

# 2023 Annual Report to the School Community

School Name: Cheltenham East Primary School (4754)



- 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 19 March 2024 at 02:09 PM by Robert Ridgway (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 25 March 2024 at 01:52 PM by Hayley Rogers (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Cheltenham East Primary School (CEPS) is in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. In 2023 we had 49 staff working in a full-time or part-time capacity, including a Principal, Assistant Principal, 2 x Learning Specialists, 26 x classroom teachers, 5 x specialist teachers, 3 x intervention teachers and 8 x education support staff. The year ended with an enrollment of 419 students. There was a mix of different cultural backgrounds of students with 18% of students having English as an additional language. The school's socio-economic band value is 'low'. Our dynamic staff is a mix of new and experienced teachers who plan, implement and evaluate programs in a collaborative and collegiate environment. Open learning environments and flexible teaching spaces are utilised in addition to routine team planning and collaboration. All teachers apply the agreed Whole School Instructional Model to their teaching and deliver a variety of quality programs for our students. Classrooms display Learning Intentions and Success Criteria to focus and direct each lesson's learning and goals. Students are gaining confidence with articulating what they are learning and why, as well as how to self-monitor and assess their own progression. The foundation of the opportunities at Cheltenham East Primary School creates a pathway for students to experience the School Vision: *Cheltenham East students are empowered learners who are flexible thinkers, with the skills and knowledge to respond critically and creatively to their world.* Staff and parents at CEPS work together, underpinning our ideology of the school motto, 'Aim High'. Social and communication skills, as well as our school values of Courtesy, Cooperation, Respect and Responsibility are inherent across our curriculum, driven by our Positive School-wide Behaviour Program. CEPS has proven itself to be caring and supportive and a school that prides itself on high academic standards. To support this, we are currently promoting greater learner agency from Foundation to Year 6. Emphasis is placed on the students developing sound Literacy and Numeracy skills, as well as providing happy and safe experiences through our 'CEPS Kids Are Friendly Kids' and 'Positive School Wide Behaviour' wellbeing programs. The Literacy intervention team works with those students requiring additional support acquiring English skills, across the school and the Learning Tutor (TLI) provides Numeracy intervention. Students participate in weekly Italian, Physical Education, Visual Arts, Performing Arts, and Science (in a dedicated Lab) sessions, provided by individual specialist teachers in each domain. Inquiry Learning, and Library sessions are taught by classroom teachers, whilst all year levels access ICT resources that are integrated across our entire curriculum. A very active and supportive Parent Committee and School Council works alongside the staff to monitor and update policies in addition to fundraising and organising special events. Teachers make great efforts to connect learning with real-life experiences, which proves invaluable and promotes merit in maintaining strong partnerships with the established and broader community.

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

### Learning

In 2023 we achieved significant learning advancements in both Numeracy and Literacy, reflecting our ongoing pursuit of continually improving the teaching and learning for every child.

**Numeracy Achievements:** This year witnessed a notable surge in numeracy achievement data, which can be attributed to the school's implementation of Professor Di Siemon's 'Big Ideas' in Mathematics'. Through targeted professional development sessions, our teaching staff have begun integrating these conceptual frameworks into their pedagogical approaches. A pivotal initiative was the daily review of foundational math concepts, designed to increase the long-term retention of key mathematical understandings.

**Literacy Achievements:** Our ongoing commitment to a strong phonics and comprehension approach again yielded commendable results across all grade levels. This success was underpinned by evidence-based literacy intervention programs tailored to address the diverse needs of individual students. A key element of our approach was the improved alignment between intervention initiatives and classroom instruction, ensuring a cohesive and comprehensive learning journey for all learners. Central to our strategy was the enhancement of reading comprehension skills, facilitated through rigorous, evidence-based assessments. Through personalised instruction and support, we ensured that every student received the necessary support and guidance to excel in reading comprehension.

