

2023 Annual Report to the School Community

School Name: Sandringham Primary School (0267)



- 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 08:57 AM by Louise Neave (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2024 at 08:00 AM by Gabrielle Bowe (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

Sandringham Primary School, established over 167 years ago, is one of the oldest schools in Victoria. Located in Bayside (18km from CBD), we enjoy close links with local kindergartens, neighbouring primary and secondary schools and organisations. Our school attracts families with high educational aspirations for their children and our community holds Sandringham Primary in high regard. School staff is comprised of 2 Principal Class, 37 Teaching staff and 16 Education Support Staff. Our redevelopment in 2021 retained historically significant features of the school and seamlessly connected state of the art learning spaces to the existing buildings. Learning areas at Sandringham Primary are stimulating and promote a strong sense of belonging. Flexible, multi-modal learning environments support personalised, differentiated learning, and connect our students with the natural environment. The tone of our school is calm, inviting, and welcoming and we continually strive to present our physical environment to the highest standard, instilling a sense of pride and connectedness.

At Sandringham Primary, we empower our students to excel and thrive, providing them with high quality teaching that fosters both learning and well-being. Our school's mission is to develop an inclusive community of learners who thrive and contribute as critical and creative thinkers, now and in the future. Sandringham Primary School's learning community works together to create an environment in which our values - **Relationships, Responsibility, Respect, Resilience, and Resourcefulness**, are consistently developed and upheld. These values foster a supportive and effective learning community and underpin a culture of connectedness and belonging. Sandringham Primary School has developed shared expectations to ensure that the learning, safety, and rights of all are respected. We support individual students and families from a diverse range of backgrounds, communities, and experiences. Our school is distinguished by its strong community spirit and multi-generational family connections. The collaboration with parents and caregivers enhances our students' positive attitudes toward learning, facilitates goal achievement, and enriches their overall school experience.

Sandringham Primary is recognised as a high performing school with a reputation for consistent, evidence-based, high impact teaching that is visible in each classroom. We are committed to providing a comprehensive curriculum aligned to the Victorian Curriculum and have high expectations for all students. Our explicit teaching and learning approach is student centred. Teachers differentiate and personalise learning to provide students with the knowledge, skills, and capabilities to be successful. Our tiered response to intervention is recognised as best practice to support all students. Students accessing Disability Inclusion Profile support are individually catered for by our highly skilled Assistant Principal, Inclusion Learning Specialists, and learning support team. They liaise with teachers to create IEPs for all students, attend SSGs and support accommodations and adjustments. Students that are identified as High Ability are also catered for through learning enhancement. Our school enjoys a positive professional learning culture and our collective focus on student learning and decision making ensures academic success for our students.

Our students are happy, motivated, and engaged in their learning and student voice, agency and leadership are supported through our Human Literacy pedagogy. We have a commitment to deepening our students understanding of First Nations People and engage in culturally appropriate activities and projects to support this. A feature of Sandringham Primary is our strong Arts program. We enjoy a bi-annual whole school concert alternated with a Performance Art Day. Our highly skilled Art Specialists and our strong connection with Sandy Street Art Project ensure our students engage deeply and authentically. Our rich specialist program also includes an outstanding Physical Education program, Performing Arts, Mandarin and Kitchen Garden and Environmental Science in the middle school. We also provide a variety of extracurricular activities to accommodate the diverse interests of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

With our strong focus on student growth, SPS has continued to perform strongly in all areas of student learning, and we are exceptionally pleased with our results. In 2023 Teacher Judgements in English reported 97.9% of our students from Prep to Year 6 were assessed at or above age expected standards in reading and 95% in writing. In Mathematics Teacher Judgements, 97% of our students from Prep to Year 6 were assessed at or above age expected standards, placing us above or well above results for primary schools with similar characteristics.

Our NAPLAN results are strong across Numeracy, Reading and Writing. In Mathematics 89 % of Year 3 students achieved strong or exceeding, placing Sandringham Primary well above similar schools, and 88% of Year 5 students achieved strong or exceeding, again placing us above similar schools. In Year 3, 93% of students achieved strong or exceeding in Reading, placing us well above similar schools, and in Year 5, 88% of students achieved strong or exceeding in Reading. In Writing, 99% of Year 3 students

achieved strong or exceeding, placing us well above similar schools, and 84% of Year 5 students achieved strong or exceeding in writing.

