

2023 Annual Report to the School Community

School Name: Sorrento Primary School (1090)



- 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 27 March 2024 at 10:43 AM by Elaine Lesiuk (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 28 May 2024 at 12:17 PM by Sarah Newnham (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

Sorrento Primary School is situated at the end of the Mornington Peninsula and is bordered between Sorrento Front Beach (Port Phillip Bay), Sorrento Back Beach (Ocean Beach) and Point Nepean (Portsea). We acknowledge the Bunurong Peoples as the traditional owners of the land, and spend time building a genuine connection with our natural environment. Sorrento Primary School vision is to provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community. The school values are Respect, Integrity, Resilience, Collaboration, Persistence and Learning. 2023 the enrolment was 271, 146 female and 125 male. Two percent of students were Aboriginal or Torres Strait Islander and no students had English as an additional language. No overseas students were enrolled nor required programs. There were 21.9 equivalent full time staff, made up of one Principal class, 16.5 (equivalent full time) teachers and 4.85 Education Support Staff. Twelve classes operated – two Foundation, four Year 1/2s, three Year 3/4s and three Year 5/6s. A full time Learning Specialist was released to act in the position as Assistant Principal, and another Learning Specialist was released 0.4 to lead improvement in teaching and learning. A PLC approach to curriculum planning promoted consistency of delivery throughout the entire school. The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school. The school's socioeconomic band is low to medium.

The school has a strong focus on literacy, numeracy, and student engagement. In 2023 we had a number of families take extended holidays.

Staffing remained stable with 3 long term staff members having retired, and 2 new staff members joining the team.

Most events occurred onsite with a reduction of online meetings. School Council met regularly and had a positive impact on events and facilities. The School Strategic Plan continued to be implemented, along with Goals and Targets. A strong focus remains on the key areas of English, Mathematics and Student Well-being. Parent satisfaction, as measured through the Parent Opinion Survey reported a 73.1% satisfaction rate compared to a State Average of 82.8%. The School Staff Survey reported 84% positive endorsement compared to the State Average of 78.1%.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw an AIP whole school focus on extending students working above the expected age level in on the Victorian Curriculum Levels F-10. Our reading goal is for "The percentage of Year F-6 students assessed in Reading as being 'above' age expected level on Victorian Curriculum Levels F-10 will increase from 40% to 45%". In Mathematics our goal is for "The percentage of Year F-6 students assessed in Number as being 'above' age expected level on Victorian Curriculum Levels F-10 will increase from 37% to 40%".

The Learning Specialist, worked alongside the PLC leaders and teams across the school to analyse data and put teaching practices in place to differentiate collaborative planning to ensure that students were extended in Reading and Viewing and Number & Algebra areas of the curriculum. Our School Improvement Team, with the support of the Learning Specialist, continued to embed the PLC practices into our pedagogy. Collaborative planning, Improvement Cycles, data tracking and analysis and differentiation, were the major focus.

Teacher Judgement

Our Teacher Judgement goal is for the "Percentage of students working above the expected age level on Victorian Curriculum in English and Mathematics Foundation – Year 6" which is slightly above the state average and similar or on par with similar schools. Whilst, our NAPLAN targets showed that Reading Year 3: was below state and similar school percentage of students in Strong or Exceeding range, Reading Year 5: was above state and similar school percentage of students in Strong or Exceeding

range. Numeracy Year 3: was slightly below state and similar school percentage of students in Strong or Exceeding range. Numeracy Year 5: was above state and similar school percentage of students in Strong or Exceeding range., with a 21 % increase in percentage of students working in Strong or Exceeding range from 2022 – 2023.

In 2023 student learning and our AIP goals were supported through: embedding PLC practices across the school, Refining collaborative planning, Embedding planning and teaching and learning to the whole school instructional model. A timetable to accommodate PLC meeting time with Learning Specialist for support, ensuring consistency of curriculum delivery across cohorts and sharing of professional knowledge across staff. was implemented. The Learning Specialist was timetabled out of classroom 2 x days per week to support PLC work and classroom observations and coaching/mentoring.