**Goal - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.**

In English, Reading and Viewing 90% of students achieved at or above age-expected standards which was above the State average of 86%. In Mathematics (Numeracy and Algebra) 90% of students achieved at or above age expected standards which was above the State average of 86%. These results are also comparative to our 'similar' and network' schools. In NAPLAN Year 3 (students in the 'exceeding or strong' proficiencies), the school achieved high learning gains compared to similar schools in: Reading 83%

against 82% in Similar Schools, Writing 94% against 88% in Similar Schools, Spelling 82% against 73% in Similar Schools, Grammar and Punctuation 69% against 69% in Similar Schools. In Numeracy 83% against 81% in Similar Schools. In NAPLAN Year 5 (students in the top 2 bands), the school achieved high learning gains compared to Similar Schools in: Reading 89% against 89% in Similar Schools, Writing we were just below similar schools 81% against 85%, Spelling we were below similar schools 72% against 81%, Grammar and Punctuation we were just below similar schools 75% against 78. In Numeracy we were below Similar Schools 74% against 81% in Similar Schools.

## Wellbeing

A structured three-tier CEPS Wellbeing Framework, inclusive of Respectful Relationships, was refined for implementation in 2023. Whilst the school had partnered with the Resilience Project, utilising lessons that encouraged a broader usage of gratitude, empathy, and mindfulness, the 2023 framework incorporated this resource with the Department of Education's Respectful Relationships series of lessons to support and promote respect and gender equality, reinforcing the learning of how to build healthy relationships. This assists students in developing problem-solving skills and building resilience and confidence. Our approach complements the existing school values of Courtesy, Respect, Cooperation, and Responsibility.

This year we initiated a partnership with Masters of Counseling students from Monash University. Two counsellors attended the school twice a week to service student needs in one-on-one counseling and small group work. Combined with the Respectful Relationships and CEPS Values lessons, the 2023 CEPS Wellbeing Framework provided evidence-based lesson resources, which are easily accessible for every learner and teacher in the school. This ensured that students were supported to improve their social, emotional, and academic learning.

The collective effort and endeavour in providing students with the necessary personal, and social, wellbeing skills, yielded some pleasing responses from students in the Attitude to School Survey results:

- 'Effective classroom behaviour' 86% endorsement, whilst Similar Schools achieved 79%.
- 'Respect for diversity' 82% endorsement, whilst Similar Schools achieved 78%.
- 'Attitudes to Attendance' 92% endorsement, whilst Similar Schools achieved 86%.
- Sense of Inclusion 92% endorsement, whilst Similar Schools achieved 89%.
- 'Student Voice and Agency' 76% endorsement, whilst Similar Schools achieved 67%

Even with these positive results, the school is addressing the engagement of students and how we can more proactively plan for 'student voice and agency' to drive engagement and curiosity in learning from F-6. The school continues to follow processes ensuring inclusion for all students to access equity in education, with learning support as a resource for funded children. Through the implementation of Individual Education Plans and Behaviour Support Plans across the school, we continue to build transparency between teachers and parents to work together to positively set and meet the best possible outcomes for our children, enhancing a trusting and ongoing working relationship with all families.

## Engagement

### Focus on Lunchtime Clubs

In addition to integrating the Respectful Relationships Program into our curriculum, We have also placed increased emphasis on providing diverse and engaging opportunities for student involvement outside of the classroom. One such initiative is the expansion of lunchtime clubs, which offer students a platform to pursue their interests, develop new skills, and forge meaningful connections with their peers. These extracurricular activities are led by our Year 6 students through the support of staff. They cater to a wide range of interests and preferences, ensuring that every student has the opportunity to engage in a positive lunchtime club experience.

### Year 6 Elective Program

In line with our commitment to preparing students for the transition to secondary school, the Year 6 teachers introduced a Year 6 elective program aimed at providing students with a taste of secondary education while still in primary school. This program offered a selection of elective subjects, allowing students to explore their interests and strengths. This program emphasised student voice and choice in their learning journey, empowering them to take ownership of their education. This not only boosted student engagement but also fostered a sense of autonomy and responsibility.

