

# 2023 Annual Report to the School Community

School Name: Merri Creek Primary School (3110)



- 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 17 April 2024 at 10:37 AM by Kerri Gibson (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 21 April 2024 at 07:30 PM by Stuart Whiley (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

Merri Creek Primary School, situated on the banks of the Merri Creek in Fitzroy North, is an inner urban Melbourne school with an enrolment of 431 students in 2023. The school family occupation and education (SFOE) density is 0.0718 which is in the low range due to a largely professional and educated parent community. We have 19 generalist classes across the school and four specialist learning programs including Music, Visual Art, Library and LOTE (Italian). The workforce composition includes Principal class: 2.0 full-time equivalent (FTE); Teacher Instructional leadership: 1.0 FTE out of class and 2.0 FTE teachers with leadership duties at whole school level; non-teaching staff 4.65 FTE, Teaching staff 22.6 FTE. The school did not operate a program for overseas students in 2023. In 2023 we had 3 x Foundation classes, 3 x Year 1 and 3 x Year 2 classes and dedicated music areas in our junior building. Across the remainder of the school, we ran with 2 x Year 3 classes, 1 x composite Year 3 & 4 class, 2 x Year 4 classes, 2 x Year 5 classes and 3 x Year 6 classes. Enrolments remained stable with 202 males, and 228 female students.

24% of students across the school were registered as having a disability that would require a cognitive or social/emotional adjustment in the classroom.

The vision statement for our school is 'As a school community, we create an environment where students thrive in every way. We support each other as we discover, learn, think, and question. Respecting ourselves and others, we all contribute to our community and the wider world.' This is what we strive for as a community of learners. We aspire to have every child thrive in all areas of schooling. We want students to be socially capable of building and sustaining relationships, to be emotionally connected, aware and resilient, to be physically active and active participants in their learning and their learning environments. We want students to be active in using the processes of discovery, thinking deeply, and questioning as learners. We want students to understand what it means to be respectful of themselves and their own needs but also to recognise that we are unique individuals worthy of the respect of others.

Merri Creek Primary School values are **C.A.R.E.**

### ***Creativity***

Within the school community, this reflects:

- Valuing ideas from parents, children, staff, and the wider community
- Being open to suggestions and ideas
- Valuing the creative and aesthetic skills and ideas of all members of the community.

### ***Acceptance***

Within the school community, this reflects:

- A commitment to social justice
- An acknowledgement of diversity
- Respecting differences
- Embracing of all cultures
- Inclusion of children with additional or special needs.

### ***Responsibility***

Within the school community this reflects:

- Being helpful to all members of the community
- Reflecting citizenship duty
- Being reliable, transparent, and honest
- Fulfilling legal and moral requirements
- Reflecting individual and group responsibility.

### ***Effort***

Within the school community this reflects:

- Aiming to achieve best outcomes for children in relation to academic as well as student wellbeing
- Reflecting upon and building a strong future for the school community
- Being strong advocates for children, families, and education.

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

### Learning

In 2023, implementation of evidence-based practices in the teaching of literacy and numeracy continued. School wide instructional models and teaching and learning approaches were central to teacher professional learning. With a focus on mathematics, we implemented the Place Value developmental continuum F-6, and a school wide formative assessment database structure was designed collaboratively, and implemented to ensure that each year level team are collecting and monitoring student learning growth in Mathematics (Number), Writing and Reading. The Learning Specialist phased out an outdated assessment practice and transitioned the middle and senior school to a new reading assessment aligned with the Science of Reading. The introduction of contemporary research on the Science of Reading, encompassing the five key components (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension), laid the foundation for this change.

Professional Learning, led by the Learning Specialist, explored, and investigated a writing framework to support teachers analyse student writing effectively and design writing conferences from this data. This inclusive differentiation practice ensures that all students receive individualised feedback that is relevant and timely.

