

# 2023 Annual Report to the School Community

School Name: Kew East Primary School (3161)



- 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 20 March 2024 at 01:37 PM by Matthew O'Hern (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 17 April 2024 at 10:07 AM by James Waterworth (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

Kew East Primary School (KEPS) is located in the Eastern Suburbs of Melbourne, 10 kilometres from the CBD. KEPS had an enrolment of 364 students in 2023, predominantly from a high socio-economic background based on Department of Education (DE) student family occupation and education index (SFOE). The 364 students were made up of 186 female and 178 male students. 13 percent of students at Kew East Primary School were classified as English as an additional language.

KEPS is committed to providing rich learning experiences with a focus on developing literacy and numeracy skills. The school's vision is to promote a culture of high expectations and a commitment to personal excellence, in a teaching and learning environment that challenges, stimulates and nurtures all students, developing students to be self-motivated, resilient and reflective learners, who think critically and creatively. Student learning is also further enhanced through the use of emerging technologies. Whilst it is important for all students to experience success in their learning, it is equally important to engage students in their learning and to support their wellbeing. The five KEPS values of relationships, respect, resilience, responsibility and reflection are explicitly taught and actively promoted in a whole school student wellbeing program.

The school had the equivalent of 24.40 full time staff, which includes 2 principal class members, 20.1 teachers and 2.30 education support staff. The school was made up of 16 home group classes, with single year level classes from Foundation to Year 2, and multi-age classes in Year 3/4 and Year 5/6. The school offers high quality specialist programs (Italian, Physical Education/Sport, Visual Arts, Music and Extension Mathematics) and provides a unique Band Program as an extra curricula option.

In 2023, KEPS commenced the second year of the new School Strategic Plan 2022-2025 which provides the educational direction over the 4 years. To implement these strategic directions, an Annual Implementation Plan (AIP) is also developed each year and is linked to DE's Framework for Improving Student Outcomes (FISO).

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

### Learning

Although interruptions were considerably less than in the previous two years, KEPS still continued to manage student and staff absences, above historically normal levels, related to Covid-19. Staff shortages were also evident when trying to source quality replacement teachers to cover longer than usual periods of staff absence.

Even with the interruptions listed above, KEPS continued to achieve outstanding academic results. 98.3% (state average 87.2%) of students from Foundation to Year 6 were assessed as at or above age-expected standard in English, while 98.9% (state average 86.4%) of students were assessed as being at or above age-expected standard in Mathematics. This is an example of the high quality and evidenced based Teaching and Learning program on offer to students.

Year 3 and 5 NAPLAN results were again outstanding. The percentage of students in Year 3 that received strong or exceeding proficiency levels in NAPLAN for reading was 94.1%, and numeracy was 90.2%, significantly higher than similar schools and the state average. Similarly, in Year 5 reading, 97.8%, and numeracy, 97.8% of students received strong or exceeding proficiency levels. Again, this was significantly higher than similar schools and state averages.

In fact, KEPS average score percentages as reported in the performance summary section of this 2023 Annual Report, are better than all state and similar school averages in every single measure reported. This is an exceptional achievement.

Kew East Primary School's strong results are attributed to many factors, including providing a heavily differentiated curriculum to ensure students are taught at their point of learning need. Collaborative planning between teachers, targeted intervention, and well-established extension programs are also operational throughout the school. An evidence-based professional learning calendar is provided to staff, which continually seeks to upskill staff and refine knowledge. There is a combination of whole staff professional learning sessions, Foundation - Year 2 Curriculum Improvement Team (CIT) and Year 3-6 CIT sessions, Professional Learning Teams as well as Literacy Coaching for Foundation - Year 6 teachers in both reading and writing. This involves a Learning Specialist working 1:1 with a teacher to model best practice as well as observing to give feedback. Other notable professional learning foci through the year was on mathematics and developing teacher capacity to provide learning opportunities that have 'productive struggle' and a 'you do, we do, you do' approach, complemented with teachers attending multiple Riversdale Network mathematics professional learning sessions with numeracy specialists, Peter Sullivan and Di Siemon. A strong focus on staff development to build capacity and consistency in our instructional approaches for reading, writing and mathematics learning occurred through the year too.