2023 AtoSS data highlighted positive increases as follows:

Sense of inclusion - 92% (similar schools 89% network 89% and state 88%)

Sense of connectedness - 80% (similar schools 80%, network 79% and state 77%)

Student voice and agency - 76% (similar schools 67%, network 69% and state 66%)

Student Attendance

In 2024 Cheltenham East PS currently records fewer absences than expected, against schools with a similar Student Family Occupation and Education. So far in 2024, we have observed a decrease in family holiday absences following a significant spike in 2022 and 2023. Our comparative data indicates 30% of students in Foundation-Year 6 at Cheltenham East PS having 20+ days absent in 2023, which is comparable to similar and network schools (also 30%) and well below the state at 36%. 2023 AtoSS data demonstrated an increase from 90% to 94% for 'I always try to attend school'.

The school regularly promotes attendance at school via Newsletter entries and at whole-school assembly presentations. Classroom teachers contact relevant families to promote clear communication and refer to the Assistant Principal where further support is required. The Assistant Principal contacts families where non-attendance is a factor, to triage the support required and contact external agencies where appropriate.

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## Other highlights from the school year

At our school, fostering a strong sense of community connection and engagement is paramount, and we achieve this through a variety of activities throughout the year. Open classroom mornings and afternoons offered parents and guardians an opportunity to actively participate in their child's education, gaining insight into the learning environment and curriculum. The Term 1 community picnic brought together students, families, and staff in a relaxed setting, strengthening bonds within our school community. For students in Years 3-6, our school camps provided memorable experiences where they built/extended friendships, resilience, and outdoor skills. The end-of-year community concert showcased the talents of our students, promoting unity and celebration. Additionally, our students experienced a diverse range of incursions and excursions to complement classroom teaching, enriching students' learning beyond the school grounds.

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## Financial performance

The school's total operating revenue as at 31st December 2023 was \$4,660,471 comprising of the Student Resource Package, Department Grants, Commonwealth Government Grants and Locally Raised Funds. The total operating expenditure as at 31st December 2023 was \$4,584,966. The school finished the year with Total Funds Available of \$180,329. All expenditure in 2023 was kept within the proposed budget. Our generous and involved families contributed \$52,797 in curriculum contributions and \$38,611.25 in other contributions which enabled us to provide an enriched learning and teaching program for every student which is highly valued by our community. Our hardworking Parents Committee have continued their support of our school in a variety of ways, contributing \$28740.81 of our total locally raised funds through their fundraising efforts. Our Business Manager has done an excellent job of allocating funds for budgets across the school year and is to be congratulated on the reliable work done which dependably secures the school's financial management. Our Professional Learning Community leaders have effectively resourced their particular curriculum area budgets, inclusive of distributing funds for staff professional learning.

**For more detailed information regarding our school please visit our website at**  
<https://cheltenhameast.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 437 students were enrolled at this school in 2023, 226 female and 211 male.

23 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).

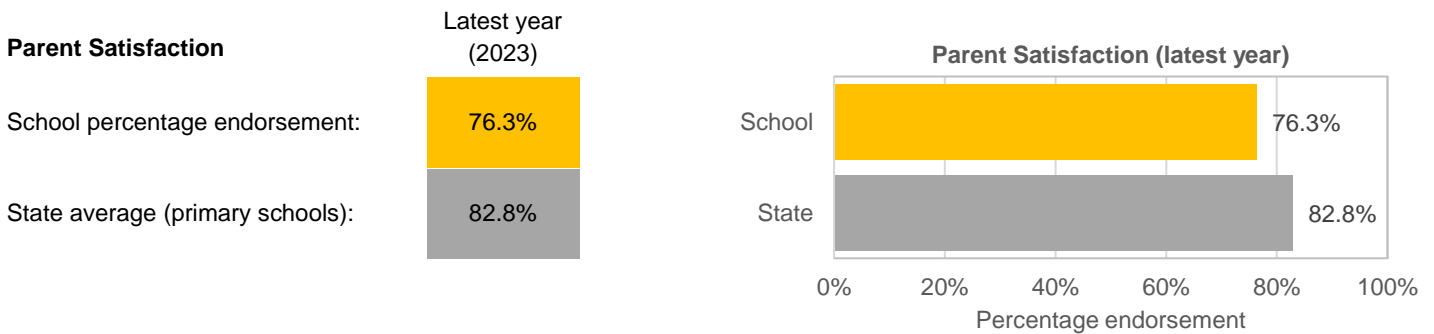
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

