

2023 Annual Report to the School Community

School Name: Seaford North Primary School (4974)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 05:25 PM by Anthy Seremetis (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 18 April 2024 at 02:21 PM by Justine Fletcher-Dobson (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

School Mission Statement: Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that include essential knowledge, concepts, skills and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world. We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum. We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.

Seaford North Primary School strives to build a respectful school community by instilling the three values of:

- Collaboration
- Inclusion
- Responsibility

We value the diversity of individuals in our school community and the shared responsibilities we all have in building a safe, inclusive and respectful learning community. Seaford North Primary School values the importance of developing socially aware, active, resilient and empathetic community members who respect themselves, others and the world around them. We strive to do this through the development and demonstration of the IB Learner Profile attributes.

We are an authorised International Baccalaureate (IB) World School offering the Primary Years Programme (PYP). We have an animal farm, vegetable gardens, a natural bushland area and a new state of the art and sporting complex. Before and after school care was provided by Team Kids.

As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Purpose

Seaford North Primary School aims to achieve academic, social and emotional success for all. Through a balanced approach to teaching and learning, informed by best practice teaching strategies, we aim to provide a place where students feel safe and motivated, to become empathetic, globally-minded, life-long learners. The school prides itself on its family approach to education and welcomes the involvement of parents in the education of their child. As parents, your involvement in school life, your participation in the education programs and your interest in the activities of your child will add considerably to the enjoyment of your child's primary school years. This strong home-school partnership drives our success and ensures that Seaford North Primary

School provides the highest quality education for your child.

Workforce Composition

In 2023, there were 38 teaching staff, 4 administration staff and 6 Education support staff with varying time fractions employed at the school.

School size, structure and geographic location

We are uniquely situated on 7 hectares of land bordering extensive heritage listed wetlands. At the end of 2023 we had a school population of 477 with 245 females and 231 males. 1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. In 2023, the school operated 23 classes and specialist programs in Visual Arts, Performing Arts, P.E, Science, Chinese (Mandarin) and a user paid music program. In addition, a range of support programs were provided for students including Levelled Literacy Intervention, Tutoring Program, a High Abilities Program and a Phonics Program.

Social and enrolment characteristics

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is Low

Progress towards strategic goals, student outcomes and student engagement

Learning

At the end of 2023, according to Teacher Judgement 92.8% of SNPS students achieved 'at or above the expected level in English, with similar schools attaining an average of 90.7%. Seaford North Primary School is well above the state average of 87.2% In Mathematics 93.2% students received 'at or above the expected level'. Similar schools recorded 90.6%. Seaford North Primary School is well above the state average of 86.4%.

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

Year 3 Reading:

- School percent of students in the 'Strong' or 'Exceeding' proficiency levels bands: 74.1%
- State average: 69.6%

Reading Year 5:

- School percent of students in the 'Strong' or 'Exceeding' proficiency levels bands: 86.4%
- State average: 76.9%

Numeracy Year 3:

- School percent of students in the 'Strong' or 'Exceeding' proficiency levels bands: 70.9%
- State average: 67.4%

Numeracy Year 5:

- School percent of students in the 'Strong' or 'Exceeding' proficiency levels bands: 80.0%
- State average: 67.9%

It is pleasing to see strong student performance in the updated 2023 NAPLAN reporting against the new proficiency levels. Results indicate that Seaford North students in Year 3 and Year 5 have consistently outperformed the State average across both reading and numeracy in the 'Strong' and 'Exceeding' proficiency levels.

Throughout 2023, we focused on continuing to collaboratively enhance our approaches to teaching and learning through targeted Professional Development and active reflection on student achievement data.

The school has worked closely with our Literacy Coach and Literacy Learning Specialist to successfully implement the Little Learners Love Literacy program across the F-2 area of the school. This program has provided a structured focus which supports the explicit and systematic teaching of reading and spelling.

The school has also made pleasing advances in further resourcing our approach towards the teaching and assessing of writing and Mathematics, including professional development through both whole school curriculum days and our regular staff professional learning schedule, which is purposefully planned and closely aligned to our AIP goals and targets.

Mathematics professional development focused on deepening staff understanding and capacity in The Mathematical Proficiencies which consists of understanding, fluency, reasoning and problem solving. This work has resulted in teams planning purposeful and

engaging activities along with targeted warm up games in all Mathematics lessons.

The school continues to emphasise the importance of tracking student progress and differentiating learning by establishing consistent protocols and time allocation for teaching teams to discuss and assess collaboratively. This continued focus in 2023 supports the individual needs of our learners.

