

2023 Annual Report to the School Community

School Name: Dandenong South Primary School (4810)



- 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 12:13 PM by Leonie Fitzgerald (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 March 2024 at 09:42 PM by Rina Main (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

Dandenong South Primary School is located in the South-Eastern Victoria Region and is bordered by residential, commercial and industrial zones. The school has a kindergarten onsite coordinated in partnership with the City of Greater Dandenong and Best Chance Child Family Care. The school's facilities include a refurbished library/discovery centre, modern gymnasium, refurbished classrooms, spacious grounds and a Community Hub.

At Dandenong South Primary School, the wellbeing and safety of all children is at the forefront of all we do and every decision we make. The school has a zero-tolerance to child abuse and actively promotes the safety and wellbeing of all students. All school staff are devoted to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school uses a Restorative Practices approach which focuses on developing positive relationships between students, and between teachers and students. The implementation of School Wide Positive Behaviours and Respectful Relationships programs relate directly to our school values of being respectful, safe and responsible.

At Dandenong South Primary School we provide students with a positive and engaging learning environment, which will equip them with the knowledge, skills and social competencies they need for the future in order for them to become respectful and responsible citizens who contribute positively to society.

Mission Statement:

To provide the optimum learning environment so that every child has the opportunity to succeed.

School Values:

Dandenong South Primary School has a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of being respectful, safe and responsible. These values provide us with a framework for the way we achieve our vision.

On Census Day in 2023, the school had an official enrolment of 576 students. Eighty-eight percent of students had English as an additional language. The school ensures that all students receive a high-quality education experience through a high level of support in a safe, welcoming and engaging learning environment.

In 2023, the school was divided into five sub-schools from Foundation to Year 6 with five Foundation classes, four Year 1 classes, four Year 2 classes, seven Year 3/4 composite classes and six 5/6 composite classes. Specialist classes were provided in Physical Education, Visual Arts, Music, Performing Arts and LOTE (Indonesian). The staff was comprised of forty-four full-time equivalent teaching staff, including one Principal, two Assistant Principals, four Leading Teachers (including a Wellbeing Officer), a Literacy and Numeracy Learning Specialist, an English as an Additional Language teacher, additional support teachers, and twenty-one Education Support staff. A team of Allied Health staff including a psychologist and speech pathologist also provided support to identified students across the school. The school's teaching and non-teaching staff are dedicated to developing each child to their full potential.

Dandenong South Primary School is committed to improving the learning and wellbeing outcomes of every student. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in Literacy and Numeracy learning. Literacy and Numeracy continue to be the core curriculum areas with students being provided with personalised learning opportunities as part of their regular classroom program. The school follows a Play-Based Learning approach through its Investigations program in Foundation to Year Two and Inquiry Learning consolidates this approach in Years Three to Six.

During 2023, the school continued to provide support programs for students in English, Mathematics and Wellbeing across all year levels. To cater for the learning needs of students who predominantly speak English as an Additional Language, the school offered a range of literacy intervention programs. These included first phase and second phase English as an Additional Language programs, Oral Language, Phonological Awareness and Reading and Writing support programs.

The school's Community Hub continued to provide strong links between home and school by offering a number of programs including playgroups and English language classes. The Community Hub acts as a bridge, linking mothers, their children and their extended family to the wider community and the network of services and programs available to support families in the City of Greater Dandenong.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Dandenong South Primary school continued to work on its strategic plan goal of maximising student learning growth in English and Mathematics for Foundation to Grade 6.

Throughout 2023, equity funding was utilised to ensure a range of programs were staffed and resourced in a manner that specifically focused on delivering targeted intervention for students at different year levels. Programs included mathematics intervention and extension, writing intervention and extension, reading intervention and extension. As part of the school's enrichment program, a number of students participated in the Victorian High Ability programs throughout the year.

In 2023, the school strategically expended the majority of the funds in the Tutor Learning Initiative. A collection of data, such as teacher judgement, assessments and pre and post program norm referenced assessments undertaken by the school demonstrates a positive impact on student learning outcomes.

During 2023, the school continued professional learning focusing on strengthening teacher practice in using assessment and differentiation to identify and meet students' individual learning needs. Staff were supported through coaching conversations and professional learning teams to improve their data literacy, especially in Numeracy. Teacher judgement data in 2023, showed that students performed above similar schools in Mathematics and also English. 74.7% of students achieved at or above the expected level in Mathematics and 85.0% of students achieved at or above the expected level in English.

