

2023 Annual Report to the School Community

School Name: Tulliallan Primary School (5553)



- 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 March 2024 at 04:47 PM by Kathryn Sharp (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 18 April 2024 at 12:12 PM by Mrs Seremetidis (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

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. At the end of 2023, the school had been open for seven years for Prep to Year 6 students.

Tulliallan Primary School is a high performing school that embraces excellence, respect, community and engagement. We have a collaborative team approach with students, staff and parents working together for the academic and social and emotional development of all students to prepare them for their future as global citizens. Teachers and students work collaboratively in year levels from Prep to Year 6 and Specialist Learning Communities to cater for the individual needs of all students via explicit and flexible learning options. We commit to having a shared responsibility for the success, wellbeing and safety of all students.

Our school's vision is to develop happy, resilient and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community is expected to follow our school values of Respect, Relationships, Responsibility and Resilience. Our School's SFOE – Family, Occupation and Education Index is 0.3224 in the low to medium category meaning that our demographic comes from a medium socio-economic status.

In 2023 our school enrolment fluctuated between 1479 at the beginning of the year to 1516 at the end of the year. We have students from rich and diverse backgrounds (58% of the student population has English as an additional language background). We had a staffing profile of staff consisting of 115.519 EFT including 3 Principal class, 8 Leading teacher/Learning Specialists, 76 teaching staff, 29 Educational Support staff, (Teacher aides – various time fractions, office personnel, First Aid Officers and 1 ES part time Student Health and Wellbeing). In 2024 we will begin our year with 1500 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment.

Our school was structured into Year Level Learning Communities with a Year Level Leader and Leadership staff member overseeing each year level. We had 62 Home Groups. By the end of the 2023 year, we had 212 students in Prep, 221 students in Year 1 and Year 2, 226 students in Year 3, 236 students in Year 4, 214 in year 5 and 186 students in Year 6.

The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

2023 was a year to engage our community with the much-loved events with parent helpers supporting the various programs. Students settled into routine with a focus on their academic achievement and wellbeing.

The 2023 Parent Satisfaction Survey result increased from 81.9% in 2022 to 84.4% in 2023, which is greater than the state average of 82.8%. This endorsement represents the percent of positive responses from those parents who completed the survey. In relation to the School Staff Survey, the school climate percentage endorsement increased from 79.6% in 2022 to 86.3% in 2023 which is again higher than the state average of 78.1%. It is very pleasing that throughout 2023 these measures are both higher than the state average indicating that both our staff and parents were very satisfied with the manner that Tulliallan Primary School continued to provide learning and wellbeing for our students' success.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our Annual Implementation Plan goals were to support learning and wellbeing as a priority. We also had a focus on Numeracy and developing teacher expertise in curriculum planning and analysis of collected student data to meet student needs. In addition, we had a goal to improve student voice and agency in learning.

We are proud of the results we achieved in 2023, where the Year 3 and 5 student results in the Annual Report for NAPLAN Reading and Numeracy achievement for our school were above the State Average of all Victorian Government Primary Schools and schools with a similar demographic, size and location as our own. This occurred in 2022 with previous NAPLAN reporting against the percentage of students in the top three bands and again in 2023 with the change to the new NAPLAN revised reporting against percentage of students in the Strong or Exceeding category of performance.

The commitment to professional learning to build teacher instructional practice in teaching and assessment of mathematics as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are

a part of their learning based on our key improvement strategies and have a voice in articulating what they learn and what they need to know next to improve their results.

The collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning as evidenced by the student achievement being above Victorian State average and similar schools. In 2023, our school focussed on the PLC approach to data collection and analysis ensuring that all students' achievements were tracked in English and Mathematics to appropriately meet their needs to further progress learning.

Individual Education plans for students who are on the Program for Students with a Disability, Out of Home Care and other identified students ensured that student progress is recorded and reported on regularly across the year as they achieve their goals.

