

# 2023 Annual Report to the School Community

School Name: Garfield Primary School (2724)



- 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 07 April 2024 at 12:15 PM by Daniel Forster (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 27 May 2024 at 09:15 AM by Melissa Morton (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

Garfield Primary School is a semi-rural primary school located on the fringe of the South-Eastern growth corridor. In 2023 the school had an enrolment of 162 students. The school is composed of three Learning Centres, a multipurpose facility and an Art / LOTE facility. Each Learning Centre is facilitated by a team of teachers and is based on providing students with an engaging curriculum at their specific level of learning. In 2023 the school had seven full-time and five part-time teaching staff (9.4 FTE), a Business Manager and 3 part-time (2 FTE) Education Support Staff. In 2023, we were also supported by the Differentiated Support for Schools Initiative (DSSI) and through this initiative, had a partner teacher to support us 2 days a week.

Students at Garfield PS are mostly from the local township in alignment with school zoning regulations, with some students travelling from surrounding areas, including Bunyip, Tynong, Nar Nar Goon, Pakenham and Drouin.

The school is under the management of a positive, co-operative and supportive School Council and is ably supported by an active Parents' and Friends' Committee and will continue to extend the links between the school, parents and the wider community. Garfield Primary School serves a community of diverse socio-economic backgrounds. Currently Garfield PS has a Student Family Occupation and Education (SFOE) index of 0.3874 which is rated as Low-Medium.

## Mission Statement

Garfield Primary School will strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of our community and society.

## School wide Expectations

- I am SAFE
- I am RESPECTFUL
- I am a LEARNER

## Teaching and Learning

At Garfield Primary School, we are working towards becoming a Professional Learning Community (PLC). Our school is focused on ensuring all students are provided with targeted and supported learning programs that directly meet their individual needs throughout the curriculum. Teachers work in collaborative teams to regularly analyse learning data and reflect on their own teaching practice to ensure students experience a high quality education, every day.

## Facilities

Garfield Primary School has undergone major physical changes over the past twelve years with the demolition of the original school building and the addition of a new school that includes three learning studios, shared spaces and a new administration area. Our school boasts expansive grounds for our students to enjoy, with a country feel due to our beautiful natural environment. Our Visual Arts and LOTE facility has also recently undergone an upgrade to accommodate a STEM program in 2023. In 2022/23 our school oval was refurbished to provide students with greater access year-round and the roof above our basketball court was extended so that the entire court is now under cover which enables greater student access all year round. Additional enhancements in facilities and resources are scheduled for 2024.

## Curriculum

Garfield Primary School offers programs from Foundation to Year 6 in covering the Victorian Curriculum. Specialist programs currently consist of Physical Education, LOTE (Japanese), STEM (Science, Technology, Engineering and Mathematics) and Visual Arts. Other school programs include Athletics and Swimming carnivals, a Cross Country carnival, a school camp program and a swimming program. Individual needs are met through the development of Individual Education Plans (IEPs) for identified students. Additional supports are offered through our Tutor Learning Initiative for students as required.

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

### Learning

In 2023, 'Building Practice Excellence' (Excellence in Teaching and Learning) continued as a primary focus, underpinning the school's ongoing goal to improve student achievements in Reading, Writing and Mathematics. In recent years, we have embedded a

CAFÉ reading framework and seen some pleasing results in the area of Reading, achieving a Domain Performance Group Rating of 'Influence' in 2023, which has improved significantly on previous years.

In 2023 there was a strong focus on establishing a whole-school Writing framework, grounded in research and evidence that would ensure whole-school instructional consistency in the area of Writing. Curriculum and Professional Practice days were utilised to enable this work with Leadership able to facilitate the running of these days. These included a focus on our new framework as well as some of the specific instructional practices that would be utilised within this framework. Our DSSI Teaching Partner was also instrumental in leading much of this work. By the end of 2023, we had a documented approach for the delivery of Writing sessions within a new Literacy Block which was a significant highlight for us in 2023.

