

2023 Annual Report to the School Community

School Name: Edi Upper Primary School (1422)



- 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 February 2024 at 03:25 PM by Claire Bradbury (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 13 March 2024 at 03:39 PM by Kellie Young (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

Edi Upper Primary School is a small rural school with a current enrolment of 5 children. Edi Upper is located on the edge of the Black Range nestled in the Upper King Valley in North East Victoria. Edi Upper Primary School buildings consist of one single building containing three classrooms and a commercial kitchen for the King Valley Cluster Stephanie Alexander Kitchen Garden Program. The school is currently staffed by a Principal who also teaches the specialist subjects of Music, Science, Humanities and Digital Technology. We have a Graduate Classroom Teacher (0.8) who is also our Tutor for the Tutor Learning Initiative Program. We have a Business Manager (0.4), Kitchen Specialist (0.2), an Italian Teacher (1.5 hours per week), Education Support staff member (0.4) and a School Chaplain who works with our students three days a week over a fortnight.

Edi Upper Primary is a well-resourced and maintained school. The school's philosophy, motto and values are: 'Small school, big ideas, endless opportunities'. Our values are: Success, Motivation, Acceptance, Resilience, Teamwork and Integrity. At Edi Upper Primary School our students are valued, encouraged and supported to fulfil their academic and social and emotional journey within a dynamic learning community.

The school offers specialist programs in the areas of Italian, Library and Art that are led by visiting teachers. The classroom programs are enriched through camps, excursions and participating in the King Valley Cluster Schools activities. Our music program includes an instrumental program, classroom music and end of term/year performances. The school invests greatly in the Stephanie Alexander Kitchen Garden Program with all students attending two or three 4 hour sessions per term. These sessions are planned in collaboration with the Kitchen Specialist and include an end of year School Community Christmas Lunch. The classroom teachers sometimes run extra cooking sessions during numeracy and literacy activities as well as working with our school community for fundraising events such as cooking food to sell at the local market. The Italian language is incorporated into the cooking sessions and throughout our school routine. The students plan, work and maintain raised vegetable and herb garden beds. They work together each week to water and weed these plants so they can use the produce in their cooking sessions.

The King Valley Cluster Schools initiatives include a range of camps and sporting activities including a Personal Best Athletic Sports, cultural days, musical theatre shows and professional learning initiatives. We work together to support each other to deliver the best possible teaching and learning programs in each of our unique rural communities.

Edi Upper Primary School places value and emphasis on being a community school, aiming to provide the best opportunities for our students. Our parent community help with fundraising, maintaining the school, classroom activities and excursions. Our school has links with our local kindergarten in Moyhu and an orientation program for new Foundation students during Term 4, prior to starting school. There is currently one student at the school funded under the program for students with disabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023 our school continued to implement the Victorian Curriculum. We have cross-curricula integration and innovation and resource allocation to engage and enhance learning opportunities for our students. We continued to focus on student engagement, resilience and connection in our school. Our camp and excursion program led to greater bonding between students and staff, as well as learning new skills and giving them experiences they may not otherwise have.

We continued to focus on student voice and agency in our school. Each Friday lunchtime the students ran 'Fun Friday' where they each planned an activity for the whole school to enjoy. Activities included painting, drawing, playing games and doing craft activities. This weekly activity was student driven and they either developed their ideas with a partner or worked in a single capacity with either the class teacher or School Chaplain giving guidance if needed.

To ensure our students can maximise their learning time, our Literacy and Numeracy lessons were run during the morning sessions and other curriculum areas were run in the afternoon where possible. We have clearly stated instructional models in Literacy and Numeracy and we ensure our school curriculum documentation is aligned with the Victorian Curriculum which is clearly stated on planning documents. We have introduced triangulation of data across these areas to ensure comprehensive assessment. Throughout 2023, we have continued to build and strengthen the partnerships with our school families. During 2023 we continued to implement our own School-Based Student Opinion Survey which we implement twice a year. We have implemented a weekly numeracy 'check-in' Google Form so the students can reflect on their learning within this subject. It also helps us to monitor the impact our school and cluster focus on numeracy is having on our students. We have continued to see greater participation in the annual Parent Opinion Survey due to clear communication and encouragement about this data collection resource.