## Wellbeing

In 2023, the DE once again set a priority AIP goal for all schools across Victoria. This goal gave equal weighting to student learning and wellbeing, specifically to mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Based on the wellbeing needs of KEPS students, some key pieces of work in the area of wellbeing for KEPS in 2023 were to:

1. Revise and implement an updated wellbeing scope & sequence, inclusive of updated DE 'Rights, Resilience and Respectful Relationships' curriculum resources and 'Cyber Safety Project' curriculum
2. Build the capacity of teachers to better relate to their students and enhance 'Teacher Concern'
3. Enhance student, staff and community understanding of strategies to implement to stay safe while using online environments.

In 2023, there was a particular focus at KEPS on increasing positive endorsement in the Student Attitudes to School Survey data for the 'Teacher Concern' measure, the extent to which our students believed that their teacher cared about them and were genuinely interested (concerned) in their learning and wellbeing. Staff professional development was conducted and strategies were developed as a staff to ensure student-teacher relationships were fostered throughout the year, especially when establishing classroom norms and expectations. Pleasingly, KEPS staff exceeded the goal of improving the Teacher Concern measure from 69% in 2022 to 71% in 2023, by a further 3%, with a final positive endorsement for Teacher Concern of 74% in 2023.

Further KEPS student wellbeing data was unpacked and explored by staff by conducting a series of KEPS designed student surveys, including our 'KEPS Wellbeing Survey' for Year 4 to 6 students, as well as teacher-devised Google Form class surveys. After analysing results of these surveys, student focus groups were formed and students were interviewed, so that we could ask a cross-section of students to further elaborate on the reasons why they felt particular results were observed. These may have been areas of concern in the data, or areas of celebration. Staff were keen to learn from the students what we were doing really well already, as well as what we could consider doing to make improvements for the future.

In addition to actions outlined above, KEPS used a portion of a one-off Federal Government 'Wellbeing Boost' grant, to increase the time fraction of a staff member by 1 day per week in Term 4, in order to take on a new role of KEPS Wellbeing & Mental Health Leader. This role in 2023 focused on preparing and planning for the initial rollout of transitional funding for the newly established DE Disability Inclusion and the Mental Health Fund for inner east Victorian Government schools. The role also prioritised time to work with KEPS staff to improve and update student Individual Learning Plans (IEPs) as well as further plan for and monitor adjustments in place for priority cohorts of students to enhance wellbeing and mental health.

Further measures related to student wellbeing presented in the Performance Summary section of this report, indicate that we continue to achieve positive satisfaction levels for 'sense of connectedness' (88.2%) and 'management of bullying' (85%) at KEPS, when compared to the reported average data of similar schools and all Victorian state schools, by as much as 10 percent more in both measures. These data sets are yet another indication of our continued commitment to improve and monitor the wellbeing and mental health of our students.

## Engagement

Although a specific goal in student agency and engagement was not required by schools in 2023, staff continued to work on a number of engagement strategies. Student agency remained a focus where students not only had input into setting their individual learning goals for reading, writing and mathematics, but student voice was highly valued and feedback was sought from students by teachers about their engagement and learning needs. A strong focus of staff continued to be providing a highly differentiated and explicit learning program, allowing for differing student abilities to be well catered for. Using this approach to plan and deliver our teaching and learning programs, ensures that students remain challenged and engaged with their learning. This is reflected in our outstanding Victorian Curriculum teacher judgement results, with more than 70% of students on average working above the expected level in reading and mathematics across the school.

In developing student learning goals, students work with their teacher to co-identify, set and conference an appropriate learning goal, guided and monitored by the teacher, and dependent on the needs of the student. Students then practise their goals before conferencing with their teacher again, to determine if the goal is achieved. They receive feedback and continue the cycle of setting a new goal. The students are motivated to achieve their goal and success is celebrated amongst the whole class when students achieve their goals.