The Tutor Learning Initiative Program supported identified students who needed some catch up in some areas of Literacy and Numeracy and the continuation of the High Ability Student Program in its second year extended those students achievement through specialised lessons.

In 2024, our challenge will be maintaining high results in student achievement. We will continue our focus on a consistent approach to the learning and teaching of our students. We will continue to implement High Impact Teaching Strategies in our Instructional Model, ensure staff consolidate teacher knowledge and skills regarding the changes to the Victorian curriculum in English and Mathematics and continue to analyse student achievement data to support learning growth. Student engagement and voice in how they learn for success will be consolidated.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum team that has representatives from each year level and specialist team.

The personal and social capabilities curriculum is implemented as part of the school's social skills program where each week students work with a social skills approach using the values, circle time and Zones of Regulation to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative practices to create empathetic understanding, building of trust and to strengthen positive student relationships.

In 2023 the wellbeing team continued undertaking regular professional development for the implementation of the Department of Education School Wide Positive Behaviour Support Model including Respectful Relationships to continue to be integrated into our school's wellbeing and social skills expected practices.

In addition, we partnered with the Cybersafety Project to conduct cyber safety sessions for students to support them as they were online socially and we wanted them to know how to navigate on-line safely. We purchased and implemented the Cybersafety Project information and learning for students, staff and parents.

We identified what good Tier 1 wellbeing practices and language looked like to ensure we continue with our whole school consistent approach to wellbeing fostering the strengths of our students acknowledging positive student effort in learning and behaviour towards others.

The Student Attitudes to School Survey Sense of Connectedness results from Years 4 to 6 students endorse that students feel very connected as part of our Learning Communities and feel safe at school. Our school's results were 84.1% strongly agree that they are connected to school. These results are significantly higher than the State average of all Victorian schools which is 77.0% and similar schools which is 77.6%.

The Student Attitudes to School Survey highlights 84.0 % positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is significantly higher than the State average of all Victorian schools which is 75.1% and similar schools which is 71.8%.

In 2023 we strengthened our support of student wellbeing with an additional Leading Teacher in the role of Disability Inclusion who worked with our dedicated Student Health and Wellbeing Coordinator, the Wellbeing Curriculum Learning Specialist and our Student Counsellor. This team was able to give additional support to students, staff and families experiencing wellbeing concerns.

Engagement

In 2023, we continued to engage our students with their learning, their peers and with the community. Term 1 is all about 'Team Tulliallan' and the focus on the Relationships value. Team Tulliallan is all about engaging students in how their Learning Community should operate with an agreed Code of Cooperation developed and sent home for parents to view. Respectful Relationships and personal capabilities - social skills curriculum are implemented to support and foster connections to peers and staff. Solutions and how to resolve relationship issues are explicitly taught to students. The input from the students in how learning, behaviour, work

ethic, processes, setting up their learning goals and celebration pieces of work gives them a voice in how their Learning Community will be successful throughout the year.

Student, staff and parent connections are important, and this is initiated via the discussion at the “Meet The Teacher” session in Term 1 so that all can be in place for the success of the student. Our school analyses various summative and formative data to determine what each student knows and needs to know to accurately engage the student with learning in the zone of proximal development for that child. This then advises what learning goals the student will have and how the teachers can facilitate learning for student achievement growth.

We engage parents and guardians in the students’ school life by inviting them to view student work at Inquiry Expos, STEM Expo, Book Fair, Harmony Day, Sporting events, Colour Run, parent helpers, Read and Run, Newsletters with weekly information about student work in every year level and specialist domain, Student Led Conferences, Chess competitions, Meet The Teacher, Assembly and the School Production.

In addition, Progressive Reporting continued for its second year and engaged parents in their children’s learning as they could see academic progressions as well as samples of work on COMPASS, our communication system.

School Support Group Meetings were held each term for individual students with Individual Education Plans that had additional needs or were in Out of Home Care with families, leadership, teachers and educational support staff to monitor their progress and wellbeing.

