

2023 Annual Report to the School Community

School Name: Monmia Primary School (5336)



- 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 26 April 2024 at 12:32 PM by Lorraine Bell (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 09 May 2024 at 10:12 AM by Briany Kalms (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

The Monmia Primary School Vision statement embodies what the school community expects to achieve, 'Loving to Learn, Learning to Live and Being the Best'. All community members embrace the following core values: acceptance, caring, friendliness, honesty and respect. These core values shaped the way in which people worked together by creating shared expectations and norms. The community is committed to providing innovative programs that stimulate and challenge each student to become assessment capable learners. Monmia Primary School, located in the Keilor Downs, is a Foundation to Year 6 school with 192 students, 99 females and 93 males. The School Family Occupation Education band value is medium that indicates that students come from medium socio educational disadvantage. The cultural backgrounds of the school community is diverse with many different languages other than English spoken at home. 36% of students had English as an additional language and NDP percent were aboriginal or Torres Strait Islander background.

The school is Nationally accredited as a 'BE YOU' school promoting mental health and wellbeing. It has a nationally recognised innovative and inspiring school library that has immersed students in a literature rich environment that has fostered a love for reading.

The ultimate achievement to be celebrated is the consistency of teacher judgement in assessing student achievement, enabling students to demonstrate achievement against the Victorian Curriculum to be mainly at and above. School based assessment data indicated sustained growth in reading and numeracy for students across all year levels.

Monmia Primary School provides a safe learning environment where teachers, students and families work together in partnership. The school's core values are reflected by the important relationships established between home and school. As a 'Be You' school and early adopters of the School Wide Positive Behaviour Support (SWPBS) Initiative, there is an ongoing commitment to improve mental health and wellbeing and the educational outcomes of all students. There is a strong sense of belonging and a 'family centred culture'.

Human resources were allocated to achieve the strategic direction as planned and documented in the 2023 Annual Implementation Plan, prioritising and targeting student learning, engagement and wellbeing. The staffing consists of a highly effective principal class team of 1.0 Principal, 1.0 Assistant Principal for Student Engagement and Wellbeing and 1.0 Assistant Principal for School Improvement. There are 9.0 classroom teachers and 2.7 specialist classroom teachers. There is almost equal balance in range 2 and range 1 teachers (6.6 range 2 teachers and 5.1 range 1 teachers.) In addition, Education Support Staff include 1.8 EFT Integration Aides, 2.0 Administration Staff as well as a 0.2 digital learning technician. To ensure consistent instructional practices were implemented in every classroom, teachers collaborated in highly effective professional learning communities, supported in Literacy and Numeracy planning using instructional coaches expertise and regional support, DSSI Teaching Partners. The implementation of brain breaks throughout the day in every classroom enhanced student engagement and motivation that was driven by skilled PLC members, where regular expertise and knowledge was shared. Specialist Programs implemented throughout the year were in Visual Arts/Performing Arts, Science Technology Engineering Arts Mathematics, Health and Physical Education and Languages- Japanese. The Tutor Learning Initiative was implemented in Literacy and Numeracy to ensure students progressed in their learning. Fountas and Pinnell Levelled Literacy Intervention Program was delivered to Year P-3 students, at risk of not achieving the standard in reading. The Numeracy Intervention program was delivered to students in Years 1-3. The work of Professional Learning Communities was to develop all students in their academic, social and emotional learning. This was collective responsibility achieved through collaborative planning. Communication between home and school was regular utilising Sentral Management System to push out many and varied alerts. Social media was also used to showcase learning and to keep families informed through Twitter and the schools Facebook page and Instagram.

The school motto of 'Learn and Achieve' is evident in the way the school works together to progress all learners. Evidence based research of 'Lyn Sharratt' has supported teachers to develop an environment focussed on LEARNING and WELLBEING for all, where students are developed to be assessment capable. Students are able to articulate their learning goals and know where to next in their learning. Students are provided with high quality learning environments, supported through Federal Funding, allowing the Foundation students to move in to a newly renovated learning space. Students have been fortunate to have a newly built, architecturally inspiring STEAM Collaborative Learning Space. Students have been provided with a new soccer field that was resurfaced for the use of the school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Monmia Primary School is strongly committed to achieving high levels of student growth in all areas of student learning. Considerable emphasis and substantial allocation of resources have been committed to the continual improvement in the delivery of research based instructional practices in every classroom so that all learners can learn and achieve. Collaborative planning practices are firmly embedded within the school culture with all PLCs having dedicated two hours of collaborative planning time each week. The Assistant Principals and DSSI Teaching Partners have worked collaboratively with PLCs during planning to support and provoke high level teaching and learning reflection and guide mastery of skills to build teacher effectiveness.