We also had a record number of students selected for both English and Maths in the Victorian High Ability Program (VHAP). Disability Inclusion funding allowed the school to further support students with additional needs in line with their Individual Education Plan (IEP) and expand the Learning Support team to support students who are working below age expected standard. As a result of our Response to Intervention Framework, and inclusive classroom practice, our NAPLAN data indicates that the number of students performing in the bottom two bands continues to decline and is at the lowest levels experienced.

To support our strong results, we have continued to focus on high quality teacher professional learning. Throughout 2023, we consolidated the operation of our Professional Learning Communities with an intentional focus on collaboration to support collective efficacy and school wide consistency in teaching, data analysis and planning. Our PLCs share and celebrate their achievements, strategies and knowledge at the end of every cycle, strengthening our ethos of all of us, all of the time, no exceptions. All PLCs have a sound understanding of the strategic direction of the school and all improvement work aligns with our AIP goals. Strengthening Middle Leaders skills in data analysis, leading effective teams and building knowledge of evidence based best practice continued to be a strong focus throughout 2023.

In 2023 we also refined our school wide Instructional Model, embedded Sounds Write P-6, consolidated the use of Top Ten and ARC to support our Mathematics teaching and learning and continued to build a rich resource of high-quality literature in our library to support all curriculum areas.

In 2024, to continue developing our strong practices in teacher instruction to improve student learning outcomes, our PLC focus will be on Reading Comprehension, and our school will be participating in a 'Science of Learning' Community of Practice in the Beachside Network.

Wellbeing

At SPS we continue to provide a safe, calm and inclusive environment. Our ongoing commitment to supporting the health and wellbeing of students, staff, and families is always our priority. Throughout 2023, our Wellbeing School Improvement Team reviewed and modified processes and resources to support more students and their families. We offered a range of activities and events for teachers, students, and their families to support their wellbeing, resilience, inclusion and instil a sense of belonging. A whole school approach to student welfare has been developed through the continuation of strong student welfare support through our Wellbeing Coordinator role, professional development of staff, and consistent behaviour management of students through our restorative practices. All staff engaged in professional learning to keep up to date with Child Safe Standards, First Aid and Social-Emotional learning. We prioritized the implementation of student wellbeing programs to enhance leadership skills, respectful relationships, social skills, self-esteem, valuing difference, being inclusive and developing resilience. Our Learning Specialist - Inclusion role, developed in 2022 was highly successful and was continued in 2023. This role has enabled us to further develop the skills of our Education Support team to support more students and teachers. Our new Response to Intervention Model ensures clear and consistent processes are in place and students, teachers, ES and families have clear goals and strategies in line with student's IEPs.

Our 2023 Attitudes to School Survey data shows our 4-year average 'Sense of Connectedness' and 'Management of Bullying' results sitting above our similar schools' averages, but a little below for the 2023 Year. Our encouraging results highlight the effectiveness of our consistent whole school approach to managing wellbeing through our Human Literacy Pedagogy, curriculum programs and the importance our school places on inclusive practices.

Specific programs and strategies implemented included:

- Continued to draw on the Resilience Project and Resilience, Rights and Respectful Relationships (RRRR) curriculum,
- Maintaining a whole school expectation of resources used and consistent time allocation for wellbeing sessions. In line with our Human Literacy Pedagogy, weekly 'Me and You' (P-2) and 'Innovation Meet' (3-6) sessions are scheduled at the beginning of each week and are targeted to meet identified needs that support social and emotional development
- Full time Inclusion Learning Specialist
- Therapy Dog Winnie
- Story Dogs
- We Thinkers
- Zones of Regulation
- Daily Mindfulness Practices
- Buddy Programs
- Lunch Time Clubs
- The Leader in Me
- CASEA Program

- To promote student agency and leadership we continued engagement in Marine Ambassadors, Upstanders, Play Leaders and Friendship Ambassadors for year 5 students and Student Action Lead Teams for year 6 students and Student Representative Council (SRC)
- Whole school review of Sandringham Primary School Positive Behaviour Framework to align with Sandringham Primary School's 5 Rs

In 2024 we will continue whole school professional learning with a focus on Inclusive Education -evidence based strategies by participating in a 12-month deep engagement with the support of our Disability Inclusion Educational Instructional Leader. We will also develop our own SPS Wellbeing Survey to administer 3 times a year.

