

2023 Annual Report to the School Community

School Name: Belle Vue Primary School (4733)



- 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 15 March 2024 at 12:08 PM by Andrew Wood (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 19 April 2024 at 12:31 PM by Markus Roten (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

Belle Vue offers a caring, supportive and community centered environment for 156 students, 90 male and 66 female. 29% of students had English and an additional language and 2 students enrolled, identify as Aboriginal or Torres Strait Islander. Enrolments are taken based on a neighbourhood entry policy and are primarily drawn from the surrounding suburbs of Balwyn, Bulleen and Kew. The school's Student Family Occupation and Education Index (SFOE) takes into account parents' occupations and education is ranked low, identifying a community which is culturally diverse, has high educational expectations and is supportive of its neighbourhood school. Belle Vue Primary School is a highly effective learning community providing learning opportunities for all. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all children achieve success engendering a high sense of self-confidence and a love of learning. The school's vision is to "create lifelong global learners who are prepared for their future and who will strive to continually improve themselves, their community and the world". In order to achieve this vision our mission is to "foster a safe and stimulating learning environment where all students are supported to achieve their full potential academically, socially and emotionally". The school is structured in levels: Prep, Grades 1/2, 2/3 3/4 and 5/6. The school has 1 principal class, 7 full-time teaching staff, 3 part-time specialist staff and 4 Education Support staff. Our facilities include: • 12 well-resourced classrooms • Specialist rooms for the teaching of LOTE (Italian), and Visual Arts • Library resource centre • Designated areas for the teaching of Physical Education • Four class sets of notebook computers • Interactive TVs in every classroom • TheirCare offers before and after school care and an onsite holiday program • Synthetic grass courts • Colourful playground equipment suited to all primary age groups • A vegetable garden • A full sized oval • Indoor Hall/gymnasium. Having completed the Victorian Government's 'Building the Education Revolution' program in 2012, we now have state of the art facilities to further enhance our learning and teaching programs. This building includes: • 6 classrooms • Central open learning area/assembly area • Breakaway spaces for group learning • 4 Teacher Resource/Office areas. Teachers provide all children with access to a broad variety of challenging educational software programs and learning support equipment.

The school offers a variety of intervention, enrichment and extension programs to support and enhance student learning. These include Respectful Relationships (F-6) Bi-annual Whole School Production • Instrumental tuition • Junior School Council • Camps (Level 3 – 6) • Excursions and in-school workshops and performances for (F – 6) • Inter-school sport and sports clinics • Prep & Year 5 Buddy Program • Swimming P – 6 • Book Week, Education Week, Harmony Week, Sustainability (Enviro) Day • Maths Olympiad (Level 5-6) • Victorian High Ability Program • Tutor Learning Initiative • Australian Maths Trust Enrichment Program (Level 3-4), District Sports Events (Swimming, Cross Country, Athletics) • Student Leadership Program (Level 6) • Coding/Robotics/STEM program. The teaching staff work collaboratively in curriculum planning and delivery, reflecting a strong commitment to teamwork and high levels of staff trust. Equally, parents and teachers work in partnership, through our Learning Partners Program, to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling.

At Belle Vue Primary we believe our school values ensure our children learn best when: • They are actively involved and take PRIDE in their school. • They take RESPONSIBILITY for their learning. • They have RESPECT for themselves and others. • There is a COMMITMENT to maintaining positive links between home and school. • Belle Vue Primary School also values INTEGRITY from students, staff and parents. At Belle Vue Primary School we believe: • Children, parents/carers and teachers work in strong, supportive partnerships within the school community • Children work in a safe, secure learning environment and are actively encouraged to be self-motivated, independent life-long learners • Children work and play cooperatively • Children make responsible decisions for their behaviour and actions • Children are challenged, extended, motivated and supported in their learning through high-quality instruction Belle Vue Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between children, parents and all staff members are key features of life at our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

