

# 2023 Annual Report to the School Community

School Name: Seaholme Primary School (4440)



- 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 01 May 2024 at 09:36 AM by James Barger (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 01 May 2024 at 05:48 PM by Andrea Kehoe (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

Located in Altona, within a short walking distance of the beach and Cherry Lake Reserve, Seaholme Primary School prides itself on being a small community school. Our students have access to innovative and engaging classroom spaces in permanent buildings. Over recent years, the school council has developed playground areas to make them attractive, safe, and stimulating for our students. These extensive grounds and gardens include; an oval, running track, basketball court, six down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall. In 2023, there were 322 students enrolled in the school, supported by a workforce of 29.11 equivalent full-time staff comprising two principal class, 18.77 equivalent teaching staff and 8.34 equivalent Education Support staff.

At Seaholme Primary School, we work with our community to ensure 'Success for All'. We provide an inclusive, stimulating, creative and challenging learning environment where students are encouraged and enabled to achieve their personal best. They are supported to grow socially, emotionally and academically and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching practices.

In late 2020, Seaholme Primary School had its review and developed a new School Strategic Plan (SSP). Over the next four years, the goals within our SSP are to:

- improve the learning outcomes of all students,
- enhance student engagement in all facets of school life, and
- enhance the health and wellbeing of every student.

The key improvement strategies to achieve these goals are to:

- enhance teacher capacity to use curriculum, assessment and pedagogy to enable effective differentiation and challenge for all students, enhance student agency in learning,
- build the instructional and shared leadership of all staff,
- enhance opportunities for student voice, agency and leadership,
- build a positive and inclusive learning environment, and
- continue to foster networks with parents, carers and the wider community to enhance student wellbeing, achievement and engagement.

Seaholme Primary School provides an outstanding, comprehensive teaching and learning program in all curriculum areas and continues to achieve excellent academic results. Additional programs include Visual Art, Performing Art, Physical Education and Mandarin. TeamKids Out of School Hours Care, swimming, camps for years 2-6, lunchtime clubs, instrumental music, incursions and excursions are provided to support every student to reach their full potential. The active participation of parents and carers within the school community is a highly valued feature of our school. A strong partnership with parents and the wider community has been developed and is considered essential in our endeavours to ensure success for every child.

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

### Learning

In 2023, Seaholme Primary School embedded a guaranteed and viable curriculum for Number and Algebra. We began implementing whole-school developmental learning sequences, proficiency scales, and formative assessments in Mathematics. This documentation was further refined as part of our Professional Learning Communities (PLC) and improved our ability to differentiate our teaching based on formative assessments and teach each child at their point of need.

We continued to build on our high impact Professional Learning Communities (PLC), through having a dedicated facilitator and fostering the improvement of teacher practice while measuring teacher impact on student learning. This has ensured the implementation of research-based, best practice in all classrooms and allowed us to constantly refine and improve our pedagogy across the curriculum.

We are very proud of our students' learning outcomes in 2023. These results truly reflect the hard work and team approach to student development to which the students, staff, parents and carers, and the wider community of Seaholme Primary School all contributed.

Our school's academic results in 2023 were generally above similar schools and significantly above the state average. In Reading and Viewing, 95% of our students were deemed at or above the age expected standard compared to 90% and 86% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 83% and 86.7% of students were in the Strong or Exceeding proficiency levels in NAPLAN compared to 69.6% and 76.9% State averages for students.

In Writing, 92% of our students were deemed at or above the age expected standard compared to 86% and 81% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 89% and 77% of students were in the Strong or Exceeding proficiency levels in NAPLAN compared to 78% and 75% State averages for students.

In Mathematics, we have 93.3% of students deemed at or above the age expected standard compared to 90.7% and 86.4% of students at similar schools and across the state, respectively. In Grade 3 and Grade 5, 80.9% and 81.7% of students were in the Strong or Exceeding proficiency levels in NAPLAN compared to 67.4% and 67.9% State averages for students.