We are always aiming for each student to have less than 20 days absent from school. In 2023 the school’s average number of absence days for Prep to Year 6 was 23.6% which was more than the state average of 20.5% and similar schools with 22.5%. However, our 4 year average sits at 19.8%.

The positive attendance rate for each year level was 88% for Prep to Year 4 and 89% for Years 5 and 6.

To address and reduce the percentage of students with absences we have a process to contact parents if students are absent for 2 days in a row without explanation. We publish the data outlining absences and lateness in the school newsletter for community awareness. We SMS parents with a message when their child is not at school and write a letter to the family about the lateness and absence and how that impacts student learning and wellbeing. The school engages with the Department of Education Regional Wellbeing Team if there is chronic absence, and any welfare concerns due to absences were followed up by leadership with home visits and a return to school plan.

Other highlights from the school year

In 2023 we offered diverse opportunities for students to shine in their passions such as sport, Chess, Student Leadership, Music, Performing Arts, Band, Choir, Art competitions, STEM Expos, Science Teachers Association Science Talent Competition, Maths Olympiad and VICSPELL Competition. Just to name a few.

Parent helpers had training and induction to support whole school events and in classrooms. Several Dari parent information sessions were initiated as parents wanted to know more about supporting their children at school.

Our school has a 'Green Team' that promotes sustainability within the school and the community and we are a part of CERES Resource Smart Program.

Even with the large population of approximately 1500 students, we were able to conduct our school and community events such as camps for years 3 to 6, School Production, various sporting events (Cross Country, Athletics, Gala Days, Interschool Sport, Swimming), excursions and incursions and student clubs at lunchtimes.

Our staff in leadership positions were able to have tailored professional learning with Dr Ryan Dunn, Bronwyn Ryrie-Jones and through the Casey Central Principal Network and Department of Education SEVR training.

Financial performance

The School Council, Principal and Finance Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the seventh year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in seven years of being open plus the unique nature of being a PPP school, the pattern of revenue and expenditure increased based on equipment needed to meet the demand. The exponential growth of numbers of students, increased number of staff and resourcing furniture and educational resources is quite challenging.

Money was spent on priorities of resourcing student learning in particular Reading, Mathematics and access to technology. In 2023 we continued to provide parent access for their children to engage with online programs during and after school. We added new modules to our COMPASS Communication system to track students’ absence and to provide progressive reporting to parents.

Specialist areas such as Science, Music, Art and Physical Education required specific resourcing according to the nature of the subject area. Professional learning funds were used to further our Professional Learning Community work in 2023, continuing to build teacher excellence and improve student outcomes.

The Tutor Learning Initiative required human and physical resources to support the implementation of the program. Over the year, 239 students received tutor support. Students continued to be monitored for the whole year regardless of when they entered and exited the program. The results were positive with most students having success in some way especially with engagement in learning.

High Ability Student Program continued at Years 5 and 6. A select group of High Ability learners in Year 6 were a part of the Masterminds school program and 6 students were selected from this group to meet and collaborate with students from other schools within Casey Central Network.

The equity money allowed us to provide student counselling and employ a Student Health and Wellbeing Co-ordinator to support students and families.

With financial pressure on families, we subsidised many programs, camps, swimming and excursions to ensure students could access these vital programs.

For more detailed information regarding our school please visit our website at
<https://tulliallanps.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 1479 students were enrolled at this school in 2023, 688 female and 791 male.

59 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).

