

# 2023 Annual Report to the School Community

School Name: Meadowglen Primary School (5286)



- 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 22 March 2024 at 11:19 AM by April Himing (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 March 2024 at 12:45 PM by Ryan Gunn (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

Meadowglen Primary School was opened in 1990 and is situated in Epping, in the local government area of Whittlesea. The school is located in the older, more established part of Epping. Several new schools have opened in the Northern corridor, which are absorbing the rapid growth.

We promote high standards in all aspects of school life. Meadowglen creates an engaging, inclusive and orderly environment where all students learn, excel and flourish; Meadowglen: a journey without limits.

Our school values are:

- Be Respectful
- Be Curious
- Be Resilient
- Be Safe

Our values are the cornerstone of everything we do. They are deeply embedded in our daily practice, our Student Engagement and Inclusion policy, and are central to all:

- School initiatives, policies, and practices.
- Teaching and learning programs.
- Internal and external interactions.
- Organisational structures and practices.
- Dealing with parents, the school council, and the school community.

At census (August 2023) there was a student population of 475. The Student Family Occupation and Education (SFOE) index sits at around 0.5386. The SFOE band value is high.

24% of students had English as an additional language and 5% students were Aboriginal or Torres Strait Islander. 16 students have a disability and are funded for extra support. These students have had successful Individual Education Plans and regular Student Support Group meetings to monitor, maintain and achieve their learning goals. We also provide Student Support Group meetings for a significant number of students who have been identified as needing extra support.

There were a small number of international students enrolled in 2023. Programs offered for overseas students differ depending on the individual needs of the students. Some examples include working in small groups, participating in the language experience program and the classroom teacher being able to access expert support via our Learning Specialist Staff.

In 2023, Meadowglen had 41 teaching staff (EFT 33.6 teaching staff) and 16 Non-teaching staff (EFT 11.7 Education support Staff). There were teaching staff and Education Support Staff who were employed as integration aides, students support and office staff. A social worker was also employed for four days a week. A qualified nurse works five days per week from 10.00 till 3.00pm each day. The school grounds include a multi-purpose hall, a community room, and a building containing classroom spaces, open learning spaces, meetings rooms and offices. The grounds include an oval, playground facilities and spaces for quiet relaxation. The school has some quiet spaces such as a fairy garden with gameboards installed on the top of the teacups. The Foundation yard has a pirate ship. The aim of these spaces is to encourage students learning, curiosity, and enhance their ability to flourish. We school has two gaga pits in the yard: one next to the Foundation building and one on the oval. Gaga is a fast-moving and high-energy game that keeps all students active and engaged.

Specialist areas for students in Foundation to Year 4 included Art, Music, Physical Education, Italian and Science. Students in Years 5 and 6 participated in an elective program which included Art, Song and Dance, Bike Club, Active Sports, and Master Chef. All students also participated in Italian and Physical Education each week.

Breakfast club continued to operate five mornings a week from 8.30-8.50. Members of the school community are welcome to attend each day.

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

### Learning

This report encapsulates the collective efforts, accomplishments, and growth that have characterized Meadowglen Primary School throughout the past year. Teacher judgments are where the teachers make evidence-based judgments against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period. Teachers at Meadowglen Primary School complete student reporting profiles for both Literacy and Numeracy, which support them in knowing the achievement standards and triangulating the available

data sets. On teacher judgement, the percentage of students working at or above expected standards in Reading and Viewing was 70%, in Writing it was 57% and in Number and Algebra it was 65%. Based on the teacher judgments the results in Reading and Viewing and Writing improved from 2022.

## NAPLAN

2023 saw a change to how student achievement in NAPLAN is reported using proficiency standards. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing.

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

Exceeding: the student's result exceeds expectations at the time of testing.

Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Developing: the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

In relation to the NAPLAN domains, the following school results were achieved.

Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Exceeding and Strong proficiency levels was 46% which was lower than similar schools at 58% and lower than the State at 70%.
- Year 5 Reading: The school percentage of Year 5 students in the Exceeding and Strong proficiency levels was 65%, lower than similar schools at 67% and the State at 77%.