Strategies to support our AIP also included: embedding differentiated practise in mathematics – using data to teach to students Zone of Proximal Development, the introduction of whole school 5 weekly data tracking for every student against the Victorian Curriculum achievement standards, Whole School Professional Learning – Science of Reading and structured approach to literacy (Term 3 and Term 4), F – 2 teacher Professional Learning – Systematic Synthetics Phonics workshop, Purchasing of Decodable Readers Australia resources to support the teaching of structured literacy, Continued Professional Learning and improving the data lite racy of all staff, Continued focus on triangulation of data and the role of summative and formative assessment in reaching an infor med and accurate Teacher Judgement in the curriculum areas of English and Mathematics.

Wellbeing

2023 focused on improving student engagement in learning, with the 2024 target to increase positive endorsement on the Year 4 to 6 Attitudes to School Survey for the factors of resilience from 85% (2019) to 90%, teacher concern from 73% (2019) to 82%, se nse of connectedness from 79% (2019) to 85%, effective classroom behaviour from 76% (2019) to 84%, School Safety Module (3 factors averaged together) from 83% (2019) to 90%. The Sense of Connectedness for Years 4 to 6, showed Sorrento Primary School (76.4%) scored similar to both Similar Schools (76.1%) and State (77.0%). The 4-year average also has Sorrento (83.0%) outperforming Similar Schools (76.8%) and State (78.5) averages. Management of Bullying sees Sorrento (80.6%) outscoring Similar and State schools (76.1% and 75.1% respectively).

Overall, the data reflects that students surveyed feel a similar sense of connectedness to both Similar Schools and the state average. Students surveyed feel that our school's Management of Bullying is above Similar Schools and the state average.

These results have been supported by a strong focus on behaviour management and student engagement in learning. A whole school behaviour management plan was put in place, with professional development for staff building a whole school approach. Two Learning Specialists were employed to focus on Curriculum development, Student Wellbeing and Engagement and Disability Inclusion. Systems for communication between parents, teachers and leadership were put in place, to ensure student wellbeing was at the centre of daily operations. Student accountability for behaviour was heightened, with a focus on "Above the Line" behaviour. Senior students participated in an Options Programme in Terms Two and Four with Student Voice allowing for choice and opportunities to follow individual interests.

Engagement

The average number of student absences in 2023 was 25.3 days; this was higher than Similar Schools (19.8) the state average (20.5). Higher levels of illness and postponed family holidays may have contributed to this figure.

In 2023 student engagement was supported by:

Monitoring and following up on attendance, including students who are unwell and attend extended family holidays; Staff PD on developing rich IEPs to engage students with diverse learning needs; Appointment of a staff member to Assistant Principal and Disability Inclusion coordinator; Increase parent voice via surveys to develop fundraising projects (Junior School Technology, football goal posts, library books and barbeques); Increase of Student Voice and Agency during learning by introducing developmental play from F-2, Outdoor Education program and whole school 'choice boards' in Numeracy; Increase of Student Voice and Agency during learning by continuing the Options Program (Years 5/6); Planning documents to reflect consistency of Brain Breaks, Circle Time, Healthy Habits and Happy Kids and RRRR, Referring students to Counselling (NSWP), Students selected for the Tutoring Program to support engagement in Numeracy, Review and modification of SPS's Instructional Model to increase general student engagement during learning, with a focus on numeracy, Continued Digital Technologies as a specialist subject to engage students through the use of digital devices, programs and interfaces, Produced SPS's production, to engage students in

performing arts, Held working bees to engage our community members to maintain an inclusive Vegetable Garden and self-regulation space, including forming the 'Sorrento Sprouts' gardening club, Developed an Inclusion/Sensory Space to engage students with diverse needs, Use of Compass to provide regular updates on student learning and activities, Host a community Harmony Day to increase an inclusive school culture, with a focus on belonging

In 2024 student engagement will be further supported by the Commencement of an Outdoor Education specialist programs to engage students learning, Professional Learning for staff including Disability Inclusion to continue to engage students with diverse learning needs, Continuing the Fathering Project to increase community engagement (predominately fathers), Continuing to monitor attendance data with a focus on unapproved, unexplained and family holiday absences, Ongoing Parent and Student Focus Group, Continuation of Options Program, Introduction of developmental-play learning (Coastal School and Outdoor Education) to engage students to learn with nature in an outdoor environment, Using Seesaw to communicate student learning experiences in Foundation, Hosting a community Harmony Day to increase an inclusive school culture, with a focus on belonging

Other highlights from the school year

The 2023 school year saw many memorable highlights.