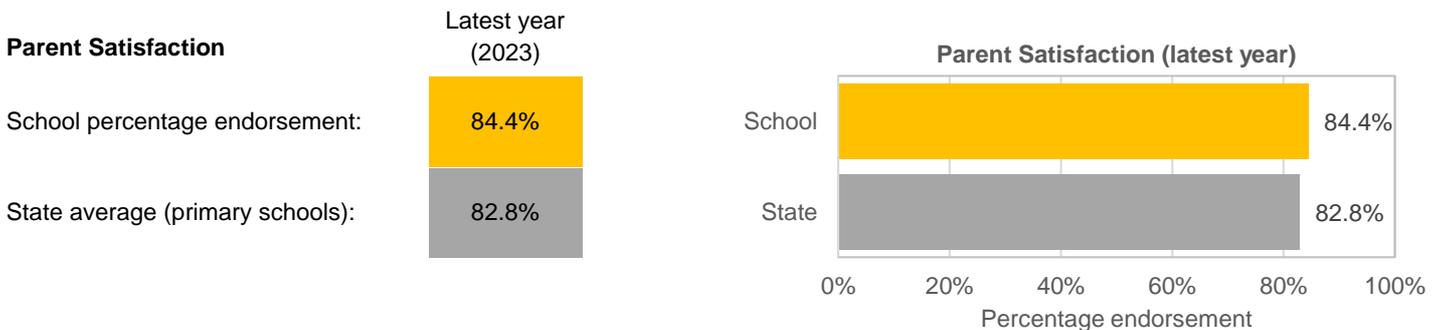
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

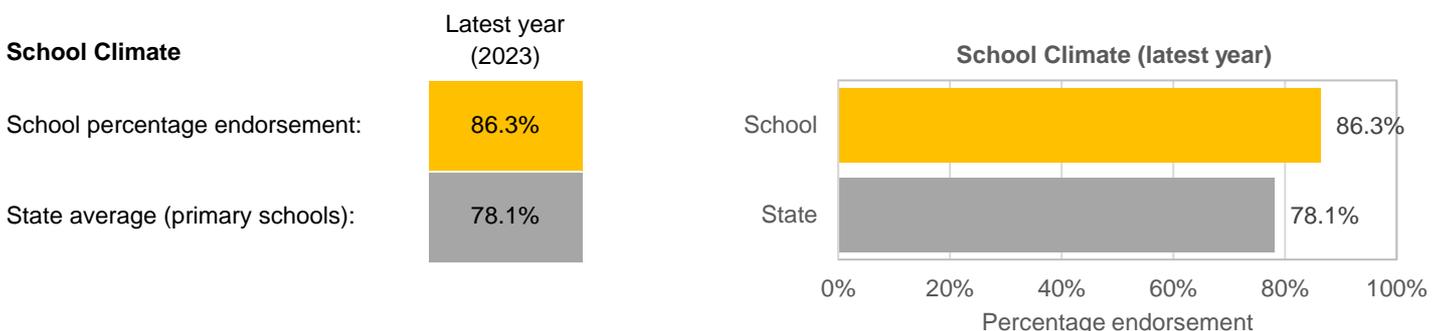


School Staff Survey

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:

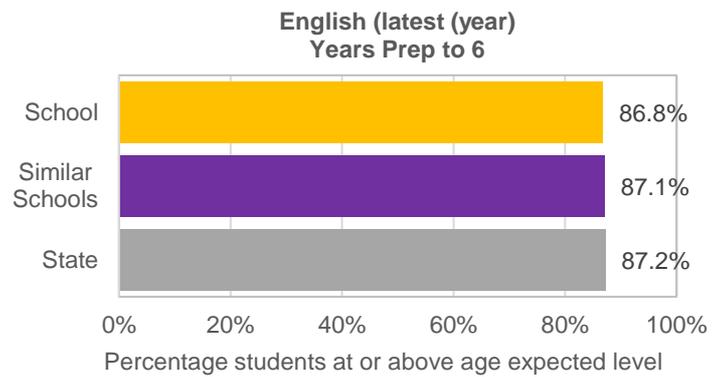
86.8%

Similar Schools average:

87.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

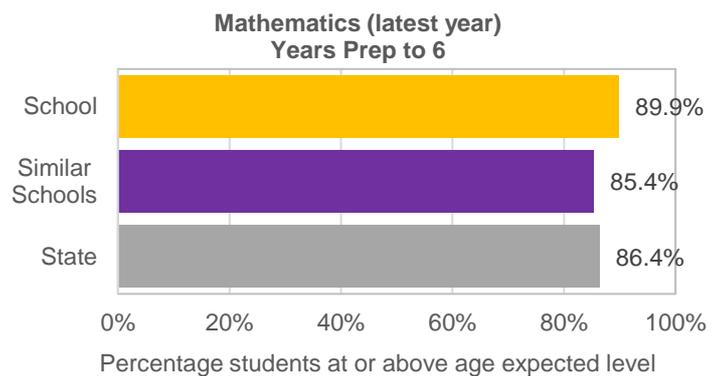
89.9%

Similar Schools average:

85.4%

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:

69.7%

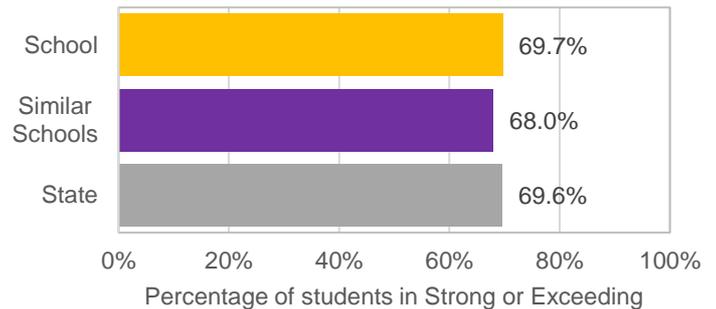
Similar Schools average:

68.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.0%

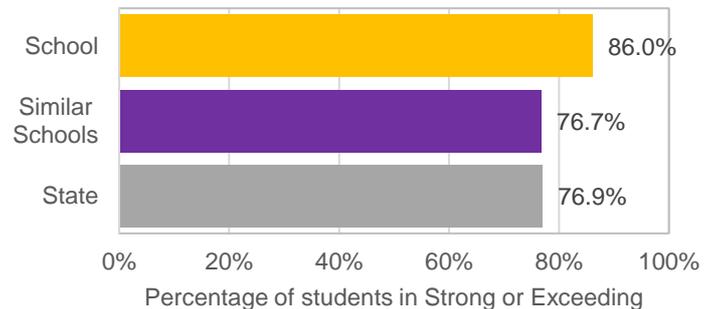
Similar Schools average:

76.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.4%

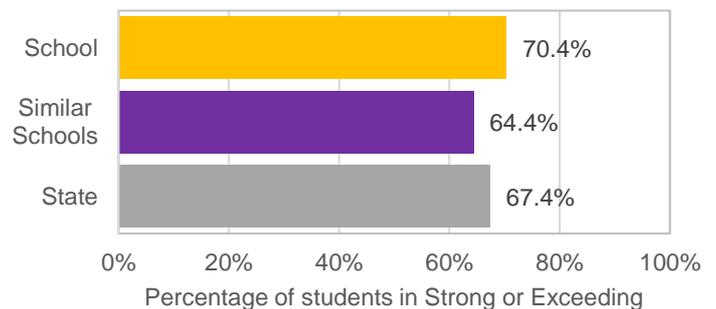
Similar Schools average:

64.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.6%

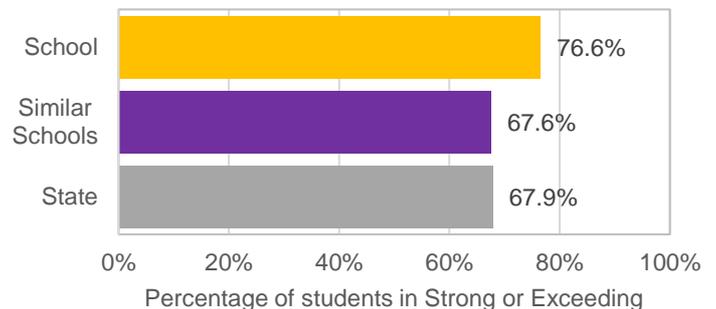
Similar Schools average:

67.6%

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:

81.4%

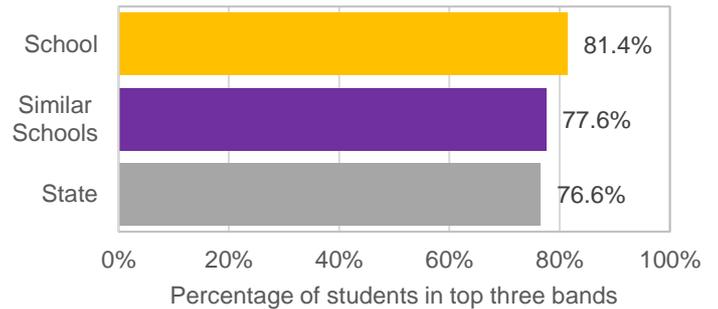
Similar Schools average:

77.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.3%

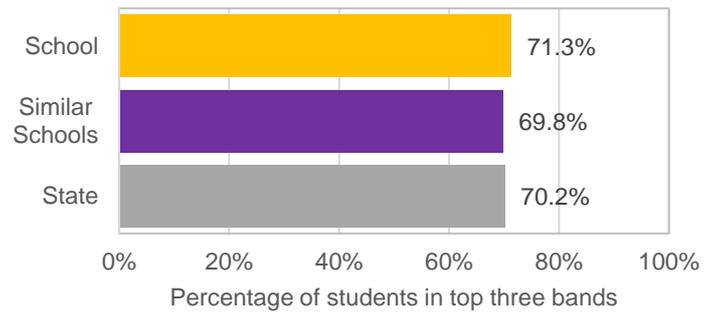
Similar Schools average:

69.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

67.1%

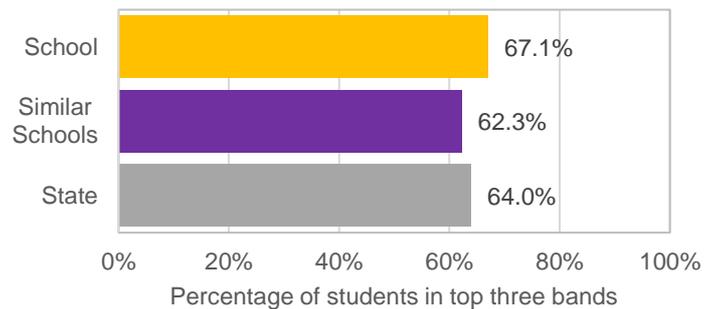
Similar Schools average:

62.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.0%

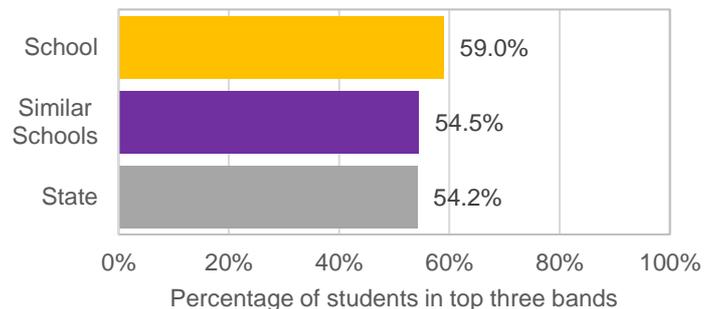
Similar Schools average:

54.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

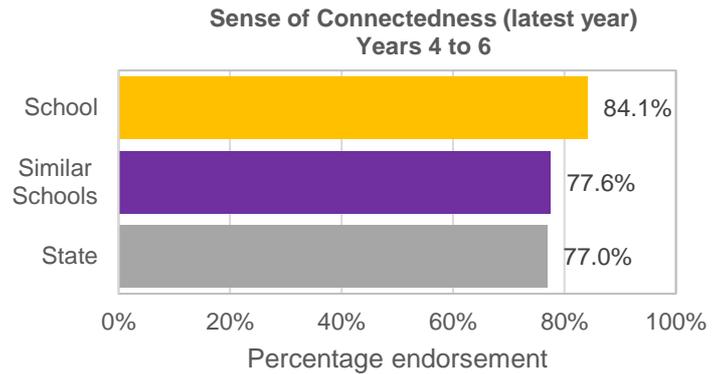
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.1%	88.9%
Similar Schools average:	77.6%	79.8%
State average:	77.0%	78.5%

