

2023 Annual Report to the School Community

School Name: Coburg Primary School (0484)



- 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 29 April 2024 at 08:18 AM by Matthew Kerby (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 30 April 2024 at 01:09 PM by Jacob Kantor (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

Coburg Primary School is a government Foundation (Prep) to Year 6 school based across two heritage listed campuses in the inner northern Victorian suburb of Coburg, approximately 10 kilometres from the Melbourne central business district. The Junior campus (Foundation and Year 1) is on the south side of Bell Street and the Senior campus (Year 2 to Year 6) is on the north side of Bell Street. Classrooms on the Junior campus are clustered around an internal school hall and there is a facility for an out of school hours care program (OSHClub) on site. The Senior campus is a two-story building housing the administration wing, 10 classrooms and spaces for visual arts, music, library and a hall space. The grounds of both campuses provide playground equipment and grassed and synthetic surfaces for active and creative play as well as seating and shaded areas for passive activities. On the Senior campus there is also a kitchen, vegetable garden and chicken enclosure.

School enrolments continued to grow steadily, and the enrolment at the 2023 census was 343 students. Families came from a range of cultural backgrounds and 15% of the student population were from homes where English is an additional language (EAL) and 2% identified as Aboriginal or Torres Strait Islander. The school has a low level of socio-educational disadvantage. The school has a program for students with disabilities (PSD) and received equity funding for 42 students.

The staffing profile in 2023 consisted of 21 equivalent full-time teachers with a Principal, Assistant Principal, Learning Specialist, Leading Teacher, Mental Health and Wellbeing Leader, and 7 full-time equivalent Education Support Staff. Working alongside our dedicated staff, are our Allied Health professionals, which include, but are not limited to, Speech Pathologists and a Psychologist. The support of these staff enables us to provide a happy and engaging learning environment whereby students are encouraged to develop their social competencies, resilience and self-esteem. The organisational structure will remain the same in 2024.

The school follows the Victorian Curriculum and in 2023 had specialist classes in Visual Arts, Music, PE, STEM and AUSLAN. Programs and special events cater for the performing arts, health and physical education, a kitchen garden program, composting and chickens, developmental play (Curiosity Capers) at Foundation and Year 1 and an electives program for Years 5 and 6. A range of wellbeing programs and networking partnerships support students and families. The AUSLAN program and Physical Education programs enriched the learning opportunities for the students and our community.

Throughout the year the school continued to deepen its understanding of Professional Learning Communities (PLC) to improve outcomes in literacy and numeracy. Staff across the school were provided with opportunities to attend Professional Learning through programs offered by the Department of Education and Training.

Student Voice and Agency remained important to the school improvement with Learning Leaders, School Captains, Arts Captains, Eco Warriors, Junior School Council and Sports Captains forming part of the student leadership profile.

The school celebrates close relationships with the wider school community and held many events throughout 2023. This included events attended by parents such as Harmony Week, 100 Days of School, Book Week, Coburg's Got Talent and a whole school production. With support from school council and fundraising, the school updated outdoor playground areas on Junior and Senior campuses. Major works to maintain school buildings and grounds were completed by the VSBA during terms 1 and 2, including repairs and upgrades to roofing and toilets. New fencing was installed on both campuses. We continued our strong relationship with Melbourne Farmers Market, hosting the market on school grounds each weekend. During the year we formally renewed / extended our agreement with the market. In 2024 the school will continue to work deeply on the literacy and numeracy teaching approaches through the professional learning communities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school focused on improving student learning in literacy and numeracy. This included providing extra support to students who required it, as well as extending students who thrived in their learning. Our students performed above the state average for the percentage of students in the Strong or Exceeding proficiency levels according to the National Assessment Program – Literacy and Numeracy (NAPLAN).

- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Reading was 71.7%. This was above the state average of 69.6%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Reading was 80.4%. This was above the state average of 76.9%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Writing was 80%. This was above the state average of 78%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Writing was 78%. This was above the state average of 75%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Numeracy was 71.7%. This was above the state average of 67.4%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Numeracy was 69.6%. This was above the state average of 67.9%.