Our Outdoor Education programme commenced with our Foundation students attending Coastal School at Point Nepean each Monday. This programme has developed into a viable learning and wellbeing experience, as well as creating a smooth transition from the local kindergarten bush kinder programme. The Year 3/4 and 5/6 students spent 5 sessions at the Portsea Camp participating in an Outdoor Learning program, resilience and team building tasks.

Snow Camp took place at the commencement of Term 3 with approximately 30 students (mixed ability) attending Mt Buller for 5 nights with staff and parent volunteers. Our During Term 4, our Year 3 and 4 students spent 2 nights at Phillip Island participating in adventure activities. Our Year 5 and 6 students attended a 2 night camp to Manyung Camp in Mt Eliza experiencing beach and challenge activities.

Our School Production "Time Machine" was performed at Monash University "George Jenkins Theatre" over two nights with positive endorsement and feedback from staff, students, and families.

Our Community Fete held in partnership with St Joseph's Catholic School took place during Term 1 with an excellent turn out and good financial outcome. Money raised went towards maintenance of our school pool.

Our Sorrento Sprouts gardening club commenced with a group of parents supporting the maintenance and upkeep of our newly built garden beds. Lunch time clubs and the outdoor education programme saw students participating in gardening and sustainability activities.

Financial performance

Sorrento Primary School finished 2023 in a stable financial position, with the amount of \$278,218 carried forward to 2024.

A large majority of that amount, \$95,794, was committed to the Outside School Hours Care program. In addition, \$61,533 of funds raised and received in 2023 were carried forward to projects and programs to be completed in 2024. These include, a new pool solar heater, Library improvements and books, take home readers and Student Wellbeing programs.

We continue to work on the improvement of our school grounds. The students were delighted with the installation of new goal posts and netting on the oval along with the re-surfacing of our basketball court. New vegetable planter boxes were installed, and a student gardening club was formed, allowing students to cultivate and grow fruits and vegetables as part of our sustainability program. The area around the swimming pool was improved and plans are in place to establish an orchard of different fruit trees around the pool.

Our Fundraising team raised an incredible sum once again, just over \$39,000. These funds were raised by holding sausage sizzles, raffles, a Mother's and Father's Day stall and our two major fundraising events, the School Lapathon and Community Golf Day. These funds enabled us to install the goal posts, re-surface the basketball court and purchase class readers and school laptops.

2023 saw the expansion of our amazing Outdoor Education program, with Foundation students participating in our Coastal School initiative by learning offsite at Point Nepean one day per week, a program which has been extremely well received by our families and the wider community. Students in Years 1-6 also take part in off-site learning at Portsea Camp one day per week for a term; we are excited to further develop this program in 2024.

We continue to offer a wide range of unique learning opportunities, swimming lessons in our school pool and participation in other water activities at our local beach, STEM and Digital Technologies classes in our dedicated technology rooms and our enquiry-based approach to learning across all year levels.

A dedicated Learning Specialist was appointed and has worked tirelessly to provide staff with on-site support and professional development throughout the year. Student wellbeing has and always will be one of our major priorities, and we continue to support our students with individual learning plans, literacy and numeracy tutoring and in-class support. Our Outside of School Hours Care program was established and has been utilised by several families throughout the year. We continue to promote the program and plan for its continued expansion.

We were delighted that our 150th anniversary book was published in 2023, this amazing book captures the true essence and values of Sorrento Primary School and is a testament not only to our history but to our continued growth and development in 2024 and beyond.

For more detailed information regarding our school please visit our website at
<https://www.sorrentops.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 271 students were enrolled at this school in 2023, 146 female and 125 male.

