

2023 Annual Report to the School Community

School Name: Kismet Park Primary School (5180)



- 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 26 April 2024 at 07:04 AM by Katarina Cvitkovic (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 26 April 2024 at 10:23 AM by Sean Bassett (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

Kismet Park Primary School is situated in Sunbury, a suburb in the north-west of Melbourne within the City of Hume with a total student enrolment of 477 students in 2023. The school's socio-economic profile, based on families' occupations and education, is considered in the low to medium band which represents high parent education level and moderate socio-economic advantage with a SFOE index of 0.3812, (Low-Medium). In 2023 we had 20 classrooms with one composite at 3/4 and one composite at 5/6, the remaining classes P-6 were straight classes. The student population was made up of 3 English as Additional Language students, 11 Aboriginal and Torres Strait Islanders, 1 international student and 10 receiving additional funding from the Program for Students with Disabilities.

In 2023 our staff profile, none of whom had an indigenous background, comprised of three Principal Class Officers, 1 Learning Specialists (Teaching and Learning Focus), 24.6 teachers, 8 Education Support Staff (5.2 EFT), 3 Administration Staff (2.9 EFT), a First Aid Coordinator (0.78 EFT) and a Chaplain 3 days a week.

Our curriculum at Kismet Park PS reflects the Victorian Curriculum framework, with specialist programs in the visual arts, performing arts, physical education and a language other than English program (Japanese). Our performing arts program aims to nurture student skills and interests in dance, drama and music while in physical education we encourage an active, healthy lifestyle through involvement in a wide range of physical activity. Learning in visual arts involves students making and responding to artworks and drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques, and processes, and use materials as they explore a range of forms, styles and contexts. The Japanese language program promotes an understanding of how languages work while teaching students about the Japanese culture.

Our school's vision supports a comprehensive program that develops each student's academic, emotional, physical, social, and cultural needs in a positive, calm and supportive environment. Students are empowered to take ownership of their learning through actively monitoring their own improvement. We work to establish strong home – school connections. We prioritise developing skills and building capacity in literacy and numeracy to ensure that each child has every opportunity to achieve their greatest potential. Sitting at the center of our work, we believe in high expectations for all our students. We work as a professional learning community to "Build the Foundations for Success and Happiness" so our students are responsible, informed citizens who make a positive contribution to our society.

OUR MISSION:

Building the foundations for success and happiness.

OUR VISION:

Our vision is to ignite a passion for learning in our students and equip them with the skills and mindset to thrive and achieve excellence.

OUR VALUES:

Resilience – *To be able to keep going and not give up when faced with challenges.*

Integrity – *Is being truthful and doing the right thing even when it is hard, or no one is looking.*

Courage – *Is the ability to have a go and stand up for what you know is right – even when you are afraid, or others don't stand with you.*

Kindness – *Is the ability to be caring, friendly, generous, and compassionate towards others.*

Progress towards strategic goals, student outcomes and student engagement

Learning

Leadership remained a key driver in continuing to embed the PLC process and supporting the development of middle level leadership across the school. In late 2023 the employment of all substantive leadership positions for the 2024 school year was completed. The following leadership positions were secured, an Assistant Principal – Teaching and Learning, Learning Specialist Literacy, Learning Specialist Numeracy, Leading Teacher Wellbeing and Inclusion. Middle Level leadership development was supported through the Victorian Academy of Teaching and Learning. Six middle level leaders participated in the Impact Emerging Leaders Program, Inspire – Local Leaders Program and Rethinking Assessment to Build Agency in Learning. These professional development opportunities supported new and emerging leaders to lead teams and contribute to whole school improvement. Kismet Park Primary School continued to work on its strategic goal of improving achievement levels and growth in English and Mathematics. To support this work School Improvement Teams (SIT) were established for English and Mathematics, with the

Assistant Principal leading whole school improvement in Mathematics and the Learning Specialist leading the whole school improvement in English. Throughout the year the PLC inquiry process operated with fidelity using 'tight' practices and principles to build collaboration and collective efficacy, closely supported by the Assistant Principal and Professional Learning Communities Hume PLC Manager.