Teachers collaboratively scoped and sequenced a development of understanding from counting to multiplicative thinking. This strategy for inclusive differentiation creates an alignment with what we teach and how we teach, and the assessing and advancing questions ensure that every student receives the support and individual attention that results in meaningful learning. This strategy assists teachers to see individual differences among students as opportunities to enrich and make learning accessible for all. The Learning Specialist collaborated with all teaching teams weekly, using an improvement cycle to develop and implement challenging tasks in mathematics using a lesson plan template, tracking student learning growth and using data to inform the next stage of planning a challenging task.

The strategic goal to improve teaching and learning evaluation by monitoring teaching effectiveness using data, understanding how to use data, and using evidence to inform teaching practice all improved significantly in the staff survey. In all these categories teachers had higher positive endorsement than our similar schools.

The NAPLAN test was revised in 2023 and results are not comparable to previous years. An analysis of the school's NAPLAN Numeracy and Literacy data and Teacher Judgement data from F-6 indicates the school is aligned to other primary schools with similar characteristics for all areas of Literacy and Numeracy. There were no children identified in Year 3 and 5 NAPLAN data as requiring extra learning support.

Merri Creek students had higher percentages of achievement in the 'exceeding' category for Year 3 NAPLAN in both literacy and numeracy when compared to similar characteristic schools. In reading MCPS has 50% of students in the highest level of exceeding expectation, which was 13% higher than similar schools. This supports evidence that the focus on differentiated learning programs in the junior school is extending students beyond year level benchmarks. It also evidences the continued positive outcomes of the explicit synthetic based phonics program in the junior school. Looking at the overall results, the Year 3 cohort in 2023 were impacted in Foundation and Year 1 by remote learning due to COVID-19, and despite the best efforts of our parent community, and teaching staff to deliver the explicit teaching of our synthetic phonics program online, this important learning was impacted more at our school in comparison to other schools where there wasn't direct instruction for phonics. While teachers have worked hard to implement the necessary learning and address the inevitable learning gaps for students on their return to school, pre COVID-19 levels of attainment will take time to achieve. Several interventions have been put in place to ensure all students are supported with the essential and fundamental skills required when learning to read and to ensure all students are achieving at the high levels expected by the end of primary school.

Teacher judgement data is showing evidence of improved differentiation practices being implemented across the school to support extending all students at their point of learning need. Merri Creek Primary has historically reported outcomes in teacher judgements that are lower than our similar schools with our NAPLAN outcomes being higher than the assessments collated through teacher judgements. Better alignment is being achieved through our strategic focus on collective assessment tools and what student

learning is assessed, monitored, and evaluated. This focus is beginning to shift our teacher judgement data so that it aligns more closely with benchmarks and ensures accurate reporting of student outcomes. This improvement work in developing teacher data literacy continues.

## Wellbeing

The school registered slightly higher wellbeing outcomes than similar schools and state schools for student sense of connectedness and for the school's management of bullying in Years 4-6.

Sense of connectedness remains consistent with students registering that they like the school, feel happy to attend and feel a sense of belonging and pride in the school. This was reflected in the Department of Education parent survey where there was a positive endorsement of 92% for this factor.

Positive coping strategies to support student self-management and regulation of emotions were implemented through the implementation of the Department of Education's High Impact Wellbeing strategies. The work was in building whole school consistency to use strategies around the Zones of Regulation, wellbeing check ins, toolkits to actively engage students with help-seeking strategies and understanding their emotional responses. The Respectful Relationships program supported leaders and teachers in understanding cohort patterns of behaviour at different year levels and differentiating responsively for the wellbeing needs of students. Supporting teachers to move away from reactive towards responsive strategies has been key to professional development.

Bullying is a term that is used more regularly within our community than we would expect, and not always in ways that suggest it is a well understood term, especially in identifying what constitutes bullying behaviours rather than unkind behaviours. While the school's management of bullying is reported through Department surveys as being at similar levels of effectiveness to our like schools by both students and parents, school leadership identifies a need for further learning across the community as to what constitutes bullying behaviour.

## Engagement

Student absences across the school from Prep to Year 6 average 15.8 days for each student. This is less than the average for similar schools and state schools. The two main categories for absences are medical illness and parent choice. The school encourages full attendance seeking to communicate the importance of arriving on time and remaining at school to achieve the best outcomes for student learning and student wellbeing.

