

2023 Annual Report to the School Community

School Name: Keysborough Gardens Primary School (5572)



'Striving for Excellence - in Learning and Life'

- 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 22 April 2024 at 05:54 PM by Sherri Jenkins (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 26 April 2024 at 03:15 PM by Sharna Woods (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

Keysborough Gardens Primary School is located in Keysborough South, approximately 27 km south-east of Melbourne and 7km inland from Port Phillip Bay. The school, which opened on January 28th, 2020, with 166 students, welcomed 383 students at the beginning of 2023 and finished the year with 394.4 students. With more than 60% of our students speaking English as an additional language, our student body mirrors the dynamic evolution of Keysborough South from its origins as market gardens and semi-rural holdings into a vibrant, multi-cultural residential hub.

At the heart of our school is the vision to empower students with the competencies needed to navigate and succeed in a rapidly transforming, interconnected global context. Our mission advocates for a comprehensive learning program that supports the academic, social, and emotional development of each student. We are dedicated to nurturing balanced individuals who demonstrate our core values—Kindness, Empathy, Gratitude, Respect, and Excellence—in every aspect of their lives.

Our school building is designed with flexible learning spaces that include explicit instruction 'glassed in' rooms, collaboration spaces, presentation spaces, quiet reading, or small group nooks as well as science and creative activity zones. The school also has a Performing Arts and Physical Education building which includes a full-sized sports stadium, a Performing Arts facility, canteen, toilets, and staff offices. This building also houses our Chinese Mandarin program and the Before & After School Care program. The grounds include vegetable gardens, sports courts, outdoor learning areas, playgrounds, an amphitheatre and playing fields. Over 2023 the grounds were further developed, a roof structure was built over our outdoor stage, shade sails were installed over the sandpit and a staff and student wellbeing garden with seating was completed. A new 2-storey learning space was completed in January 2023, this learning centre has capacity for up to 100 students. *Future building and grounds projects are detailed in the 'Principal's Reflections on 2023' paper that accompanies this report (found on our website).*

The 2023 staffing profile of Keysborough Gardens Primary School included two Principal Class, 20 full-time teachers and 7 part-time teachers (23.2 Full-Time Equivalent – FTE), 14 Education Support (ES) staff- 3 Administration ES, 10 Classroom Support ES AND 1 Maintenance ES. The school class structure in 2023 consisted of 18 classes with an average of 21 in each class: four Prep classes, four Year 1 classes, three Year 2 classes, four Year 3/4 classes and three Year 5/6 classes. It is noted that the school structure will move to straight classes as the school grows. In 2023, specialist programs were provided in Physical Education, Chinese Mandarin, Performing Arts, STEM and Visual Arts. A Learning Enhancement/Individual Needs program continued in 2023, supporting a range of students learning needs as well as continuing our involvement in the Victorian High-Ability Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

Keysborough Gardens Primary School's consistent approach to teaching and learning and dedication to achieving our educational goals has been steadfast throughout the year. Central to our approach is the effective utilisation of formative, ongoing assessment data, as outlined in our Annual Implementation Plan. Our robust schedule of teacher professional development has been instrumental in this pursuit, with staff engaging in a diverse range of training sessions, including UFLI (explicit and systematic phonics program), Formative Assessment, Differentiation, Student Voice and Agency, SOLO Taxonomy and the PYP Approaches to Learning.

Our commitment to the International Baccalaureate (IB) framework was further solidified with the visit of an IB consultant, who praised our school's approach to teaching and learning as we strive towards becoming an authorised IB World School. The consultant's commendations reflect our school's investment in fostering an environment where educators thrive and, consequently, students' learning outcomes improve.

The Professional Learning Communities (PLCs) framework and philosophy has been pivotal in further developing teachers' knowledge of mathematical strategies and formative assessment techniques. This collaborative and data-driven approach has enhanced our pedagogical practices and contributed significantly to surpassing our targets set for 2023 in the Annual Implementation Plan.