Staff continued to use ICT and Digital Technologies (DT) to support student engagement, stimulated learning and differentiation in all subject areas. Half of a Curriculum Day was dedicated to Digital Technologies, focusing on learning Google Suite and working in teams to upskill staff on the robotics used in their year levels. In addition, teachers also had professional learning at a staff meeting focusing on re-familiarising themselves with the Digital Technologies curriculum. We can attribute this teacher upskilling, strong use of ICT and DT, and the gathering and utilising of student feedback as some key factors in KEPS achieving 87% in Stimulated

Learning in the Attitudes to School Survey; showing significant growth from our base line of 67% in 2020, and well exceeding our target of 75% by 2025.

Across the school, staff engaged Google Suite apps in a variety of ways, such as, using Google docs, Google forms and Jamboard for whole class teaching, individual learning tasks, collaborative learning tasks and reflections. An array of coding skills was taught across the school, with new resources introduced in new year levels as students progressed through the school. Engaging and developmentally appropriate STEAM learning tasks were facilitated across Foundation to Year 6, providing opportunities for collaboration with these too.

Student attendance data is consistent across the school, with all year levels experiencing 91% or greater. Student absences from Foundation to Year 6 averaged 15.7 days, which is less than similar schools (17.2 days). It is also a reduction in last year's absences levels of 18 days. The average absence days are still higher than the 4-year average of 12.1 days, however, KEPS continued to manage COVID-19 related absences and extended family holidays.

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## Other highlights from the school year

With the removal of Covid-19 restrictions school camps and excursions commenced operating in historically normal fashion in 2023. Students in Year 3/4 and Year 5/6 both attended Camp Rumbug (at separate times), which was a highlight for many of our students. This camp supports the development of positive relationships across the cohort, increases teamwork and student independence, especially for students in Year 6 before they transition to high school. Due to previous restrictions, the Year 5/6 cohort had not attended this camp, therefore, for this year, the Year 3-6 students attended the same venue.

In 2024, the Year 5/6 students will engage in an urban educational camp at Canberra, while the Year 3/4 students will attend Waratah Bay near Wilson's Promontory.

The first KEPS Colour Run was an outstanding success in Term 4, 2023, with students and teachers from Foundation to Year 6 engaging in the fundraising prior and the events of the day. A fabulous parent group worked tirelessly to ensure the event was a success.

In Term 4, the KEPS Soiree was held at MLC in Kew with social and concert bands performing, as well as many small ensembles throughout the high-quality evening of music.

Year 6 students were farewelled with a formal graduation ceremony in Term 4 onsite, with families proudly in attendance for the ceremony.

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## Financial performance

Kew East Primary School continues to operate with a healthy balance sheet with significant funds held in reserve to support school operations and facility upgrades. Voluntary parent contributions again supported the school to maintain and improve school facilities and the purchase of new equipment to support the Teaching and Learning program. Kew East Primary School continues to operate a School Council OSHC program, which generated a profit of \$128,144.29. The OSHC program attracts Government and Commonwealth funding of \$86,182.89 which helps to offset expenditure. Total revenue received from hiring school grounds was \$79,087, with an additional \$16,320 in revenue from the Boroondara Council Agreement.

The school did not benefit from any additional State Government funding 2023.

Some key school spending included:

- Rubberworks OHSC animals & Jnr Sandpit Area - \$65,386.36
- Library Shelving – Final Payment - \$16,319.06
- Purchase of 87 Lenovo Thinkbooks - \$119,643.27
- 1st year of lease started on 17 October 2023 for 113 Lenovo Thinkbook 14 - \$15,088.44

Salaries and Allowances may appear to be the same for 2023 as it did in 2022. This is due to a new coding system for Casual Relief Teachers, which now falls under support services. Expenditure has now been split.

**For more detailed information regarding our school please visit our website at**  
<http://www.keps.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 364 students were enrolled at this school in 2023, 186 female and 178 male.

13 percent of students had English as an additional language and 0 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).