Writing:

- Year 3 Writing: The school percentage of Year 3 students in the Exceeding and Strong proficiency levels was 68% which was the same as similar schools at 68% and lower than the State at 78%.
- Year 5 Writing: The school percentage of Year 5 students in the Exceeding and Strong proficiency levels was 52%, lower than similar schools at 65% and the State at 75%.

Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Exceeding and Strong proficiency levels was 49%, lower than similar schools at 55% and the State at 67%.
- Year 5 Numeracy: The school percentage of Year 5 students in the Exceeding and Strong proficiency levels was 48%, lower than similar schools at 54% and the State at 68%.

## Wellbeing

At the end of 2023 Meadowglen finalised a detailed document outlining the student and staff engagement and wellbeing strategy at Meadowglen.

At Meadowglen we make use of a range of strategies to promote wellbeing, engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise that student learning and wellbeing are closely linked, and both must be addressed to create optimal conditions for learning growth. Our goal is to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities.

The following is an outline of all the programs and supports we have in place at Meadowglen to support student wellbeing.

- Berry Street Educational Model
- Respectful Relationships Program
- Restorative Practices
- To Infinity and Beyond (Start up Program)
- Buddy Program
- Clubs and Extracurricular Activities
- Student Leadership Program – Student School Council (SSC)
- Evolve – Online Safety and Wellbeing
- AIP Working Parties
- Counselling and Support

- Student Support Services
- State Schools Relief
- MALPA – Friends on a journey program
- Smith Family Transition Program
- Social Stories
- Whole School Behaviour Management program
- Hampers for Families
- Breakfast Club

Our school values are part of our everyday culture and 'lived' through our interactions with students and community.

At the end of each school year our staff work together to exchange information and discuss the needs of all of our students. The exchange of information is based on the significant amount of data collected on our students through the National Consistent Collection of Data (NCCD) analysis that is completed each year. This enables staff to plan and make necessary adjustments to support the overall wellbeing of all the young people they work with from the outset of the school year. The school uses Student Maps on Accelerus to show a snapshot of each student's NCCD data. Teachers used this tool during handover to add specific notes about each student and the external services they access.

At Meadowglen all Education Support Staff were timetabled to spend half of recess and all of lunchtime outside in the yard. They tag students for support, promote inclusion of all students and provide games, activities, music and sports equipment, Staff are able to be proactive with students, using strategies to redirect, guide and provide questioning techniques around our school values.

The school employs a social worker four days a week who works with students to provide individual student, group and family support. The Social worker and Student Wellbeing Leading teacher work side by side to ensure emotional safety and wellbeing supports are being offered. If students require further support, they are referred to our external services through Whittlesea Network Student Support Services team, to assist with supporting student learning and/or social-emotional support. They are referred to the psychologists and speech pathologists from the Student Support Services team to assess their learning. The school provides further wellbeing support by linking students and families with services such as, the school nurse, the dental van, State Schools Relief (who provide uniforms for families in need) and the Smith Family.

## Engagement

Several initiatives were undertaken throughout 2023 to support student's engagement. At the beginning of the year teaching staff further developed the positive start to the school approach called To Infinity and Beyond. This gives children a chance to voice their thoughts, feelings, and opinions on how they believe their classroom should look, feel, and sound. Staff and students worked together to create agreed protocols, expectations and routines in the classroom and playground settings. The school continued to develop student voice, agency, and leadership strategy over the year through our AIP Working Group where staff meet regularly to implement and monitor the actions from our Annual Implementation Plan (AIP).

It was very pleasing to have our students attend camps at Campaspe Downs (Year 4 and 5) and The Ranch in Cape Schanck (Year 6). School events such as the Mini Fair, Family Fun Night, Footy Day and our fortnightly assemblies were extremely well attended by students and their families. The school also made a very targeted effort to communicate regular updates regarding upcoming events through several communication avenues.