Based on literacy and numeracy assessment and teacher judgement growth data from 2022, some students accessed the Tutor Learning Initiative 2023. Students participated in three to four 60-minute sessions a week. Tutoring groups focused on core Literacy skills (Semester 1) and core Numeracy skills (Semester 2). Students not selected to participate in the Tutor Learning Initiative had their progress monitored closely through our Professional Learning Communities (PLC) inquiry cycles.

Students supported by the Program for Students with Disabilities (PSD) showed progress in achieving their individual goals. All students on the PSD had Student Support Group (SSG) meetings, and Individual Education Plans (IEP) were developed specifically for each student. Going forward, we will continue to develop our Professional Learning Communities (PLC) to further improve teacher practice in identified areas. We will further develop our practice and that of other schools in our region to improve their teaching practice and student outcomes through the PLC Inquiry Model and create partnerships with other schools. We are very proud to be able to share our achievements and work practices with other schools.

## Wellbeing

At Seaholme, we value being an inclusive community. In 2023, we transitioned to the new Disability Inclusion model. This utilises a strengths based approach to ensure every student at every ability thrives at school and in life. We worked collaboratively with other local schools to create some supportive documents around adjustments and a document that outlines the Disability Inclusion Profile process for staff use.

As a school we focused heavily on ensuring all students had access to universal support which includes:

- School Wide Positive Behaviour (SWPB) framework
- Our core values being a part of our universal dialogue and the lens through which behaviour is discussed - Respect/Responsibility/Resilience
- Our school matrix - a clear guide of how it looks to enact our values
- A whole school behaviour acknowledgement system – stickers and wristbands
- Lunchtime clubs informed by student voice and led by student leaders
- Weekly explicit teaching of School Wide Positive Behaviours and Rights, Resilience and Respectful Relationships curriculum
- Zones of Regulation are used as a consistent language in the community to discuss emotions, feelings and regulation
- Sensory tool boxes - each classroom has a box of sensory tools and supports to have as inclusive options for students requiring sensory supports
- A calm space in each classroom - this gives students a place to regulate their emotions when needed
- Good Morning Club - a calm way to start the day - a drop off point before school for students prone to anxious drop off transitions and any one who likes to warm up before the day begins

To enhance our School Wide Positive Behaviour program, we implemented The Resilience Project. We integrated the core principles of gratitude, empathy, and mindfulness into our curriculum and daily activities, fostering a culture of positivity and resilience within our school community. By aligning this work with our School Wide Positive Behaviour Framework, we ensured that resilience is not just a concept but a practical skill that students can develop and apply in various situations. This will also allow us to continue to teach and acknowledge these skills once we move beyond The Resilience Project.

To support lunch times, and following a community donation towards the creation of a mental health space, we launched Wellbeing Cafe. This is a break time support spot for students wanting to "chill" (have a break) or "chat" to a trusted adult. Staffed by the wellbeing team members and supported by junior and senior student wellbeing leaders who are rostered to help with the space. Our collaborative partnership with Western Autistic and the ICAN Network continued this year with new students building connections with each other. Two of our students presented at the ICAN Expo. We took a small group from Seaholme and Western Autistic to support these students as they presented.

Seaholme also presented on our partnership with Western Autistic at the Victorian Principal's Conference. James Barger and Leah McClelland presented alongside Adele Field and Jacinta Porter on collaborative partnerships that support students and communities.

We began looking at ATOSS and Resilience Project data with staff to centralise our focus around trusted adults and relationship building. This work continues into 2024 and will be the anchor point reflected in the Annual Implementation Plan.

Student leaders attended the wellbeing meetings twice termly with staff. We also involved students in the analysis of mental health student survey data from The Resilience Project. The Assistant Principal and Student Counsellor had weekly meetings to discuss and make decisions around student wellbeing supports. The Student Counsellor manages four Monash Masters of Counselling students who support the wellbeing cafe and conduct 1:1 sessions with students.