During 2023 we have focused on improving our numeracy strategies and outcomes across the cluster schools. Our staff participated in professional development days that were focused on introducing number talks, cluster-wide scope and sequence documentation and developing numeracy plans that target our students' individual needs. All teaching staff participated in our regular Professional Learning Community (PLC) meetings in order to plan, discuss, share data and enhance our knowledge of best numeracy practice. We are aiming for our students to know and be able to articulate their individual numeracy goals and to ensure each student is progressing in this area.

Our School Improvement Team meetings focus has been on building our capacity to use student data to identify areas of practice for improvement, collaborative planning and ensuring our curriculum is integrated across the school. The data for teacher judgement of student achievement in Literacy and Numeracy has indicated that we as a school are below average. However, our school-based teacher judgement data and assessment, indicate that our students have all moved on in their learning and understanding, but some not yet achieving 'at level' results in these areas. During 2023 we had one student participate in NAPLAN and because of our small numbers, we are not able to access the data in order to make comparisons. Three of our students participated in the Tutor Learning Initiative Program which was focused on numeracy skills and strategies. We have continued to embed a strong focus on using data to personalise learning for all of our students in order to enable them to reach their full potential. We continued to implement an Articulation program that our Education Support Staff member ran with all of our students. This helped the students to improve in their oral language skills and consolidated their phonics, phonemes and letter/sound articulation.

Our school has positive and hard-working staff who form part of our strong culture of co-operation between staff, students, parents and the wider community. During 2024, we will continue to focus on improving our teaching and learning in all areas and will continue to encourage change and progress in our approaches in order to build on the great work that was implemented during 2023.

Wellbeing

During 2023 we implemented our own measurement of our student well-being through the use of our school-based Student Attitudes to School Survey. This survey indicated that for the last two years, 100% of our students felt they had student voice and agency within the school, had a positive sense of connectedness and were engaged in our teaching and learning programs.

We have continued to implement a consistent wellbeing program to support our students social and emotional learning. This included the use of wellbeing journals, Respectful Relationship activities, consent education and meditation sessions run by our School Chaplain. Our school received funding through the federal governments National School's Chaplaincy Program from 2021 to 2023. This was a fantastic opportunity to incorporate our Chaplain into our wellbeing program as well as spending time with the students in the playground, playing games and supporting our students.

Our students have continued to develop a strong sense of belonging to and ownership of their school. Our small class enables our staff to get to know and involve all families in the education of their children. Our students develop meaningful relationships with the community and their teachers, who know their needs - learning, social and emotional, and address them individually. Our student's personal development is addressed within the learning framework, where emotional regulation, personal and social capabilities, resilience and persistence are encouraged. We run a Parent Information night at the beginning of the year to inform our families of our teaching program and to give opportunity to meet each other in a social setting. We also run Parent/Student/Teacher meetings twice a year to discuss each student's progress in their learning as well as welcoming our parents to catch up with our staff as much as possible throughout the year. We have a school website and Facebook page where photos, newsletters and information about our school is available for all families and community members.

Engagement

Our school demonstrated consistent student attendance throughout 2023 and staff and timetabling was flexible to cater for student allied health service appointments during the school day. We have continued to embed individual literacy and numeracy learning goals using individual goal folders and visual displays such as our writing 'bump it up' wall and individual goal books. These have given our students ownership and a voice in the progress and direction of their learning. We have also engaged the students through the daily use of the Five Critical Questions: What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help? Through the use of these questions at the end of each teaching and learning session, our students are able to engage in their learning pathway and have knowledge and understanding of how they can 'up-level' their work.