Developing a shared understanding of Student Voice and Agency continued to be a priority for us in 2023 which will carry over into 2024. The departure of some team members and Long Service Leave of our leader, has slowed this progress. Through Professional Learning meetings however, the team was able to support staff in developing a shared understanding of student voice, what it is and isn't, identified what we were already doing at Garfield PS and where there are opportunities for us to strengthen this work.

A highlight in 2023 was the attainment of gold-level accreditation in School-Wide Positive Behaviour Supports (SWPBS). Garfield Primary School were the first school in the Southern Melbourne area to achieve this level of accreditation. Ongoing learning in SWPBS remained a priority in 2023, however, as we began to explore Tier 2 interventions. Providing a thorough induction for new staff members remains a priority to maintain this level of implementation. A gradual transition of the SWPBS leadership responsibilities is planned to our new Leading Teacher in 2024.

A focus on supporting students who required scaffolding was provided both through the provision of a targeted Tutor Learning Initiative as well as the work of our Professional Learning Teams as they worked through regular Inquiry Cycles. Our TLI was partially interrupted in Term Three with the departure of a staff member, however, it ran consistently throughout the rest of the year with strong progress demonstrated for those students participating. A focus on supporting students who require extension and further challenge in their learning will be a priority for us in 2024 and has already been enabled through the appointment of a High Abilities Practice Leader.

Strengthen the implementation of our whole-school approach to Respectful Relationships

Strengthen the implementation of our whole-school approach to Respectful Relationships

## Wellbeing

The health and wellbeing, in particular the mental health, of all community members was again of paramount importance throughout 2023. Our School Chaplain continues to provide pastoral care services for students in need and work with teachers and families to develop strategies that support the emotional wellbeing of students.

The school offers wellbeing programs such as 'Aim for the Stars' as part of our SWPBS framework. We have been fortunate to have a highly skilled staff member overseeing the student wellbeing program and protocols. The Aim for the Stars program encourages students to develop and display positive learning and behavioural characteristics and act in the manner expected at the school, as well as in the wider school community. This framework contributes heavily to our school culture and provides students, staff and families with a consistent, research-based approach to building positive behaviours throughout the school. Our school has been recognised for its work in this area at a Regional level through our gold level accreditation and we will continue to refine and strengthen our approaches to ensure we are meeting the needs of our students each day. Positive teacher/student relationships are valued and fostered and are extremely important to us. The school has positive relationships with outside agencies to ensure students have access to required services.

Implementation of the Respectful Relationships initiative late in 2023 has provided another layer of support for students in the wellbeing space. Our Professional Learning Teams (PLTs), implemented a Respectful Relationships unit for the first time in Term Four. Respectful Relationships will remain a high priority for the school moving forward, with a commitment to cover the Respectful Relationships curriculum annually from 2024.

Continuing to monitor and respond to the health and wellbeing of all staff, students and families will remain a priority for us at Garfield Primary School. Weekly wellbeing (SWPBS) meetings remained an invaluable tool for maintaining a focus on the health and wellbeing of all community members throughout the 2023 school year and will continue to be embedded into the weekly practices of the school in 2024. These meetings also enable us to monitor the attendance rates of students and put in place appropriate support plans if we notice that attendance rates are dropping off for individual students or families.

A Leading Teacher was appointed to lead our work in Wellbeing and Inclusion, who commenced work in Term One of 2024.

## Engagement

Student attendance is tracked using a third party program – SENTRAL. Teachers record attendance twice daily. Families are able to

access this to advise of absence reasons. Letters are sent home regularly requesting explanations for unexplained absences. Student non-attendance is monitored through SENTRAL and includes being placed on an Individual Education Plan with regular Student Support Group (SSG) meetings held, if the level of non-attendance is reaching the threshold considered as chronic absence (<70%). External services have been approached as required to ensure wrap-around supports are in place for families and students.