The school continued to employ external Numeracy and Literacy consultant who worked alongside teams to support with planning, curriculum documentation and embedding the school's instructional model. A focus for the Numeracy consultant was to work with our leaders to align the school's Scope and Sequence with the 2.0 Victorian Mathematics Curriculum. In addition, together with the Principal Class Team, two Professional Learning Team Leaders were part of a network community of practice in numeracy, meeting with other educators within the Sunbury Network to explore the Digital Assessment Libraries.

Teachers were supported by Professional Learning Team Leaders to plan lessons to incorporate the High Impact Teaching Strategies (HITS). This was evident in work programs and in classrooms. The school's instructional model was further refined in 2023 and was implemented to guide and inform the instructional practices across the school. The strategic employment of a teacher through the Tutor Learning Initiative, to support both those students who required extra support to catch up or those who thrived to continue to extend their learning in numeracy were key strategies. The school continued to strengthen its response to intervention through reviewing and refining the curriculum planning for the Tutor Learning Initiative to include 4-6 week cycles and the setting of SMART goals with students in reading and number.

Student learning data for year 3 students in NAPLAN numeracy for school percentage of students in Strong or Exceeding was at 74.2%, this was higher than both similar schools average and the state average. The percentage of students in Strong or Exceeding in NAPLAN reading data for year 5 students was at 77.5%, this was higher than the state average of 76.9%. Teacher judgement of students in years Prep – 6 working at or above age expected standard in English (82.5%) remained high and in Mathematics (85.5%) remained high.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Support Plans.

Wellbeing

In 2023, Kismet Park Primary School continued its focus on supporting student health and wellbeing. We continued to promote an environment that centered on supporting student wellbeing and connectedness to school, by further strengthening our response model to support students' mental health and wellbeing through the Wellbeing School Improvement Team and our school chaplain. All school leaders participated in the Berry Street Education Model, trauma informed training. This training supported school leaders to implement consistent evidence based approaches to Circle Time and Brain Breaks across the school.

All teachers participated in the Resilience Project within the Hume cluster of schools and gained an understanding of Gratitude, Empathy, Mindfulness and Social Literacies to teach students for resilience. Our 2023 Attitudes to School Survey for student Individual Social/Emotional Wellbeing in the area of Resilience showed a 78% positive endorsement. This was higher than the state average of 69%. Through the implementation of the Pivot for Wellbeing surveys students were tracked each week for general wellbeing. All teachers responded to student needs by tracking results and implementing resources from the Australian Wellbeing Framework to support students in the areas of general wellbeing, resilience, belonging, safety, and protective behaviors.

The Assistant Principal and a Professional Learning Team Leader attended the training for Mental Health In Primary Schools and delivered professional learning for whole staff. The focus of the professional learning was on identifying strategies for students to be able to recognize their own mental health needs and seek support where required. The Assistant Principal overseeing Wellbeing worked with the School Improvement Team to document a whole school scope and sequence for social/emotional curriculum. The scope and sequence incorporated elements of the Resilience Project and Respectful Relationships curriculum. The school chaplain continued to work alongside the Principal Class Team to support the wellbeing and mental health of students through a case management approach.

Our 2023 Attitudes to School Data showed a 77.7% positive endorsement for Sense of Connectedness in Years 4 to 6 students. This was higher than both similar schools and the state average. Student Attitude to School Data in the Management of Bullying for students in years 4 to 6 showed a 79.9% positive endorsement, higher than similar schools and the state average.

Engagement

The school's attendance data was impacted by student illnesses related to the aftermath of COVID_19 throughout the school year. Our students were absent from school an average of 22.3 days in 2023. This figure is higher than the school's four-year average (19.8 days), this increase in absences aligned with an increase in similar schools and the state average. There is a 89% average attendance rate across the P-6 cohort, with the Prep cohort recording the highest attendance in 2023 (92%) and the Year 5 and 6 cohort recording the lowest attendance rate at 87%. Families

continued to access our school Compass portal to explain their child's absence from school. We communicated a same day absence notification via SMS messages to families and supported students with Return To School plans where required.