Based on the data, 42% of students were absent from school for more than 20 days in 2023. Common reasons for non-attendance were illness and extended family holidays. Meadowglen continued with consistent processes in which teachers contact any family with a child absent for three days in a row. Any family who intends on being absent for more than ten school days was required to have a conversation with a member of the school leadership team to develop a student absence learning plan (SALP). The students are provided with work to do while they are away.

During 2023 we worked hard to support staff and develop a positive school climate. Our Staff opinion survey clearly indicates the improvement we have made across many areas in building school climate. As reported in our 2023 Annual School Staff survey:

- Collective Efficacy has increased from 58% in 2022 to 66% in 2023.
- Staff Trust in Colleagues has increased from 53% in 2022 to 75 % in 2023.
- Providing a guaranteed and Viable curriculum has increased from 51% in 2022 to 70% in 2023.

## Other highlights from the school year

We are proud of the school's achievements, the quality of curriculum delivery by our professional staff and the reputation that our school enjoys in the community as a result.

### Teaching and Learning

Under the guidance of our Learning Specialist staff worked collaboratively over a period of time to develop a whole-school literacy scope and sequence. This was completed over several weeks and then reviewed and edited by all. Staff reviewed and made links between the school's reading and writing instruction model. This ensures consistency in teaching approaches across the school.

The PLC leaders explored the Kath Murdoch Inquiry Framework as one of our strategies to improve student voice and agency across the school. These leaders were introduced to consistent whole-school Inquiry planning documentation and a themed whole-school overview for 2024.

We offered a wide range of curriculum areas including a Year 5 and Year 6 elective program, specialists and inquiry learning. The elective program provides experience with Master Chef (cooking), Bike Education, Science, Performing Arts and Visual Arts. Specialists include STEM for Foundation to Year 2 and Science for year 3-6, Visual Art, Performing Art P.E and Italian. The sessions provided comprehensive and varied opportunities to engage in areas of interest.

Camps provided the opportunity for students to participate in extracurricular activities and new experiences. Foundation to Year 3 students participated in events such as breakfast, lunch and dinners at school. This supports progression to the external camping program which begins when students are in Year 4. Our Foundation, Year 1 and Year 2 students participated in swimming lessons. Foundation students celebrated 100 days of school and our year six students celebrated their graduation.

### Community Engagement

A variety of special events were held during the year, these included NAIDOC Week, Harmony Week, Italian Day, Wellbeing Week, Science Week, Writers Festival, Fun Run and Book Week. These special events allow students to immerse themselves in culture, and diversity and showcase their talents promoting engagement with their peers and school community. Student feedback indicated that the students appreciated the increased number of whole school events and activities.

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## Financial performance

The financial management of the school is effective and transparent. The school has clear processes and procedures in place for the financial management of the school in line with DET guidelines and policies. The School Strategic Plan along with the Annual Implementation Plan continued to provide the framework for the allocation of funds to support priorities and programs.

The school finished 2023 in surplus, in both the SRP credit and cash components. A substantial portion of our equity funding supported Meadowglen Primary School students directly by ensuring everyone had the necessary school uniforms, books and stationary items. It also ensured students had access to school excursions and our year 5/6 elective program. The funding also supported Breakfast Club, which operates five mornings a week a social worker, a school nurse and additional Education Support staff who are outside of the current allocation. The school was able to provide a swimming program for our students in Foundation to Year 2 through funding via our SRP.

Tutor Learning Initiative funding was used to employ four student teachers to support students. This initiative is designed to address the continued impact of the COVID-19 pandemic on student learning and engagement in Victoria. The initiative allowed our school to provide students with targeted learning support.

**For more detailed information regarding our school please visit our website at**  
<https://www.meadowglenps.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 480 students were enrolled at this school in 2023, 242 female and 238 male.

24 percent of students had English as an additional language and 5 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).