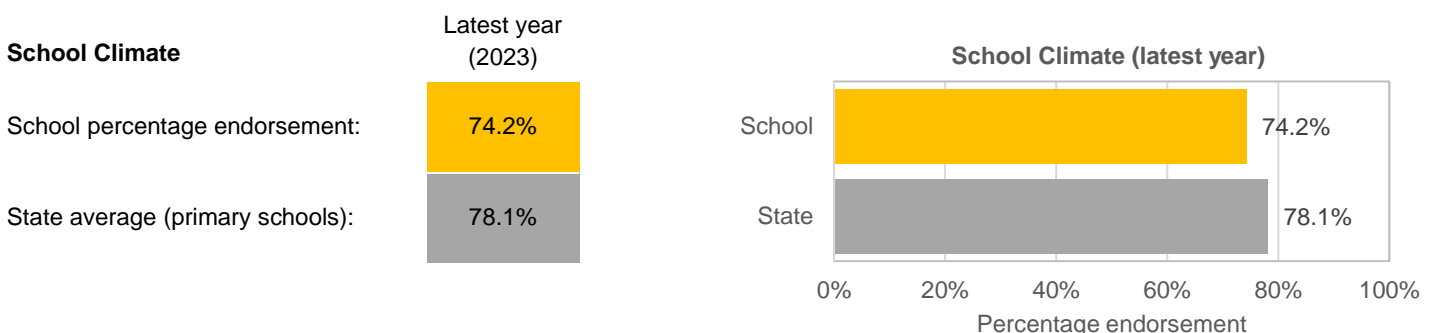


### School Staff Survey

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:

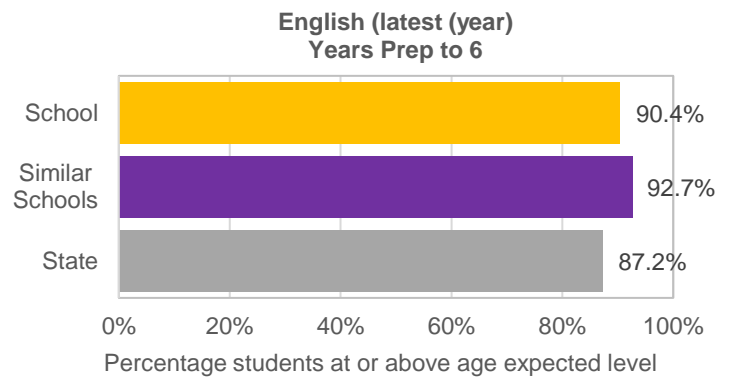
90.4%

Similar Schools average:

92.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

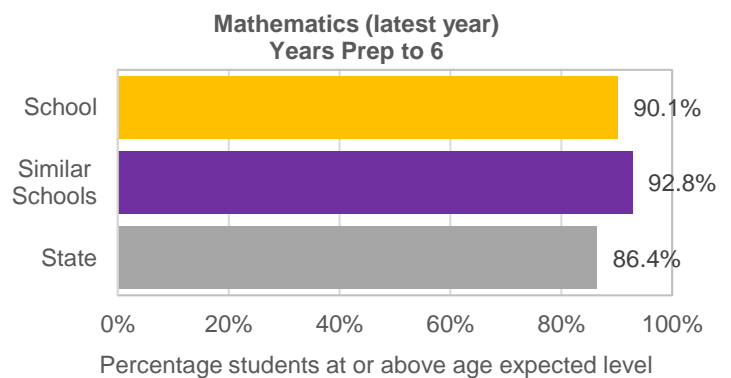
90.1%

Similar Schools average:

92.8%

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:

83.3%

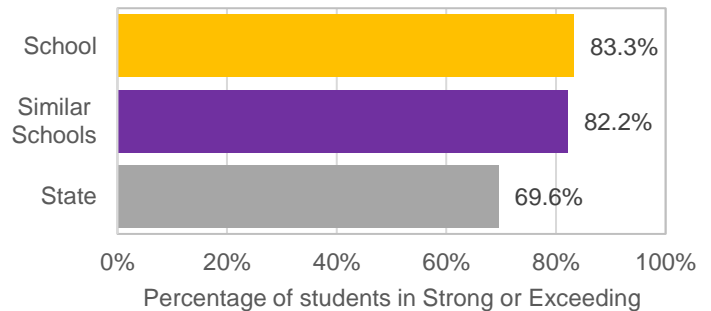
Similar Schools average:

82.2%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.7%

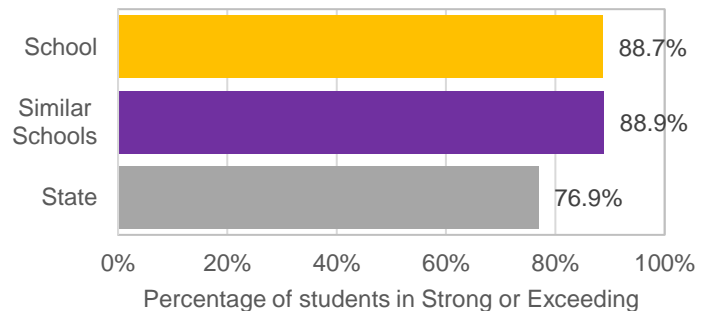
Similar Schools average:

88.9%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.1%

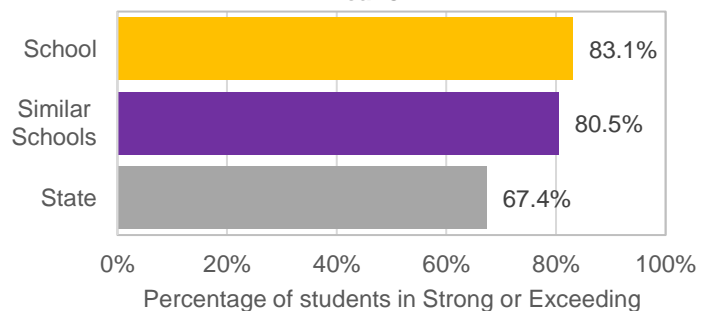
Similar Schools average:

80.5%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.6%

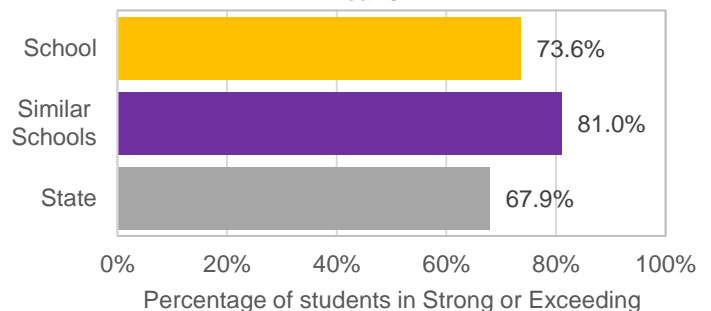
Similar Schools average:

81.0%

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:

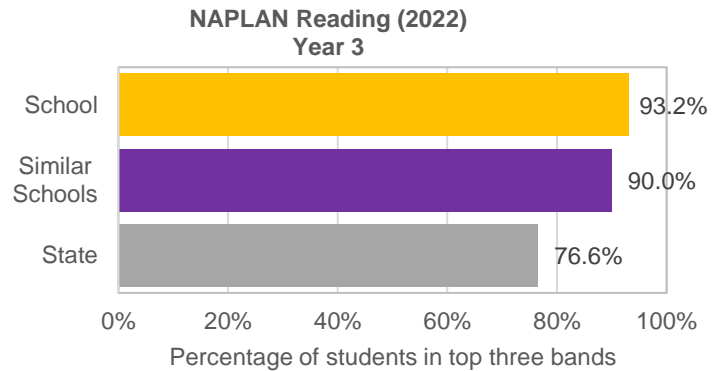
93.2%

Similar Schools average:

90.0%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

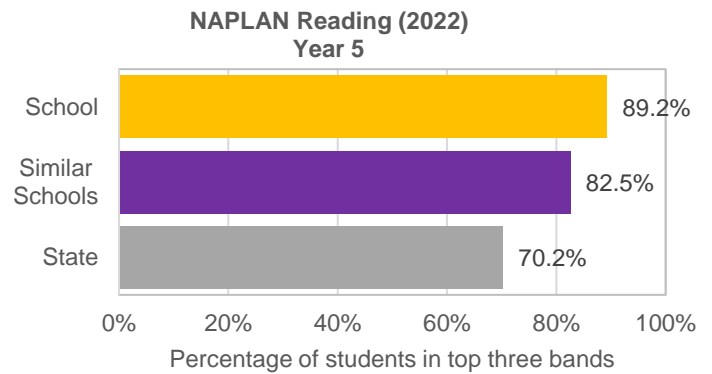
89.2%

Similar Schools average:

82.5%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

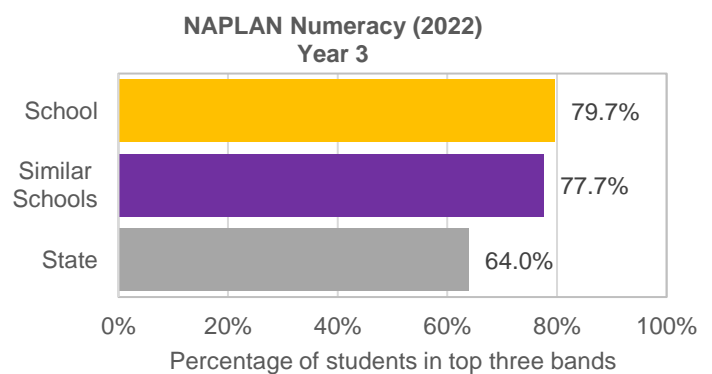
79.7%

Similar Schools average:

77.7%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

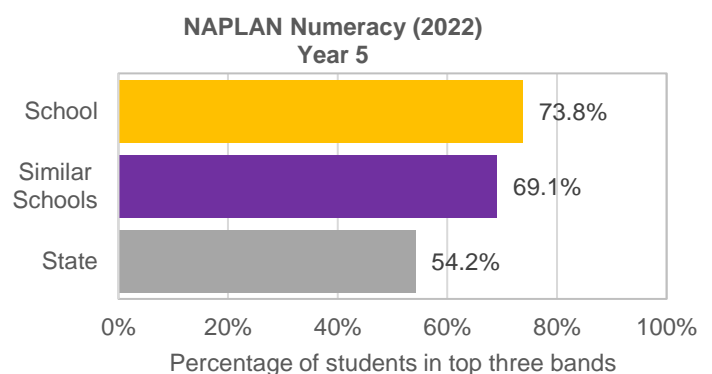
73.8%

Similar Schools average:

69.1%

State average:

54.2%



## WELLBEING

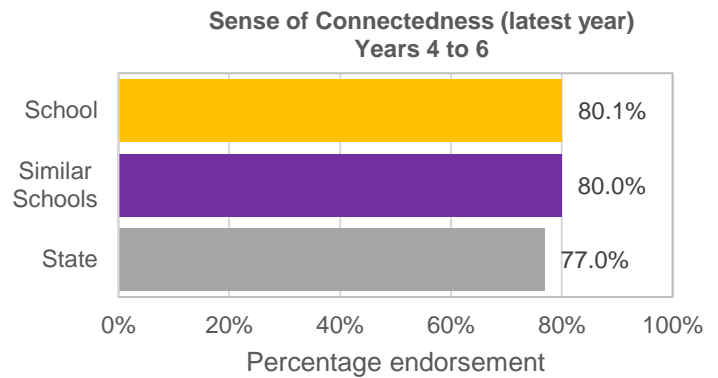
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 80.1%              | 80.0%          |
| Similar Schools average:       | 80.0%              | 80.1%          |
| State average:                 | 77.0%              | 78.5%          |