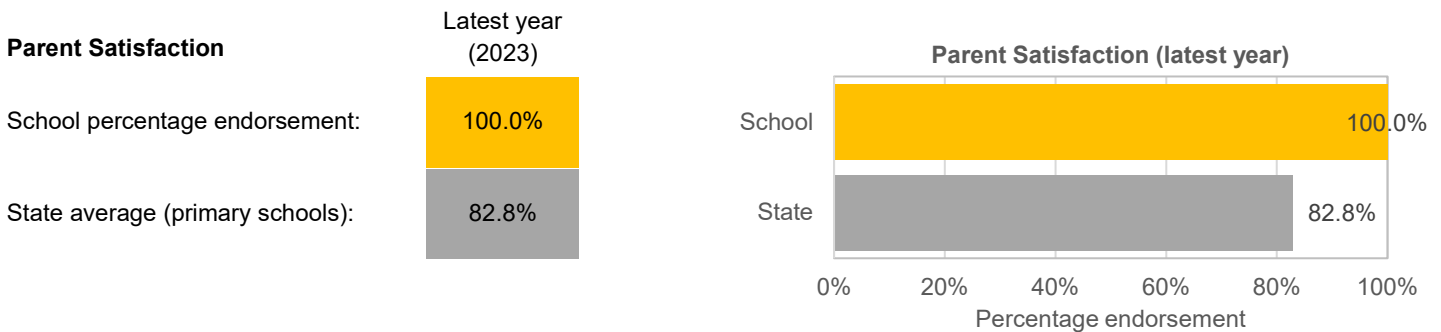
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

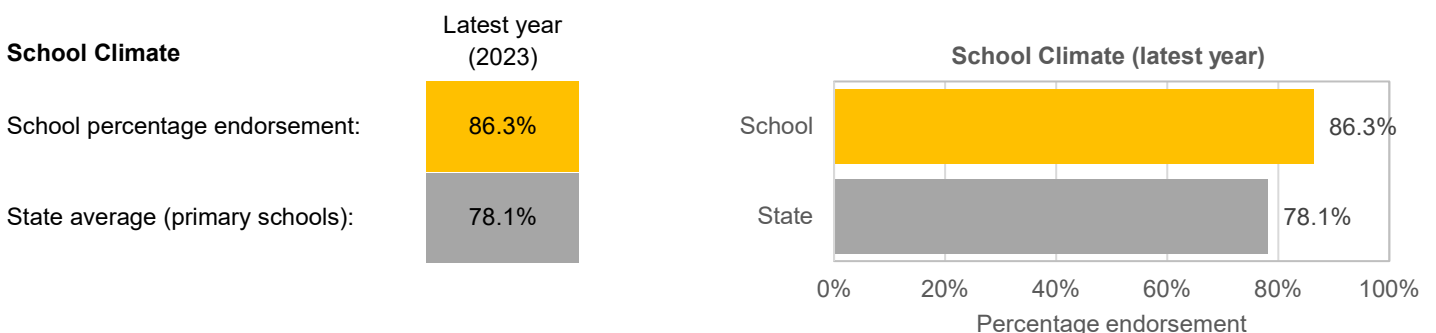


### School Staff Survey

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:

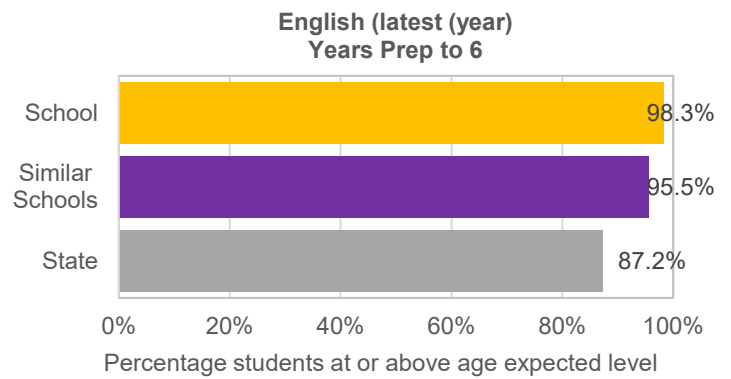
98.3%

Similar Schools average:

95.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

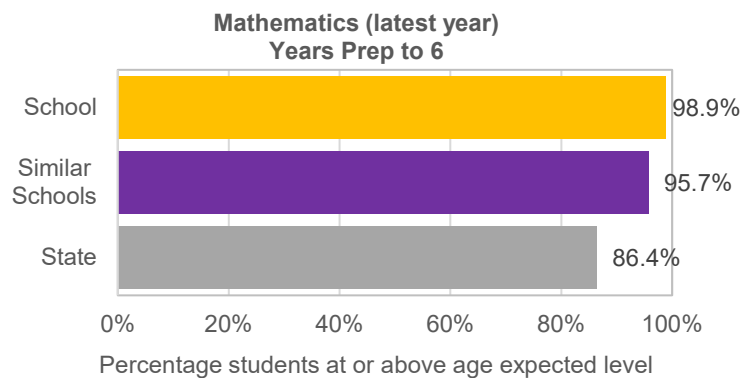
98.9%

Similar Schools average:

95.7%

State average:

86.4%





**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

94.1%

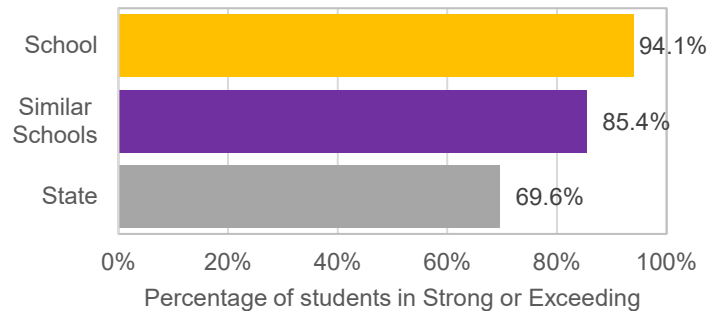
Similar Schools average:

85.4%

State average:

69.6%

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



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

97.8%

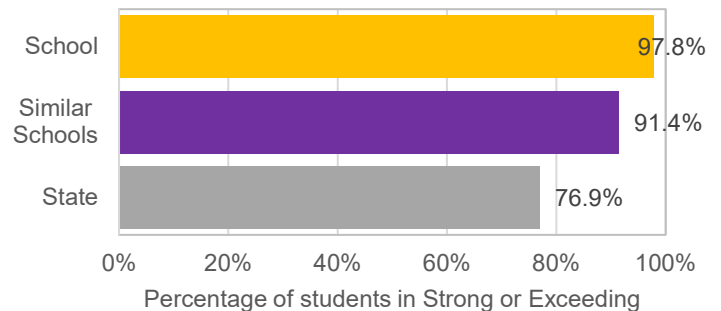
Similar Schools average:

91.4%

State average:

76.9%

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



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

90.2%

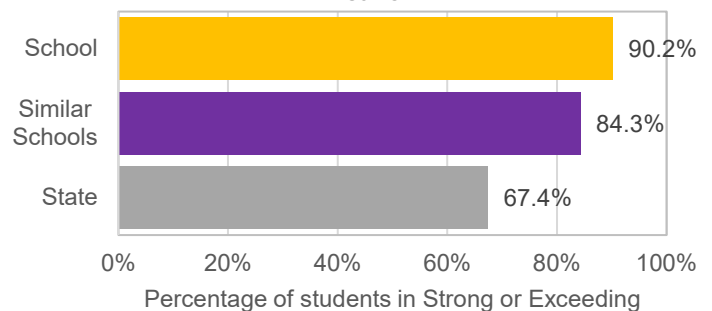
Similar Schools average:

84.3%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

97.8%

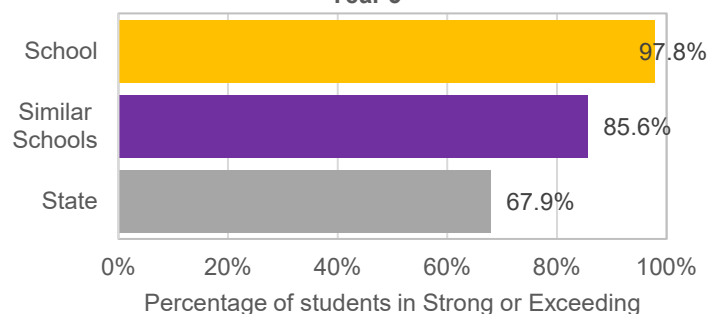
Similar Schools average:

85.6%

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:

92.5%

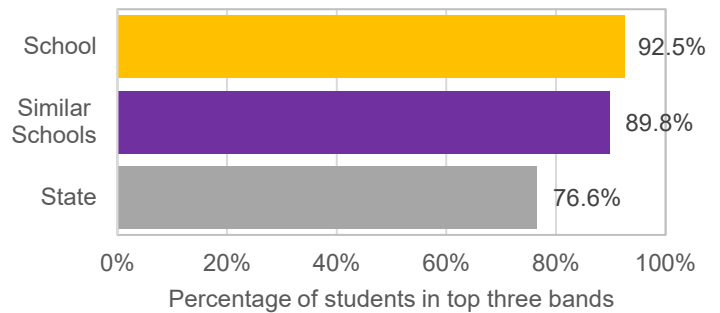
Similar Schools average:

89.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

97.8%

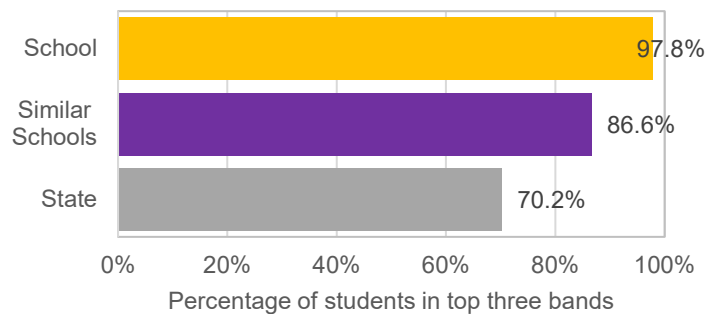
Similar Schools average:

86.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

94.3%

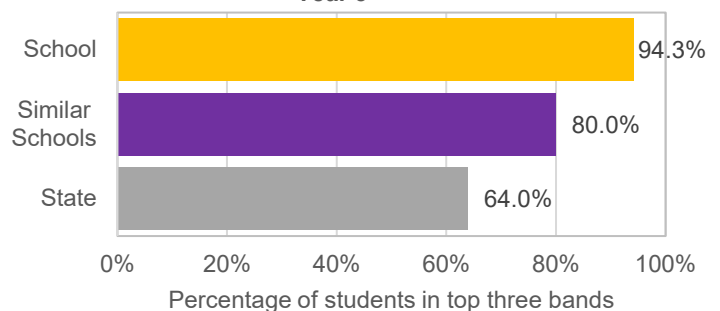
Similar Schools average:

80.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

91.1%

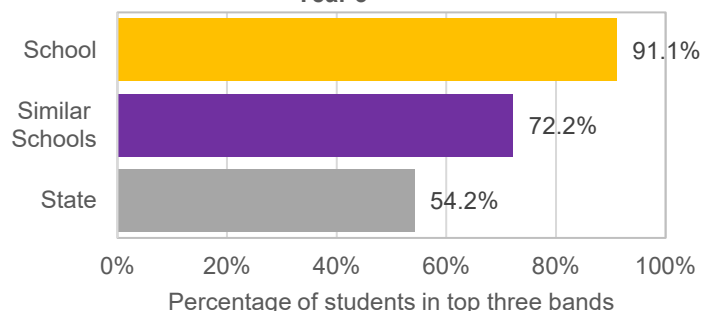
Similar Schools average:

72.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

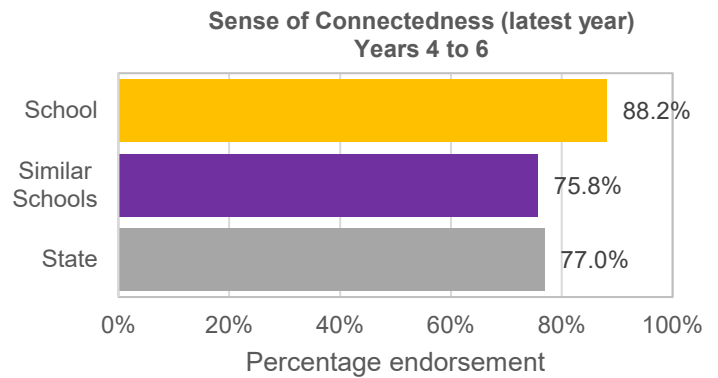
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	88.2%	81.5%
Similar Schools average:	75.8%	76.5%
State average:	77.0%	78.5%

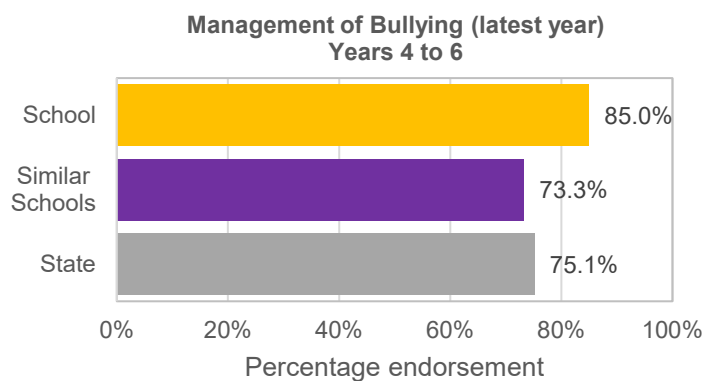


### Student Attitudes to School – Management of Bullying

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:	85.0%	83.7%
Similar Schools average:	73.3%	74.7%
State average:	75.1%	76.9%



## ENGAGEMENT

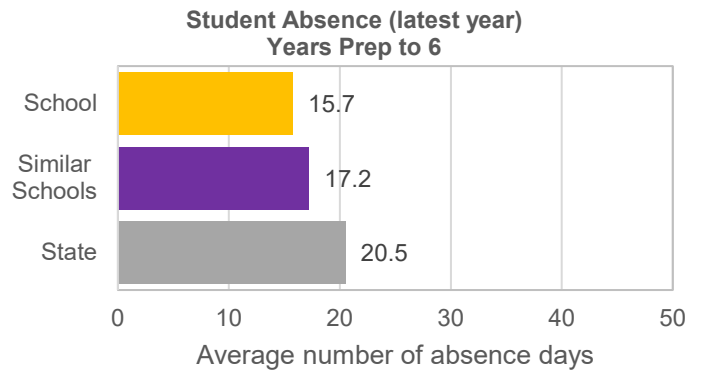
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.7	12.1
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):	92%	92%	91%	93%	92%	93%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,063,841
Government Provided DET Grants	\$241,881
Government Grants Commonwealth	\$110,316
Government Grants State	\$5,000
Revenue Other	\$128,756
Locally Raised Funds	\$776,487
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,326,281</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,107,005
Adjustments	\$0
Books & Publications	\$7,864
Camps/Excursions/Activities	\$147,397
Communication Costs	\$3,897
Consumables	\$119,445
Miscellaneous Expense <sup>3</sup>	\$59,712
Professional Development	\$7,233
Equipment/Maintenance/Hire	\$247,873
Property Services	\$67,413
Salaries & Allowances <sup>4</sup>	\$253,898
Support Services	\$97,725
Trading & Fundraising	\$40,657
Motor Vehicle Expenses	\$217
Travel & Subsistence	\$0
Utilities	\$31,840
<b>Total Operating Expenditure</b>	<b>\$4,192,175</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$134,106</b>
<b>Asset Acquisitions</b>	<b>\$92,996</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	\$2,375,741
Official Account	\$23,824
Other Accounts	\$229,653
<b>Total Funds Available</b>	<b>\$2,629,218</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$171,781
Other Recurrent Expenditure	\$430
Provision Accounts	\$0
Funds Received in Advance	\$118,526
School Based Programs	\$401,032
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,249
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$222,377
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$111,501
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,404,954
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,435,850</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.*