Data literacies of PLC members have been enhanced in using data to evaluate, diagnose, prioritise, plan and confirm student progress and achievement. The staff are accountable for all students within PLCs and this mindset is firmly embedded in the culture of the school. Consistency in teacher judgement has been obtained following school agreed moderation processes aligned with DE guidance and expectations. Teachers analysed various school based common assessments to make judgements of students learning in English and Mathematics. Student data was used to direct the next stages for explicit teacher instruction and learning. Individual student needs were addressed through small focussed teaching groups and through the use of reasonable adjustments made for differentiation.

Small focussed teaching groups in Literacy and Numeracy were a common practice across all PLCs and implemented daily. Small focussed teaching groups and conferences provided valuable insight into understanding student meta-cognitive strategies used and for the development of personalised learning goals. Student learning goals were co-constructed with the teacher and student and made highly visible for students to track and regulate. Student voice was strongly encouraged to support students in becoming assessment capable learners, being responsible for their own learning and knowing what they need to do next. Student effort was recognised and honoured daily by all teachers through purposeful feedback both written and verbal.

The 2023 teacher judgements indicated 92.6% of students across the school were working at or above the expected level in English and 91.1% in Mathematics. This is higher than similar schools and the state average. Students on the Program for Students with a Disability demonstrated achievement against personalised goals. Reading Year 3 NAPLAN assessments showed 50% achieving strong or exceeding proficiency and Reading Year 5 NAPLAN assessments showed 63.2% students achieving strong or exceeding proficiency, this is slightly lower than similar schools and state results. Numeracy Year 3 NAPLAN assessments showed 35.7% students achieving strong or exceeding proficiency and Numeracy Year 5 NAPLAN assessments showed 57.9% students achieving strong or exceeding proficiency, slightly lower than similar and state results. The daily explicit teaching provided to students in Literacy and Numeracy ensured students were targeted at point of need and learning was differentiated. Student Led Conferences were conducted twice throughout the year to ensure students had the opportunity to share their learning achievements with their parents/guardians/carers.

All Professional Learning Communities at the school consistently focussed on teacher wellbeing, student wellbeing and academic learning in order to ensure students made measurable and ambitious gains. All staff shared accountability for all students.

The school's intent is to solidly focus on further improving reading and numeracy outcomes for all students with a balanced approach to wellbeing. Wellbeing for students and staff will be given equal attention to ensure positive student outcomes can be achieved in 2024.

Wellbeing

Monmia Primary School was deliberate in providing equal value to Student Engagement and Wellbeing alongside Student Achievement. The school's commitment to 'Be You' continued so that a positive impact in building community connectedness and community partnerships could be obtained. The school staff committed to the School Wide Positive Behaviour (SWPBS) Initiative and commenced its journal in understanding the seven essential elements. The school community were informed weekly of wellbeing articles published in the school newsletter providing families with handy tips. Staff were supported through regular professional learning throughout the year where there was a focus on health and wellbeing. Teachers planned social and emotional learning experiences for students by implementing the BounceBack program, CASEA, the Bucket Filling Philosophy and incorporating Resilience, Rights and Respectful Relationships. A strong focus on mental health and wellbeing was incorporated in learning programs not only through the delivery of these programs but the introduction of brain breaks and movement focuses. The school engaged external providers to deliver a Martial Arts Social Skills Program and a Peaceful Kids Program. These programs supported a selected group of students in Years 3-6 and each program ran for one term. Students who participated in the programs were equipped with strategies relating to self regulation, problem solving skills, mindfulness and resilient building. The school community will continue promoting highly inclusive, respectful, responsible and safe student behaviours and practices, both online and offline through the eSmart initiative and SWPBS. The school will continue to work through each of the 7 essential elements of the SWPBS initiative to create an orderly, safe and inclusive school culture. The school will continue to develop the social and emotional learning programs to enhance student self-awareness and regulation in order to build resilience and develop strong relationships.