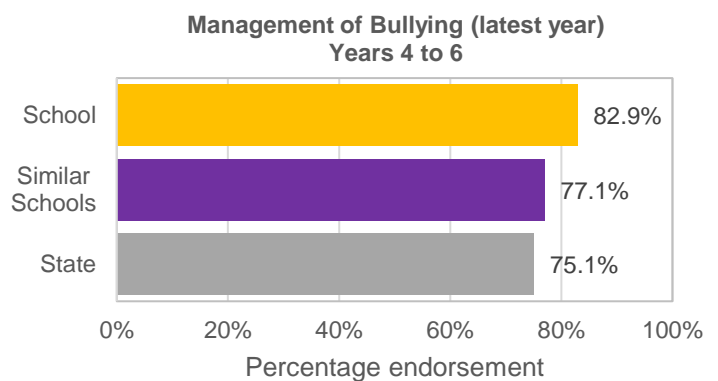


### Student Attitudes to School – Management of Bullying

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: | 82.9%              | 82.5%          |
| Similar Schools average:       | 77.1%              | 77.6%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

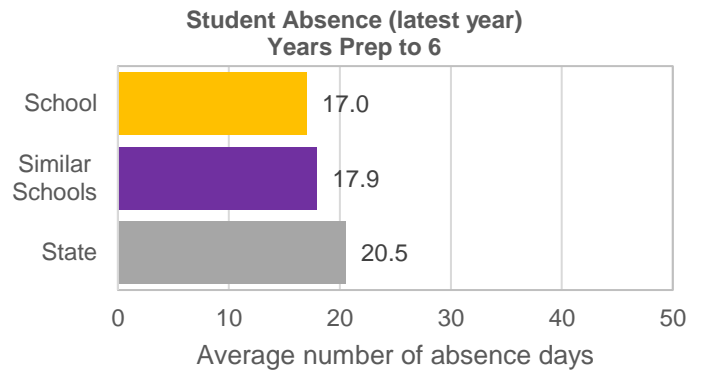
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 17.0               | 13.7           |
| Similar Schools average:               | 17.9               | 15.2           |
| State average:                         | 20.5               | 18.1           |



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 92%  | 91%    | 92%    | 91%    | 92%    | 91%    | 91%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$4,118,877        |
| Government Provided DET Grants | \$435,549          |
| Government Grants Commonwealth | \$44,800           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$15,650           |
| Locally Raised Funds           | \$350,520          |
| Capital Grants                 | \$5,000            |
| <b>Total Operating Revenue</b> | <b>\$4,970,395</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$23,445        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$23,445</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,078,364        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$2,685            |
| Camps/Excursions/Activities           | \$158,381          |
| Communication Costs                   | \$2,457            |
| Consumables                           | \$102,914          |
| Miscellaneous Expense <sup>3</sup>    | \$21,916           |
| Professional Development              | \$8,748            |
| Equipment/Maintenance/Hire            | \$99,637           |
| Property Services                     | \$74,687           |
| Salaries & Allowances <sup>4</sup>    | \$159,281          |
| Support Services                      | \$84,535           |
| Trading & Fundraising                 | \$26,397           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$30,394           |
| <b>Total Operating Expenditure</b>    | <b>\$4,850,395</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$115,000</b>   |
| <b>Asset Acquisitions</b>             | <b>\$32,101</b>    |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$204,262        |
| Official Account              | \$10,672         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$214,934</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$119,977        |
| Other Recurrent Expenditure                 | \$18,417         |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$3,976          |
| School Based Programs                       | \$5,000          |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$15,746         |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$36,318         |
| Maintenance - Buildings/Grounds < 12 months | \$32,250         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$231,686</b> |

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*