Our students demonstrated active engagement in our school by participating in the Social Enterprise program run by ACRE based in Beechworth. The students worked through activities to learn what a Social Enterprise is and researched their market and potential

audience in order to develop their own business. The students chose to support a local wildlife rescue organisation by making and selling homemade dog treats at community markets at Beechworth and Moyhu. The students participated in World Social Enterprise Day by contributing to a zoom meeting with 5 other schools from around Australia and Malaysia, sharing their social enterprise journey. The students also contributed to our regular newsletter by writing articles about their school activities. They contributed to our school Facebook page by helping to write comments and sharing their weekly activities and achievements. The students planned and developed the end of year school concert by writing scripts, practicing their lines and musical items and contributing to advertising for this event in our local community.

Other highlights from the school year

Implementing the Stephanie Alexander Kitchen Garden Program over two 4 hour sessions. Cooking for our end of year School Community Christmas Lunch. Cooking food to sell at the local market. Our King Valley Cluster Year 3/4/5 camp and local excursion program. Taking our students to Echuca to immerse themselves in the history of the Murray River and ride on a paddle steamer. The students running 'Fun Friday' each week which included painting, drawing, playing games and doing craft activities. Participating in the King Valley Cluster Personal Sports practice days and Athletic carnival. Participating in the Social Enterprise program and producing our own dog treats to sell in Beechworth and at the Moyhu Market. Participating in World Social Enterprise Day by contributing to a zoom meeting with 5 other schools from around Australia and Malaysia. Participating in Sports Northeast and Blueearth activities. Participating in tennis coaching sessions and utilising our school tennis court. Participating in swimming lessons in Wangaratta. Going on a bike ride between Oxley and Milawa. Going tree planting with the Wangaratta Council. Participating in Book Week activities which included visiting another school for an Authors Day. Visiting the Winton Wetlands and learning about the Art Trail and the Indigenous history in our area. The Shelter in Place project was completed which included repairing termite damage, inserting new stairs at the front entrances and re-cladding the whole school using colorbond material. Participating in a cluster-wide puppet show at Myrree Hall.

Financial performance

The school tracked well during 2023 considering we have low student numbers and a small number of school families. We have consistently maintained a surplus budget and steady student numbers during the census periods. The Education Support staff hours are matched to the Government funding for our student with disabilities; however we value our ES staff input and employed her on a casual basis for an extra day when we were able to. Our school received a \$1500 Sporting Schools grant in Term 1 to cover Sports Northeast and Blueearth sessions. In Term 3 we received a \$1500 Sporting Schools grant so our students could receive 6 swimming lessons in Wangaratta. We applied for the Term 4 Sporting Schools grant but were unsuccessful, so the school went ahead anyway and paid for 6 tennis coaching lessons at our school tennis court. Throughout 2023 we implemented the Schools Chaplaincy Grant. Even though we applied again, unfortunately we were not successful to receive this for 2024. The parent community helped to fundraise for our school at the local Moyhu market by helping to cook food and provide homemade jams to sell. The students made \$499 at this market. The students sold home-made dog treats at Moyhu Market and Beechworth Social Enterprise market and made a donation of \$100 to the Peechelba Wildlife Rescue. During 2021 we applied for a \$25000 Schools Upgrade funding in order to build an outdoor BBQ area and install a new airconditioner. We found out in May 2023 that we got this! After going through the process of seeking quotes etc the first part of this project began in Term 4 2023 and will be completed by the end of Term 1 2024. The OSHC travelling grant was implemented during 2023 and was used for employing a driver to take the students to the local OSHC at Moyhu Primary School twice a week. It was also used for maintaining the bus for regular maintenance and bus inspections. We utilised the bushfire prevention grant to do annual tree works, purchase a new replacement lawn mower and complete repairs to the tank water pump connections. We also had an upgrade in our solar panels and solar inverter, this project will be completed early in 2024. During 2023 the Shelter In Place works were begun and partially completed at the end of the year. This included termite damage repair, replacement of entry way steps, new cladding across all buildings and replacement of entry and exit doors.

For more detailed information regarding our school please visit our website at
<http://www.ediupperps.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 5 students were enrolled at this school in 2023, NDP female and NDP male.

0 percent of students had English as an additional language and 0 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).