We also aimed to provide high quality specialist programs in Phys Ed, Art, Italian and Robotics/Coding during the Remote and Flexible Learning period, enabling every child with the opportunity to experience success. Belle Vue is a highly effective learning community providing challenging and varied learning opportunities. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all students achieve success, engendering a high sense of self confidence and a love of learning. Belle Vue continues to be a high performing school as evidenced by the particularly strong results in the Victorian

Curriculum Data, 2022. Both the English and Maths Data were above the State and Similar School averages across Prep – Year 6 in the percentage of students achieving at or above the age expected level, as reflected by teacher judgements. NAPLAN Data for 2023 also indicates continued strong outcomes for our students. Year 5 NAPLAN Reading was above State and Similar School averages for the percentage of students achieving Strong or Exceeding results. Year 3 NAPLAN for reading was below State averages for the percentage of students achieving Strong or Exceeding Results but was above Similar Schools. Year 3 and 5 numeracy was above State and Similar School averages for the percentage of students achieving Strong or Exceeding results. Belle Vue Primary School has continued to achieve increased performance in reading and numeracy from Year 3-5 and consistently measures as a school of influence.

A contributing factor towards continued improvement of our Strategic Plan Goals was through a more targeted and refined effort to ensure our School Improvement Team's (SIT) core work was focused on our school strategic plan goals and initiatives being successfully implemented. Fortnightly meetings as a School Improvement Team, has provided continued momentum and energy towards our AIP actions, outcomes and activities. Increased clarity with roles and responsibilities of staff across the AIP has also been a contributing factor towards our continued improvement. Curriculum leader roles have been strengthened and become more strategic. The team has become quite proficient with this role and we have received very positive feedback from our SEIL (Senior Education Improvement Leader).

Staff were engaged in professional learning to strengthen their understanding of Professional Learning Communities (PLC). A further element of the PLC framework learning was staff engaging in professional learning to strengthen their understanding of formative assessment practices and how this can better identify students learning need. SIT members have been regularly engaged in professional learning and development offered by regional staff, reflecting DET priorities. This has included several region wide numeracy professional learning days, Communities of Practice (CoP across several nearby schools). A further outcome of this learning has been further embedding an agreed Instructional Model within numeracy across all classes. A continued and strong focus on staff health and wellbeing and looking after each other has also been a contributing factor towards improvement. Increased opportunities for all staff to analyse key data sets, such as Attitudes to School Survey, NAPLAN, Staff/Parent Opinion Surveys has provided greater commitment towards AIP priorities and actions.

Wellbeing

Student wellbeing remained a high priority and focus for Belle Vue in 2023. Staff were engaged in professional learning across the year, including on the Respectful Relationships Curriculum from regional staff. Staff also learnt about the new Tiered Funding Model and completed an audit of social and emotional programs and practices at Belle Vue and how we are providing an inclusive school environment for all students. Staff continue to take a more focused approach to understanding students and the background factors which influence their wellbeing, for example; What is happening for them at home and how we can better respond to their needs. We continue to ensure we are able to cater for them socially, emotionally and academically. We have refined our processes to track behaviours in the playground to better understand what supports were needed for our students to support their relationships, wellbeing and sense of connectedness. We have partnered with a nearby psychology clinic and developed internal systems to identify students and families who may require extra social, emotional and wellbeing support out of school.

Students in Years 4-6 completed the Attitudes to School Survey and the percentage of positive responses to the elements of 'Sense of Confidence and 'Management of Bullying' were higher than both the Similar Schools and State averages. The percentage of positive endorsement for student not experiencing bullying is above both Similar Schools and Stage averages.

Staff at Belle Vue work incredibly hard to build strong and positive relationships with all students across the school and whole school events such as Athletics and Cross Country where every student is involved and participates. This deliberate approach is a strength of Belle Vue and reflects the inclusive culture of the school.