We recognize that strong and healthy family and school relationships is central to supporting student engagement and learning. In 2023, we continued to provide opportunities for our parent/carer community to meaningfully engage with our school. Our initial Meet and Greet afternoon/evening where our families were able to meet with their child's teacher and share strengths, interests, and other relevant information about their child lay the foundations for working in partnership with families. The school worked closely with our School Council, Parent Community Association, and all families to maximize opportunities for positive community engagement throughout the 2023 school year.

To further strengthen student engagement and promote student voice and agency we provided ongoing opportunities for students to have meaningful input into their learning. This included our 3 Way Conferences and Student Led Conferences (Yrs 5/6). Our Attitudes To School Data in the area of Student Voice and Agency in 2023 was at 76% positive endorsement in comparison to state at 66% positive endorsement. The area of Motivation and Interest was 83% positive endorsement, this is higher than the state average.

We created a transition program in 2023 that provided assurance and excitement about the journey ahead for our prep/foundation students. We worked extensively with our community to ensure that Kinder to Prep transition opportunities were well promoted to parents via online platforms and that the children experienced a positive start to their school life. We continued to build ongoing positive relationships with local Kindergartens and the Kinder children attended onsite sessions and visited the school for a transition program during Term 4, which greatly supported their transition into primary school. Our Prep staff contacted the Kindergartens, spoke to Kinder teachers and completed observations to develop a greater understanding of the Prep students beginning the following year. We used Compass to communicate with our Prep 2024 families and provided a 'Parent Information Session', covering the content of starting school life at Kismet Park and what parents could expect. All Prep students with a parent/care giver met individually with the Principal to begin laying the foundations for positive home/school partnerships.

In 2023 students who required Individual Education Plans continued to be given the opportunity to provide input into their goals and strategies, providing students with a sense of agency and ownership. Our Attitudes to School Survey indicated an increase in students' sense of inclusion with a 94% positive endorsement in comparison to the state average of 88%.

Other highlights from the school year

In 2023 our community came together to enjoy our whole school production of 'Kismet In Storyland'. Our Performing Arts program provided the platform for our students to generate ideas for the storyline, work on the script, the design of the set and costumes. The production supported students to build confidence and self esteem, cooperation, team work and friendship. The production promoted students with problem solving skills, emotional intelligence and a strengthening of language and communication skills. All performances were sold out and the school was able to generate a small profit to contribute to the cost of the production. Our Parent Community Association (PCA) worked diligently on various events to raise funds for school improvement. PCA contributed \$29,400 towards the line marking and painting of various games and activities onto our playground surface areas for our students to enjoy. Our students collaborated with our Physical Education teacher to design new sports uniforms for our students. The sports uniforms provided a sense of belonging and pride for students competing in sporting events.

Financial performance

The school continued to manage its staffing and resources operating within the allocated Student Resource Package. Kismet Park Primary School remains in a satisfactory financial position. The school ended the 2023 year with a surplus. Special projects that were funded in 2023 included roof works assigned as part of the Emergency Maintenance Program with the scope of works at 1.2 million dollars. The school was successful in receiving a grant of \$50,00.00 as part of the West Gate Tunnel Project. The school used the funds to establish an Indigenous and vegetable garden for our school community.

In 2023 the school committed to strengthening our learning and wellbeing practices. The school's equity funding was directed towards wellbeing, numeracy and literacy consultants who provided ongoing, job embedded professional learning for all teachers. The school continued to allocate an additional day of funding for our school chaplain to support the mental health and wellbeing of all students. In addition, equity funds were allocated towards the training of all Professional Learning Team Leaders in trauma informed practices in the Berry Street Education Model and online Student Perception Survey on learning, wellbeing and connectedness.

For more detailed information regarding our school please visit our website at
<https://www.kismetparkps.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 480 students were enrolled at this school in 2023, 217 female and 262 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).