The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Even though we were unable to determine whether we achieved our NAPLAN targets, it was noted that the percentage of students in Strong or Exceeding was similar to like schools in Reading, Writing and Numeracy for Year 3 and in Writing for Year 5. The percentage of equity funded students in Strong or Exceeding was higher than similar, network and state schools for Year 3 in Reading and Writing and well above similar, network and state schools for Year 5 in Writing.

In Reading and Numeracy, the school performed below similar schools at Year 5. Areas of improvement have been identified, and strategies have been implemented to further support student progress in these areas. These include tutoring and specific intervention programs that target comprehension and numeracy skills. Student learning and the tracking of individual student data will continue to be closely monitored to ensure we are meeting the individual learning needs of all students.

In 2023, there were seventeen students who received special funding under the Program for Students with Disability. All of these students had Individual Education Plans and were provided with the necessary adjustments to cater for their specific learning needs.

Students working at least a year below the expected levels were also supported by Individual Education Plans and provided with the necessary adjustments to cater for their specific learning needs. Many of these students participated in support programs, such as the Speech Therapy Assistant (STA) program focusing on supporting identified students to improve their decoding and language skills. The progress of these students was closely monitored by sub school leaders, speech pathologists and the school psychologist.

The learning needs of Koorie students were monitored through Individual Education Plans as per the Marrung strategy. These Learning Plans were reviewed and updated with parents each term.

Wellbeing

Ensuring the best possible wellbeing outcomes for every student, alongside learning, continues to be the highest priority for Dandenong South Primary School.

During 2023, the school provided a range of social and emotional learning programs and events to address wellbeing needs and enrich learning experiences and opportunities for students. This was achieved through partnering with organisations, such as Ardoch and Student Focused Youth Services (SFYS) providing a variety of programs including Project Rockit, MAT and EdConnect. Events with a specific focus on inclusion and wellbeing were selected from the Mental Health Fund Menu and included a specific focus on anti-bullying programs, building resilience, eSafety, Trauma Informed Practice and Koorie engagement.

A whole-school approach to promoting positive behaviours and relationship building was achieved through the use of Restorative Practices and the School-Wide Positive Behaviour Support (SWPBS) framework.

The implementation of the Resilience, Rights and Respectful Relationships (RRRR) program across all year levels has continued to provide a cohesive and consistent approach to building students' resilience and emotional health.

The school has a whole school approach to wellbeing and inclusion. The diversity of cultural and linguistic backgrounds are celebrated within the school environment and the broader school community. The school's Community Hub, working in partnership with Community Hubs Australia and the Smith Family supports the whole family. This is achieved by offering a range of programs to engage families in early learning courses and through supporting the health and wellbeing of students and their families.

In 2023, the school percent endorsement for 'Sense of Connectedness' and the 'Management of Bullying' (Years 4 to 6) as reported in the Attitude to School's Survey was above the state average for both areas. Sense of Connectedness for Dandenong South Primary School was at 90.4%, similar schools at 81.5% and the state average was 77%. Management of Bullying was 91%, similar schools was 78.8% and the state average was 75.1%. The results from the survey indicate that students at Dandenong South Primary School feel connected to school and responded positively when asked questions about the school's management of bullying.

At Dandenong South Primary School we will continue to focus on developing confident, resilient students through a comprehensive approach to wellbeing across the school.

Engagement

Dandenong South Primary School recognises that wellbeing and student engagement are necessary prerequisites to an effective learning environment. During 2023, the school implemented a range of programs that focus on building positive relationships and a sense of belonging. Parent perception in the local community is widely positive and endorses the school as providing a high level of wellbeing support for students, with a strong sense of community and belonging. This was further evidenced by the results of the 2023 Parent Opinion Survey which indicated that 97.2% of parents responded positively to the survey compared to the state average which was 82.8%.

Dandenong South Primary School continues to promote the importance of regular attendance and engages with families to follow up on absences. Ensuring that students attend school each day is the shared expectation of all families, students and the school.

In 2023, the average number of student absences was 20.5%, similar schools were 22.6% and the state average was 20.5%. Illness and extended family holidays are common reasons for non-attendance. The school continues to work on educating parents about why 'it's not ok to be away.'