Engagement

A feature of our school is the strong sense of community and family ties over generations. The partnership with parents and carers further supports our students positive approach to learning, achievement of their goals, and the enjoyment that school has to offer. Sandringham Primary School continues to deliver curriculum using innovative Human Literacy pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners. The school maximises student motivation and connectedness through highly structured and personalised school transitions and whole school events, celebrations and traditions. To accommodate diverse interests, students are offered a wide range of extra curricula activities, including Music Corp and Music Melodies, Hotshots Tennis, Breakdancing, Hip Hop, Chess Club, Kitchen Garden, Lunchtime Library, District Sports, Junior School Council, Coding Club, Art Club, Upstanders, Inter-School Sport, Friendship Ambassadors, Play Leaders, Podcasting and Radio Room, I Sea I Care and Student Action Leadership Teams. Family holidays continue to have the biggest impact on attendance rates at Sandringham Primary. The percentage of students at Sandringham Primary with 20 or more absence days in 2023 is lower than similar schools and well below the state average and positively, we continue to sit well below our similar schools for unapproved absences. We collaborate with parents to promote awareness of the impact non-attendance has on their child's learning through newsletters, interviews and information sessions and our wellbeing processes for following up students who are absent ensure our students stay connected to school. Student Attitudes to School Survey data showed Sense of Connectedness and Management of Bullying continued to be slightly above similar schools over a 4-year average, and positively, 84 % of our students reported they felt a sense of inclusion.

Other highlights from the school year

Some key highlights for Sandringham Primary throughout 2023 include the resumption of our Year 6 interstate camp to Canberra after a three-year interruption due to the pandemic, our whole school Performance Arts Day- attended by over 250 families, the introduction of Marine Ambassadors to enhance Year 5 leadership opportunities and engaging the services of CASEA- Alfred Cymhs. A wonderful end to the year saw the launch of our new House names. After 18 months of research, surveys and support and guidance from the Bunerong Land Council, our Year 6 SALT launched the following names, which are connected to the theme of togetherness and community: Wominjeka, Tarndowring, Kurki Kuki and Burtkurmin.

Financial performance

Sandringham Primary School maintained a sound financial position throughout 2023, finishing the year in surplus. The School Strategic Plan and Annual Implementation Plan provide the framework for allocation of funds and strong financial management and careful budgeting has ensured the delivery of quality educational experiences and the completion of targeted projects. During 2023, the school allocated resources to purchase new furniture for classrooms, painting inside and outside and re-carpeting of our modular buildings. The funding received from Disability Inclusion supported the continuation of our Learning Specialist Inclusion role enabling expansion of programs and staffing to support students with additional needs. The continuation of the Tutor Learning Initiative (TLI), with extra resources from the school, ensured we could continue our highly effective learning support framework. Parent fundraising once again ran a full schedule of successful events to support the school's financial position. These funds supported the planning and construction of our Northern Playground Development which included a new sand pit, bush kitchen and garden planting. Our school together with community fundraising continue to raise funds to support further development of the Northern Playground. In 2023 the school received \$15,042 in Equity Funding to support students experiencing social disadvantage. This funding was used to purchase additional resources to support learning and social and emotional wellbeing. State Government grants funded coaching opportunities within the Physical Education and Sport program.

For more detailed information regarding our school please visit our website at
<https://www.sandygs.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 508 students were enrolled at this school in 2023, 245 female and 263 male.