The average number of absence day per student at Garfield Primary School in 2023 was 19.7 which is down from 23.7 in 2022. The number of unapproved absences in 2023 was 3.1 which is down from 3.7 in 2022. 32% of our students missed 20 or more days school in 2023, which is less than state, region and like schools. A large number of student absences can be accounted for by a relatively small number of students for whom there are extensive supports in place.

Other strategies that Garfield Primary School use to address student non-attendance include:

- \* daily attendance alerts sent for absent students
- \* weekly wellbeing meetings to case-manage individual students
- \* contact between the family and the Principal to follow up on frequent absences
- \* flexible and compassionate arrangements (in consultation with families and professionals as required) to facilitate a gradual return to school for students who are identified as having wellbeing concerns.

At Garfield PS we believe that excellence in teaching and learning augers well for improving and maintaining high attendance rates. We see teaching and learning strategies as integral in creating purposeful learning opportunities for all students. Maintaining a consistent approach to curriculum planning based on researched best practice and providing an assessment model that is real and ongoing assists in the engagement of all students. Clear Learning Intentions and Success Criteria ensure students are engaged and are being taught at their point of need, as determined by the data collected and analysed regularly through the Professional Learning Teams.

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## Other highlights from the school year

On the sporting field, some of the highlights of 2023 were our swimming, athletics and cross-country carnivals which received fantastic community support with a number of students going on to participate well at a district, division and even state level. Winter and Summer sports days were also hugely successful.

In 2023 we ran a single school camp to Sovereign Hill in Ballarat for our Years 3-4 students, for 2 nights in Term 3. We also held our annual F-2 overnight Camp Experience in Term Two. We were able to run special breakfasts for our school community on Mother's and Father's Days. Our Garfield Football League ran in term three with the Grand Final being well attended by the school community.

As outlined earlier, our SWPBS work over a number of years was acknowledged with the provision of gold level accreditation. Garfield PS were the first school in Southern Melbourne to receive this level of accreditation.

In Term Three, a Leading Teacher (Wellbeing and Inclusion) and Learning Specialist (Curriculum and Pedagogy) were appointed, to commence in 2024. This is the first time that Garfield PS have had both a Leading Teacher and a Learning Specialist and will provide a strong leadership structure moving forward to support out whole-school improvement endeavors.

In Term Three, new playground equipment was installed that was joint-funded by our Parents and Friends Committee as well as our Student Representative Council.

In Term Three, we also had a working bee to significantly upgrade a number of our garden areas, with over \$2,000 worth of plants donated and planted.

Restoration of our school oval continued and by the end of the year, we had a really nice surface that students were really enjoying playing on.

We had some Collingwood Footballers come and visit the students in Term Four to talk about their Premiership victory and answer questions from our students about what it takes and what it is like to be an AFL footballer.

We finished the year with a community event on-site with external performers as well as performances from students. We had an enormous turnout from our parent community and it was a fantastic celebration of the 2023 school year.

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## Financial performance

In 2023, Garfield Primary School has consolidated its strong financial position, utilising stringent accounting procedures to ensure

that all Department of Education requirements have been met. Through careful budgeting and financial management, Garfield Primary school has been able to continue to invest in the provision of quality learning programs, upgrading facilities and resources and maintaining a vibrant and attractive school environment.

The school finished the 2023 year with a strong net operating surplus. Equity funding was utilised to continue resourcing a student welfare coordinator and school chaplain to ensure the focus on student health and wellbeing was prioritised. All cash budgets were monitored in regards to revenue and expenditure over the course of the year and School Council were well informed of the school's financial position through the School Council Finance Committee reports and the provision of monthly finance reports. Some significant purchases included:

- An upgrade of our school photocopier
- An upgrade of our Art room to house our new STEM program. This was partly funded by a donation from the Garfield Post Office
- New playground equipment which was joint funded by our Parents and Friends Committee and our Student Representative Council
- A change of synthetic phonics program to Little Learners Love Literacy. Resourcing this was partly funded by donations from the Garfield and Bunyip Community Opportunity Shops

The surplus carried forward from 2023 will be used to further enhance the learning experiences for all children through the provision of new items such as Chromebooks, as well as upgrading and enhancing our classrooms. A number of facility enhancements are being considered by our Student Representative Council, School Council and our Parents and Friends Committee. Garfield Primary School is also committed to the provision of Learning Tutors in 2023 (using the additional Government funding) to address the gap in student achievement levels due to the COVID-19 pandemic. We also remain committed to the School Chaplaincy program, using school mental health funding and equity funding to support this appointment.