In 2023, a decision was made to run single cohorts in Year 5 and 6 to cater for greater depth of curriculum access and to foster improved student motivation and engagement.

As an engagement goal the design of the Year 6 learning program was modified to implement student centred teaching approaches with a focus on meta-cognition, collaboration, and authentic learning opportunities balanced with explicit instruction. Students took part in the Victorian Coding Challenge and several teams went on to compete at higher levels of competition. Maths Olympiad was introduced to extend students working at high levels of attainment and the buddy program was designed to promote leadership. Outcomes for stimulating learning in the Students Attitudes to School Year 6 student survey were 10% higher than similar schools, Motivation and Interest was 5% higher than similar schools and sense of connectedness was 8% higher than similar schools.

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## Financial performance

Our Equity Funding is extremely low at Merri Creek Primary School, reflecting the level of socio and economic advantage afforded to many families in this community.

Additional State or Commonwealth government funding the school received beyond the Student Resource Package (SRP) were: Targeted initiatives: Swimming in Schools \$14,805, Extended Koorie Literacy and Numeracy Program \$2,500, Student Excellence Program \$11,055, Career Start \$18,462.77, Tutor Learning Initiative \$72,970.23 and Schools Mental Health Fund \$37,707.41. Also \$2,100 from the Australian Sports Commission for the Sporting Schools Program. Swimming proved impossible to access in 2023 due to high demand with schools returning to swimming programs en masse and further hindered by labour shortages at pools. Therefore, swimming grants from 2023 will be used to subsidise more students in the 2024 swimming program. The tutor initiative was used to fund a full-time numeracy tutor and the school continued to fund literacy intervention three days a week. An education support teacher was employed three days a week, using the mental health fund to support key areas of wellbeing across the school in classrooms and beyond. A range of external sports opportunities were accessed including frisbee and basketball coaching with costs covered by the sports fund.

We thank the Fete coordinators and the school community for their tremendous work with the Fete, raising a record amount of over \$95,000. Our school community always goes above and beyond with their support for our fundraising and the School Council sub-committee convenors who oversee this work contribute high levels of expertise and commitment. Other fundraising events included Community Breakfasts, Fun Lunches, a Trivia Night, Hot Cross Bun drive, Merri Marathon, Referendum Day BBQ and Cake stalls and year level discos. An amazing grand total of over \$130,000 was raised and with a Capital Works project to hopefully commence in 2024, we have been able to set aside considerable funds to support this project. Our families also kindly donated to our Building and Library funds, a total of \$30,720 and \$7,542 donated to the school's Equity Fund to ensure all students in the school were able to access resources and school events.

**For more detailed information regarding our school please visit our website at**  
**[www.merricreekps.vic.gov.au](http://www.merricreekps.vic.gov.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 431 students were enrolled at this school in 2023, 226 female and 205 male.

4 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).

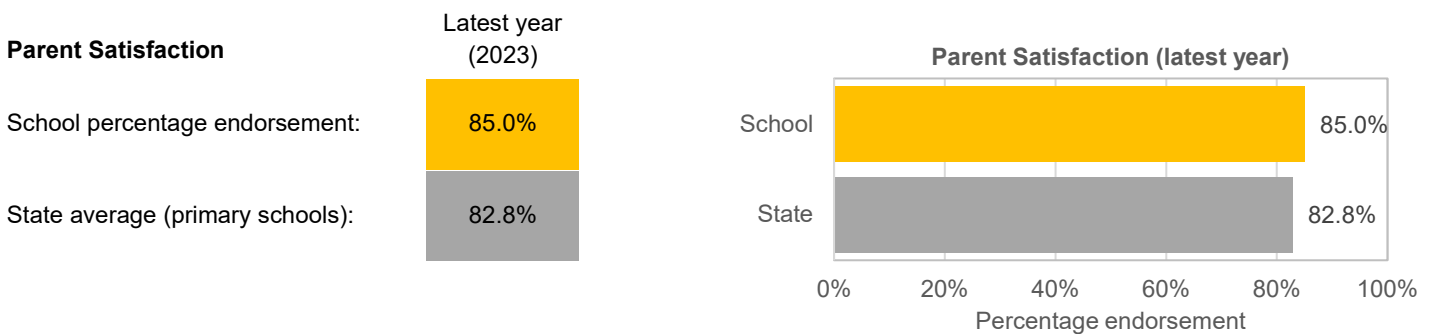
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