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

Overall Socio-Economic Profile

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

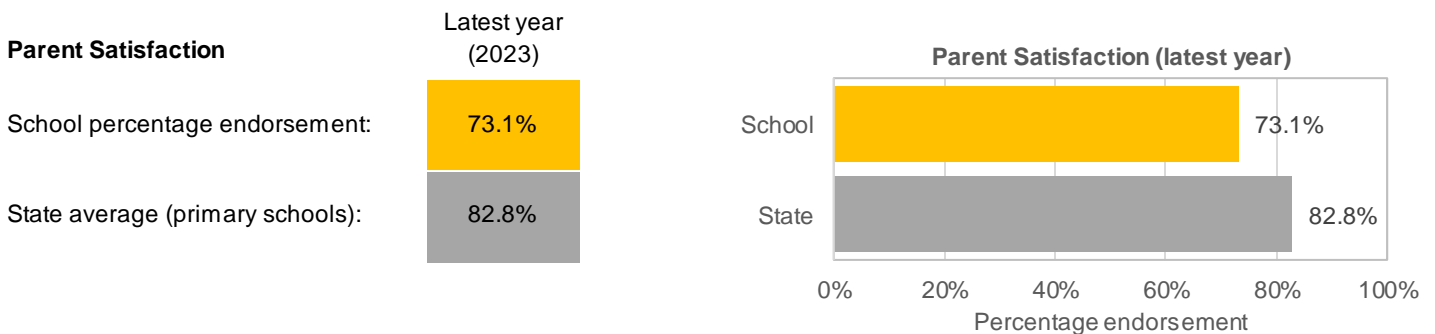
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

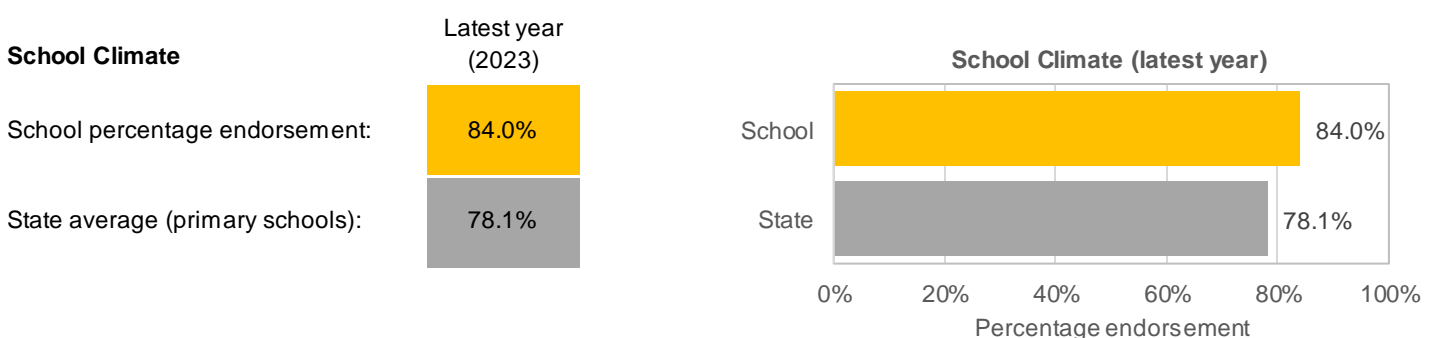


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

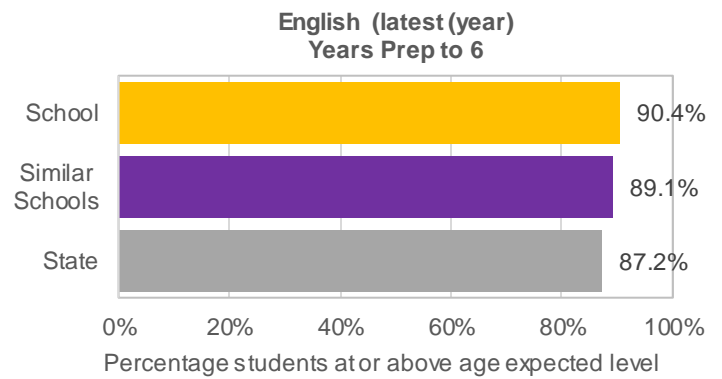
90.4%

Similar Schools average:

89.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

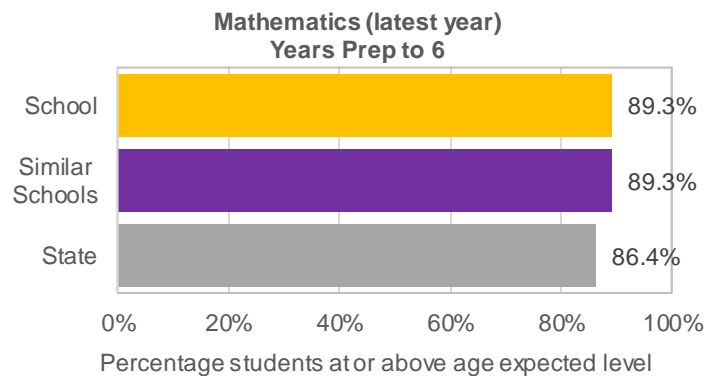
89.3%

Similar Schools average:

89.3%

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:

50.0%

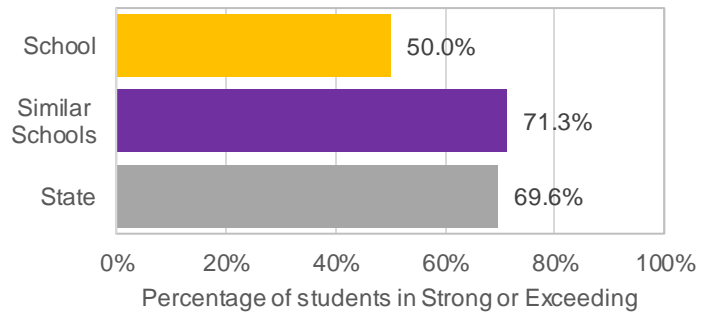
Similar Schools average:

71.3%

State average:

69.6%

NAPLAN Reading (latest year)
Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

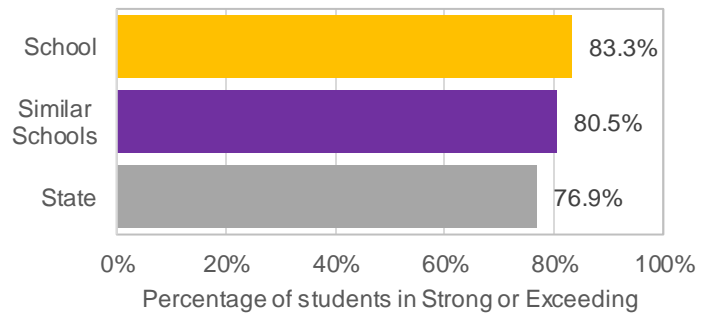
Similar Schools average:

80.5%

State average:

76.9%

NAPLAN Reading (latest year)
Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

65.8%

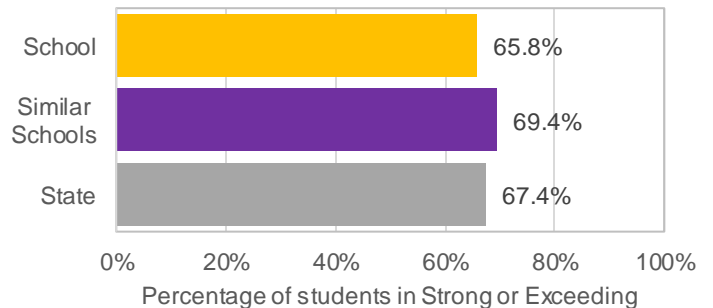
Similar Schools average:

69.4%

State average:

67.4%

NAPLAN Numeracy (latest year)
Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