Our P-6 student achievement data and NAPLAN results underscore the success of these efforts. We take pride in our students' achievements, with over 95% meeting or exceeding standards in both Maths and English, as highlighted in the Performance Summary. Our 2023 NAPLAN results have remained above the State average in both Year 3 and 5 in Writing, Numeracy and Spelling. The percentage of students achieving 'strong or 'exceeding' proficiency levels is at or above the State, Similar schools and Network schools in all the assessment areas of NAPLAN. A highlight is our NAPLAN Year 3 writing results, with 96% of our

students in the 'Exceeding' or 'Strong' proficiency levels. NAPLAN participation remains high, with 98% of students participating in 2023.

Further student achievement data results can be found in the 'Principal's Reflections on 2023' paper that accompanies this report (found on our website).

Keysborough Gardens Primary School's journey through the past year reflects a resounding success in nurturing learners who are not only academically proficient but also equipped with the skills and knowledge to thrive in a dynamic world. Our learning initiatives and their outcomes resonate with our motto: Striving for excellence—in learning and life.

Wellbeing

In 2023, Keysborough Gardens Primary School's commitment to nurturing student wellbeing was guided by our ethos of placing 'students at the centre'. Our annual Attitudes to School Survey results showed 91% of our Year 4 to 6 students felt a strong sense of connectedness, indicating the effectiveness of our sustained efforts to promote wellbeing.

We advanced our approaches to wellbeing, embracing a whole-child educational philosophy aligned with the Education State's vision of 'Happy, Healthy and Resilient Kids.' Our Wellbeing Team formulated a matrix of positive behavioural expectations, anchored in our school's core values of Respect, Gratitude, Kindness, Excellence and Empathy. This matrix was integral to our 'Keysie Kids are Global Kids' initiative, which fused our values with the IB's Learner Profile attributes, embedding them into our teaching and learning culture.

A significant part of our PYP journey was the establishment of Essential Agreements across all year levels, encompassing classroom conduct and behaviours. These agreements were collaboratively developed with the active participation of students and staff, fostering an inclusive environment that respects diversity and community spirit.

We prioritised staff development in inclusive practices and the utilisation of positive language and praise. Our teaching strategy incorporated explicit instruction in social skills and emotional regulation, utilising evidence-based programs like The Zones of Regulation and Resilience, Rights and Respectful Relationships.

Our school-developed Learning Mentors program provided selected students with a dedicated mentor, ensuring they had a trusted adult for emotional support. To augment our wellbeing resources, we introduced 'Buddy,' our Wellbeing dog, as part of the Mental Health Fund Initiative, resulting in notable improvements in students' emotional regulation.

To complement classroom activities, we offered a range of Lunchtime Enrichment Clubs, including Art, Choir, Band, Pokemon, Lego, Coding and Cooking clubs which provided creative outlets and social growth.

Looking ahead to 2024, our focus will be on enhancing professional development in positive mental health practices and fortifying our school-wide mental health strategies. This includes targeted support for students with emerging wellbeing needs and engaging our parent community in understanding our wellbeing programs, thus extending our culture of care beyond the school gates.

Engagement

At Keysborough Gardens Primary School, fostering a vibrant learning environment where every student feels valued and engaged is central to our educational philosophy. This commitment is reflected in our strategic implementation of the International Baccalaureate (IB) Primary Years Programme (PYP), which continues to be a cornerstone of our educational approach. The PYP framework not only enhances student learning but significantly contributes to wellbeing by promoting a sense of belonging and engagement through both explicit teaching and inquiry-based learning.

Our Student Leadership Program has been a testament to the efficacy of promoting student voice and agency. In 2023, our Year 6 leaders embarked on creating and executing action plans aimed at school improvement. Their initiatives have led to tangible enhancements in the school environment, demonstrating the power of student-driven change. Furthermore, the Student Representative Council's participation in the Greater Dandenong Council's Active Travel initiative showcased our students' commitment to their community's health and environment, reinforcing the integral role of extracurricular activities in student engagement.

Recognition of student initiative and leadership was celebrated through the introduction of the "Taking Action/Aussie of the Month" award. This accolade honoured students who extended their learning beyond the classroom, demonstrating our commitment to fostering proactive, reflective, and community-minded learners.