In 2024, our Leading Teacher of Wellbeing and Inclusion will be funded using mental health and disability inclusion funding.

# 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 158 students were enrolled at this school in 2023, 78 female and 80 male.

0 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).

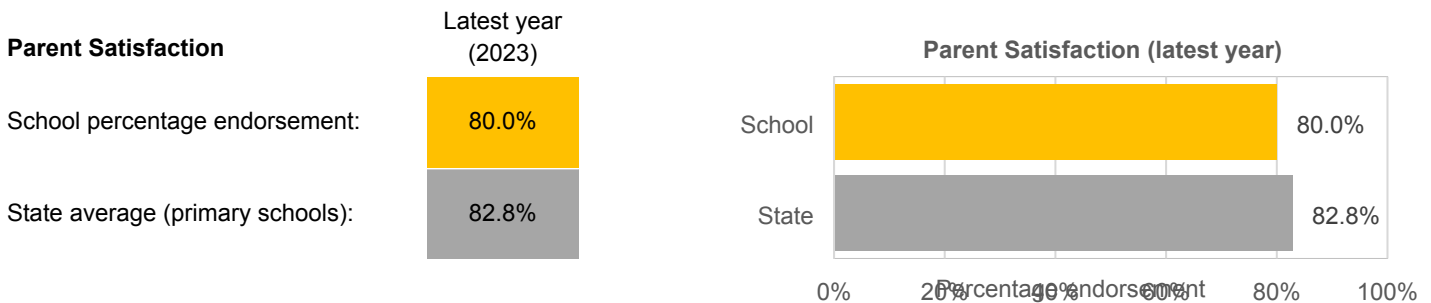
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

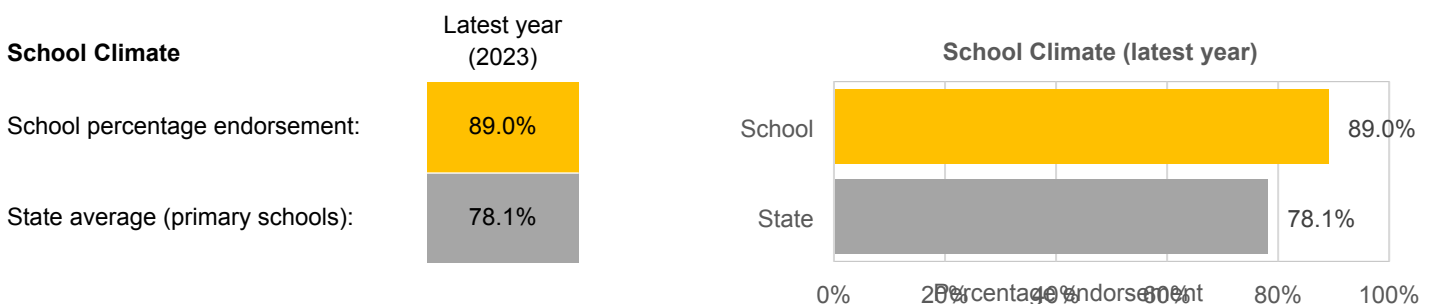


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

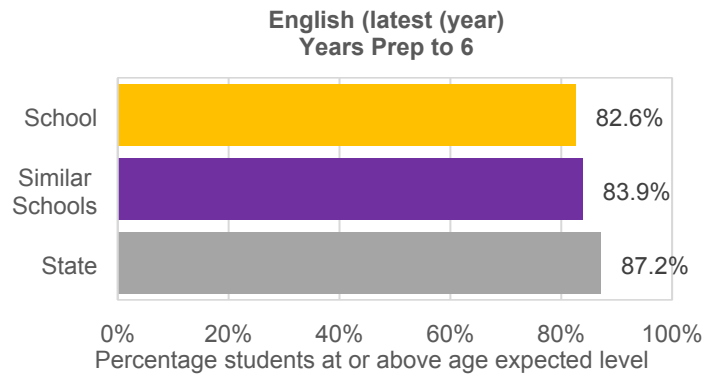
82.6%

Similar Schools average:

83.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

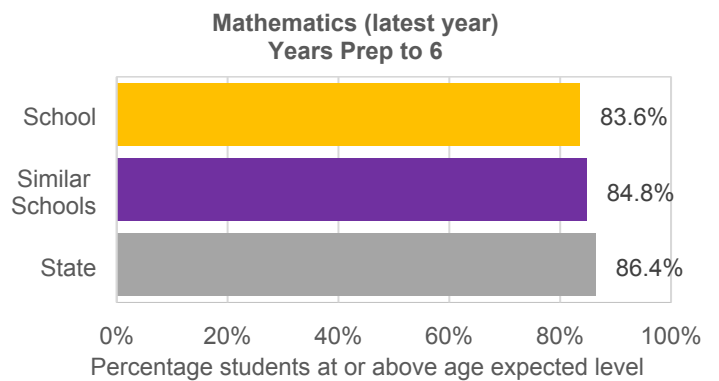
83.6%

Similar Schools average:

84.8%

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:

41.2%

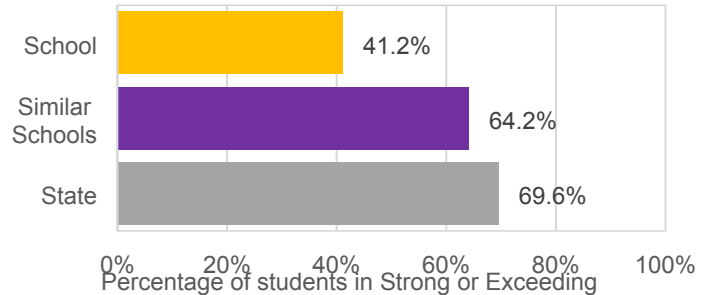
Similar Schools average:

64.2%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.5%

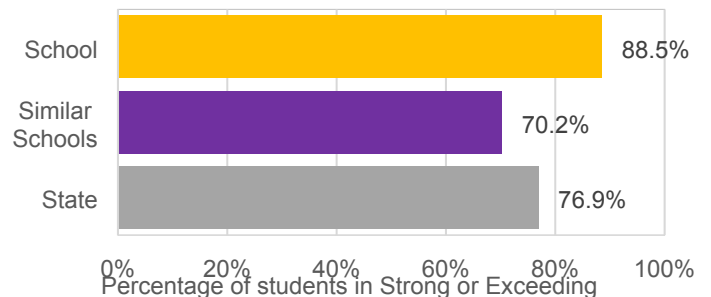
Similar Schools average:

70.2%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.7%

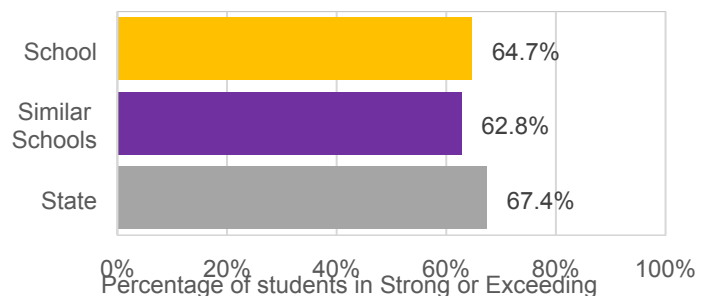
Similar Schools average:

62.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.4%

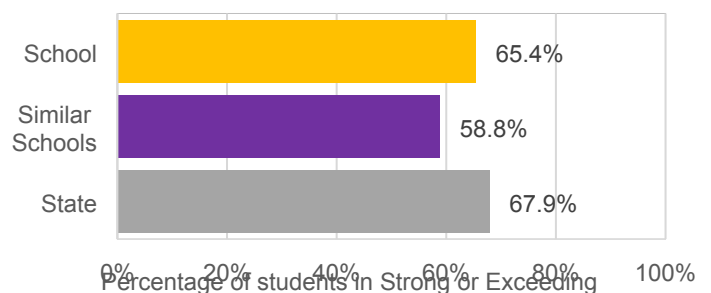
Similar Schools average:

58.8%

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:

63.6%

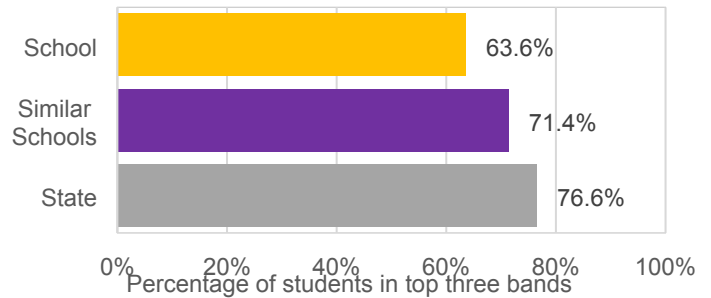
Similar Schools average:

71.4%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

50.0%

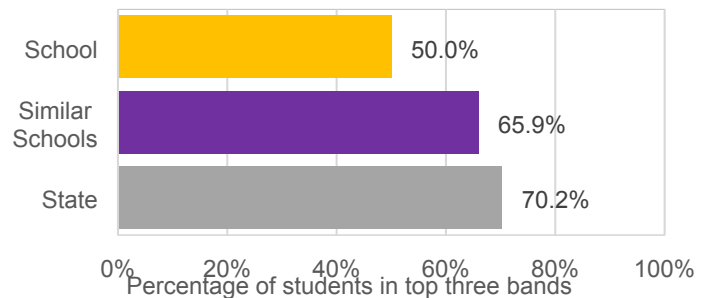
Similar Schools average:

65.9%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

59.1%

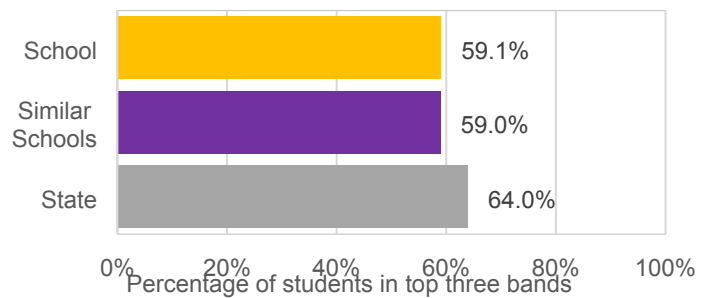
Similar Schools average:

59.0%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

44.4%

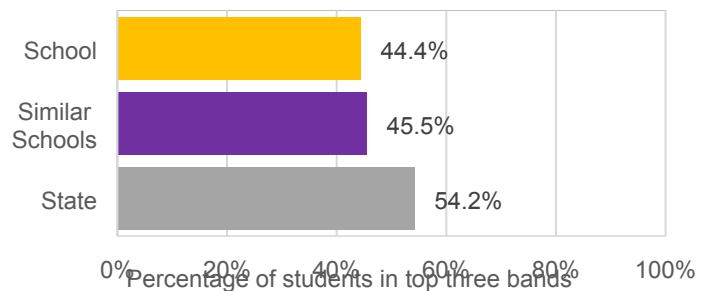
Similar Schools average:

45.5%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

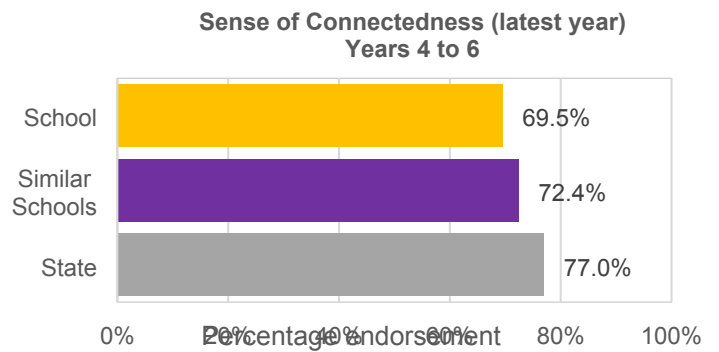
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.5%	75.3%
Similar Schools average:	72.4%	74.9%
State average:	77.0%	78.5%

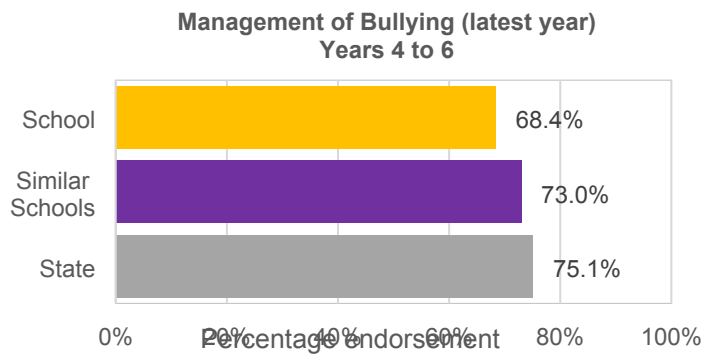


### Student Attitudes to School – Management of Bullying

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:	68.4%	76.5%
Similar Schools average:	73.0%	75.3%
State average:	75.1%	76.9%



## ENGAGEMENT

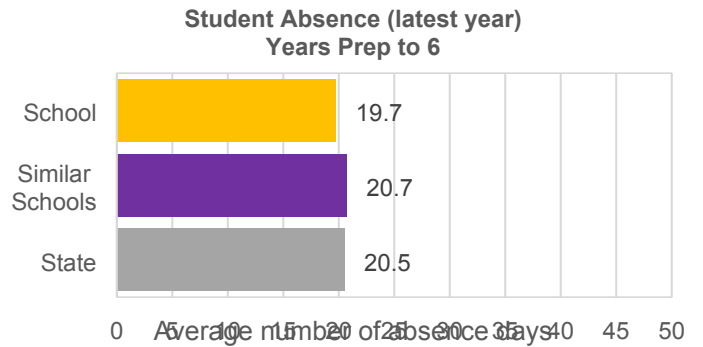
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.7	18.2
Similar Schools average:	20.7	18.8
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):	90%	91%	91%	91%	87%	89%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,637,470
Government Provided DET Grants	\$239,693
Government Grants Commonwealth	\$6,222
Government Grants State	\$0
Revenue Other	\$16,380
Locally Raised Funds	\$71,385
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,971,150</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$52,496
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$52,496</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,499,059
Adjustments	\$0
Books & Publications	\$4,595
Camps/Excursions/Activities	\$45,737
Communication Costs	\$1,900
Consumables	\$54,542
Miscellaneous Expense <sup>3</sup>	\$9,751
Professional Development	\$5,074
Equipment/Maintenance/Hire	\$24,930
Property Services	\$38,375
Salaries & Allowances <sup>4</sup>	\$57,410
Support Services	\$44,767
Trading & Fundraising	\$7,454
Motor Vehicle Expenses	\$130
Travel & Subsistence	\$0
Utilities	\$18,888
<b>Total Operating Expenditure</b>	<b>\$1,812,613</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$158,537</b>
<b>Asset Acquisitions</b>	<b>\$38,315</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	\$268,631
Official Account	\$17,013
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$285,644</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$47,404
Other Recurrent Expenditure	\$4,047
Provision Accounts	\$0
Funds Received in Advance	\$6,593
School Based Programs	\$2,549
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,119
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$11,471
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$111,499
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$193,682</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.*