76.2%

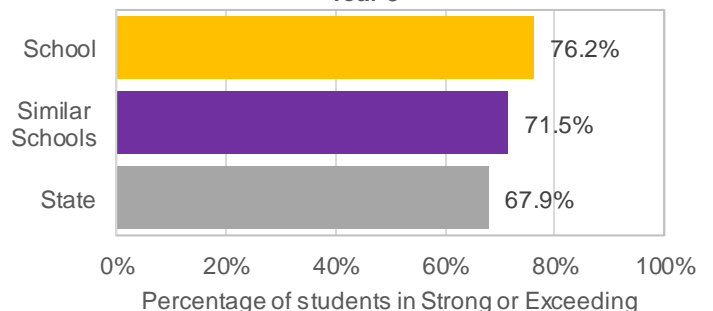
Similar Schools average:

71.5%

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:

80.0%

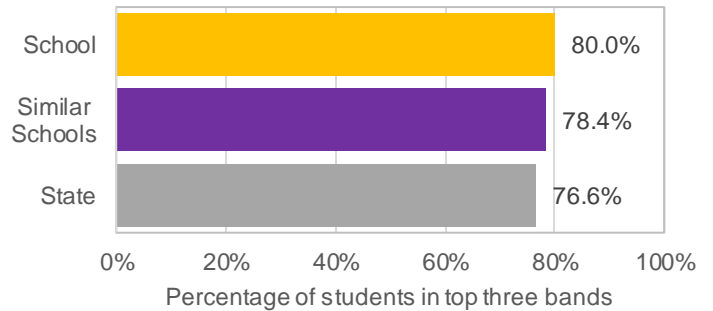
Similar Schools average:

78.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

80.6%

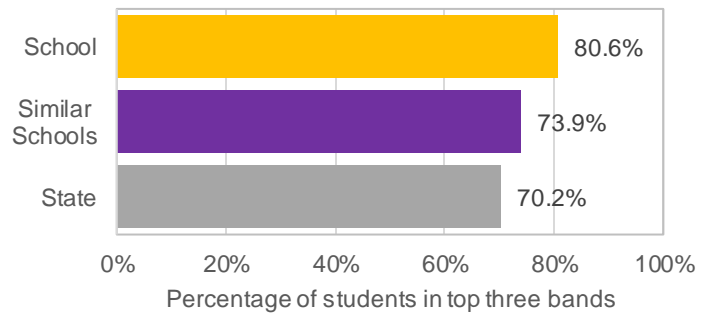
Similar Schools average:

73.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

69.2%

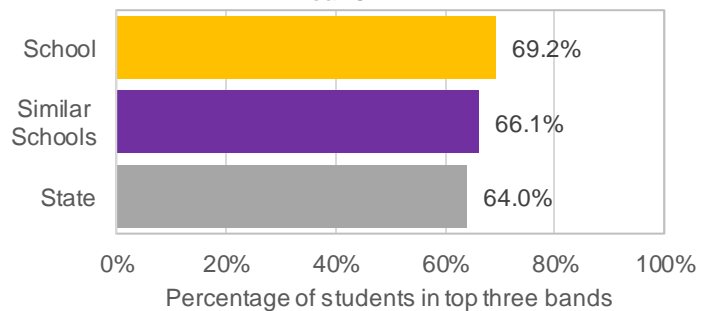
Similar Schools average:

66.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

55.6%

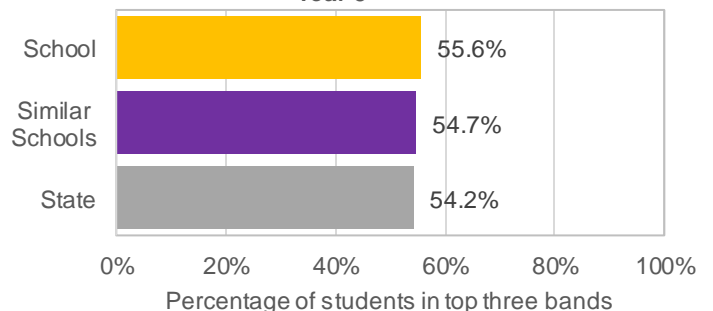
Similar Schools average:

54.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

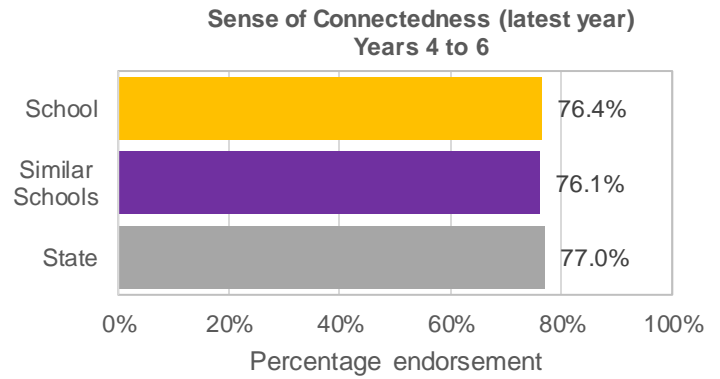
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.4%	83.0%
Similar Schools average:	76.1%	76.8%
State average:	77.0%	78.5%

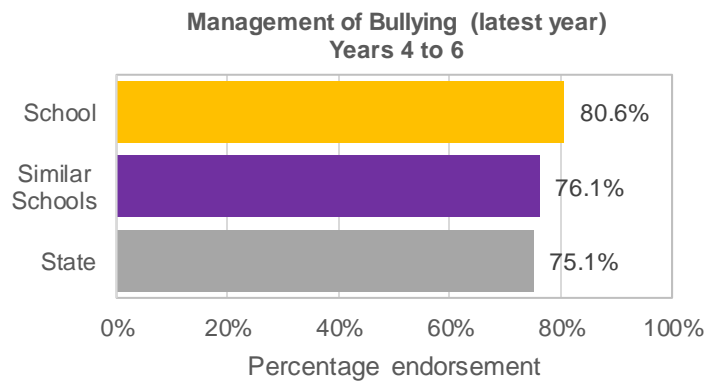


Student Attitudes to School – Management of Bullying

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:	80.6%	85.9%
Similar Schools average:	76.1%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

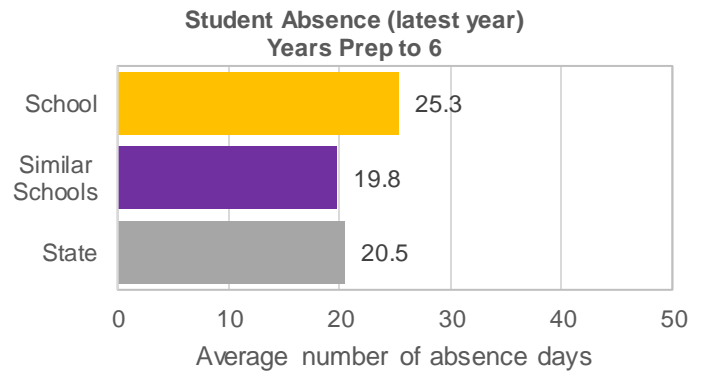
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	25.3	22.6
Similar Schools average:	19.8	17.5
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	87%	86%	87%	88%	86%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,535,264
Government Provided DET Grants	\$350,072
Government Grants Commonwealth	\$7,037
Government Grants State	\$4,588
Revenue Other	\$39,549
Locally Raised Funds	\$316,247
Capital Grants	\$7,020
Total Operating Revenue	\$3,259,777

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,309
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,309

Expenditure	Actual
Student Resource Package ²	\$2,690,524
Adjustments	\$0
Books & Publications	\$947
Camps/Excursions/Activities	\$135,334
Communication Costs	\$2,768
Consumables	\$54,507
Miscellaneous Expense ³	\$13,392
Professional Development	\$13,812
Equipment/Maintenance/Hire	\$56,473
Property Services	\$100,723
Salaries & Allowances ⁴	\$189,220
Support Services	\$32,211
Trading & Fundraising	\$90,342
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,036
Total Operating Expenditure	\$3,405,289
Net Operating Surplus/-Deficit	(\$152,532)
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$202,271
Official Account	\$75,947
Other Accounts	\$0
Total Funds Available	\$278,218

Financial Commitments	Actual
Operating Reserve	\$103,834
Other Recurrent Expenditure	\$498
Provision Accounts	\$0
Funds Received in Advance	\$95,794
School Based Programs	\$61,533
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	\$28,922
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$290,581

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.