Engagement

Student absence rates were less than Similar Schools and State averages across 2023. Students attendance last year for all year levels were all in the 90-95% range, consistent with previous years. Staff are committed to building and maintaining strong relationships and high levels of trust with their students, evidenced by the percentage of positive endorsement of trust in their students from the Staff Opinion Survey, being consistently above Similar Schools and State averages. The percentage of positive endorsement in 'Teacher Concern' from the Attitudes to School Survey' has increased from 2022 and is above Similar Schools and State averages. This strong connection and high levels of trust between staff and students have been a factor in these high attendance rates. Several highlights across 2022 that were enablers for increased engagement and strong home-school partnerships, included:

the Belle Vue Art Exhibition, displaying pieces of art from all students across the school for the community to view and appreciate.

the community picnic/BBQ at the start of the school year was a highlight and again, provided a time and space for families and members of the community to re-connect.

A strong and active Junior School Council, Year 6 Leadership Program and Prep/Buddy program

Student lead assemblies

The junior School council consistently initiated and organised whole school events such as the Rainbow Sports Day, the MND Big Freeze Day and the JSC Theme Day in Term 1.

The commencement of the 'Learning Partners Program.' This program brought parents/carers back into the classroom, supporting excursions and attending the Year 5/6 camp, building a stronger home-school partnership, an important component to strong student engagement.

Other highlights from the school year

2023 saw several significant highlights worth noting.

The school received confirmation of a \$55,000 grant from the North East Link Community Fund. This will go towards the resurfacing of an existing netball court with a durable, all-weather turf suitable for a wide variety of outdoor sports and activities. It is expected this project will be completed in 2024.

Our commitment to providing a range of educational experiences for our students also saw the inaugural "Belle Vue Colour Run" fundraising event in term 4, 2023. This raised just over \$6000 for the school, a significant amount to purchase a 3D printer to support our robotics/coding program.

The Belle Vue Community Bush Dance was a significant community event and highlight for 2023. It was one of the most highly attended events by parents/carers in 2023. The event saw families coming together to engage in an evening of Bush Dancing, singing and story telling. We received a lot of feedback from parents/carers on how much it was enjoyed by all who attended.

Financial performance

Belle Vue Primary School remains in a sound financial position. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students. The recommencement of some fundraising initiatives, including the mothers and father's day stalls and the Trivia night were all very successful and more importantly, an opportunity for increased community engagement and reconnection. In 2023, Belle Vue continued to have a supportive parent community with 95% families paying student contributions for classroom supplies, 60.18% contributing to the Building Fund, 72.87% contributing to the library Fund and 86.89% contributing to the Grounds Donation. Equity Funding received in 2023 was used for Staff Professional Learning, which in turn benefits all students in all year levels. Continued strategic financial management in 2024 will allow Belle Vue to continue to maintain and improve the school grounds, continue to support our I.C.T program and fully fund approved program budgets.

For more detailed information regarding our school please visit our website at

<http://www.bellevueps.vic.edu.au/bvps2/>

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 150 students were enrolled at this school in 2023, 62 female and 88 male.

29 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).

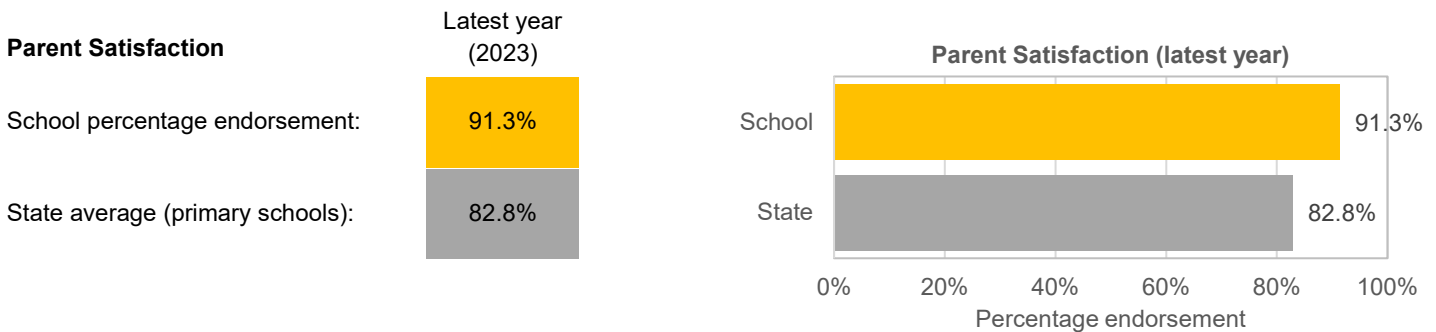
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