Engagement

Monmia Primary School has maintained an average of 27.7 days absence per student, which is slightly higher than similar schools and the State. The overall attendance rate per year ranged from 86%-89%. In addition 22% of students had an absence rate of less than 10 days. 4.1% of the absences were unapproved. The school is committed to ensuring that attendance rates continue to rise, and focus on working with families of students with chronic absenteeism of more than 20 days. The school uses a personal approach to work with families experiencing difficulty with regular attendance, punctuality and taking extended holidays during the school year. For families where attendance is a concern, the Student Engagement and Wellbeing Assistant Principal has engaged the Keilor/St Albans Network's Student Support Services Officers for assistance. The school has implemented an attendance policy and procedures, including students arriving late receiving a welcome card instead of a late pass, and uses a SMS system to ensure all absences are explained. When requesting approval for extended holidays, families meet with the principal to seek permission for the extended holiday and develop an Absence Learning Plan for continued learning whilst on holiday.

The Attitudes to School Survey demonstrates happy, healthy, engaged and resilient students which is extremely satisfying given the school's deliberate focus in this key area. The AToSS 4 year average data in Sense of Connectedness and Managing of Bullying, demonstrated a slight lower than similar school results to the state average and similar schools average. Further areas of success in the perception data were the positive responses indicated in parent opinion survey data, 88.9% parent satisfaction compared to the state average of 82.8%. Similarly, feedback given to staff by students validated that students were connected to peers, staff and the school. This data also validated that Students from Foundation to Year 6 indicated that the learning environment was safe and engaging. This evidence demonstrates that the school community's work in balancing Student Learning and Student Wellbeing equally has had a positive impact on both teacher practice and as a result on student achievement.

The school will focus on increasing authentic student voice and agency so all students are equal partners in their learning.

Other highlights from the school year

In 2023, the school made a commitment to slowly reintroducing established programs and learning experiences back into the school since their suspension due to the Pandemic.

SCHOOL CAMPS AND EXCURSIONS

- A Year 3-6 camping program was implemented, where students completed a long day camp. A non- camping program was implemented for the students who did not attend the camp.
- One excursion implemented to support students in their Inquiry learning.
- Healthy Harold Program completed by students across F-6 at the end of term 1, covering topics relating to road safety, health and friendships

WELLBEING

- Implementation of the HAPPY PLACE at lunch time provided students with a safe social place, allowing students to make new friendships through play.
- Strong partnerships between home and school where positive relationships have been forged, evidenced through Parent Opinion Survey data.
- The school's commitment to the BE YOU Initiative continues to have a positive impact in building community connectedness and community spirit within the school.

BUILDING PROJECT

- A new Foundation and STEAM Collaborative Learning Space was built, providing students with a highly vibrant architectural space for students to optimise their learning.
- Resurfaced soccer pitch for students to play on.
- Administration building has commenced renovation and will be completed in 2024.

SCHOOL GRANTS

- Sporting Grants enabled students to complete a range of coaching sessions in football, tennis and gymnastics.

SWIMMING PROGRAM

- One week free, swimming program attended by students in F-4 that was funded through the Swimming In Schools Funding

STUDENT EXCELLENCE PROGRAM

Victorian High Ability Program was implemented throughout the year in Literacy and Numeracy for students who qualified in year 5/6

WHOLE SCHOOL EVENT

- Whole School FunRun coordinated by Family and Friends alongside the Twilight Picnic, where students and their families attend after school hours.

Financial performance

The financial status at the end of 2023 demonstrated a net operating deficit of \$78,048. This deficit is attributed to ensuring experienced staff are delivering learning programs. Focused expenditure on the priority areas of literacy, numeracy and wellbeing was executed. The low SES funding (SRP Strategic Programs) was used to support literacy and numeracy, including the delivery of the Tutor Learning Initiative until end of the year. Additional funding through the School Sporting Grants provided students with enhanced resources of sporting equipment and coaching in tennis and gymnastics. The Student Excellence Program was accessed by eligible students in Literacy and Numeracy. The Swimming in School Grant was used to provide students in Foundation to Year 6 with a two week no cost program. Coaching support provided to PLCs to improve teacher practice was achieved through the use of Equity Funding. All school expenditure was strategically allocated to improving student learning, engagement and wellbeing.