Student attendance is regularly monitored by classroom teachers, sub school leaders and the school's wellbeing officer. The school continues to send SMS messages to parents, requesting them to notify the school of any absences and phone calls are made after two days of unexplained absences. Students are provided with incentives and recognition for regularly coming to school. Where attendance falls below 80%, an attendance improvement plan is created for the student in consultation with the family to improve attendance.

Promoting the importance of children being at school and informing parents of the impact absences have on student learning is an ongoing priority at Dandenong South Primary School.

Other highlights from the school year

In 2023 special events, such as Harmony Day, Education Week and Book Week were just some of the events organised for students to celebrate learning and diversity of cultures in our school community.

The school swimming program was delivered for free to participating students in 2023. Feedback from students, parents and staff was overwhelmingly positive, acknowledging that the swimming program was another uplifting experience for students.

Students participated in the following events and incursions in 2023:

- Making Friends and Keeping Them incursion (Foundation-Grade 2)
- Project Rockit - Belong (Grades 3-6)
- Proactivity - Education Week, Make, Move, Motivate
- Ysafe - Cybersafety incursion
- Beauty and the Beast production
- National Day of Action Against Bullying
- TESSA Mat program - active mindfulness program for disengaged youth
- ATSI Children's Day activities

Additionally, the school has benefited from services assisting students and families in various ways:

- Dentists
- Optometrist
- Breakfast Club - Chobani and Foodbank
- City of Greater Dandenong Reading Buddies
- Computers donated by Chobani
- iPads donated by Australia Post
- Student Focused Youth Services
- EdConnect volunteers
- Ardoch volunteers

In 2023, the school developed a new partnership with Mainfreight through Books in Homes. Every student in the school was gifted three books each, in terms one, two and four, which was celebrated as part of special Book Giving Assemblies. This charitable foundation provided books of choice to all students, ensuring crucial early literacy engagement and the development of reading skills needed for lifelong achievement.

Financial performance

During 2023, Dandenong South Primary School continued to maintain a sound financial position.

The School Strategic Plan, along with the 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities.

The school received substantial equity funding which was utilised to ensure a range of programs were staffed and resourced in a manner that best suited the needs of the children and families of the school community. Ongoing professional development programs for staff were linked to improvements in teaching and learning in the school curriculum programs.

The school continues to carefully manage resources so that all financial commitments are met, and school programs are appropriately resourced. Planning is in place for the future needs of the school.

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 576 students were enrolled at this school in 2023, 299 female and 277 male.

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

Overall Socio-Economic Profile

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

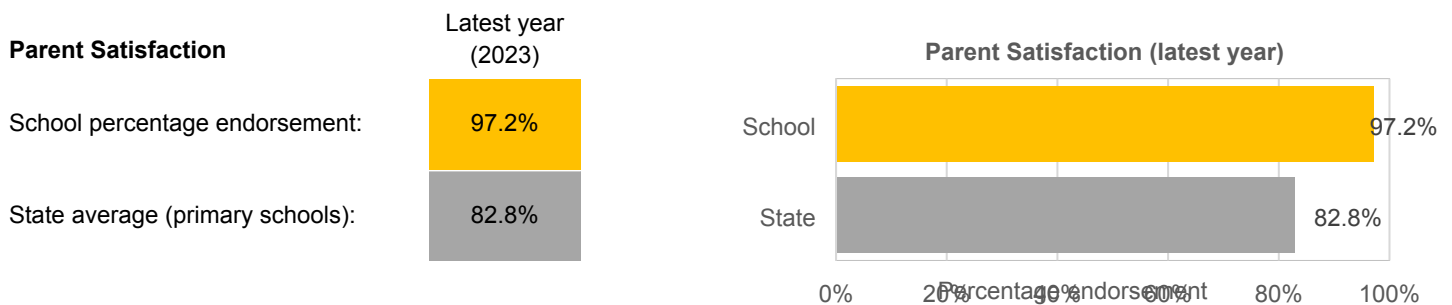
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