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

Overall Socio-Economic Profile

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

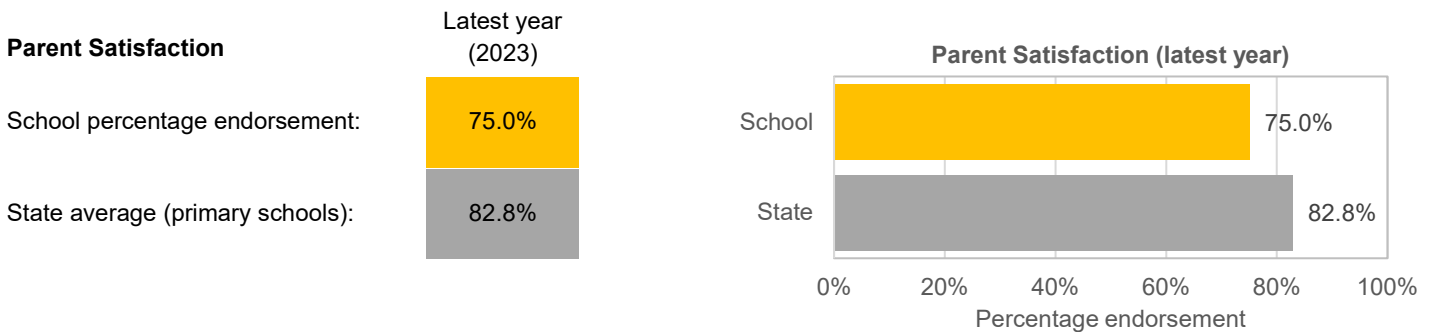
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

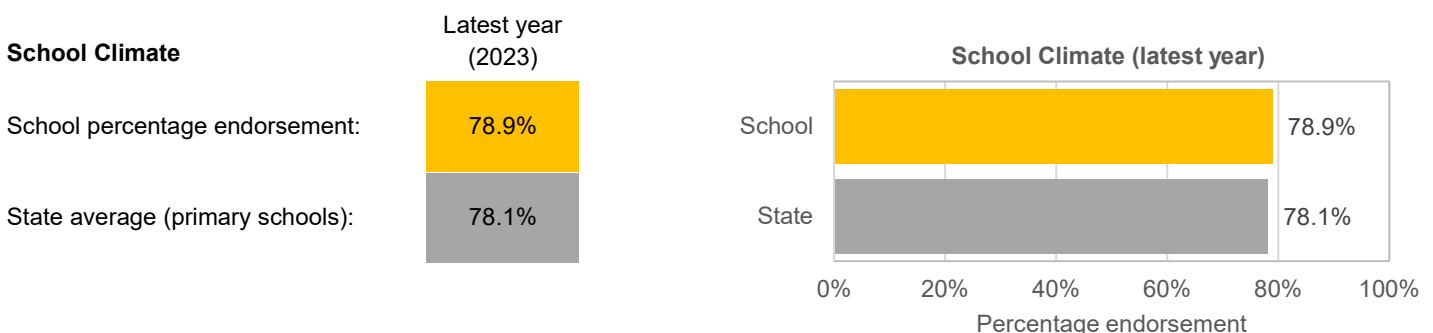


School Staff Survey

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:

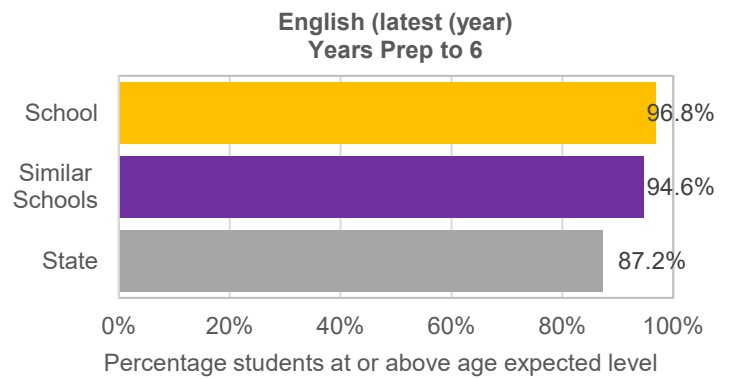
96.8%

Similar Schools average:

94.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

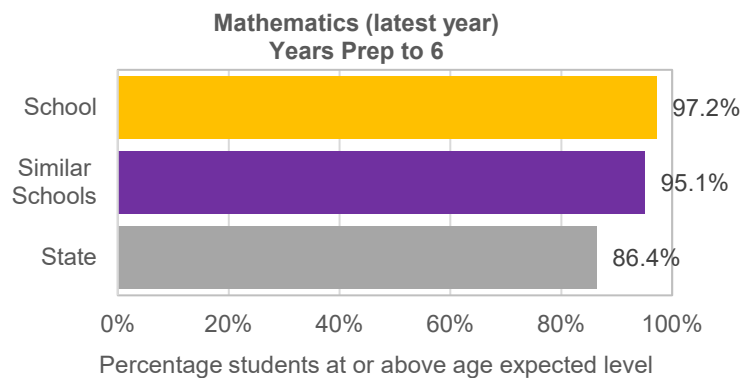
97.2%

Similar Schools average:

95.1%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.4%

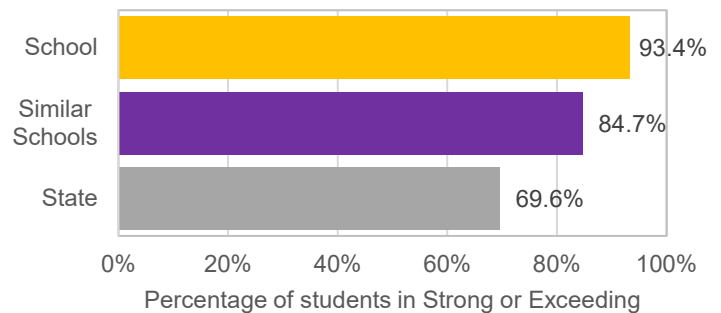
Similar Schools average:

84.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.8%

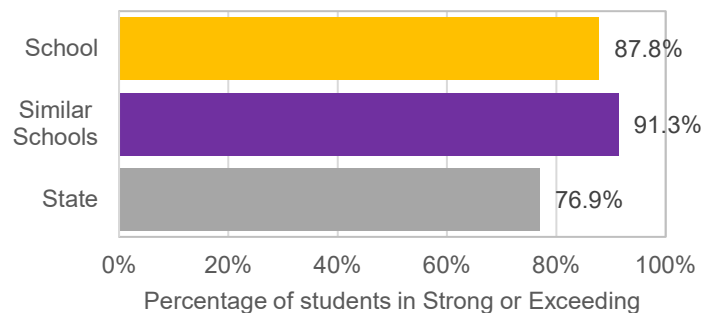
Similar Schools average:

91.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.5%

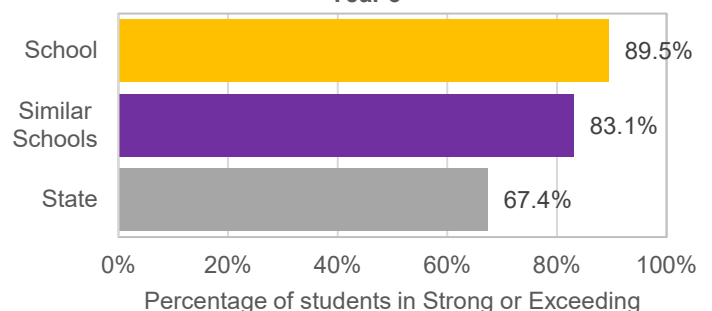
Similar Schools average:

83.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.8%

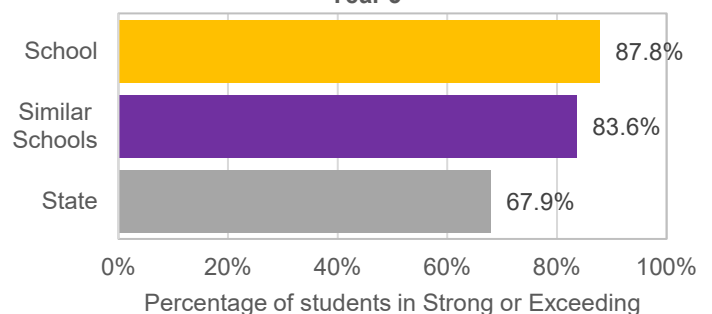
Similar Schools average:

83.6%

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:

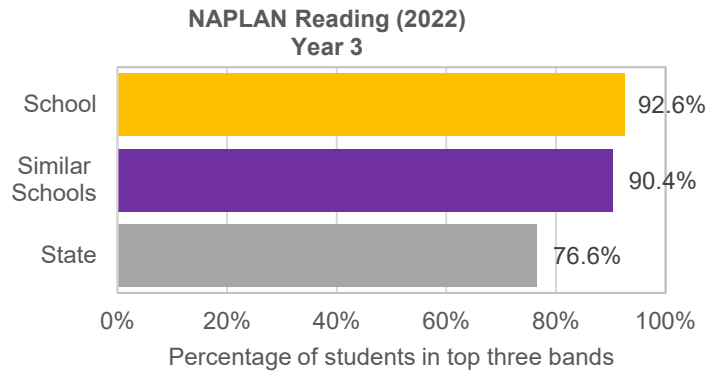
92.6%

Similar Schools average:

90.4%

State average:

76.6%



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

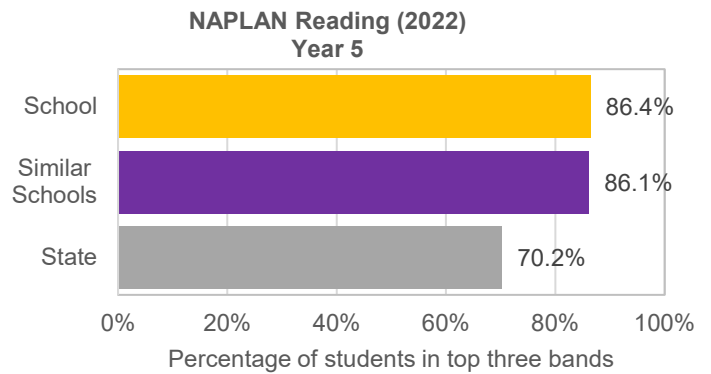
86.4%

Similar Schools average:

86.1%

State average:

70.2%



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

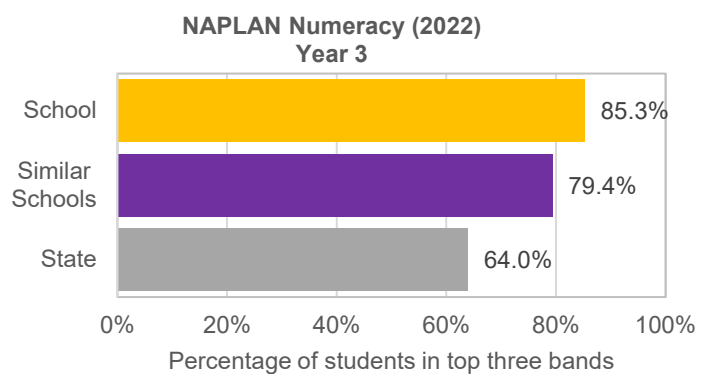
85.3%

Similar Schools average:

79.4%

State average:

64.0%



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

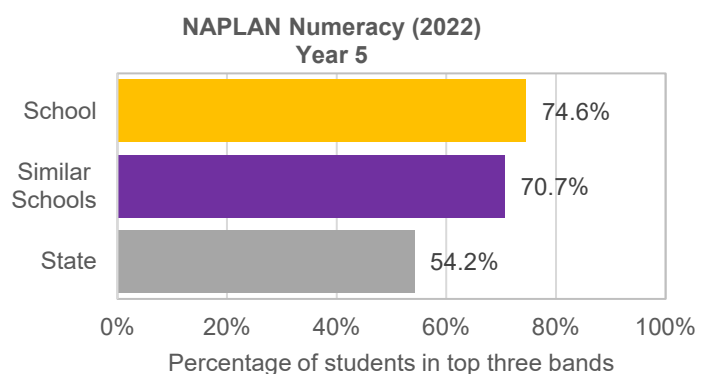
74.6%

Similar Schools average:

70.7%

State average:

54.2%



WELLBEING

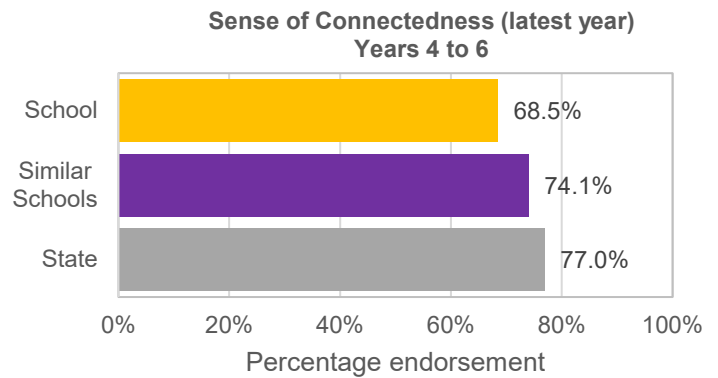
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.5%	76.0%
Similar Schools average:	74.1%	75.7%
State average:	77.0%	78.5%

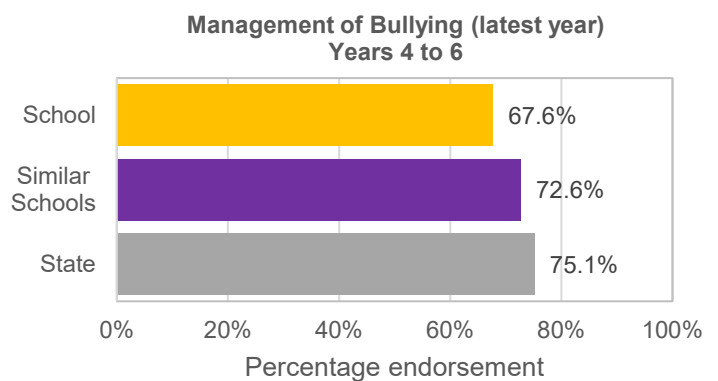


Student Attitudes to School – Management of Bullying

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:	67.6%	77.0%
Similar Schools average:	72.6%	74.8%
State average:	75.1%	76.9%



ENGAGEMENT

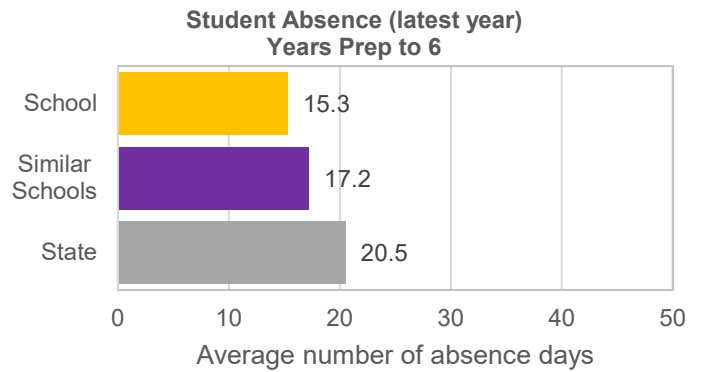
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.3	12.7
Similar Schools average:	17.2	13.7
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%	93%	93%	92%	93%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,686,350
Government Provided DET Grants	\$502,154
Government Grants Commonwealth	\$15,547
Government Grants State	\$0
Revenue Other	\$57,742
Locally Raised Funds	\$726,599
Capital Grants	\$0
Total Operating Revenue	\$5,988,392

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,042
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,042

Expenditure	Actual
Student Resource Package ²	\$4,533,386
Adjustments	\$0
Books & Publications	\$22,109
Camps/Excursions/Activities	\$223,912
Communication Costs	\$7,894
Consumables	\$111,760
Miscellaneous Expense ³	\$38,649
Professional Development	\$21,823
Equipment/Maintenance/Hire	\$132,591
Property Services	\$106,625
Salaries & Allowances ⁴	\$186,106
Support Services	\$193,911
Trading & Fundraising	\$51,999
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,589
Total Operating Expenditure	\$5,688,354
Net Operating Surplus/-Deficit	\$300,039
Asset Acquisitions	\$87,870

- (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	\$1,299,859
Official Account	\$16,147
Other Accounts	\$68,260
Total Funds Available	\$1,384,266

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$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
Total Financial Commitments	\$0

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.