**For more detailed information regarding our school please visit our website at
<https://www.monmia.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 192 students were enrolled at this school in 2023, 99 female and 93 male.

36 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).

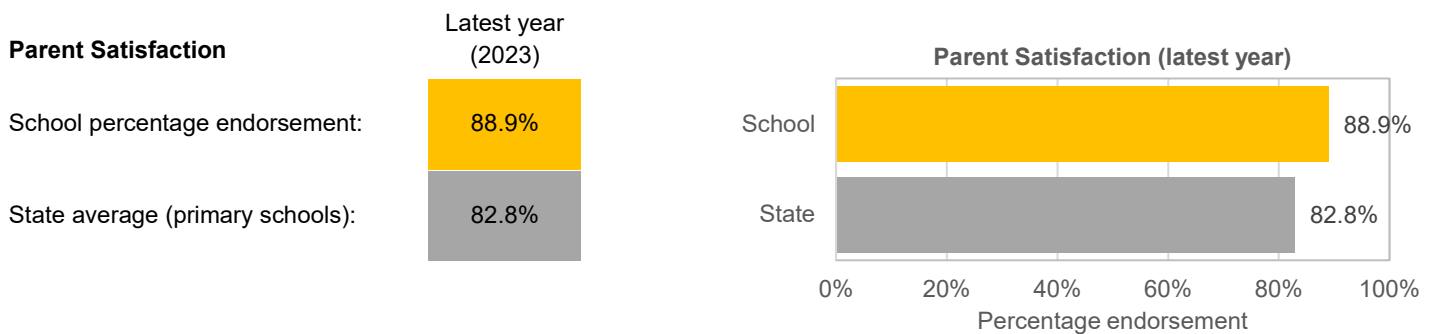
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

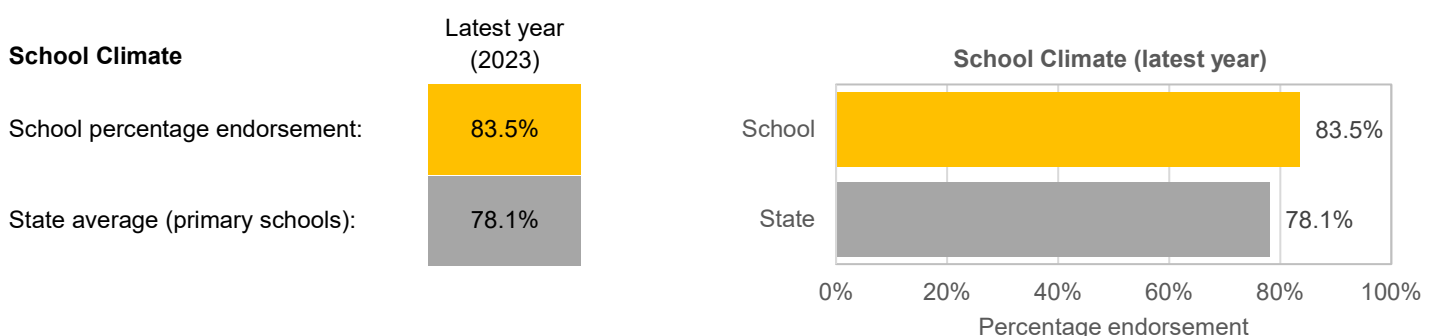


School Staff Survey

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:

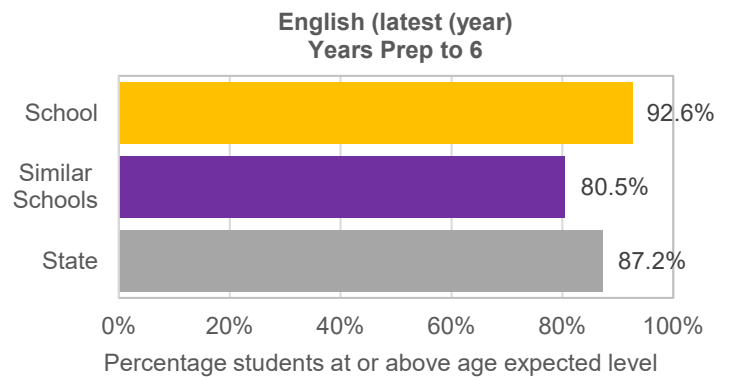
92.6%

Similar Schools average:

80.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

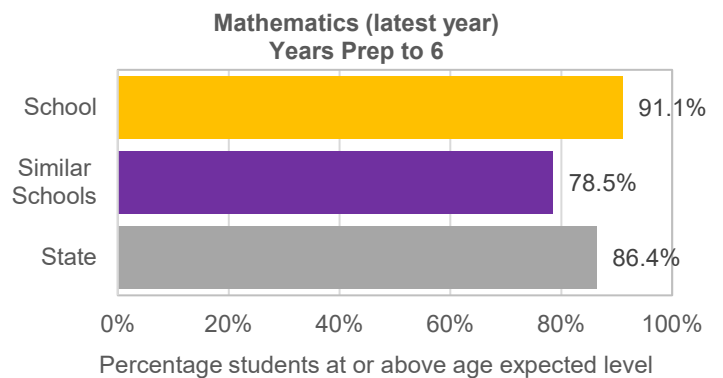
91.1%

Similar Schools average:

78.5%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

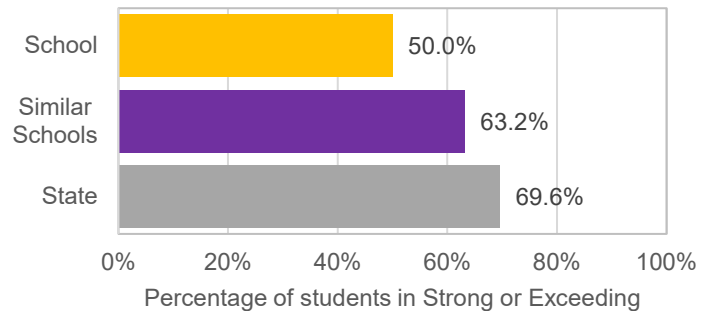
Similar Schools average:

63.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

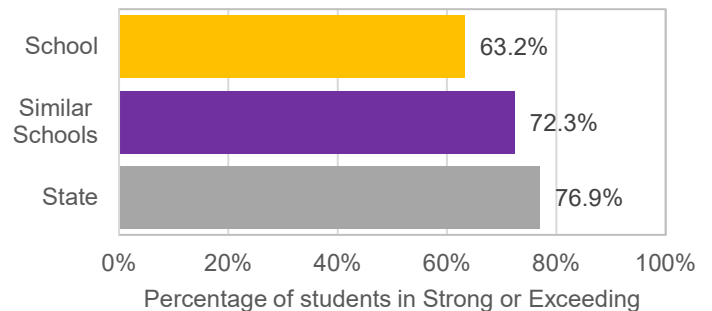
Similar Schools average:

72.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

35.7%

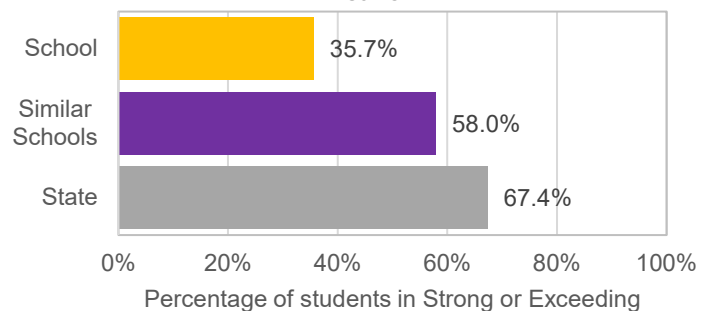
Similar Schools average:

58.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

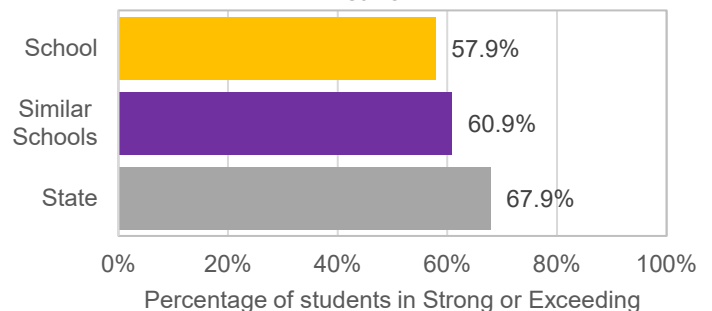
Similar Schools average:

60.9%

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:

62.5%

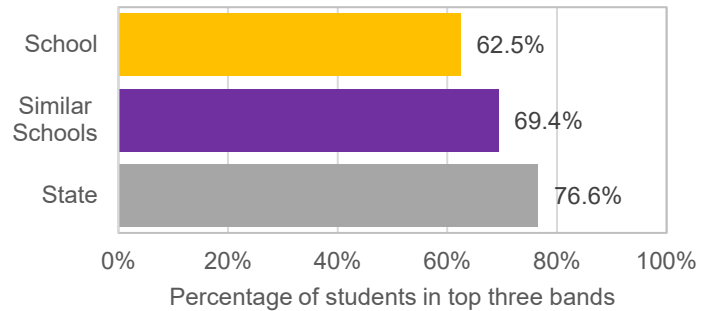
Similar Schools average:

69.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.5%

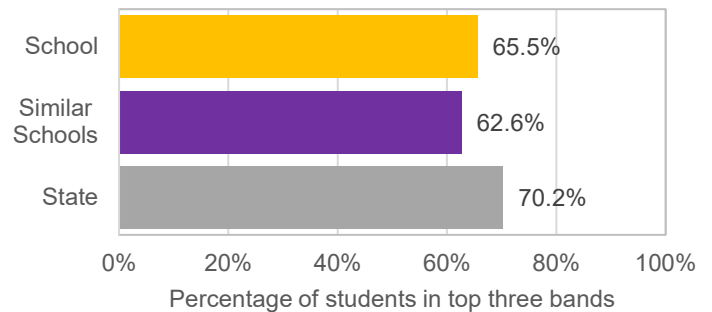
Similar Schools average:

62.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

55.2%

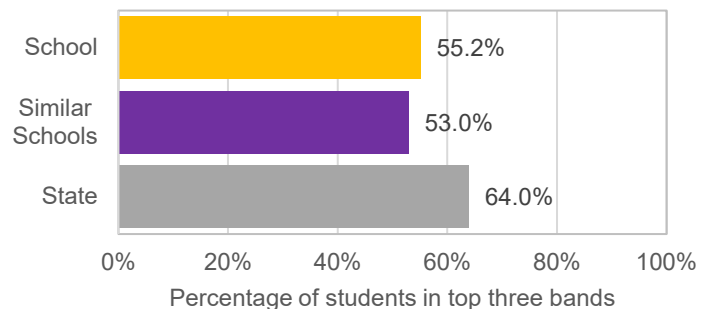
Similar Schools average:

53.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

34.5%

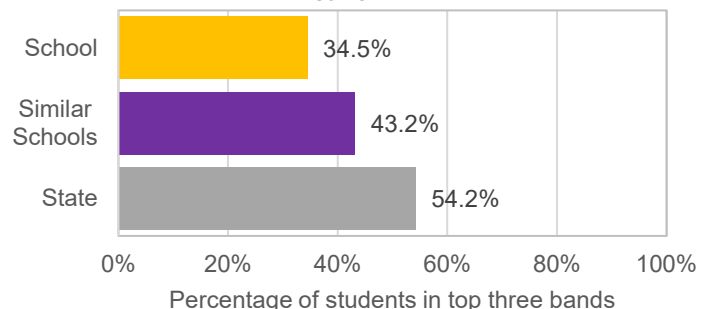
Similar Schools average:

43.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

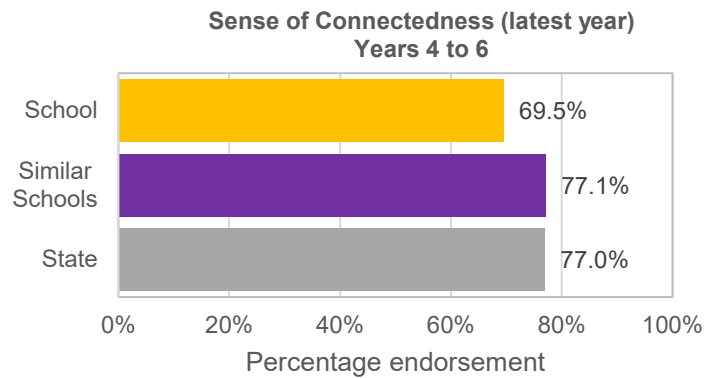
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.5%	68.5%
Similar Schools average:	77.1%	78.4%
State average:	77.0%	78.5%

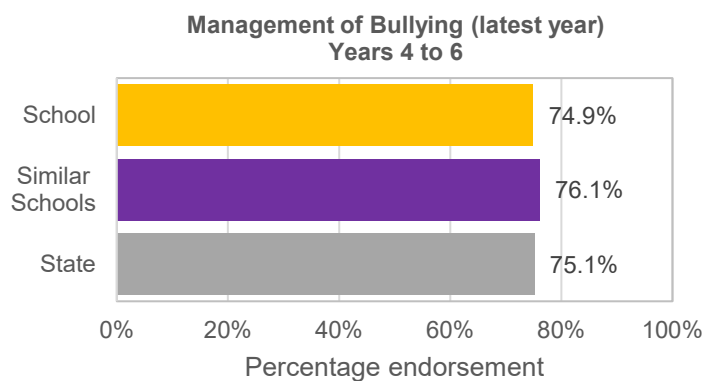


Student Attitudes to School – Management of Bullying

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:	74.9%	71.2%
Similar Schools average:	76.1%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

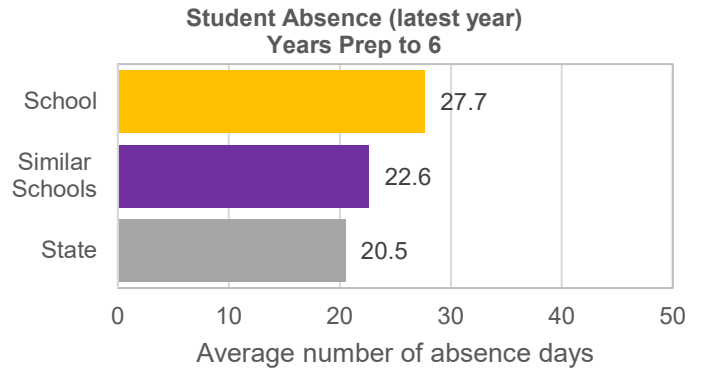
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.7	24.7
Similar Schools average:	22.6	20.4
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):	86%	86%	87%	85%	86%	82%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,150,341
Government Provided DET Grants	\$323,550
Government Grants Commonwealth	\$7,600
Government Grants State	\$0
Revenue Other	\$19,321
Locally Raised Funds	\$68,213
Capital Grants	\$5,292
Total Operating Revenue	\$2,574,317

Equity ¹	Actual
Equity (Social Disadvantage)	\$133,021
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$133,021

Expenditure	Actual
Student Resource Package ²	\$2,165,975
Adjustments	\$0
Books & Publications	\$835
Camps/Excursions/Activities	\$17,251
Communication Costs	\$15,375
Consumables	\$31,515
Miscellaneous Expense ³	\$5,172
Professional Development	\$5,761
Equipment/Maintenance/Hire	\$105,630
Property Services	\$90,108
Salaries & Allowances ⁴	\$121,115
Support Services	\$37,991
Trading & Fundraising	\$25,493
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,852
Total Operating Expenditure	\$2,647,073
Net Operating Surplus/-Deficit	(\$78,048)
Asset Acquisitions	\$35,208

- (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	\$134,894
Official Account	\$19,638
Other Accounts	\$0
Total Funds Available	\$154,532

Financial Commitments	Actual
Operating Reserve	\$71,124
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,915
School Based Programs	\$20,700
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,700
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$135,439

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.