Wellbeing

In recognition of the importance of student wellbeing a range of strategies and programs have been explored and clear expectations for their ongoing implementation has been established. These programs include: Resilience, Rights and Respectful Relationships, Zones of Regulation, Circle Time, Restorative Practices and The Resilience Project.

To enhance student wellbeing we have re-established lunch time clubs including: art club, staff/student sports, Science club, animal palace, reading club, Mandarin club, board game club and bush tucker garden club. As part of our ongoing commitment to student voice and agency some of these clubs were initiated and run by students.

We have reintroduced 'Breakfast Club' which operated two mornings each week and was run by parent/carers volunteers. Each classroom had regular access to bowls of fresh fruit for students to access throughout the day.

A Disability and Inclusion Team leader has been appointed and regularly collaborates with both Tutor Learning Initiative teachers, our Levelled Literacy Intervention teachers and classroom teachers in documenting and tracking student progress. Intervention team members continually collect and track student progress through formative and summative assessment.

Our Year 4, 5 and 6 students participated in the Attitude to School Survey in 2023 reflecting a positive endorsement of 92.1%, in response to their Sense of Connectedness. This result is an increase on our 2022 result and is significantly higher in comparison to both the State average at 77.0% and the similar schools average of 78.4%. The overall 4-year average of 91.1% is approximately 12% higher than the State and similar schools average. Furthermore, the survey indicated that students positively endorsed the school's management of bullying with a 4-year average of 90.8% compared to the State average of 76.9%.

Staff draw upon a wide range of strategies to model and explicitly teach respectful behaviours. A key feature of being an IB World School is the role of the Learner Profile Attributes and Approaches to Learning in supporting the development of respectful and resilient language and creating responsible global citizens. Staff are skilled at implementing Restorative Practices when supporting student relationships and conflict resolution. Supportive resources have been added to google drive and placed in yard duty bags for staff use. The recent introduction of Zones of Regulation has begun to develop a consistent language and understanding across the school. Staff and students are more in tune with the different zones they may be in and are beginning to understand the concept of regulation. Circle time is documented in planning and is regularly taking place across the school.

School appointed wellbeing leaders coordinated school professional development. This included Circle time, Restorative Practices, Zones of Regulation and Resilience, Rights and Respectful Relationships. A range of resources were purchased and developed to support our whole school approach.

Engagement

Students who are enthusiastic about what they are doing and feel an ownership over their education are much happier and more engaged in their learning. They communicate positively about school to their parents/carers. This helps develop a strong, positive relationship between home and school. We do this by having clear expectations and consistency in our daily classroom routines. Through student voice and agency, students have an active say in what they are learning, and how they are learning, this leads to student deeper engagement.

Seaford North Primary School recognises the importance of maintaining a positive home-school partnership and provides opportunities for parent/carers involvement in their child's education. In 2023, parents/carers volunteered their time to support the whole school production, 'YouChoose', guest speakers as part of our 'Human Expert Library', camps and excursions, interschool sport, and other sporting events including cross country and athletics.

We have consulted with diverse stakeholders (staff, students, parents/carers and School Council) via a range of channels including

focus groups, surveys and questionnaires to seek feedback and ideas in reviewing school policies. These policies include, Student Wellbeing & Engagement Policy, Language Policy, Statement of Values & School Philosophy, Child Safe Standards, Volunteers Policy, Visitors Policy, Camps & Excursions Policy, Assessment Policy and Digital Learning Policy (Internet, Social Media and Digital Devices).

A renewed school wide celebration of student achievement through 'Gotcha awards', Learner Profile Awards and school house points have been introduced at school assemblies. These recognise the attributes and attitudes that we endeavour to foster. This has created a positive shift in school culture and built stronger connections throughout the school community.

Our 4-year average absentee rate was lower than the State average. The average attendance across the whole school is 90%. Attendance rate refers to the average proportion of formal school days students in each year level attended. Our average number of absence days for 2022 was 19.4 from Foundation to Year 6. The State average was 20.5. Our school addresses non-attendance issues in line with our Student Engagement and Wellbeing Policy and the Student Attendance Guidelines. Our staff monitor student attendance and intervene through a variety of methods including re-engagement processes, the development of social skills and ongoing contact with parents and carers.

Our 3-6 students were fortunate enough to attend the Woorabinda and Phillip Island camps. Students were delighted to participate in a range of fun and engaging indoor and outdoor activities, connecting with peers and teachers in a new and exciting environment.

Other highlights from the school year

2023 Whole School Production - YouChoose

In Term 3, our whole school participated in the production titled, 'YouChoose', with a focus on sustainability, resilience, kindness and gratitude. The storyline followed four friends from Seaford North Primary School, who shared ideas, explored Seaford and observed some local volunteer heroes cleaning up the beach with some comical seagulls along for the ride!