During 2023, Coburg Primary School continued using Professional Learning Community cycles of inquiry to extend staff capacity in targeting student needs to improve learning outcomes. Staff collaborated in teams to develop curriculum knowledge and instructional practices in literacy and numeracy to scaffold and extend all students. This included phonics and phonemic awareness in literacy, and student-centred inquiry-based learning in mathematics. Individual student data informed planning and teacher professional learning. Staff modified teaching, learning and assessment practices throughout the year to respond to student needs as required.

The teacher tutor program supported a focus on improving literacy outcomes. The school tutor worked closely with small groups of at-risk students in Reading. This initiative allowed identified students to receive additional support to improve reading performance. Additionally, the school speech pathologist supported classroom teachers to develop literacy programs for at risk students. Similarly, the High Ability Leader ran extension programs in literacy and numeracy with selected students as part of the Student Excellence Program.

Teaching, learning, and leadership practices were further enhanced through internal and external professional learning opportunities that included instructional coaching, peer observations, professional practice days, and programs offered by the Department of Education and Training. Two staff members completed the 2023 Teacher Excellence Program, run through the Victorian Academy of Teaching and Leadership.

Wellbeing

Wellbeing continued to be a major focus in 2023. Resources and support were provided to students and families to monitor and improve mental health and wellbeing. The School Attitudes to School data reported Sense of Connectedness endorsed for Year 4 to 6 students was 73.3%, with a 4-year average of 77.1%.

In 2023, the school staffing included a Mental Health in Primary Schools (MHIPS) Leader to support classroom teachers and develop whole school frameworks for improving wellbeing. This work included providing professional development on understanding and responding to student needs and leading the School Wide Positive Behaviour Support (SWPBS) program.

The SWPBS program ensured a comprehensive approach to develop a positive, safe, and supportive learning culture. The school vision, values and matrix were major strategies used to model and explicitly teach expected behaviours to students. This included the effective implementation of our revised school values – Courage, Empathy, Curiosity and Respect.

Staff received foundational training in the Berry Street Educational Model (BSEM), delivered in 2 full curriculum days. The BSEM provided practical, classroom-based strategies to increase the wellbeing and engagement of students. Staff were trained in supporting students' self-regulation, relationships, and wellbeing. Additionally, staff undertook Community Understanding and Safety Training (CUST) training, aimed at empowering school staff to foster culturally inclusive environments that enhance Koorie students' wellbeing.

Staff closely monitored the wellbeing of students using the Zones of Regulation and Respectful Relationships as scaffolds. Teachers responded to student needs by explicitly teaching coping strategies and maintaining regular contact with parents and carers. In doing so, the school built on close relationships with the community to develop and implement strategies to support students and families.

Student wellbeing was supported by a partnership with an external psychologist, as well as utilising services such as Merri Health, Body Safety, Moreland Police, Canine Comprehension, Autism Connect, Down Syndrome Australia, Teeth on Wheels, and State Schools Relief to develop individual pathways for some students. In 2024, staff will complete the Berry Street Educational Model training and a whole school scope and sequence of Social and Emotional Learning will be implemented to further support the wellbeing of students at Coburg Primary School.

Engagement

Coburg Primary School attendance data for 2023 was like the State average and Similar Schools. The school average number of absence days was 18.5 compared with 18.3 for Similar Schools and 20.5 across the state. The school attendance officer worked with families of students identified as at-risk of attendance issues.

Throughout 2023 school staff focused on increasing student engagement in learning. This included implementing a variety of complementary strategies from the Berry Street Educational Model, School Wide Positive Behaviour Support program and the Zones of Regulation. Staff applied these strategies by addressing student needs at cohort, class, and individual levels to optimise engagement and produce the best learning outcomes possible for students. There was a particular focus for staff on improving engagement in Mathematics, supported by the introduction of a student-centered inquiry-based instructional model. This focused on problem solving based learning and was used in conjunction with other instructional practices for teaching and learning mathematics already embedded at the school.