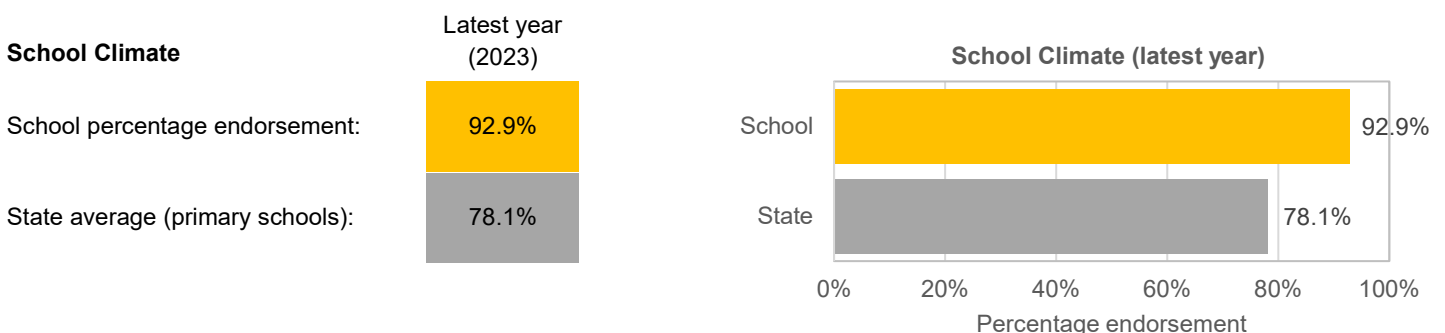


School Staff Survey

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:

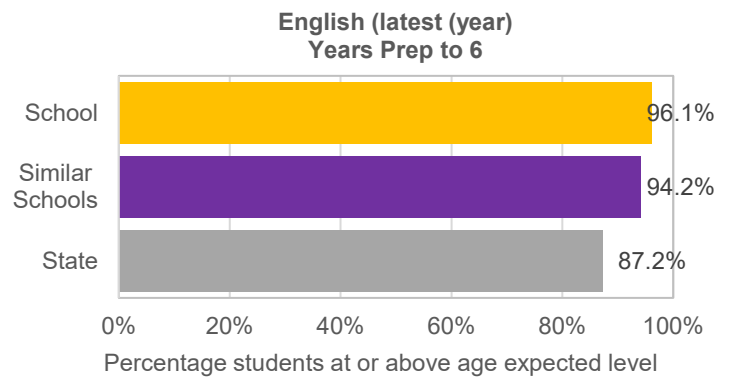
96.1%

Similar Schools average:

94.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

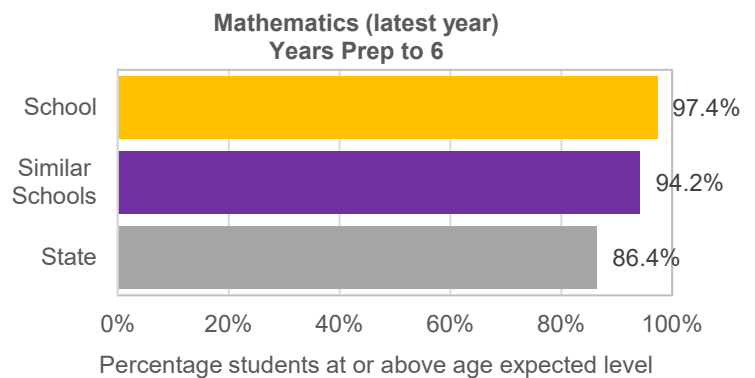
97.4%

Similar Schools average:

94.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

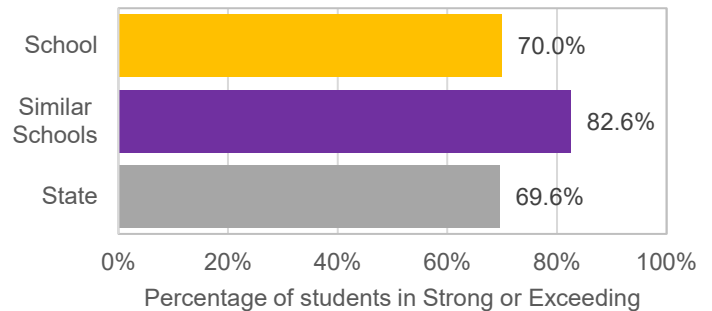
Similar Schools average:

82.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

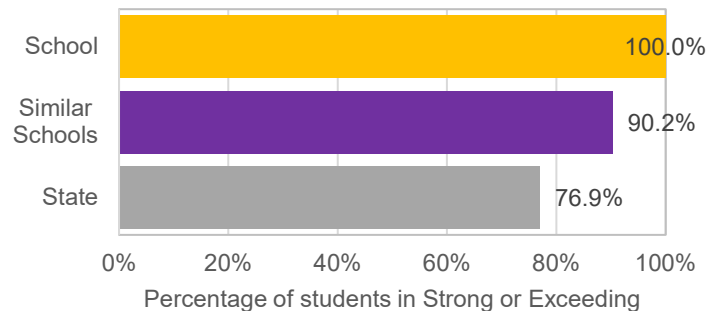
Similar Schools average:

90.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.0%

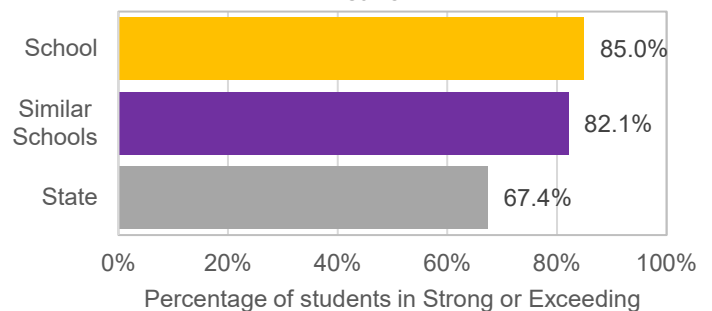
Similar Schools average:

82.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

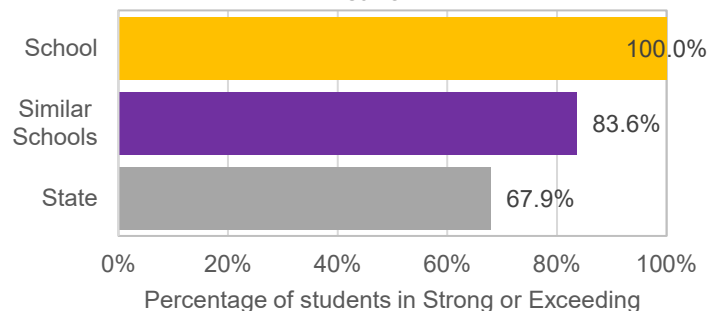
Similar Schools average:

83.6%

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:

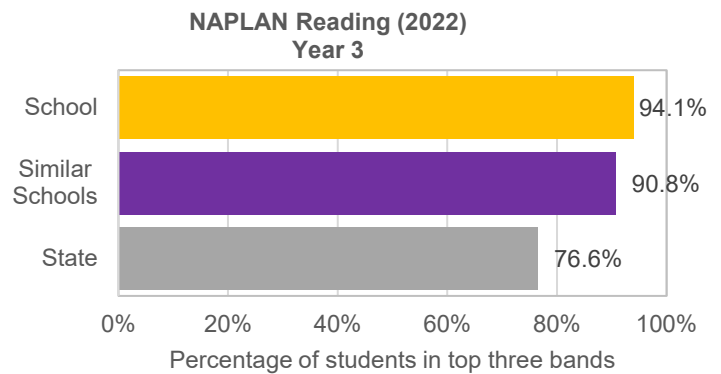
94.1%

Similar Schools average:

90.8%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

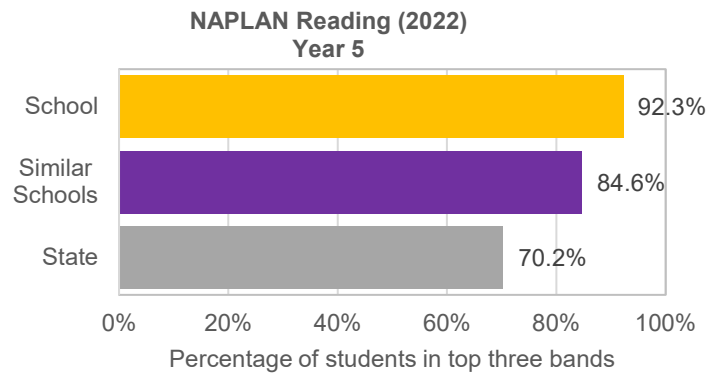
92.3%

Similar Schools average:

84.6%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

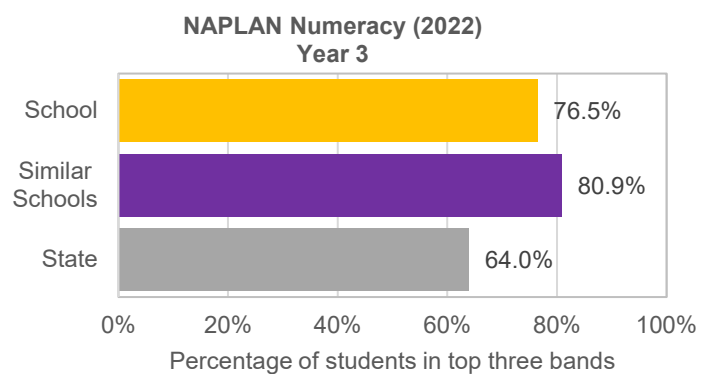
76.5%

Similar Schools average:

80.9%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

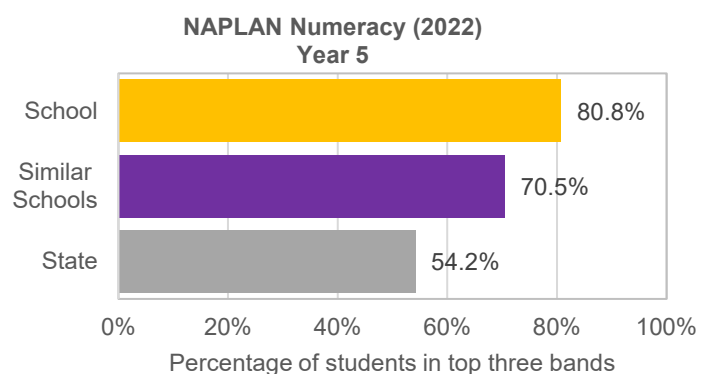
80.8%

Similar Schools average:

70.5%

State average:

54.2%



WELLBEING

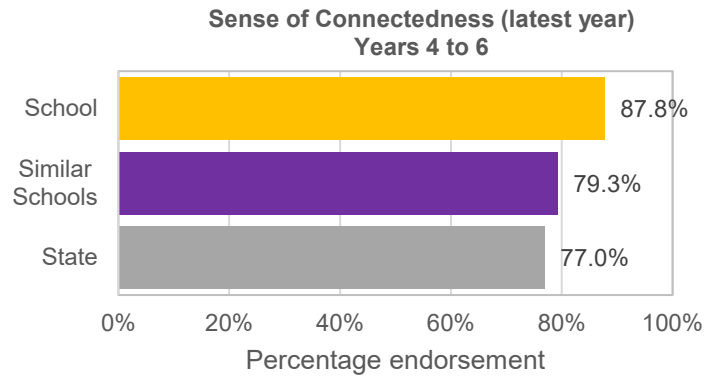
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 87.8% | 87.1% |
| Similar Schools average: | 79.3% | 79.4% |
| State average: | 77.0% | 78.5% |

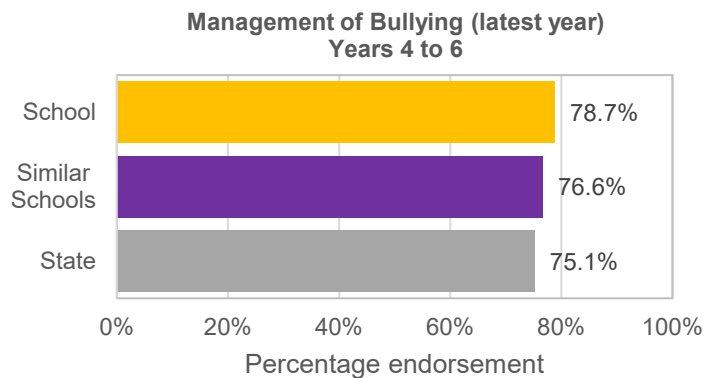


Student Attitudes to School – Management of Bullying

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: | 78.7% | 83.2% |
| Similar Schools average: | 76.6% | 77.4% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

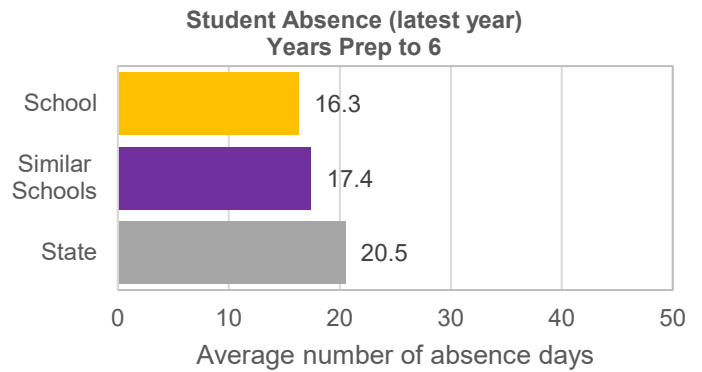
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 16.3 | 11.7 |
| Similar Schools average: | 17.4 | 14.6 |
| 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): | 92% | 91% | 94% | 90% | 93% | 91% | 92% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,307,500 |
| Government Provided DET Grants | \$153,481 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$8,707 |
| Locally Raised Funds | \$210,996 |
| Capital Grants | \$5,742 |
| Total Operating Revenue | \$1,686,426 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,000 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$5,000 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,269,062 |
| Adjustments | \$0 |
| Books & Publications | \$3,992 |
| Camps/Excursions/Activities | \$53,636 |
| Communication Costs | \$4,696 |
| Consumables | \$27,875 |
| Miscellaneous Expense ³ | \$22,607 |
| Professional Development | \$2,523 |
| Equipment/Maintenance/Hire | \$32,677 |
| Property Services | \$64,032 |
| Salaries & Allowances ⁴ | \$68,552 |
| Support Services | \$60,428 |
| Trading & Fundraising | \$22,345 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$19,626 |
| Total Operating Expenditure | \$1,652,048 |
| Net Operating Surplus/-Deficit | \$28,636 |
| 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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$73,715 |
| Official Account | \$19,133 |
| Other Accounts | \$72,106 |
| Total Funds Available | \$164,953 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$55,215 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$1,998 |
| Funds Received in Advance | \$72,106 |
| School Based Programs | \$45,849 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$15,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$30,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$220,168 |

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.