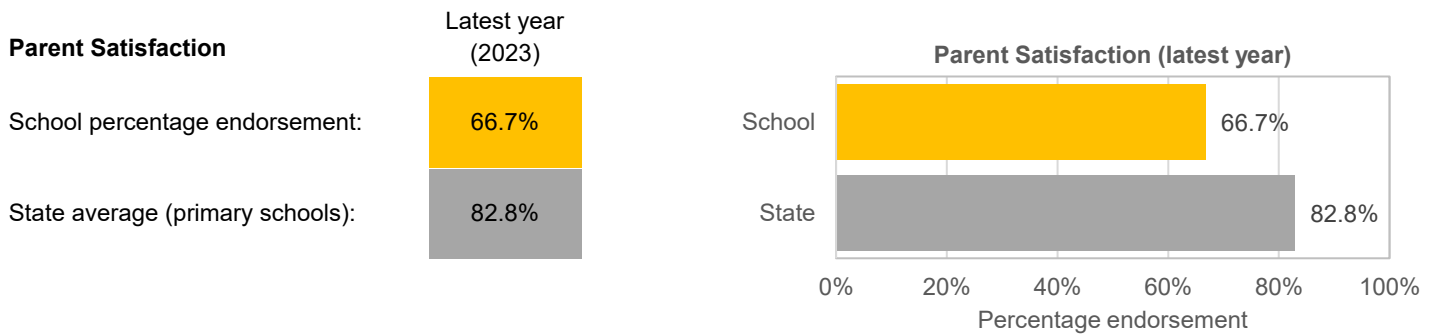
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

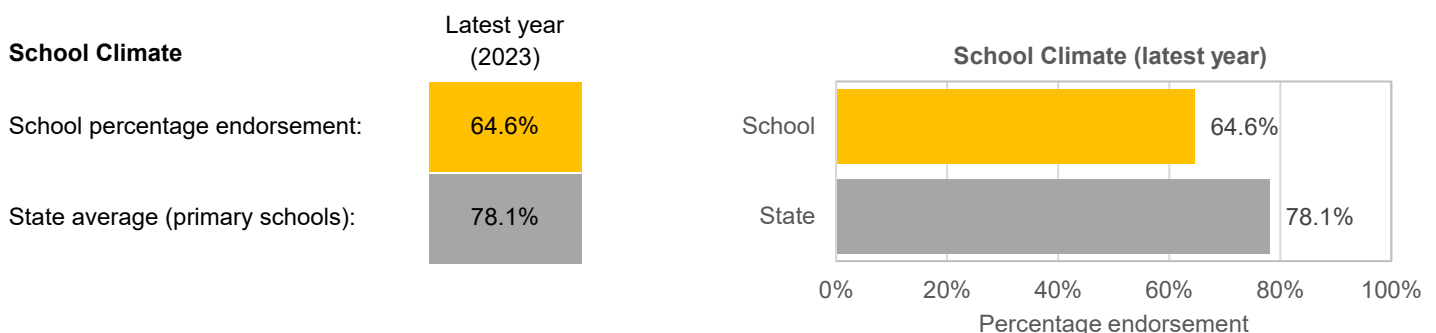


### School Staff Survey

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:

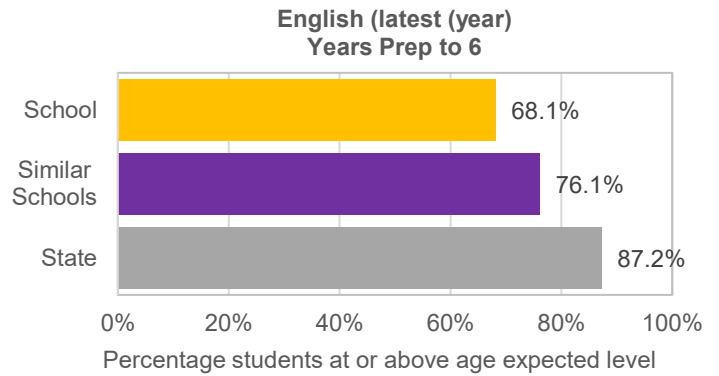
68.1%

Similar Schools average:

76.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

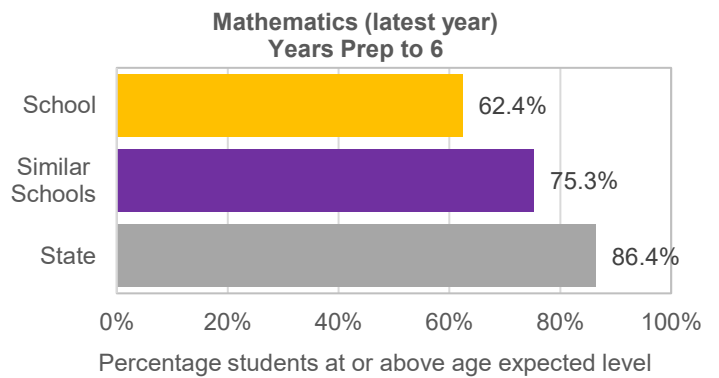
62.4%

Similar Schools average:

75.3%

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:

45.9%

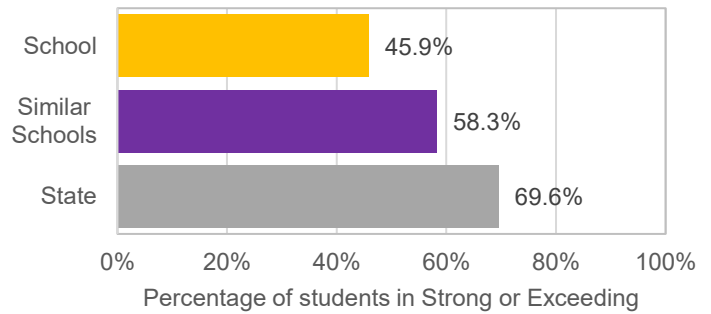
Similar Schools average:

58.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.0%

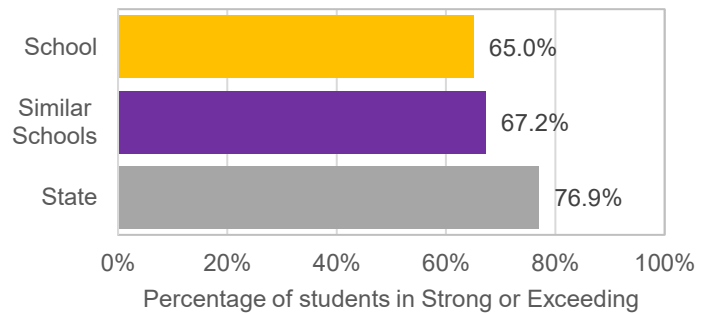
Similar Schools average:

67.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.6%

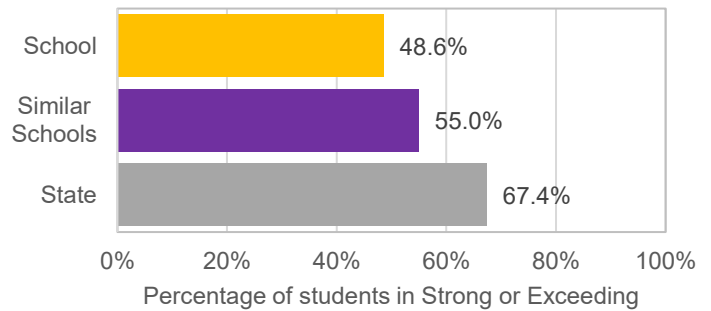
Similar Schools average:

55.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.3%

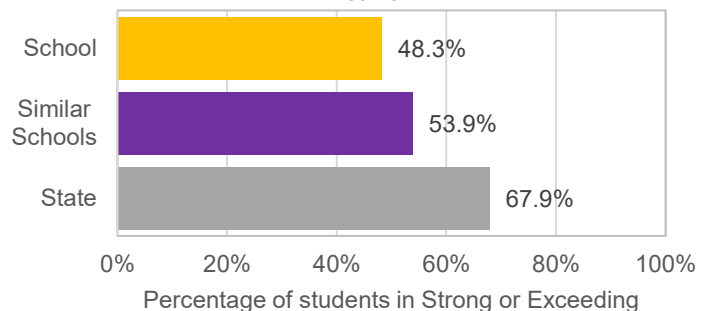
Similar Schools average:

53.9%

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:

57.1%

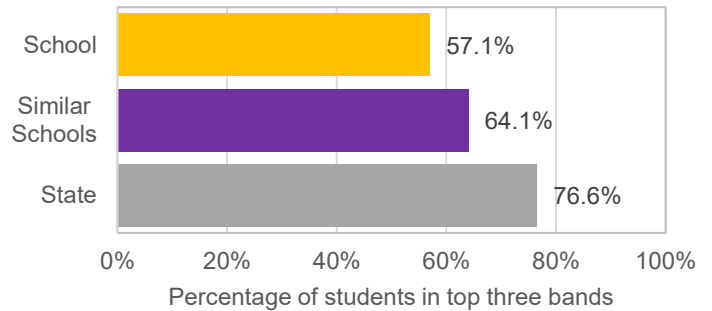
Similar Schools average:

64.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

47.1%

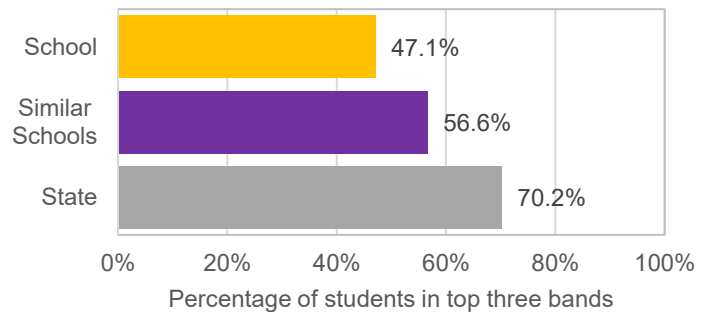
Similar Schools average:

56.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

44.2%

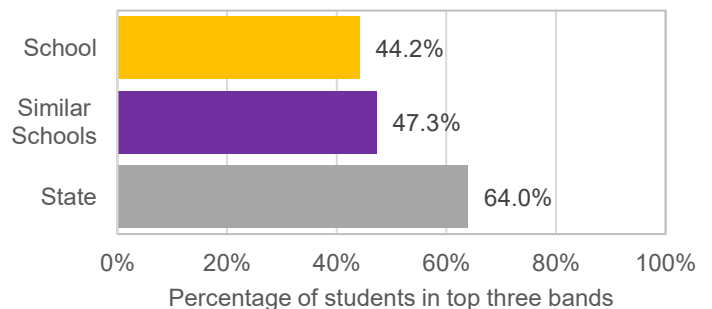
Similar Schools average:

47.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

38.6%

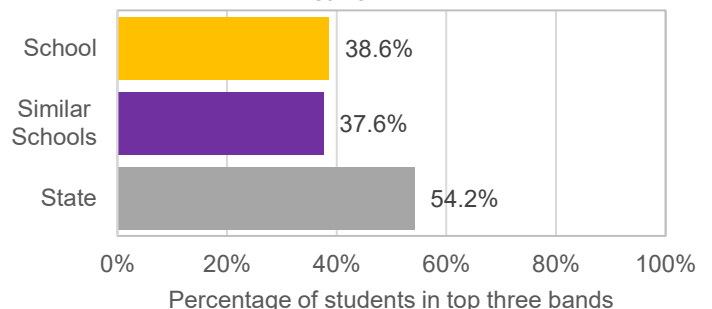
Similar Schools average:

37.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

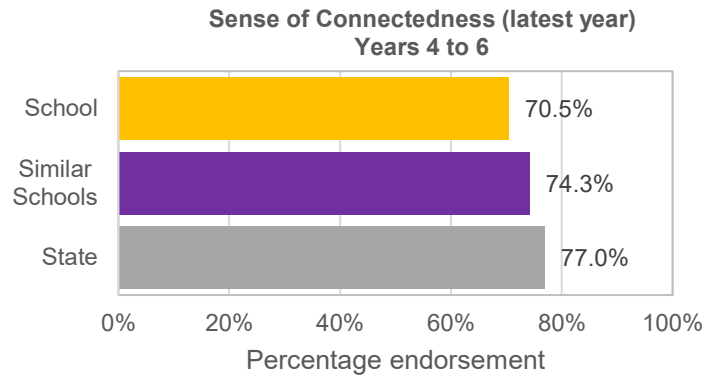
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	70.5%	70.5%
Similar Schools average:	74.3%	76.2%
State average:	77.0%	78.5%

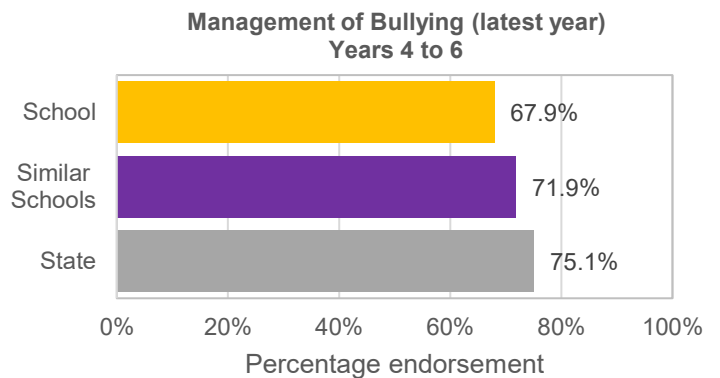


### Student Attitudes to School – Management of Bullying

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:	67.9%	67.0%
Similar Schools average:	71.9%	74.6%
State average:	75.1%	76.9%



## ENGAGEMENT

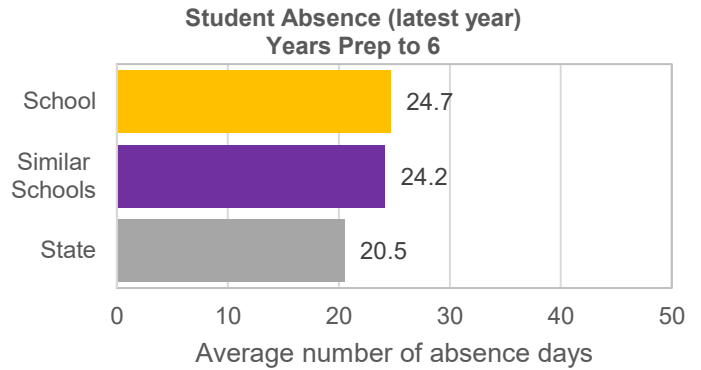
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	24.7	21.6
Similar Schools average:	24.2	21.8
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):	88%	87%	88%	88%	88%	86%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,788,970
Government Provided DET Grants	\$1,060,856
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$42,543
Locally Raised Funds	\$83,951
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,976,319</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$850,184
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$850,184</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,803,565
Adjustments	\$0
Books & Publications	\$15,447
Camps/Excursions/Activities	\$44,897
Communication Costs	\$4,997
Consumables	\$93,798
Miscellaneous Expense <sup>3</sup>	\$24,083
Professional Development	\$27,002
Equipment/Maintenance/Hire	\$245,363
Property Services	\$136,142
Salaries & Allowances <sup>4</sup>	\$36,384
Support Services	\$210,083
Trading & Fundraising	\$20,439
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,828
<b>Total Operating Expenditure</b>	<b>\$5,708,028</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,268,291</b>
<b>Asset Acquisitions</b>	<b>\$12,685</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	\$1,169,566
Official Account	\$18,466
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,188,032</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$131,992
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$45,000
School Based Programs	\$75,672
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$300,000
<b>Total Financial Commitments</b>	<b>\$852,664</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.*