## Engagement

In 2023, Seaholme Primary School had a strong focus on student engagement. Student voice, agency and leadership across the school were again a focus for improvement. All staff focused on student voice and developed their ability to enhance engagement. We used student voice to strengthen our student leadership opportunities. Students were able to apply for several roles, including School Captain, House Captain, Junior School Council, Learning Leader, Wellbeing Leader, Arts Leader, Environmental Leader, and Digital Tech Leader. All of our student leaders worked with staff to collect student voice on their area of focus. This voice has informed decision making and seen the introduction of new lunchtime clubs, supported fundraising spending, and guided changes to our inclusive practice within classrooms.

We successfully launched our One-to-One Digital Learning Program in Grade 3/4. Our inclusive and community-minded approach supported every child to have access to an iPad to enhance learning at school. It plays a vital role in supporting the differentiation of learning, allowing teachers to tailor instruction to each student's unique needs and abilities. Teachers can support and challenge students to work toward individualised goals through digital tools by adjusting content, pace, and complexity. Our program also supports our students in being safe at school and home. We have implemented robust safety measures to ensure a secure online environment for our students. We emphasised teaching responsible digital citizenship and promoting ethical and respectful online behaviour. Families have also taken advantage of mobile device management software, JAMF Parent. This supports the management of the devices, restricting apps and device functionality. As a result, we have seen a significant decrease in the number and severity of online incidents at home.

Although we have seen some improvement in our Student Attitudes to School Survey, we have continued to achieve results below similar schools. Student engagement goals will be a priority focus moving forward.

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## Other highlights from the school year

Seaholme Primary School started 2023 with a bang. Our first ever Colour Run was a resounding success, raising an impressive \$25,305 that exceeded all expectations. The event was not just about fundraising but also about fostering a sense of community spirit and fun. Children and adults alike participated enthusiastically, splashing vibrant colours across the track and enjoying the lively atmosphere. The event brought together families, friends, and neighbours, creating bonds and connections within the community.

Informed by student voice, the funds raised were used to enhance our sporting facilities and acquire much-needed sports equipment.

We also had a significant focus on revitalising our school buildings and grounds. Some of the larger projects included:

- Our amazing Wellbeing Café
- New air conditioning/heating in the school hall
- Improved accessible parking facilities
- New lighting along the path leading into the school from the Civic Parade entrance, which has significantly improved safety for our staff, students and contractors.
- Three new flag poles installed to display the Australian, Aboriginal and Torres Strait Islander flags

- New school signage including our acknowledgment of country sign
- Landscaping improvements and our beautiful new Indigenous art outdoor chair
- Implementation of a permanent solution to the flooding at the Millers Road entrance
- New fence and automated pedestrian gate at the Civic Parade entrance
- New vandal-proof external speakers
- Upgrading current and additional security lighting

We hope these works build community pride in our school and support us to be a safe and inclusive environment for everyone.

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## Financial performance

The annual financial result was a deficit of \$535,380. During the previous three years of operating the school, it had built up a large surplus of funds. These funds were used to improve and maintain the school's buildings and grounds and create a staff structure to support the transition to the disability inclusion model. Our workforce plan was aligned with our Annual Implementation Plan (AIP) goals. Equity funding was used to support our AIP goal of having all students annually achieve 12 months of growth or more in Literacy and Numeracy, which included professional learning for staff and teacher resources. We continued to receive PLC Link school funds used to support our staff's professional learning and help Western Melbourne schools focus on continuous improvement. Finally, after multiple attempts, we successfully obtained the inclusive schools grant for \$300,000. These funds will go towards building an inclusive outdoor learning and play space at the Millers Road end of the oval.

Our fundraising committee raised just over \$32,295 for the school, a fantastic effort by the committee and community. It went towards a hall projection system, sporting equipment, and facilities.

In 2024, the School Council will continue to focus on the major restoration of the school's buildings and grounds. A new basketball court surface and adjustable ring will be installed, the student toilets will receive an extensive refurbishment, and we will begin work on our inclusive outdoor learning and play space.

**For more detailed information regarding our school please visit our website at**  
<https://seaholmeps.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 322 students were enrolled at this school in 2023, 159 female and 163 male.

10 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).