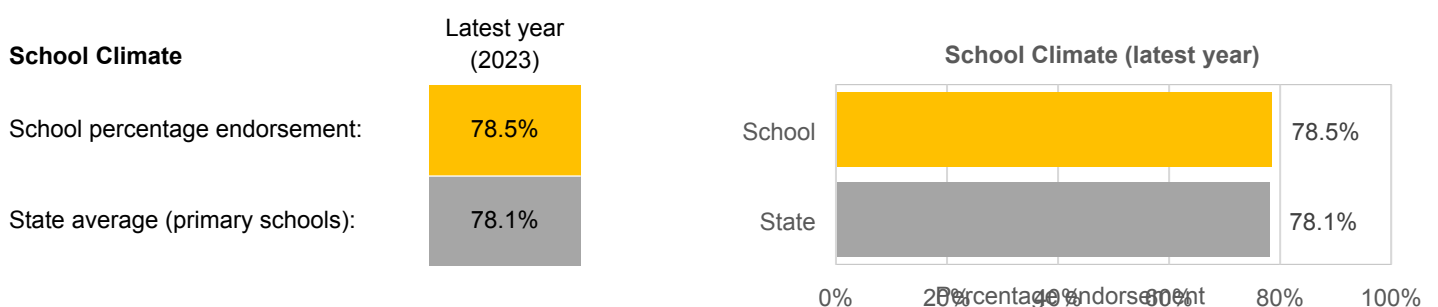


School Staff Survey

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:

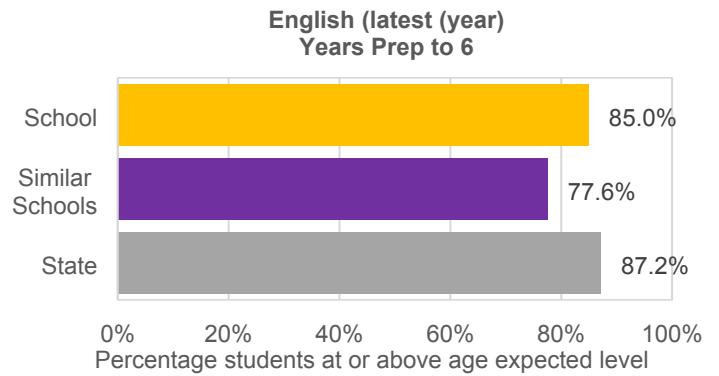
85.0%

Similar Schools average:

77.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

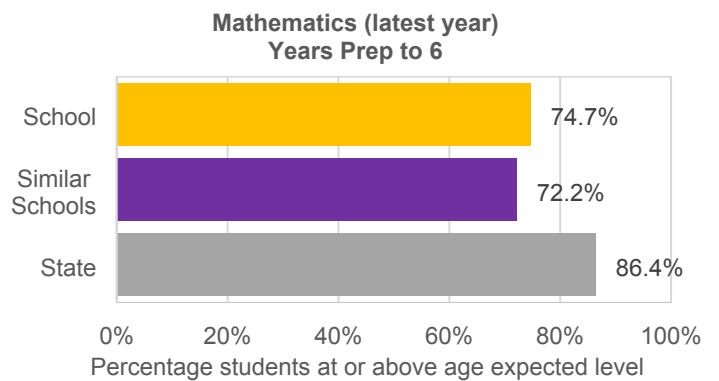
74.7%

Similar Schools average:

72.2%

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:

57.5%

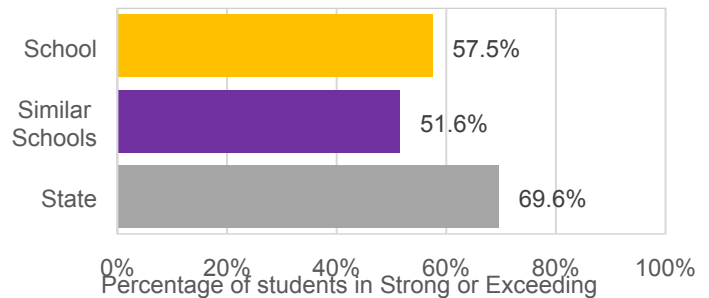
Similar Schools average:

51.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.7%

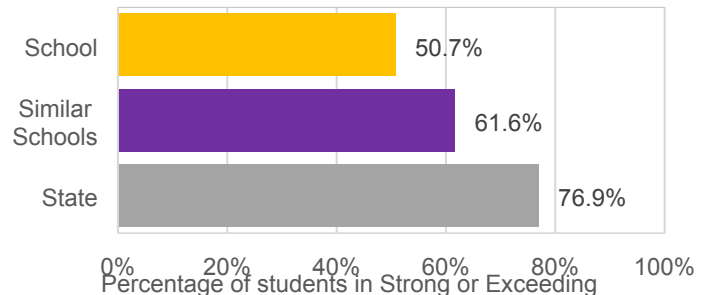
Similar Schools average:

61.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.5%

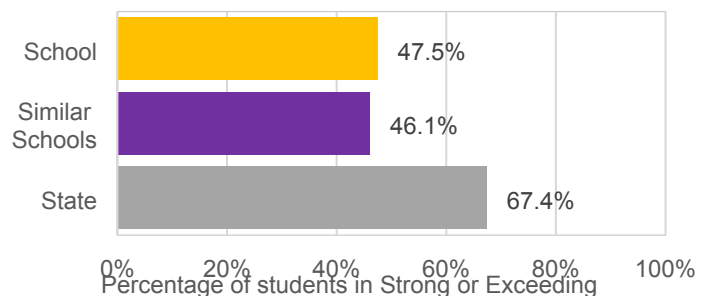
Similar Schools average:

46.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.3%

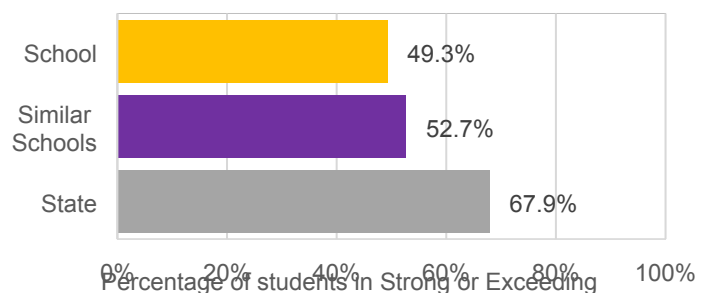
Similar Schools average:

52.7%

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:

56.0%

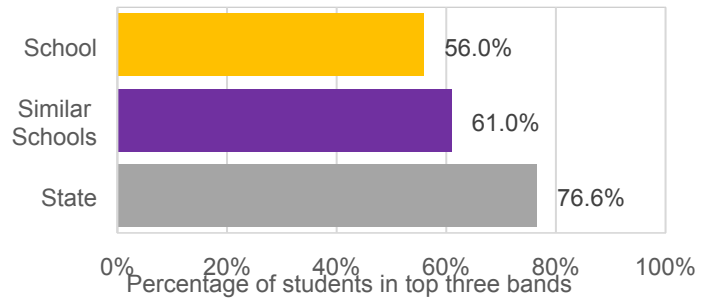
Similar Schools average:

61.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.3%

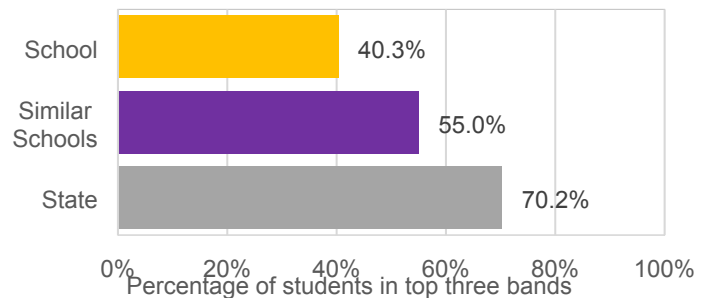
Similar Schools average:

55.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

34.7%

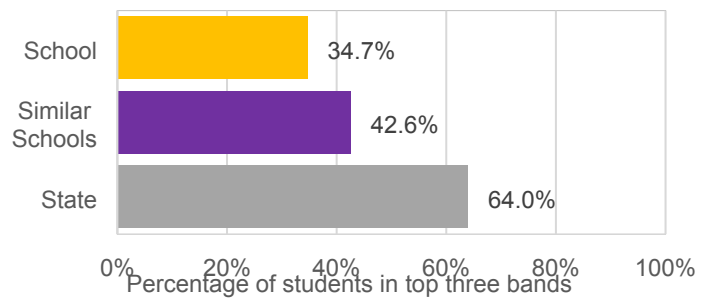
Similar Schools average:

42.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

26.4%

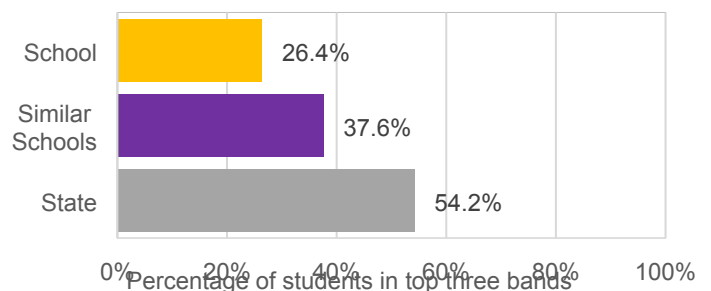
Similar Schools average:

37.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

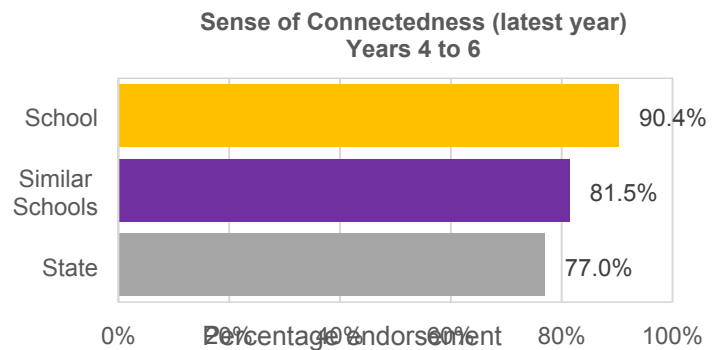
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.4%	87.9%
Similar Schools average:	81.5%	83.0%
State average:	77.0%	78.5%

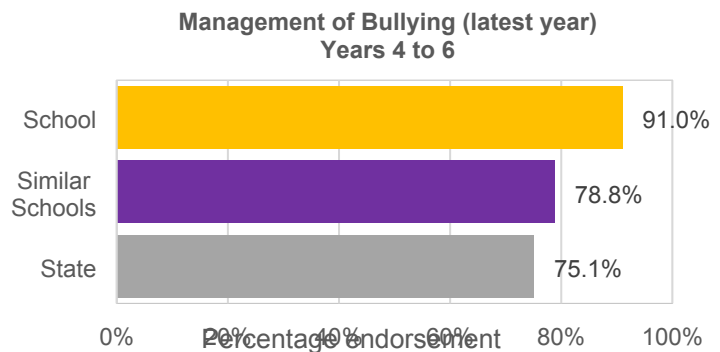


Student Attitudes to School – Management of Bullying

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:	91.0%	88.1%
Similar Schools average:	78.8%	80.2%
State average:	75.1%	76.9%



ENGAGEMENT

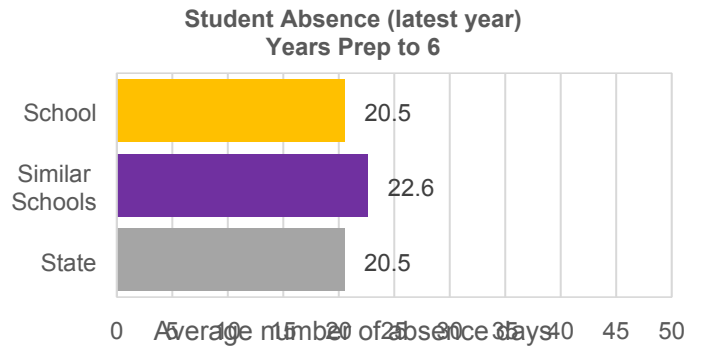
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.5	20.1
Similar Schools average:	22.6	21.4
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	89%	90%	91%	88%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,672,796
Government Provided DET Grants	\$1,516,973
Government Grants Commonwealth	\$10,152
Government Grants State	\$0
Revenue Other	\$129,223
Locally Raised Funds	\$124,401
Capital Grants	\$5,000
Total Operating Revenue	\$10,458,546

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,749,296
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,749,296

Expenditure	Actual
Student Resource Package ²	\$6,490,198
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$103,102
Communication Costs	\$8,487
Consumables	\$151,195
Miscellaneous Expense ³	\$22,858
Professional Development	\$17,181
Equipment/Maintenance/Hire	\$231,869
Property Services	\$240,250
Salaries & Allowances ⁴	\$0
Support Services	\$474,629
Trading & Fundraising	\$25,515
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,220
Total Operating Expenditure	\$7,823,504
Net Operating Surplus/-Deficit	\$2,630,041
Asset Acquisitions	\$56,756

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$3,159,981
Official Account	\$61,891
Other Accounts	\$0
Total Funds Available	\$3,221,872

Financial Commitments	Actual
Operating Reserve	\$184,876
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$70,396
School Based Programs	\$231,395
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	\$604,285
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$2,095,332
Total Financial Commitments	\$3,186,285

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.