Numerous community activities and events were held in 2023 to support engagement. This includes a weekly breakfast club, buddy programs across all year levels, and transition programs for students entering Foundation, Year 2, and Year 7. Throughout the year, whole school events targeted increasing community connections to student learning and the school environment. They played a clear role in motivating students and developing pride in learning and community diversity. The events included a whole school production, Harmony Week picnic, Coburg's Got Talent, Book Week parade and a whole school sports carnival. Termly Celebration of Learning events welcomed parents into open classrooms, where students showcased their learning for inquiry topics. Parents and families were also engaged in learning through weekly assemblies, newsletters, student led conferences and the continued use of Seesaw for students to share daily learning activities. Other extracurricular activities supporting student engagement included a Year 3 to 6 camp to Portsea, Year 2 sleepover, Interschool Sports, swimming program, Premier's Reading Challenge, and 100 Days of School.

In 2023 student voice and leadership opportunities continued to promote student engagement. Student school leaders assumed responsibility for several areas across the school and included roles such as Junior School Council, Arts Captains, Sports Captains, and Eco-Warriors. School Captains had the weekly task of coordinating assemblies and Learning Leaders from Years 2-6 met weekly with the Principal to discuss teaching practices and engagement in learning. Our learning hotspots in each cohort continued to promote engagement across the school in 2023 – Curiosity in Foundation and Year 1, Chickens in Year 2, Kitchen Garden in Years 3/4 and Electives in Years 5/6. Student voice and agency will continue to be an area of focus for the school in 2024.

Other highlights from the school year

Numerous events and community partnerships brought positive benefits to the school in 2023.

Celebration of Learning events were a major highlight for Coburg Primary School in 2023. Each term, parents and family members were welcomed into classrooms across the school to engage in showcases of student learning achievements, focused on the whole school Inquiry topics. In 2023, they included *Who Am I, Who Are We?*, *May the Force be With You*, and *Let's Get Physical*. The school also celebrated its biannual production, titled *Planet B*. The promenade show immersed audiences in a world of imagination, learning and silliness. The audience moved around the school grounds in small groups to watch short, interactive performances by class groups. The production content was developed specifically to highlight the unique and diverse learners at Coburg Primary School and was successful in bringing together the extended school community. In 2023 the school also celebrated its 170th birthday, where students dressed in olden day fashion and experienced activities that students would have encountered in 1858 when the school was first founded.

The school was selected by Merri Bek Council to participate in the 2023 Ride and Stride program, designed to get more of our children moving safely and sustainably. The program delivered a range of activities that included E-bike trials for interested families, teacher training in bike education and RACV road safety incursions. The school also engaged in partnership with the Strathmore Men's Shed and Pascoe Vale Rotary to design and build storage boxes and potting benches to support the Year 3/4 Kitchen Garden program.

Financial performance

Coburg Primary School is committed to and provides our students with an extensive range of learning programs that supports learning for the 21st Century. The school is resourced to provide educational experiences that support and enhance the learning in the most effective manner. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure optimised our students' learning experiences and environment.

Coburg Primary finished 2023 with a total bank balance of \$88,482. This comprised funds in advance and fundraising. Funds in advance covers prepaid parent payments, building fund, library fund and credits for activities. The \$38,316 in equity money was used for numeracy and literacy coaches as per the school plan. Previous years fundraising was spent on renewing library books and home readers and extra playground equipment. Market donations are earmarked for the grounds master plan to rejuvenate the school surrounds.

For more detailed information regarding our school please visit our website at
<http://www.coburgps.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 343 students were enrolled at this school in 2023, 174 female and 169 male.