Our annual Student Led Conferences, combined with an Open Afternoon, provided a dynamic platform for students to share their learning journeys with families. This event not only strengthened the home-school connection but also allowed students to take pride in their academic and personal growth.

The engagement of our school community was further enriched by the PYP Community of Experts program, where volunteers shared their diverse skills and interests, illustrating the benefits of a connected learning community. Similarly, student voice sessions

and involvement in the school upgrade project demonstrated our dedication to including student perspectives in all aspects of school life.

Our Student Absence metrics outperformed averages across similar schools, the network and the state and our students' positive endorsement of voice and agency exceeded benchmarks, highlighting our success in creating an inclusive and engaging school environment.

Other highlights from the school year

Over 50 students from Years 2 to 6 demonstrated academic curiosity and skill by participating in the International Competitions and Assessments for Schools (ICAS). 13 of these students achieved a credit or above in English and 15 students in Maths (top 25% in the country). Meanwhile, leadership and civic engagement were celebrated as one of our proud School Captains was elected Junior Mayor in the Children's Advisory Group for the City Greater Dandenong Council.

In a bid to strengthen our school community, we launched 'Cuppa and a Chat', a fortnightly initiative offering parents an informal setting to connect and discuss educational themes. The annual Welcome Picnic, coupled with our Leadership Badge Presentation, was a testament to our vibrant community spirit, was well attended and thoroughly enjoyed.

Our artistic talents shone at the Victorian State Schools Spectacular, with students participating in the mass choir. Our student performed in two huge shows at Rod Cain Arena, with the show also airing on television!

We participated in a range of commemorative events, including the Dingley RSL ANZAC Day School Service. Our student school leaders did an amazing job reciting a poem and showing their respects by laying a wreath at the Shrine of Remembrance.

Outdoor pursuits were not left behind; our Year 3/4 students ventured to Sunnystones and Year 5/6 to Grantville Lodge, engaging in team-building and experiential learning. Sports and fun were interwoven into our curriculum through events like the Year 5 and 6 Interschool Sport competitions, District sport carnivals, whole-school swimming program, House Cross Country, and our annual Colour Run, which successfully raised over \$30,000 funds for classroom libraries and ICT equipment.

Collectively, these highlights not only exemplify our dedication to learning but also mirror our ethos of respect, excellence, gratitude, kindness and empathy—our keystones for a nurturing, engaging and dynamic school environment.

Financial performance

Keysborough Gardens Primary School's financial position for the fiscal year 2023 reflects a practical approach to managing resources despite economic uncertainties in particular with living costs. We have maintained a stable financial footing, ensuring continuity in delivering high-quality education to our students.

Our total revenue for the year amounted to just over \$5million, a slight increase from the previous year due to diligent financial management.

Operating expenses were tightly managed. We renegotiated sponsorship contracts, and optimised staffing to improve cost efficiency without compromising the quality of education. These efforts resulted in a healthier bottom line, with a net surplus of \$455,452 for the year.

Our enrolment remained steady, with 394.4 students benefiting from our programs. We enhanced student support services, investing in mental health resources, tutoring programs, and technology. This commitment to student well-being is integral to our mission.

Looking ahead, we remain committed to financial sustainability and educational excellence. Our future goal includes initiatives to further diversify revenue streams, enhance fundraising efforts, and expand community partnerships. These efforts will enable us to continue providing a well-rounded education that prepares our students for success in an ever-changing world.

In conclusion, Keysborough Gardens Primary School's financial position is solid, characterised by responsible budgeting and a focus on student-centric initiatives. We are grateful for the support of our community and dedicated staff who contribute to the success of our school. Together, we are laying a strong foundation for the future of education at Keysborough Gardens Primary School.

For more detailed information regarding our school please visit our website at
www.keysboroughgardensps.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 383 students were enrolled at this school in 2023, 178 female and 205 male.

63 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).