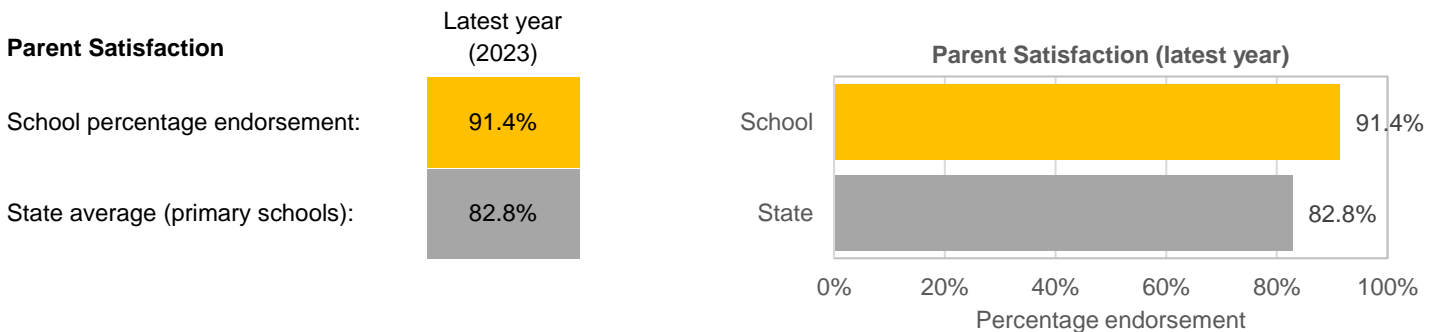
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

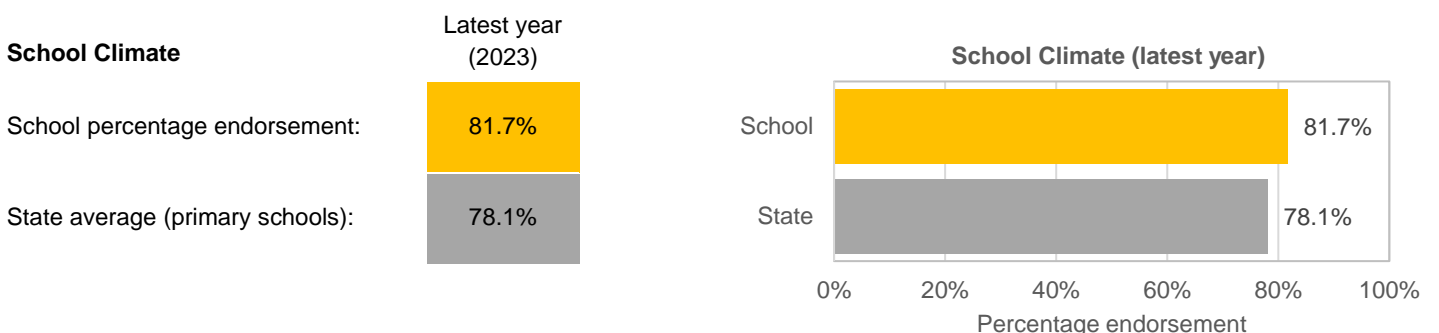


### School Staff Survey

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

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

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





## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

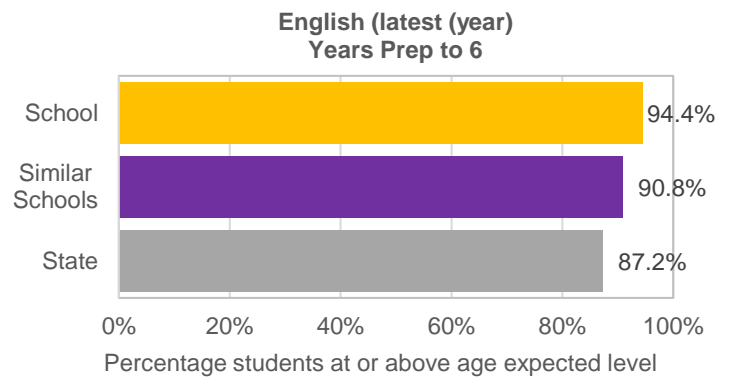
94.4%

Similar Schools average:

90.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

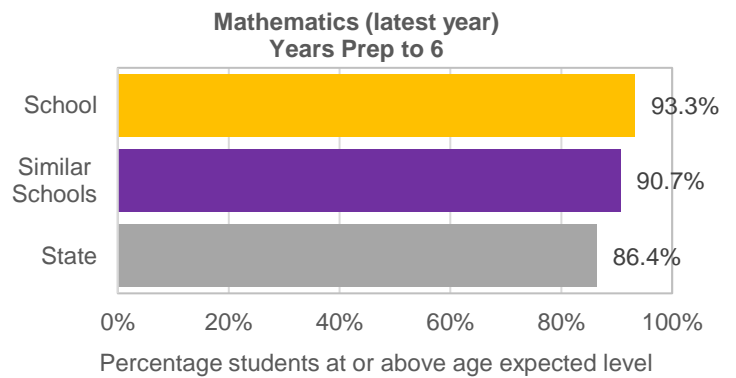
93.3%

Similar Schools average:

90.7%

State average:

86.4%



## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

83.0%

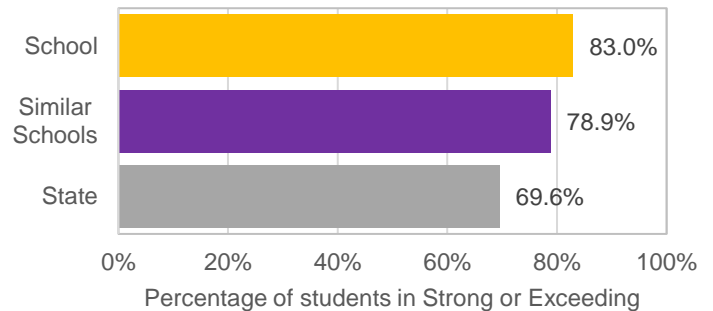
Similar Schools average:

78.9%

State average:

69.6%

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



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

86.7%

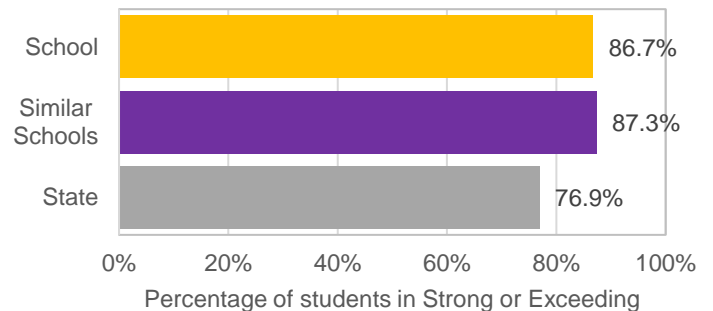
Similar Schools average:

87.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

80.9%

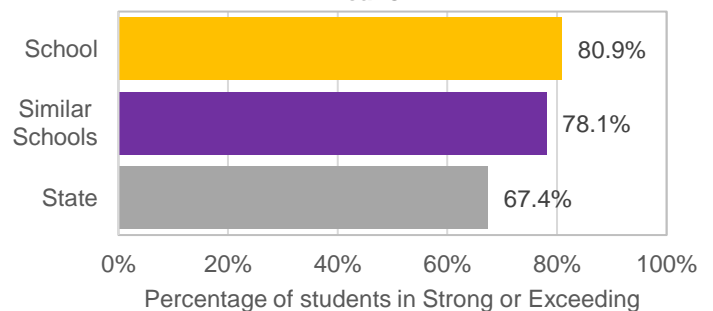
Similar Schools average:

78.1%

State average:

67.4%

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



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

81.7%

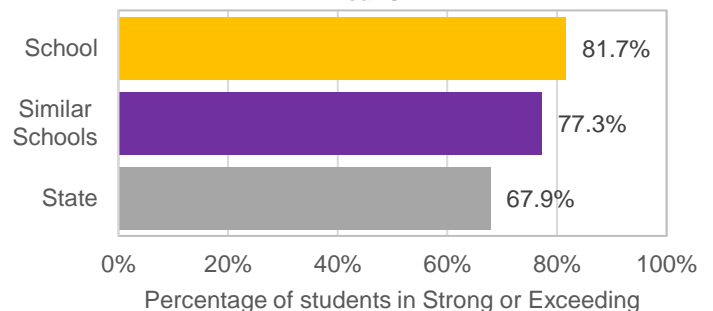
Similar Schools average:

77.3%

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:

84.4%

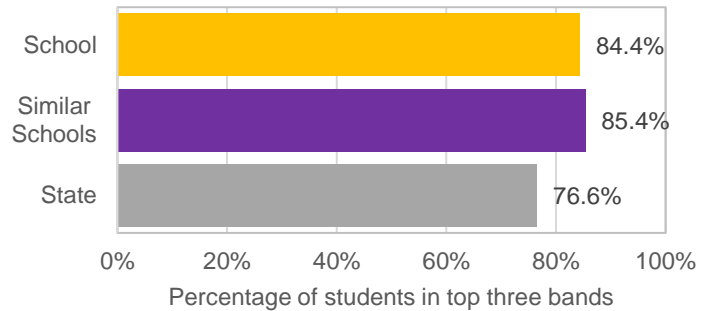
Similar Schools average:

85.4%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

81.1%

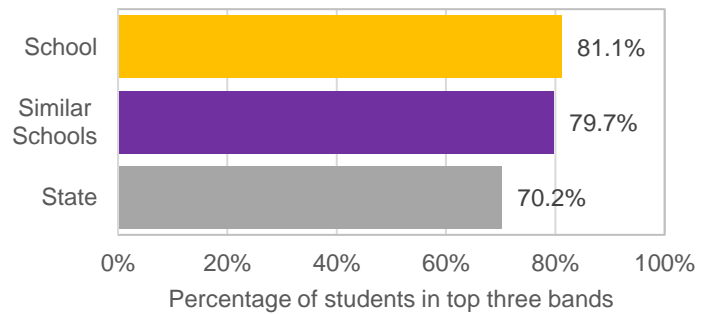
Similar Schools average:

79.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

79.5%

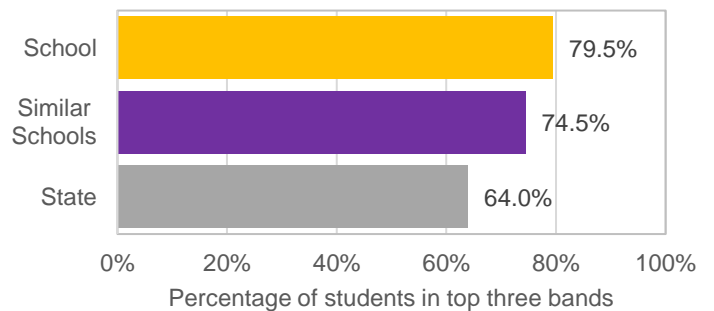
Similar Schools average:

74.5%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

61.1%

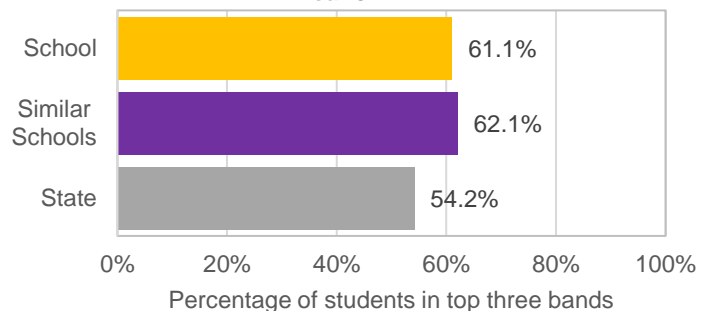
Similar Schools average:

62.1%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

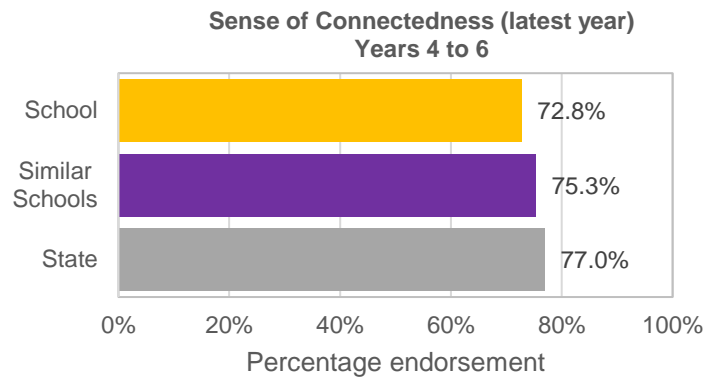
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	72.8%	75.5%
Similar Schools average:	75.3%	76.4%
State average:	77.0%	78.5%

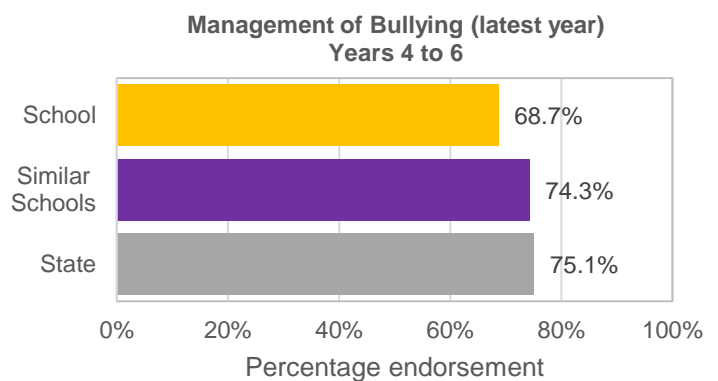


### Student Attitudes to School – Management of Bullying

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:	68.7%	77.1%
Similar Schools average:	74.3%	75.6%
State average:	75.1%	76.9%



## ENGAGEMENT

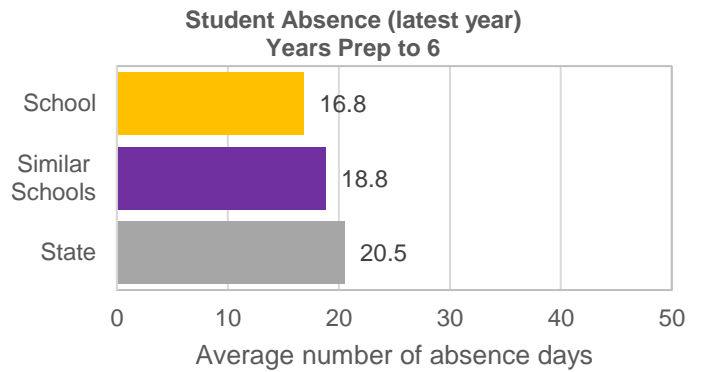
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.8	13.3
Similar Schools average:	18.8	16.3
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):	91%	93%	92%	93%	90%	91%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,001,337
Government Provided DET Grants	\$266,606
Government Grants Commonwealth	\$126,500
Government Grants State	\$0
Revenue Other	\$38,861
Locally Raised Funds	\$428,729
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,862,033</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,209
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,209</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,431,567
Adjustments	\$0
Books & Publications	\$43,001
Camps/Excursions/Activities	\$141,485
Communication Costs	\$5,441
Consumables	\$93,758
Miscellaneous Expense <sup>3</sup>	\$16,409
Professional Development	\$24,033
Equipment/Maintenance/Hire	\$117,028
Property Services	\$151,685
Salaries & Allowances <sup>4</sup>	\$243,754
Support Services	\$41,503
Trading & Fundraising	\$38,942
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,806
<b>Total Operating Expenditure</b>	<b>\$4,397,413</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$535,380)</b>
<b>Asset Acquisitions</b>	<b>\$47,921</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	\$669,481
Official Account	\$20,725
Other Accounts	\$1,259
<b>Total Funds Available</b>	<b>\$691,466</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,801
Other Recurrent Expenditure	\$8,056
Provision Accounts	\$4,918
Funds Received in Advance	\$0
School Based Programs	\$80,000
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	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$323,775</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.*