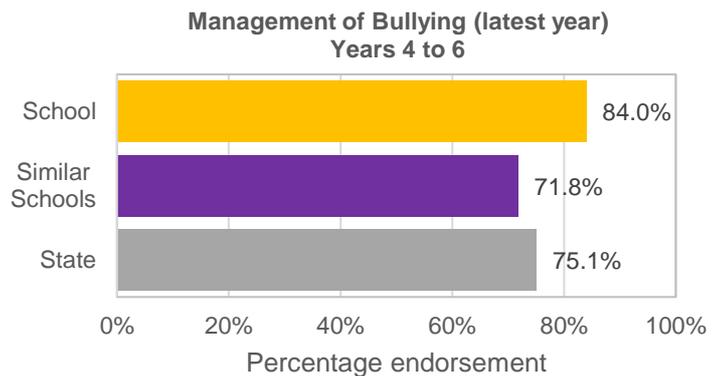


Student Attitudes to School – Management of Bullying

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:	84.0%	87.9%
Similar Schools average:	71.8%	74.5%
State average:	75.1%	76.9%



ENGAGEMENT

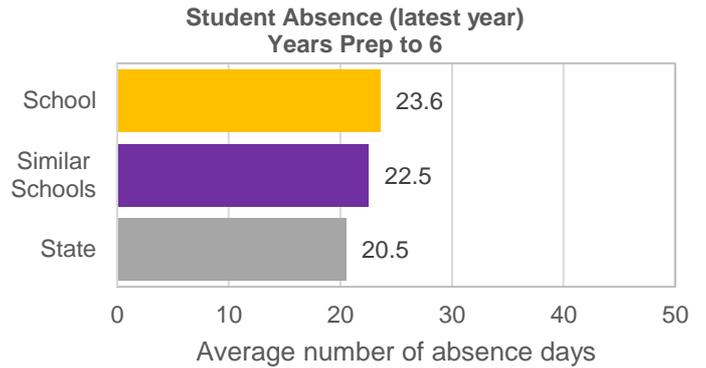
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.6	19.8
Similar Schools average:	22.5	19.9
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):	88%	88%	88%	88%	88%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,415,177
Government Provided DET Grants	\$1,639,395
Government Grants Commonwealth	\$27,619
Government Grants State	\$5,000
Revenue Other	\$161,266
Locally Raised Funds	\$568,048
Capital Grants	\$0
Total Operating Revenue	\$18,816,506

Equity ¹	Actual
Equity (Social Disadvantage)	\$205,510
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$205,510

Expenditure	Actual
Student Resource Package ²	\$11,975,945
Adjustments	\$0
Books & Publications	\$33,975
Camps/Excursions/Activities	\$379,569
Communication Costs	\$4,870
Consumables	\$324,848
Miscellaneous Expense ³	\$50,202
Professional Development	\$75,374
Equipment/Maintenance/Hire	\$280,995
Property Services	\$0
Salaries & Allowances ⁴	\$193,858
Support Services	\$471,186
Trading & Fundraising	\$42,702
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$136,232
Total Operating Expenditure	\$13,969,756
Net Operating Surplus/-Deficit	\$4,846,750
Asset Acquisitions	\$51,482

- (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	\$2,344,172
Official Account	\$24,298
Other Accounts	\$0
Total Funds Available	\$2,368,470

Financial Commitments	Actual
Operating Reserve	\$332,302
Other Recurrent Expenditure	\$5,102
Provision Accounts	\$0
Funds Received in Advance	\$15,000
School Based Programs	\$80,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,800,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,332,404

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.