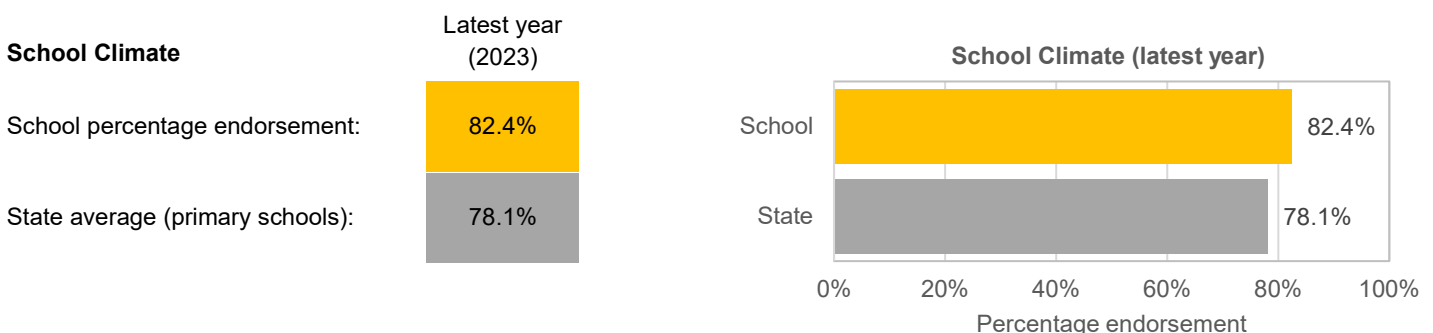


### School Staff Survey

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:

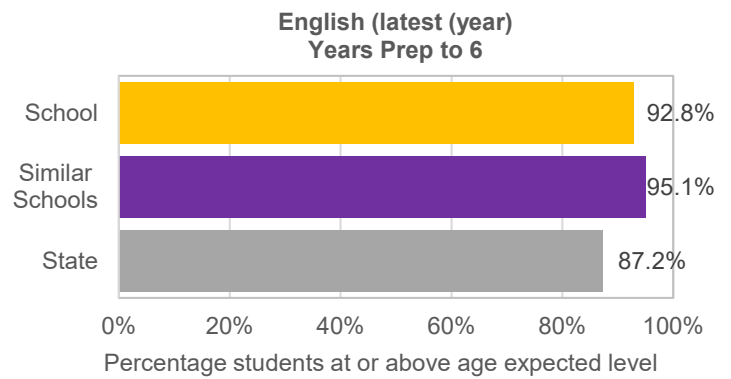
92.8%

Similar Schools average:

95.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

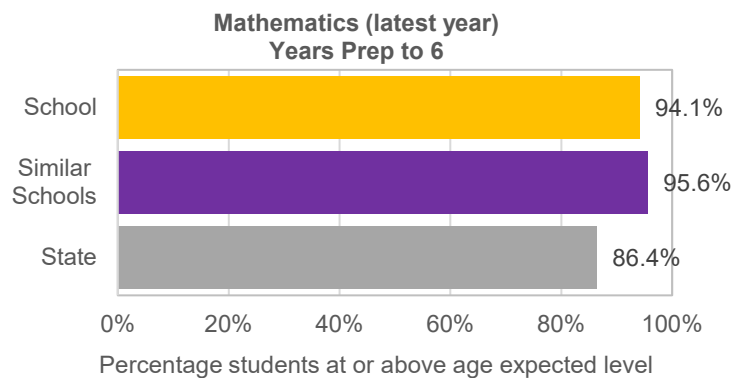
94.1%

Similar Schools average:

95.6%

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:

83.3%

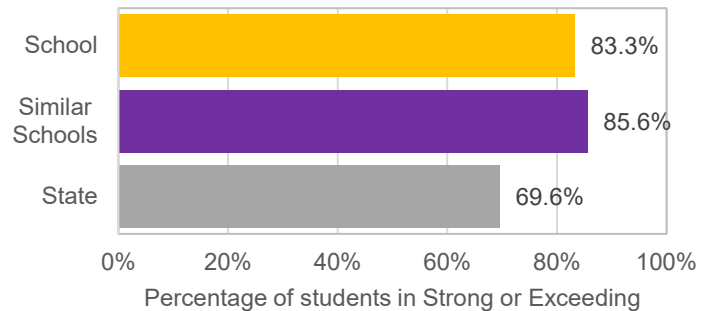
Similar Schools average:

85.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

96.2%

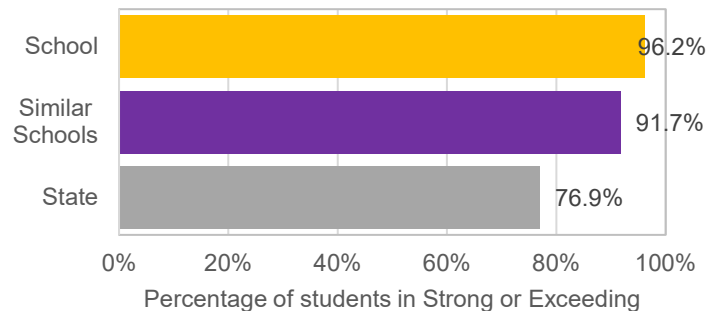
Similar Schools average:

91.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

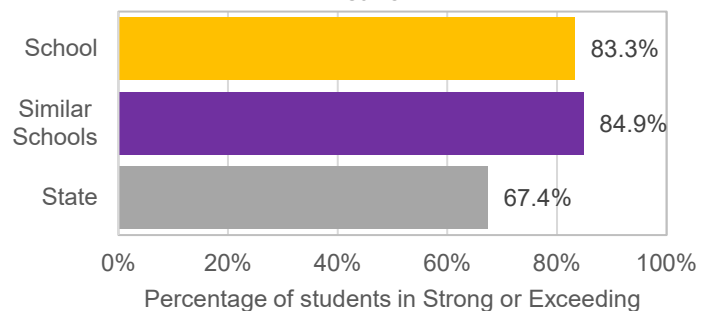
Similar Schools average:

84.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

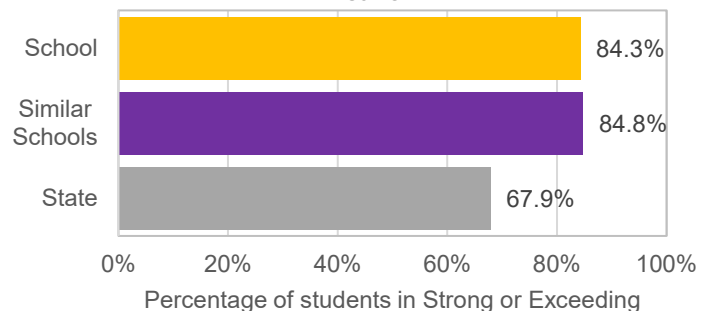
Similar Schools average:

84.8%

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:

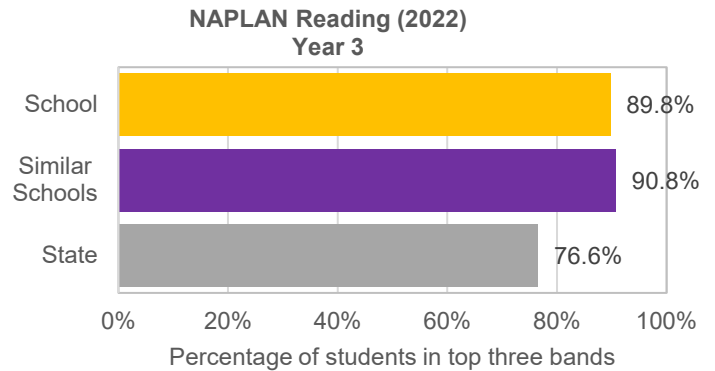
89.8%

Similar Schools average:

90.8%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

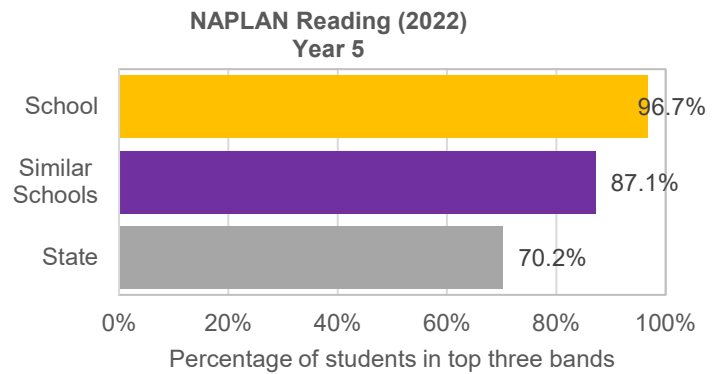
96.7%

Similar Schools average:

87.1%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

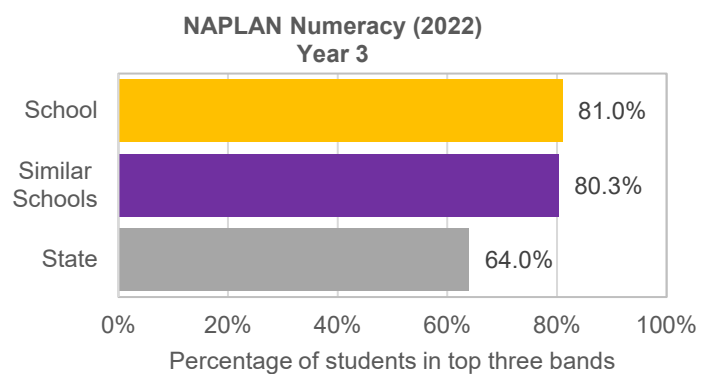
81.0%

Similar Schools average:

80.3%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

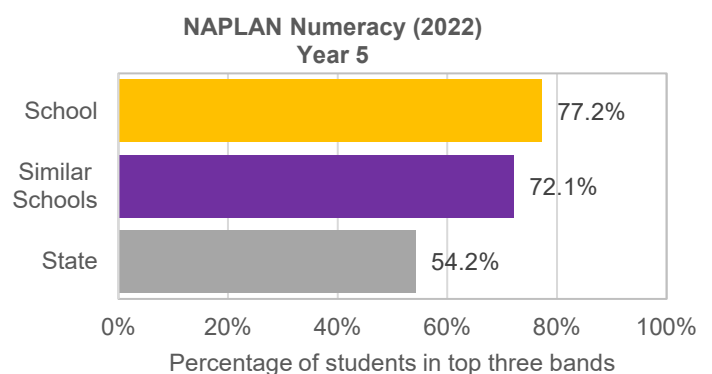
77.2%

Similar Schools average:

72.1%

State average:

54.2%



## WELLBEING

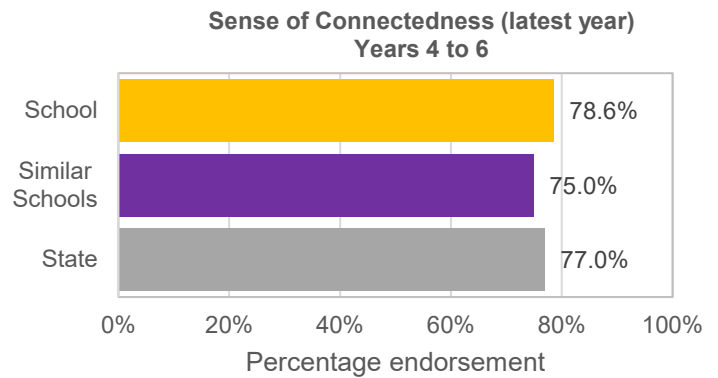
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 78.6%              | 75.6%          |
| Similar Schools average:       | 75.0%              | 76.4%          |
| State average:                 | 77.0%              | 78.5%          |