15 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

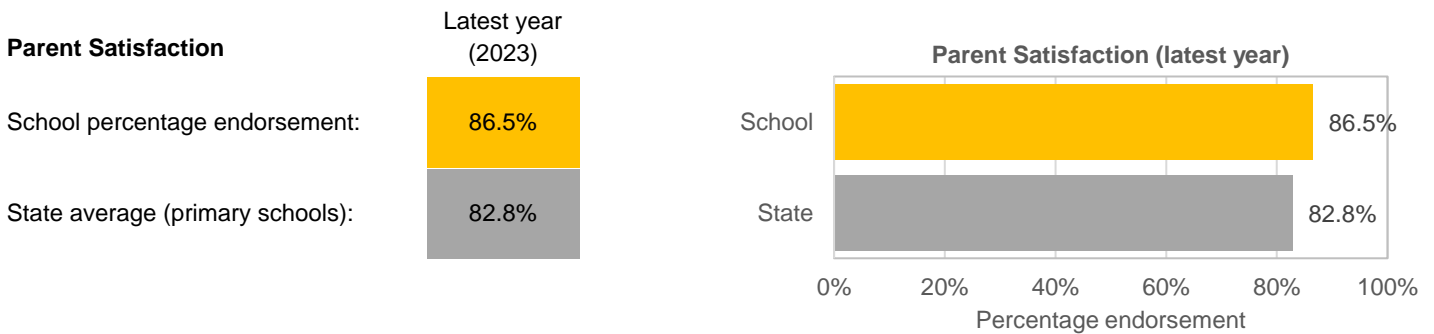
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

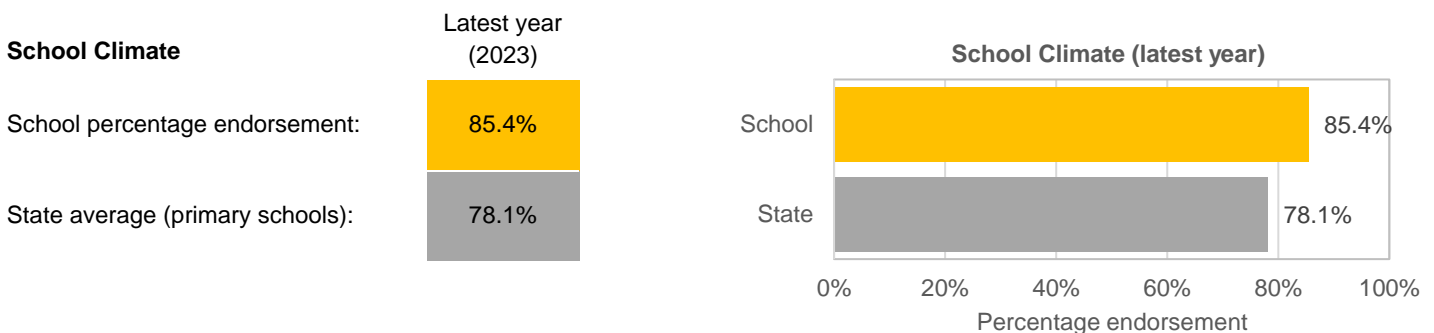


School Staff Survey

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:

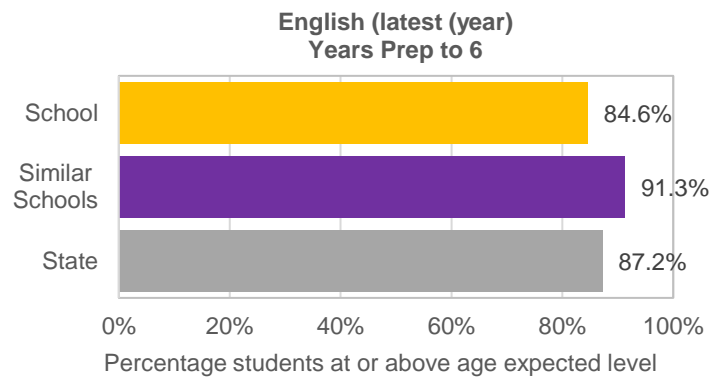
84.6%

Similar Schools average:

91.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

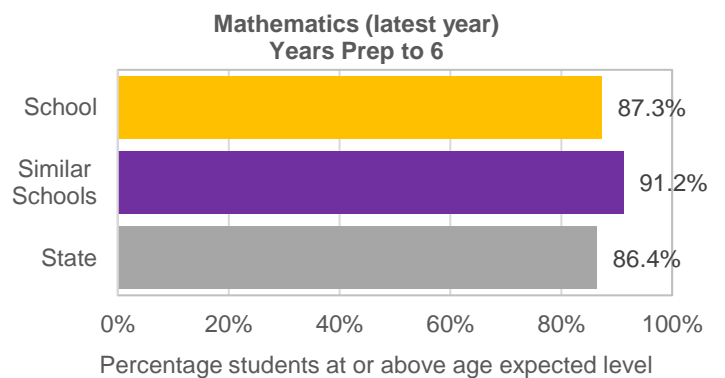
87.3%

Similar Schools average:

91.2%

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:

71.7%

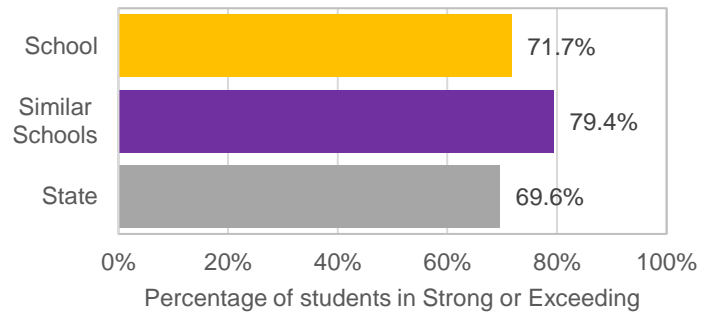
Similar Schools average:

79.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.4%

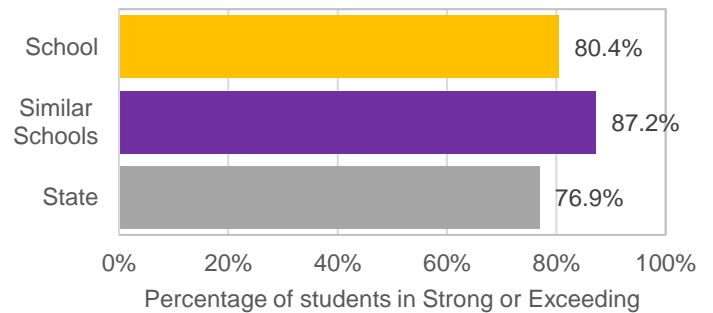
Similar Schools average:

87.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.7%

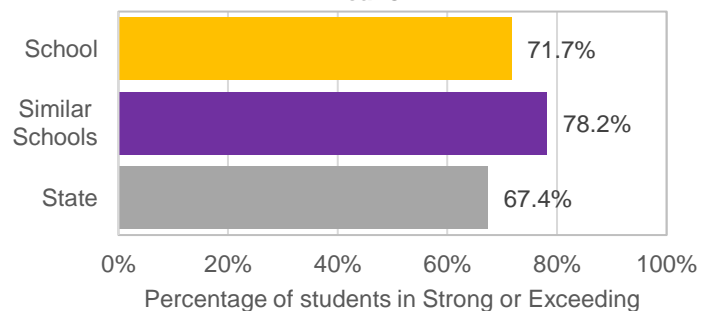
Similar Schools average:

78.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.6%

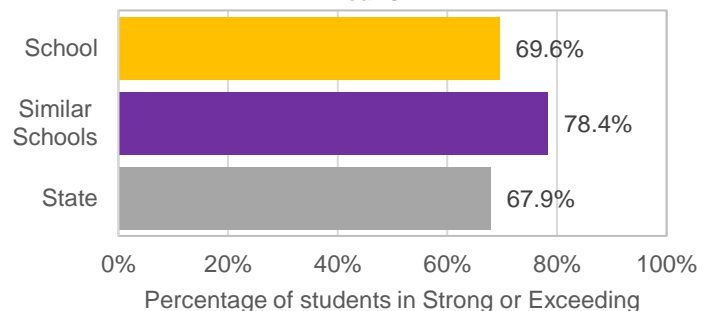
Similar Schools average:

78.4%

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:

89.3%

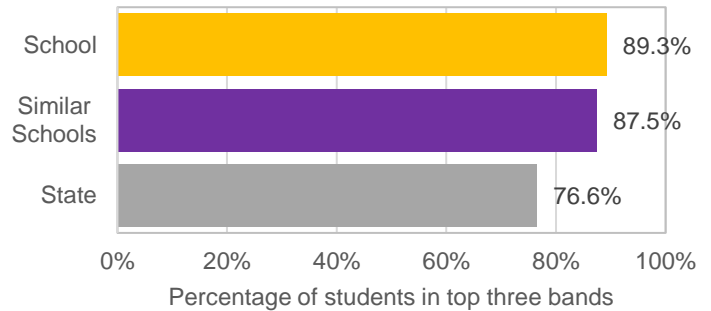
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.0%

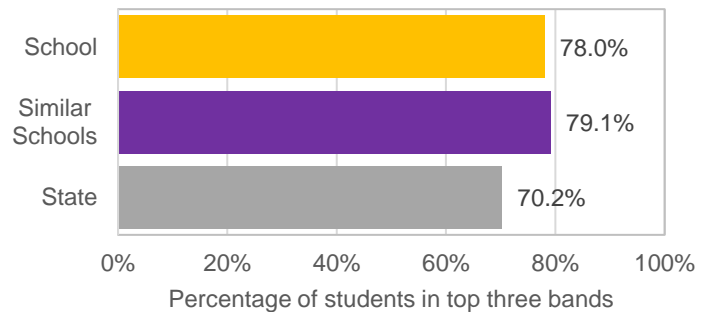
Similar Schools average:

79.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.7%

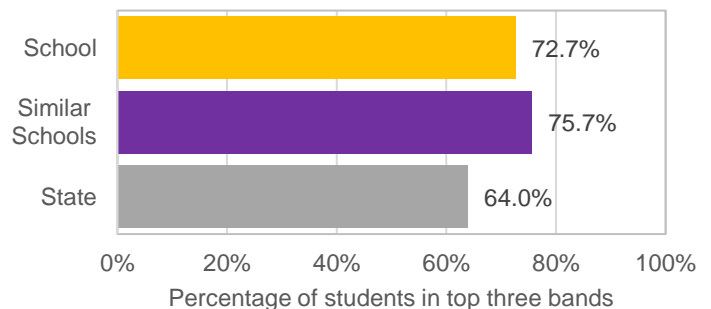
Similar Schools average:

75.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.2%

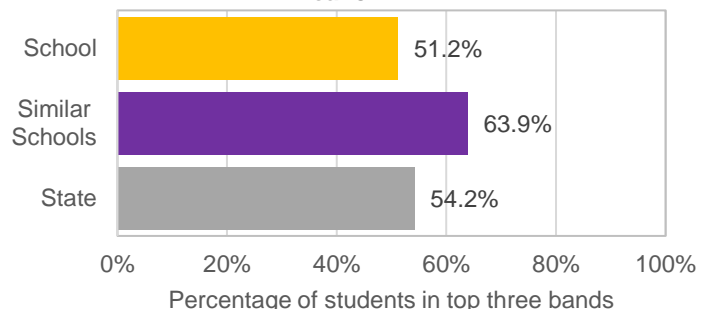
Similar Schools average:

63.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

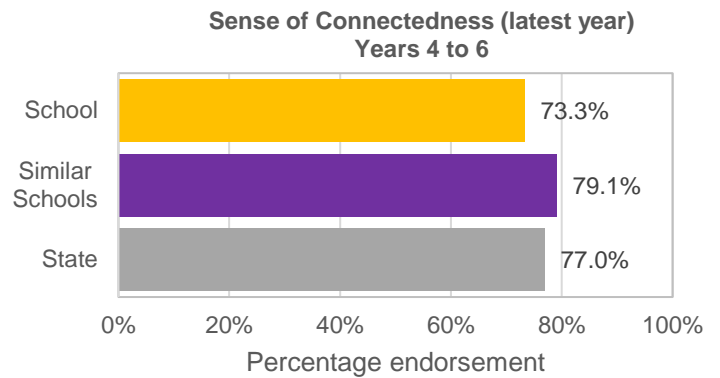
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.3%	77.1%
Similar Schools average:	79.1%	78.6%
State average:	77.0%	78.5%

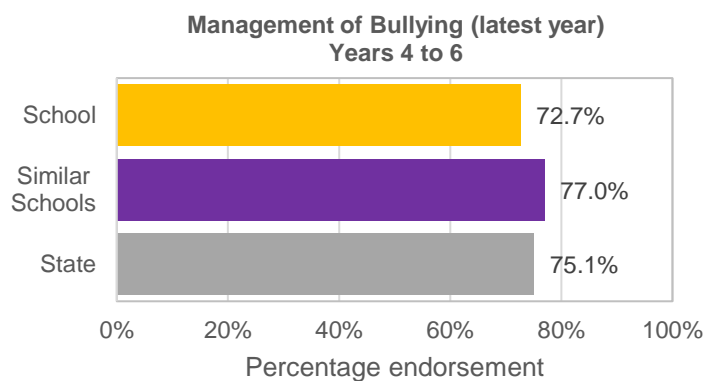


Student Attitudes to School – Management of Bullying

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:	72.7%	73.7%
Similar Schools average:	77.0%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

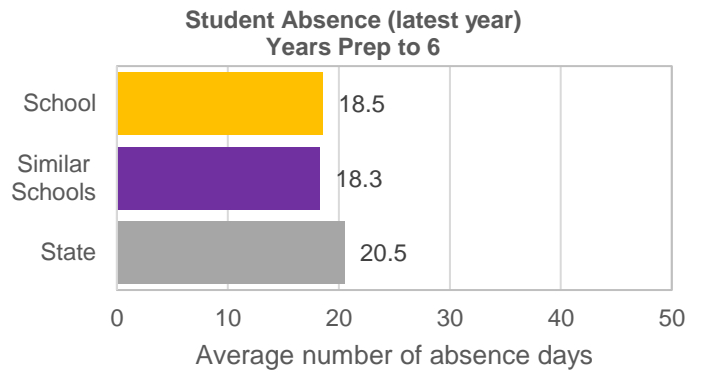
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.5	16.3
Similar Schools average:	18.3	16.0
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	93%	90%	90%	90%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,323,694
Government Provided DET Grants	\$421,955
Government Grants Commonwealth	\$7,914
Government Grants State	\$0
Revenue Other	\$3,499
Locally Raised Funds	\$276,801
Capital Grants	\$0
Total Operating Revenue	\$4,033,863

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,316
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$38,316

Expenditure	Actual
Student Resource Package ²	\$3,257,598
Adjustments	\$604
Books & Publications	\$12,822
Camps/Excursions/Activities	\$52,151
Communication Costs	\$3,323
Consumables	\$84,702
Miscellaneous Expense ³	\$17,672
Professional Development	\$4,015
Equipment/Maintenance/Hire	\$38,316
Property Services	\$64,136
Salaries & Allowances ⁴	\$263,704
Support Services	\$148,250
Trading & Fundraising	\$93,807
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,385
Total Operating Expenditure	\$4,079,484
Net Operating Surplus/-Deficit	(\$45,621)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$33,225
Official Account	\$35,498
Other Accounts	\$19,758
Total Funds Available	\$88,482

Financial Commitments	Actual
Operating Reserve	\$130,341
Other Recurrent Expenditure	\$8,225
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$66,527
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$220,092

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.