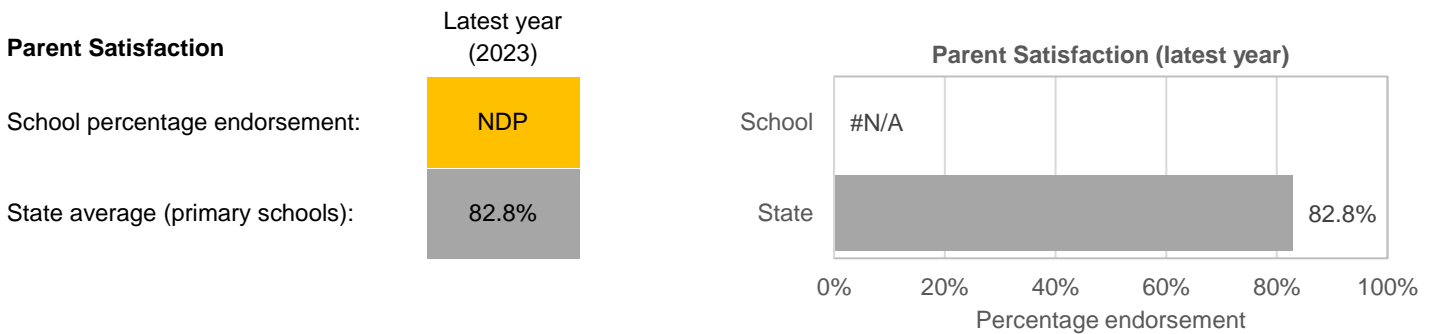
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

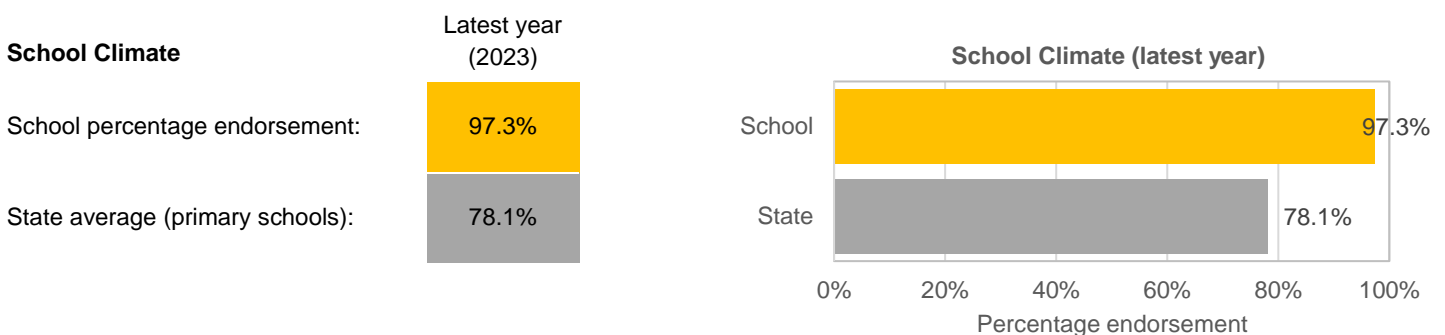


School Staff Survey

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:

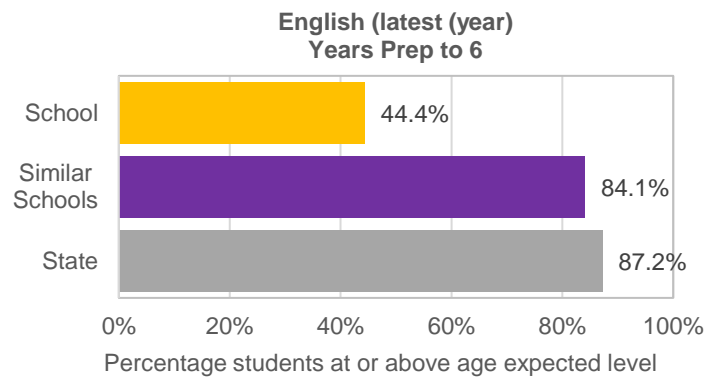
44.4%

Similar Schools average:

84.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

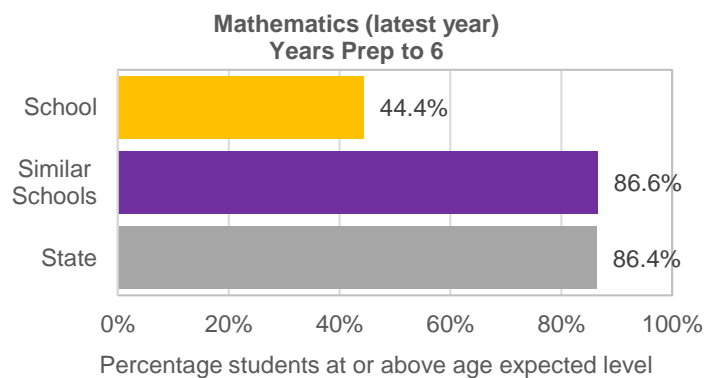
44.4%

Similar Schools average:

86.6%

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:

NDP

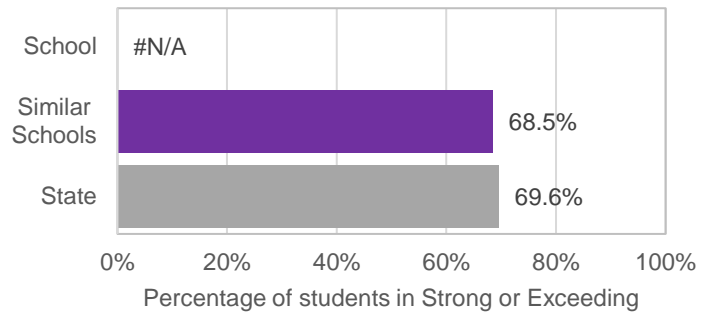
Similar Schools average:

68.5%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

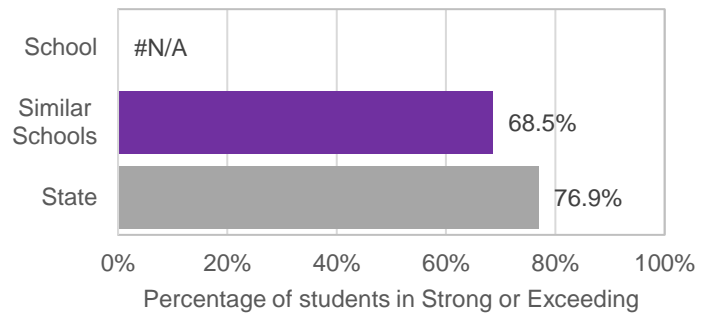
Similar Schools average:

68.5%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

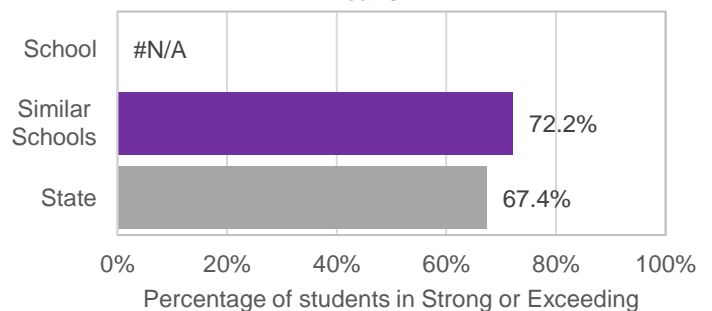
Similar Schools average:

72.2%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

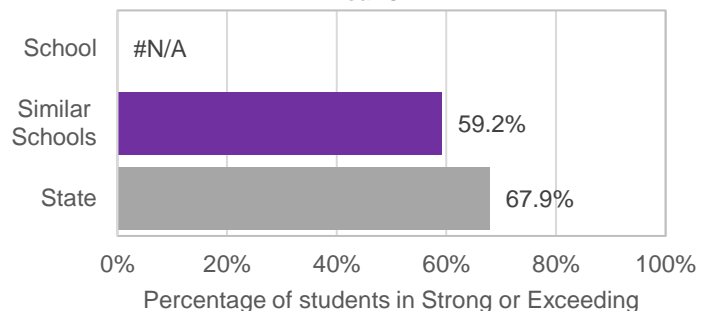
Similar Schools average:

59.2%

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:

NDP

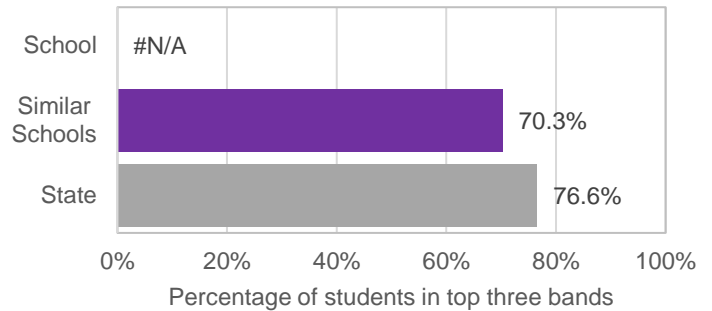
Similar Schools average:

70.3%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

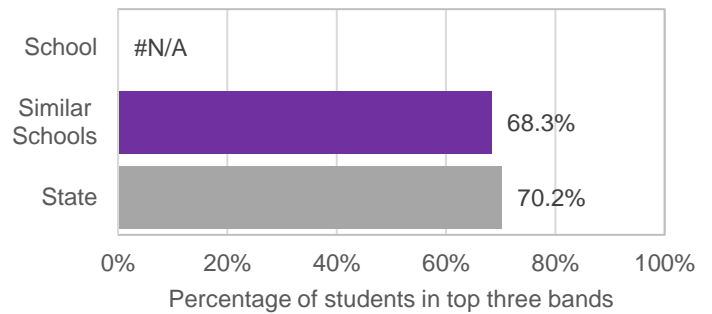
Similar Schools average:

68.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

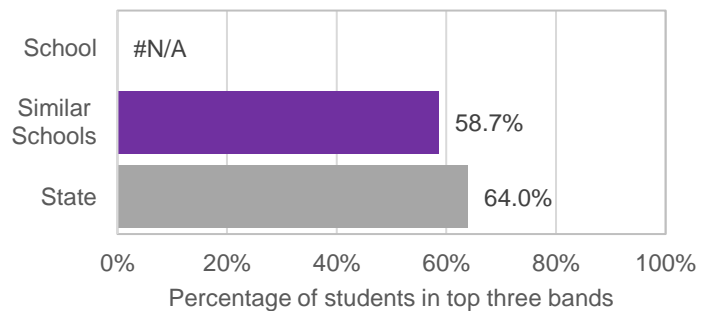
Similar Schools average:

58.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

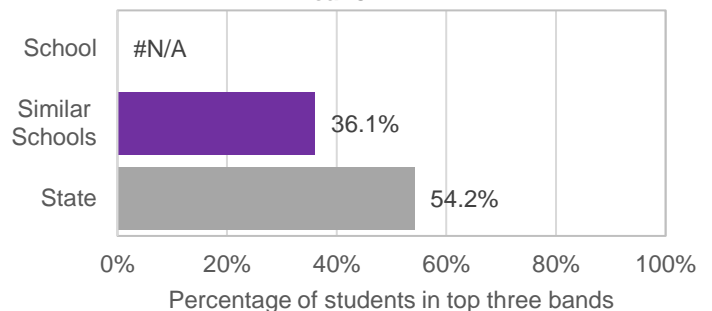
Similar Schools average:

36.1%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

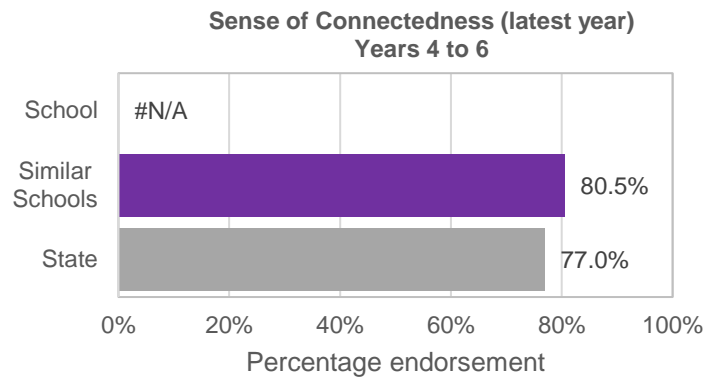
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	NDA	NDP
Similar Schools average:	80.5%	81.7%
State average:	77.0%	78.5%

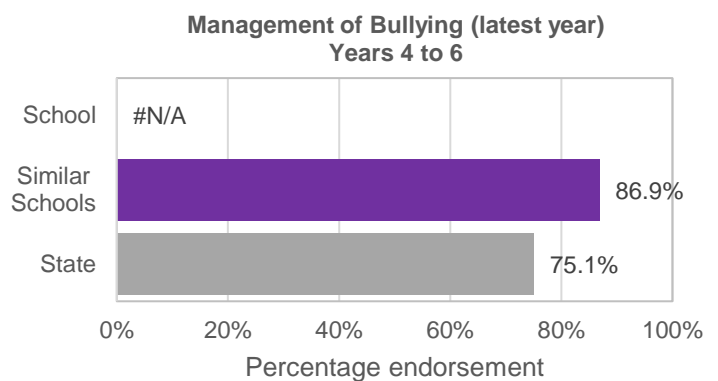


Student Attitudes to School – Management of Bullying

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:	NDA	NDP
Similar Schools average:	86.9%	85.6%
State average:	75.1%	76.9%



ENGAGEMENT

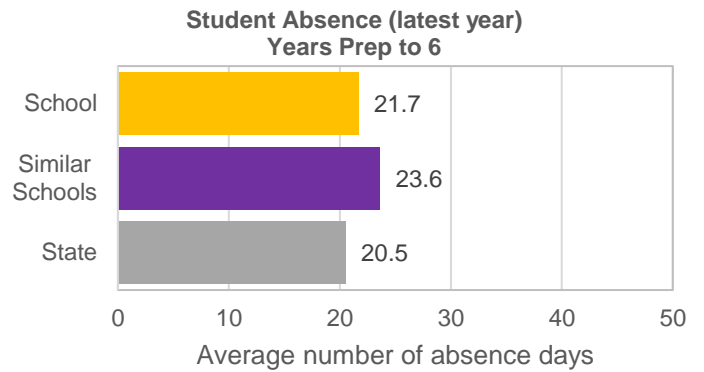
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	21.7	18.7
Similar Schools average:	23.6	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	NDP	NDA	NDP	NDP	NDP	NDA

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$383,358
Government Provided DET Grants	\$174,307
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$35,713
Locally Raised Funds	\$2,460
Capital Grants	\$0
Total Operating Revenue	\$597,338

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	\$318,985
Adjustments	\$0
Books & Publications	\$601
Camps/Excursions/Activities	\$6,590
Communication Costs	\$1,131
Consumables	\$11,581
Miscellaneous Expense ³	\$7,270
Professional Development	\$1,785
Equipment/Maintenance/Hire	\$6,890
Property Services	\$55,215
Salaries & Allowances ⁴	\$16,203
Support Services	\$23,225
Trading & Fundraising	\$6,960
Motor Vehicle Expenses	\$2,014
Travel & Subsistence	\$0
Utilities	\$3,185
Total Operating Expenditure	\$461,636
Net Operating Surplus/-Deficit	\$135,702
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	\$194,282
Official Account	\$28,593
Other Accounts	\$0
Total Funds Available	\$222,875

Financial Commitments	Actual
Operating Reserve	\$16,922
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$66,272
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	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$118,194

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.