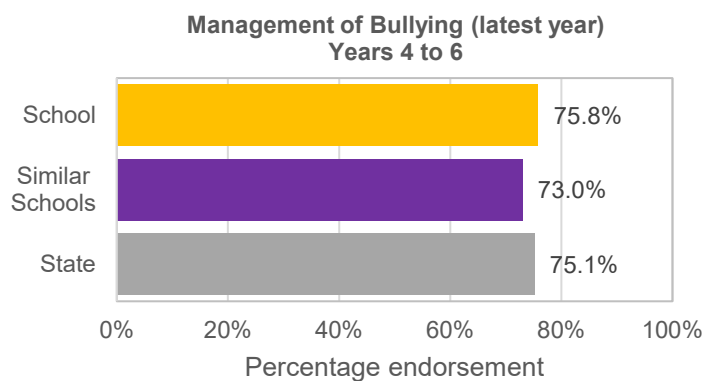


### Student Attitudes to School – Management of Bullying

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: | 75.8%              | 75.5%          |
| Similar Schools average:       | 73.0%              | 75.2%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

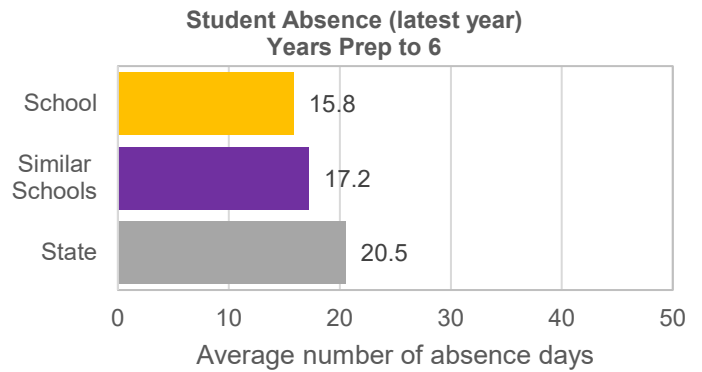
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

|  | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.8               | 12.4           |
| Similar Schools average:               | 17.2               | 13.6           |
| 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): | 93%  | 93%    | 92%    | 93%    | 92%    | 91%    | 90%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$3,781,911        |
| Government Provided DET Grants | \$286,369          |
| Government Grants Commonwealth | \$196,527          |
| Government Grants State        | \$0                |
| Revenue Other                  | \$83,813           |
| Locally Raised Funds           | \$854,086          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,202,705</b> |

| Equity <sup>1</sup>                                 | Actual         |
|---|----------------|
| Equity (Social Disadvantage)                        | \$6,019        |
| Equity (Catch Up)                                   | \$0            |
| Transition Funding                                  | \$0            |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0            |
| <b>Equity Total</b>                                 | <b>\$6,019</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$3,728,375        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$4,341            |
| Camps/Excursions/Activities           | \$143,324          |
| Communication Costs                   | \$3,141            |
| Consumables                           | \$72,480           |
| Miscellaneous Expense <sup>3</sup>    | \$36,929           |
| Professional Development              | \$24,212           |
| Equipment/Maintenance/Hire            | \$27,013           |
| Property Services                     | \$107,583          |
| Salaries & Allowances <sup>4</sup>    | \$511,982          |
| Support Services                      | \$112,348          |
| Trading & Fundraising                 | \$159,600          |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$37               |
| Utilities                             | \$35,269           |
| <b>Total Operating Expenditure</b>    | <b>\$4,966,634</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$236,071</b>   |
| <b>Asset Acquisitions</b>             | <b>\$104,564</b>   |

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,064,677        |
| Official Account              | \$13,566           |
| Other Accounts                | \$34,222           |
| <b>Total Funds Available</b>  | <b>\$1,112,465</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$192,752          |
| Other Recurrent Expenditure                 | \$2,330            |
| Provision Accounts                          | \$5,000            |
| Funds Received in Advance                   | \$22,688           |
| School Based Programs                       | \$331,635          |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$0                |
| Capital - Buildings/Grounds < 12 months     | \$0                |
| Maintenance - Buildings/Grounds < 12 months | \$0                |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$500,000          |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$1,054,405</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.*