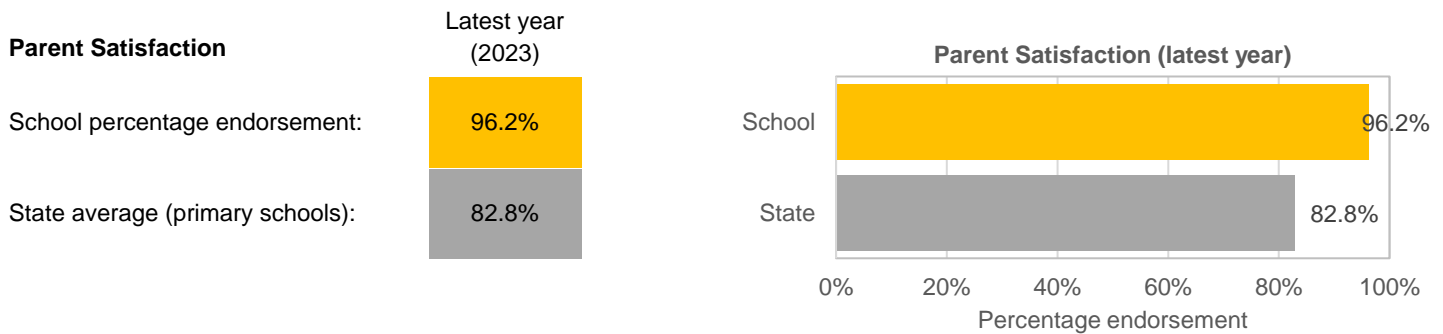
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

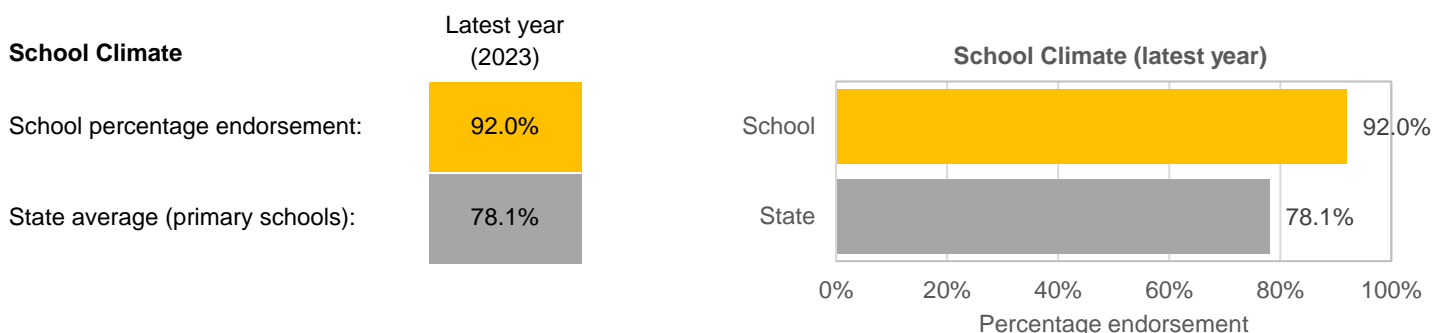


School Staff Survey

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:

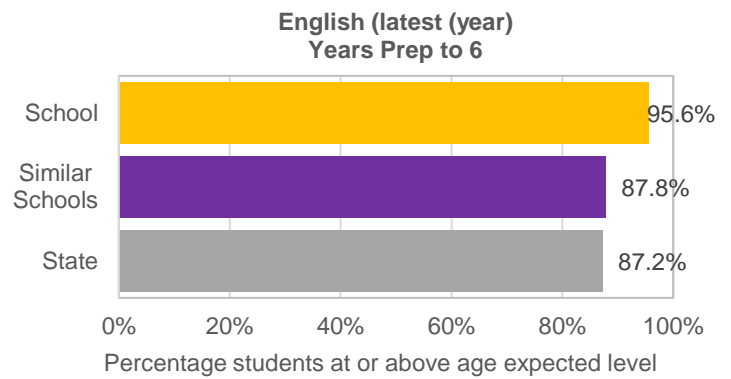
95.6%

Similar Schools average:

87.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

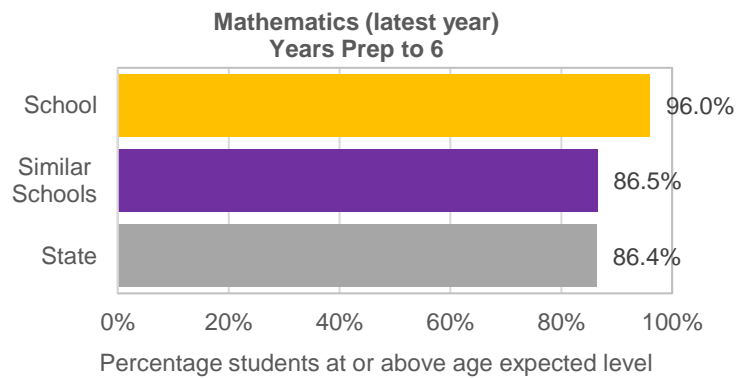
96.0%

Similar Schools average:

86.5%

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:

79.6%

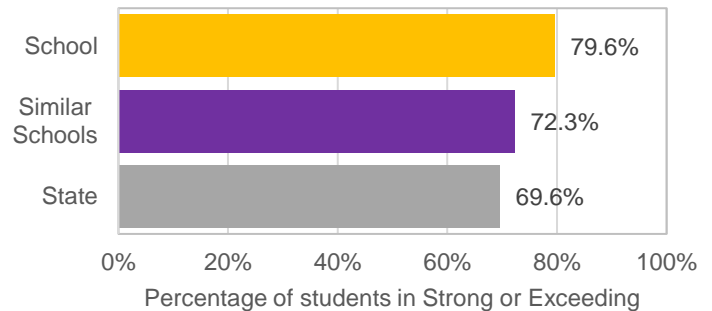
Similar Schools average:

72.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.6%

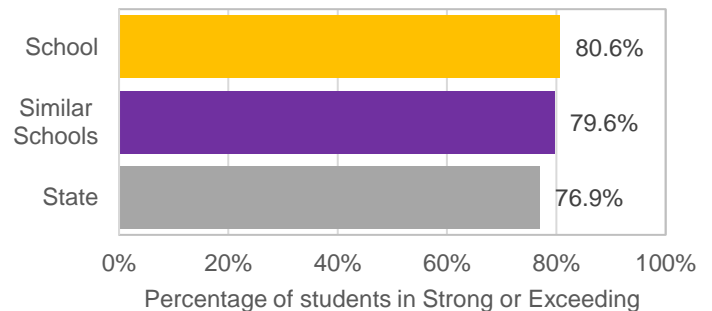
Similar Schools average:

79.6%

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%

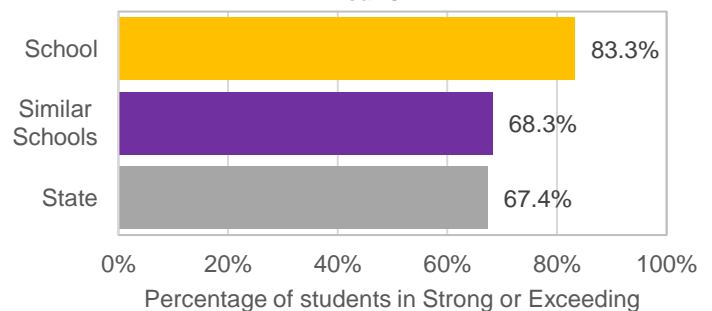
Similar Schools average:

68.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.2%

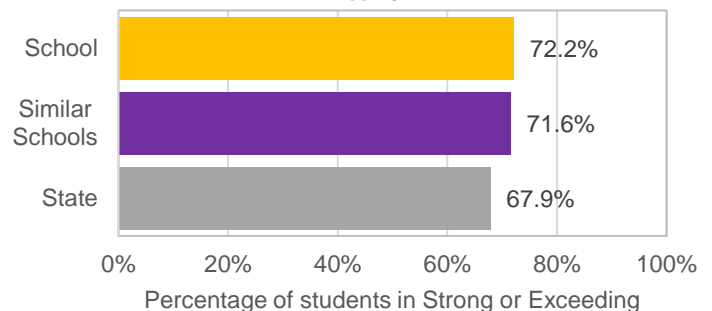
Similar Schools average:

71.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

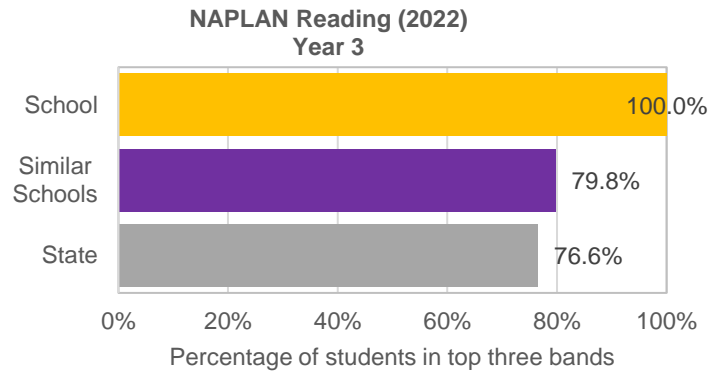
100.0%

Similar Schools average:

79.8%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

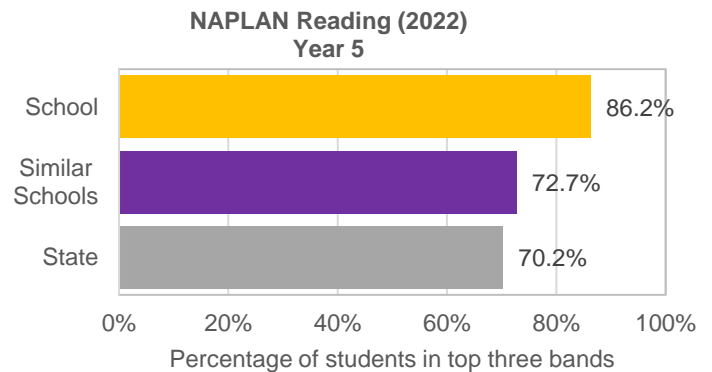
86.2%

Similar Schools average:

72.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

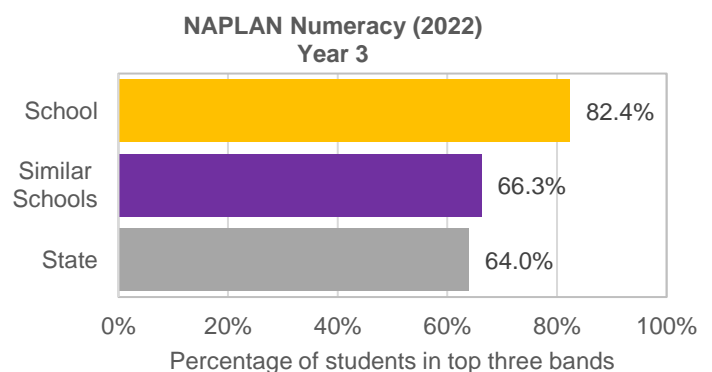
82.4%

Similar Schools average:

66.3%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

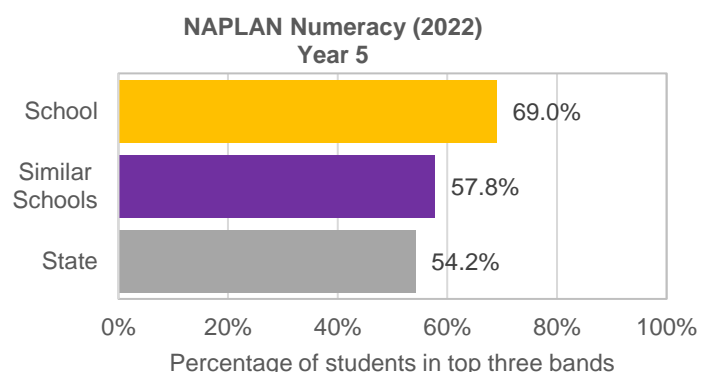
69.0%

Similar Schools average:

57.8%

State average:

54.2%



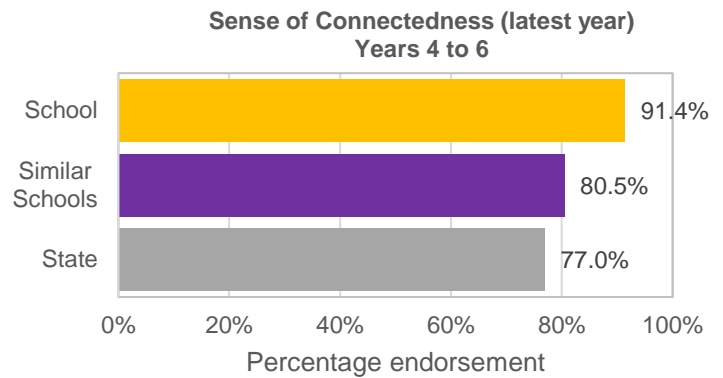
WELLBEING

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).

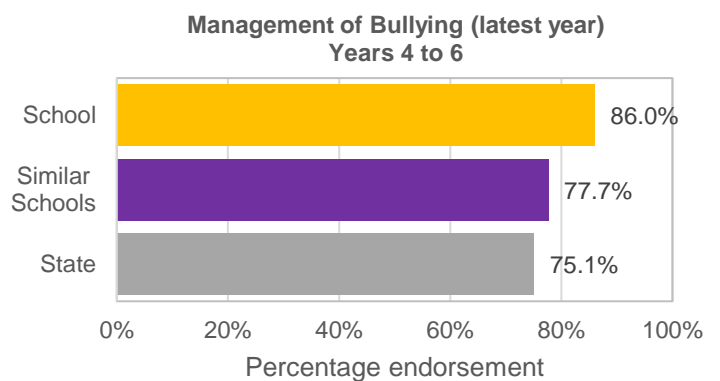
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	91.4%	86.5%
Similar Schools average:	80.5%	81.1%
State average:	77.0%	78.5%



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:	86.0%	82.4%
Similar Schools average:	77.7%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

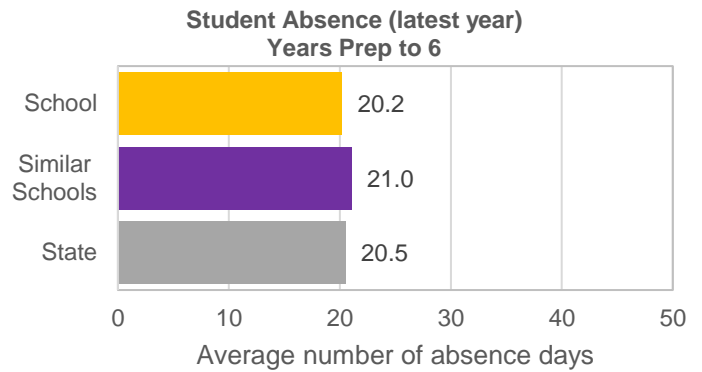
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	16.7
Similar Schools average:	21.0	18.2
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):	88%	90%	90%	91%	88%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,975,982
Government Provided DET Grants	\$446,584
Government Grants Commonwealth	\$50,712
Government Grants State	\$0
Revenue Other	\$33,869
Locally Raised Funds	\$492,206
Capital Grants	\$1,287
Total Operating Revenue	\$5,000,640

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,580
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,580

Expenditure	Actual
Student Resource Package ²	\$3,814,760
Adjustments	\$0
Books & Publications	\$1,922
Camps/Excursions/Activities	\$117,624
Communication Costs	\$13,988
Consumables	\$74,633
Miscellaneous Expense ³	\$36,826
Professional Development	\$20,756
Equipment/Maintenance/Hire	\$118,406
Property Services	\$88,942
Salaries & Allowances ⁴	\$49,744
Support Services	\$120,309
Trading & Fundraising	\$50,152
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,839
Total Operating Expenditure	\$4,543,901
Net Operating Surplus/-Deficit	\$455,452
Asset Acquisitions	\$64,900

- (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	\$406,380
Official Account	\$74,912
Other Accounts	\$0
Total Funds Available	\$481,292

Financial Commitments	Actual
Operating Reserve	\$108,708
Other Recurrent Expenditure	(\$2,118)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$17,000
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	\$260,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$463,590

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.