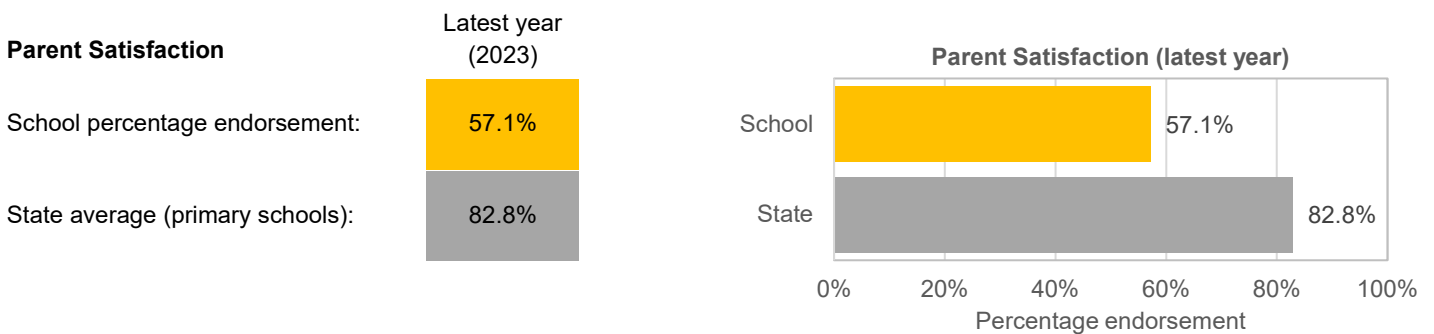
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

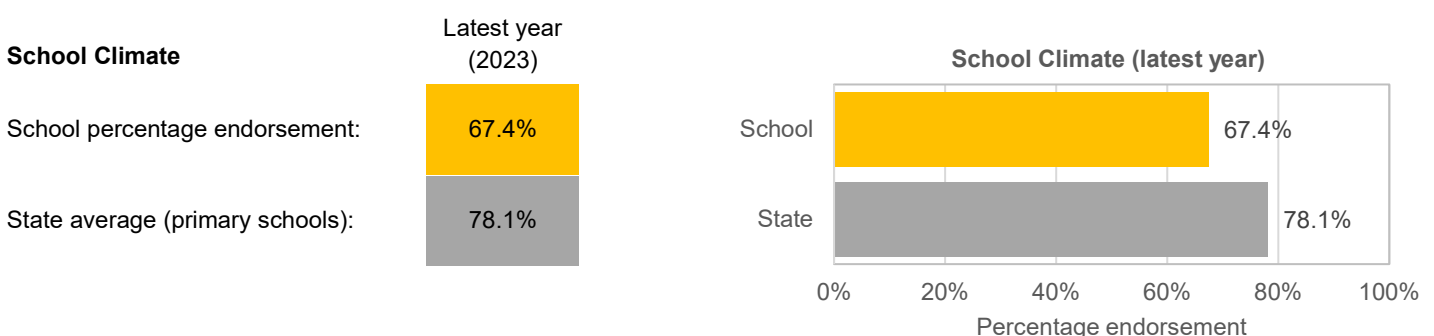


School Staff Survey

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:

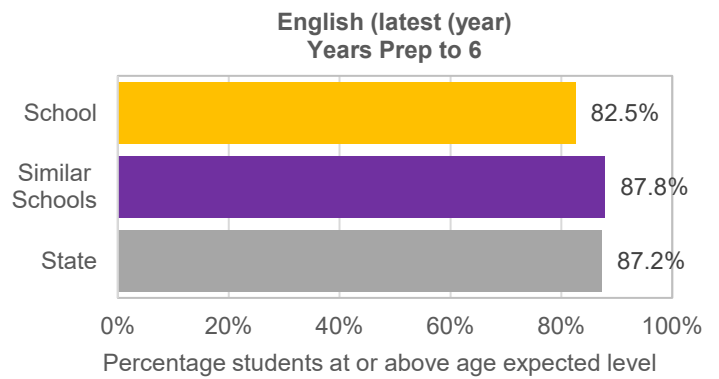
82.5%

Similar Schools average:

87.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

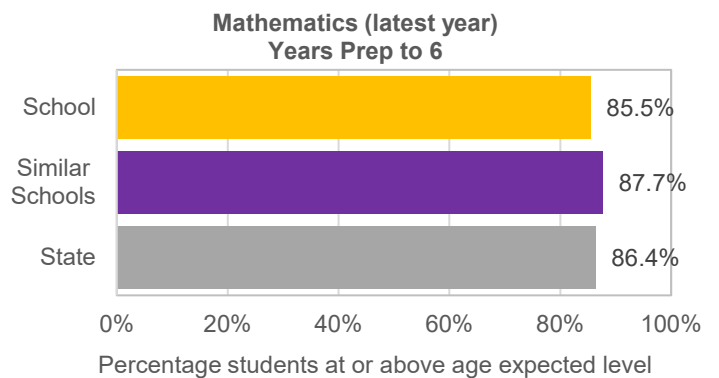
85.5%

Similar Schools average:

87.7%

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:

67.7%

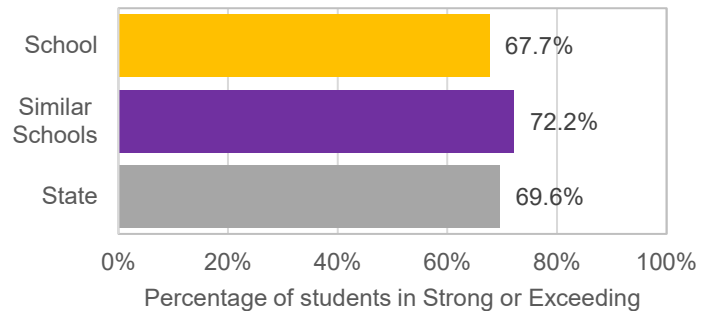
Similar Schools average:

72.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.5%

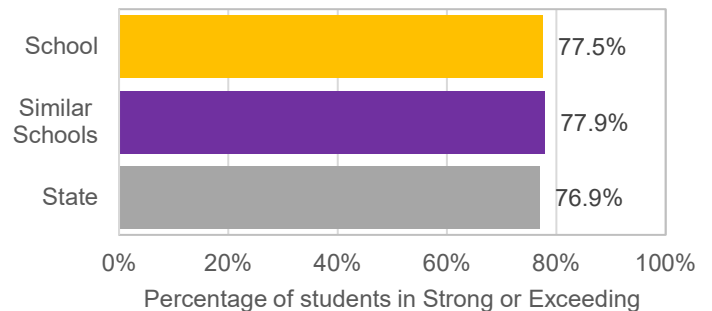
Similar Schools average:

77.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.2%

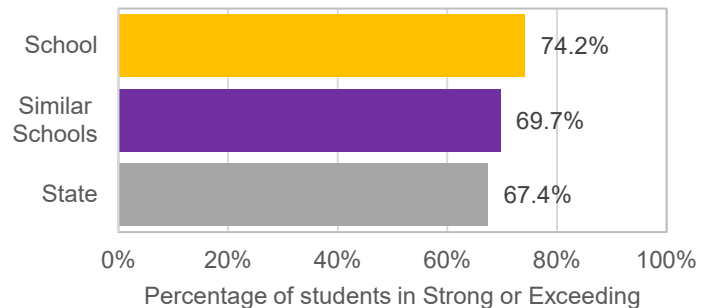
Similar Schools average:

69.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.3%

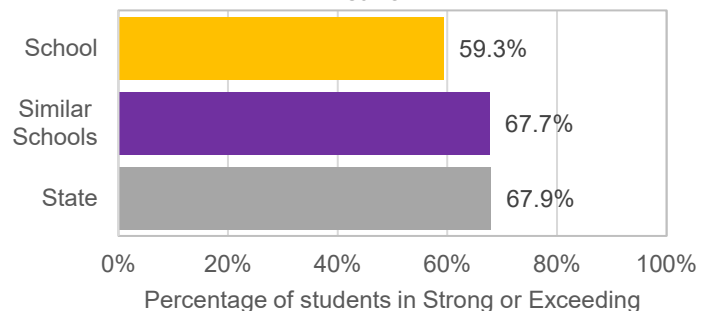
Similar Schools average:

67.7%

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:

75.0%

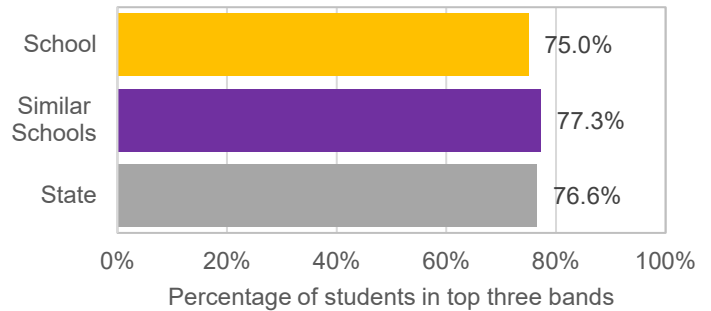
Similar Schools average:

77.3%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

72.1%

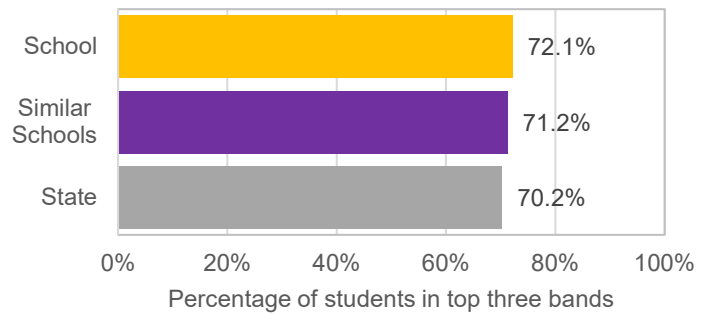
Similar Schools average:

71.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

62.9%

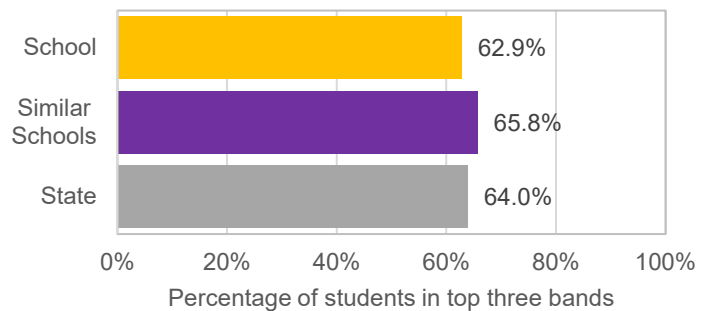
Similar Schools average:

65.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

44.8%

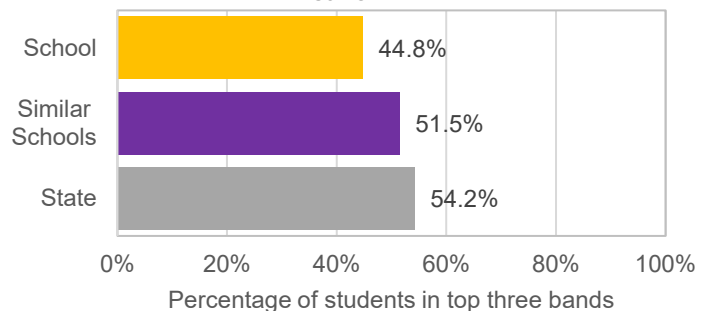
Similar Schools average:

51.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

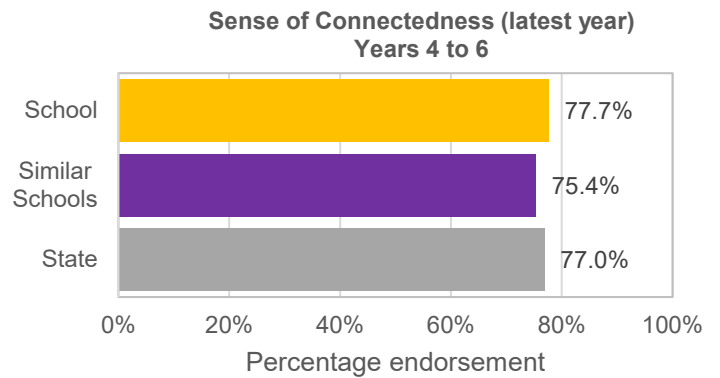
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.7%	78.9%
Similar Schools average:	75.4%	76.9%
State average:	77.0%	78.5%

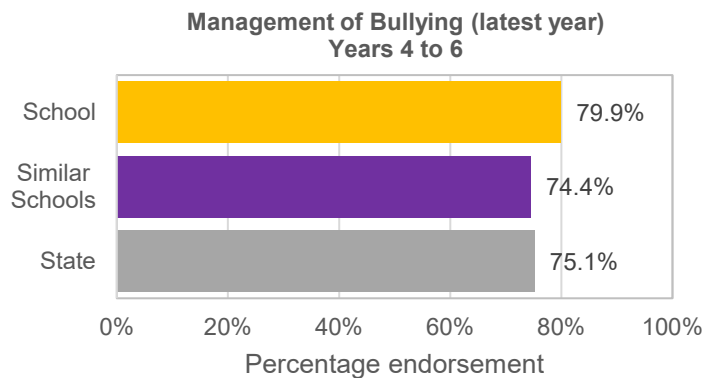


Student Attitudes to School – Management of Bullying

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:	79.9%	77.9%
Similar Schools average:	74.4%	76.2%
State average:	75.1%	76.9%



ENGAGEMENT

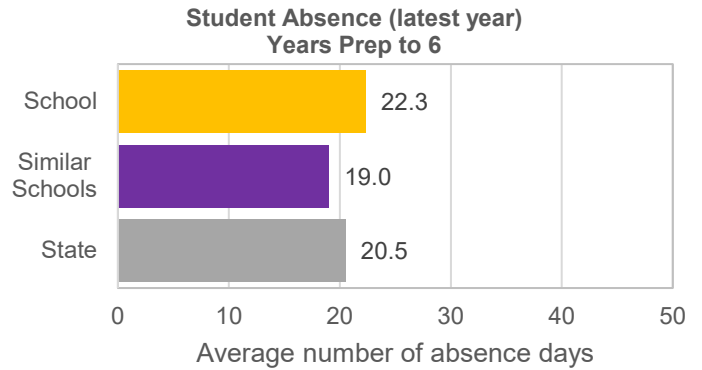
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.3	19.8
Similar Schools average:	19.0	17.0
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%	88%	90%	89%	89%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,547,816
Government Provided DET Grants	\$508,849
Government Grants Commonwealth	\$7,180
Government Grants State	\$49,545
Revenue Other	\$17,195
Locally Raised Funds	\$409,476
Capital Grants	\$0
Total Operating Revenue	\$5,540,061

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,427
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$66,427

Expenditure	Actual
Student Resource Package ²	\$4,064,235
Adjustments	\$0
Books & Publications	\$1,935
Camps/Excursions/Activities	\$77,492
Communication Costs	\$6,173
Consumables	\$75,548
Miscellaneous Expense ³	\$17,832
Professional Development	\$21,225
Equipment/Maintenance/Hire	\$78,173
Property Services	\$214,865
Salaries & Allowances ⁴	\$206,920
Support Services	\$146,112
Trading & Fundraising	\$93,091
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,339
Total Operating Expenditure	\$5,043,939
Net Operating Surplus/-Deficit	\$496,121
Asset Acquisitions	\$13,549

- (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	\$107,886
Official Account	\$36,927
Other Accounts	\$21,819
Total Funds Available	\$166,631

Financial Commitments	Actual
Operating Reserve	\$131,048
Other Recurrent Expenditure	(\$700)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$43,383
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,347
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$177,835
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$371,913

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.