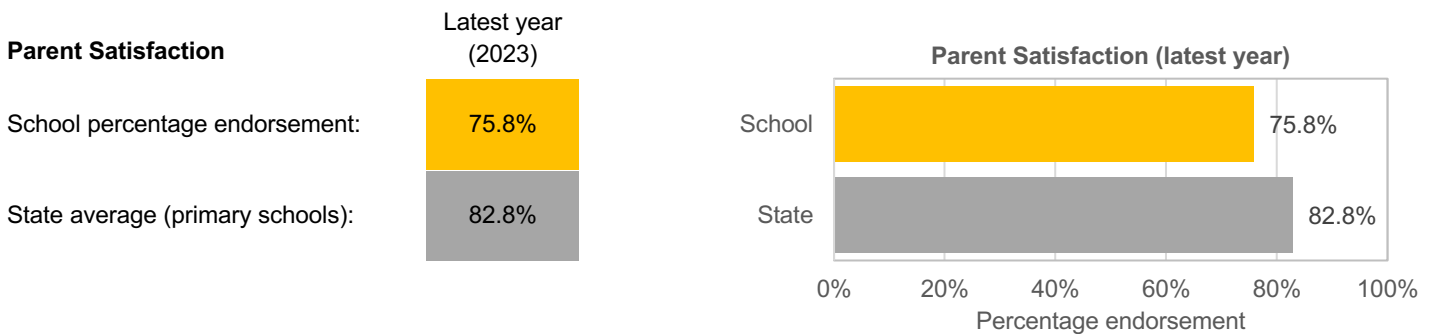
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

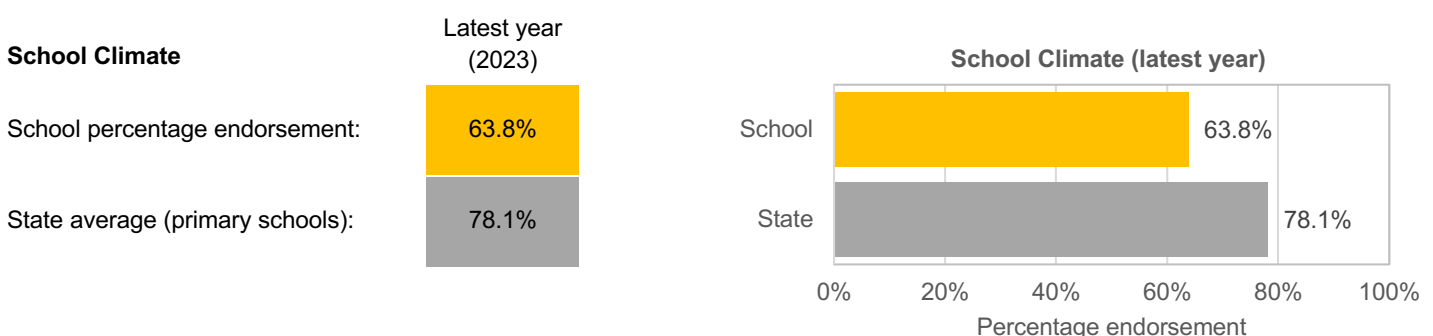


### School Staff Survey

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:

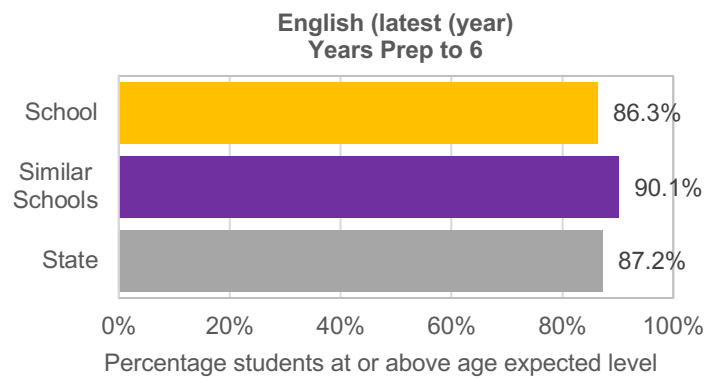
86.3%

Similar Schools average:

90.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

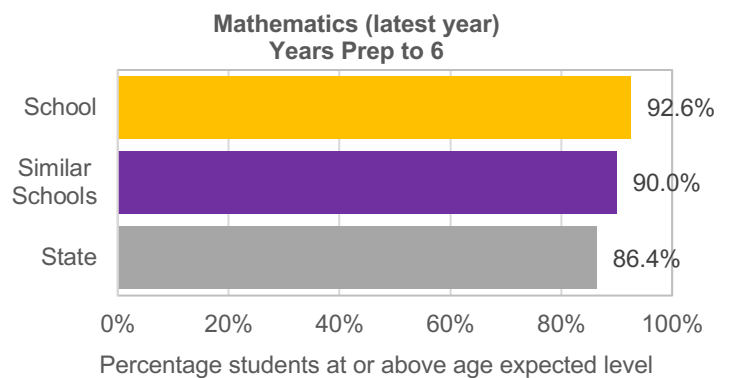
92.6%

Similar Schools average:

90.0%

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:

75.0%

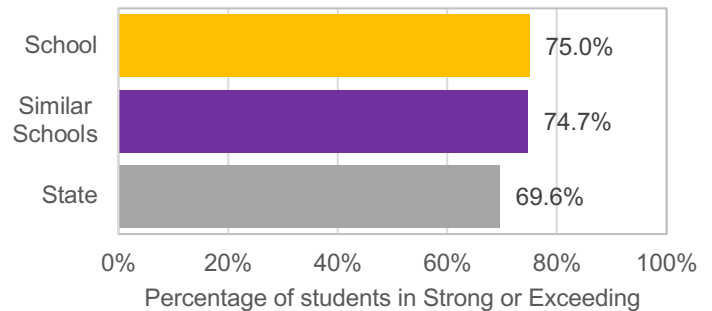
Similar Schools average:

74.7%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

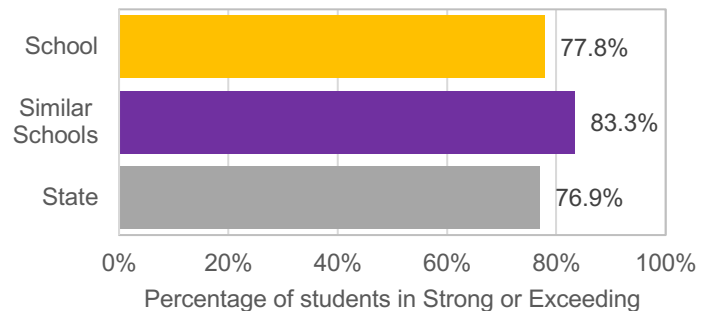
Similar Schools average:

83.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

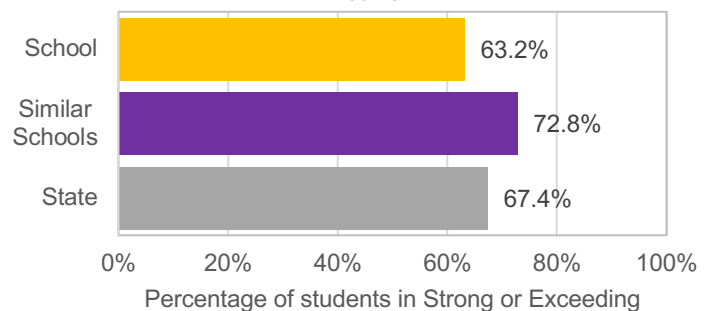
Similar Schools average:

72.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.6%

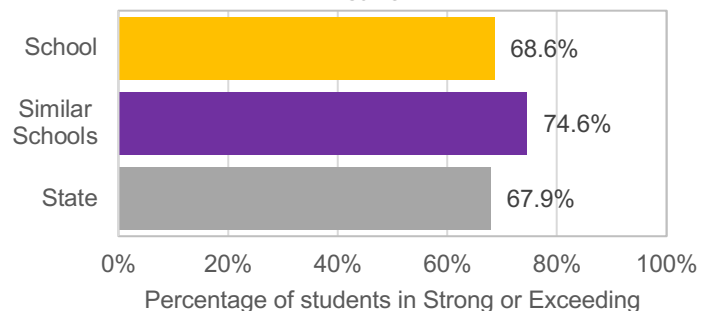
Similar Schools average:

74.6%

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:

73.4%

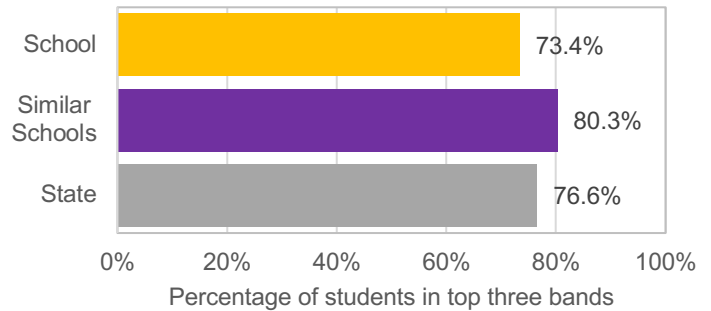
Similar Schools average:

80.3%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

68.9%

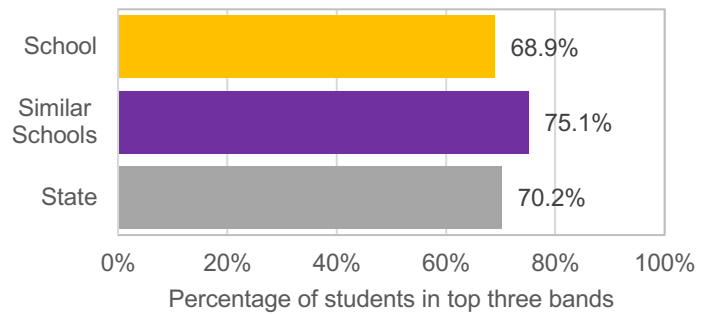
Similar Schools average:

75.1%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

69.7%

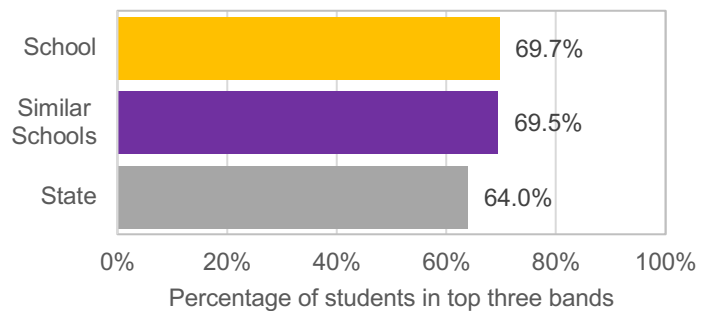
Similar Schools average:

69.5%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

42.9%

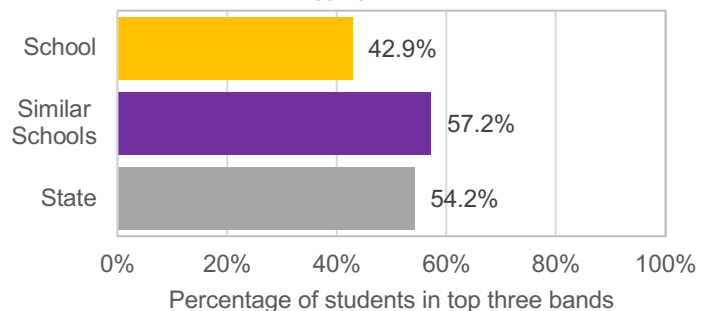
Similar Schools average:

57.2%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

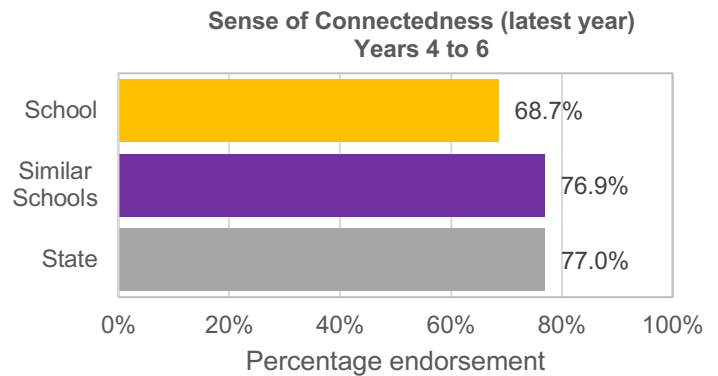
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	68.7%	76.2%
Similar Schools average:	76.9%	78.0%
State average:	77.0%	78.5%

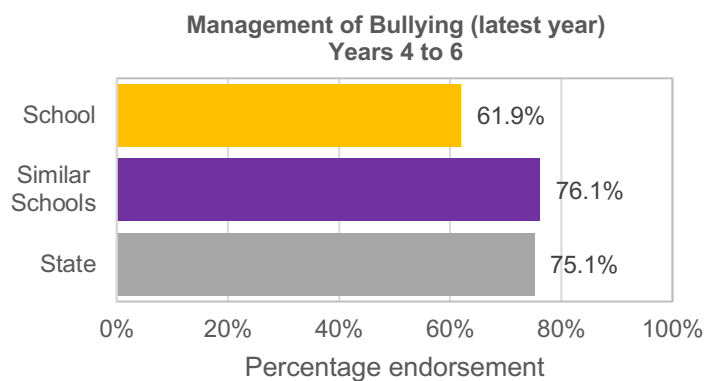


### Student Attitudes to School – Management of Bullying

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:	61.9%	71.1%
Similar Schools average:	76.1%	77.5%
State average:	75.1%	76.9%



## ENGAGEMENT

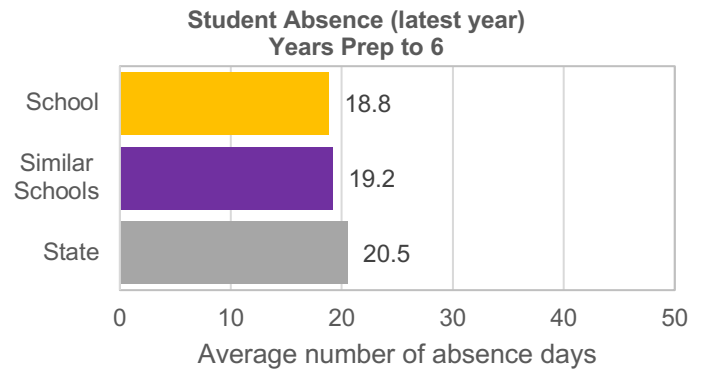
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.8	18.7
Similar Schools average:	19.2	16.7
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):	93%	91%	89%	91%	91%	88%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,532,074
Government Provided DET Grants	\$356,802
Government Grants Commonwealth	\$6,328
Government Grants State	\$0
Revenue Other	\$11,437
Locally Raised Funds	\$272,174
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$4,183,815</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,162
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,162</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,648,057
Adjustments	\$0
Books & Publications	\$8,205
Camps/Excursions/Activities	\$110,380
Communication Costs	\$5,300
Consumables	\$77,992
Miscellaneous Expense <sup>3</sup>	\$19,857
Professional Development	\$25,694
Equipment/Maintenance/Hire	\$86,212
Property Services	\$97,309
Salaries & Allowances <sup>4</sup>	\$26,399
Support Services	\$190,020
Trading & Fundraising	\$31,650
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,931
<b>Total Operating Expenditure</b>	<b>\$4,381,008</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$202,193)</b>
<b>Asset Acquisitions</b>	<b>\$8,950</b>

- (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 16 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	\$30,950
Official Account	\$8,961
Other Accounts	\$11,069
<b>Total Funds Available</b>	<b>\$50,980</b>

Financial Commitments	Actual
Operating Reserve	\$109,903
Other Recurrent Expenditure	\$2,087
Provision Accounts	\$0
Funds Received in Advance	\$16,441
School Based Programs	\$38,548
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$166,979</b>

*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.*