The production focused on the PYP key concepts of: Perspective, Connection, Responsibility, and Change with a clear message of how we all have the ability to make positive choices that benefit individuals and the wider community.

Due to covid, this school production was the first one held in many years. We had a huge audience turn out and an overwhelmingly positive response in recognition of the amazing talent from all Seaford North students. Parent/Carer participation was high with many volunteers assisting behind the scenes for both the matinee and evening performances as well as in the lead up to the event. All staff across the school were committed to providing an amazing experience for the students and the entire school community. We are looking forward to our next major event in partnership with the school community.

Financial performance

The school operated within the designated budget for the 2023 year, fully funding all curriculum programs as planned. This included the ongoing implementation of the International Baccalaureate Primary Years Programme, Little Learners Love Literacy staff training and other Professional Development for staff crucial to FISO initiatives as well as funding the leasing/purchasing of a range of high cost ICT equipment.

Fundraising activities and other locally raised funds remain vital to funding the improvements to school buildings and grounds and curriculum resources with approximately \$10 500 raised. This included the installation of a sound system in the school gymnasium. All financial statements were presented to the School Council at each meeting and approved. Monthly finance meetings were held to monitor and track school spending.

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For more detailed information regarding our school please visit our website at <http://seaford-northps.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 477 students were enrolled at this school in 2023, 245 female and 231 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

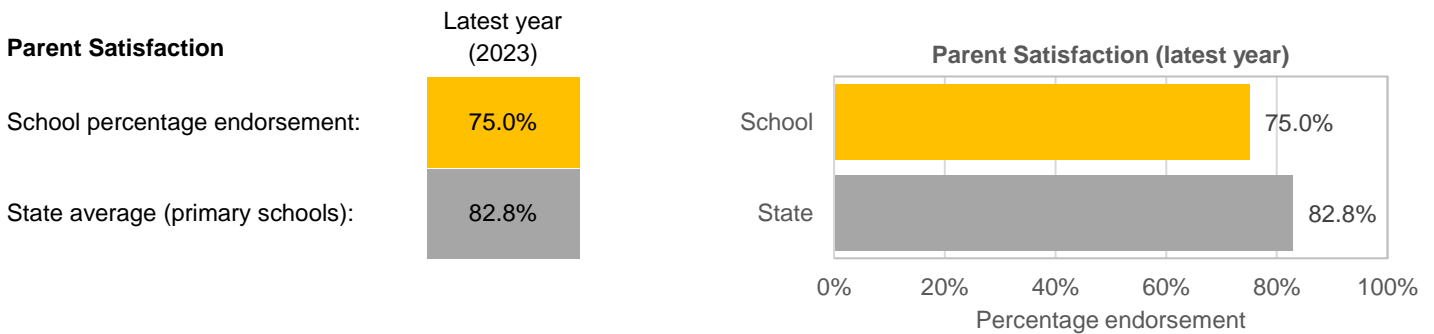
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

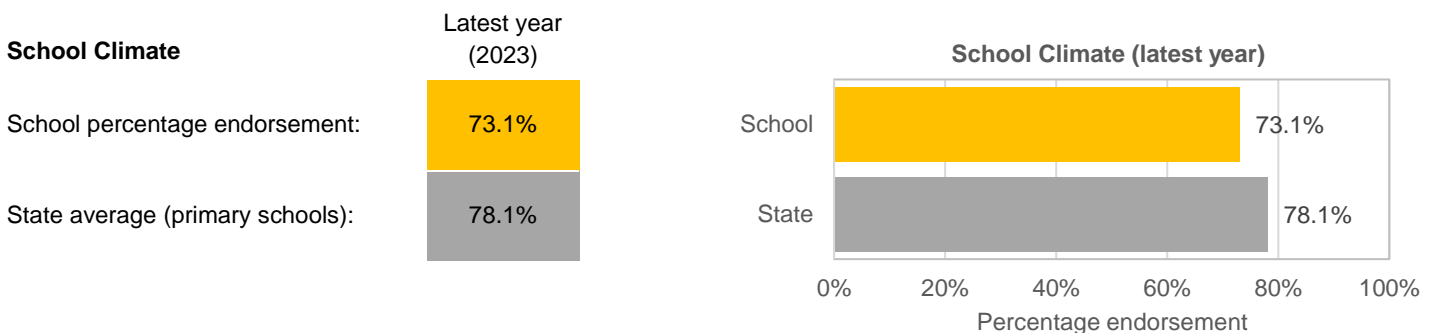


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

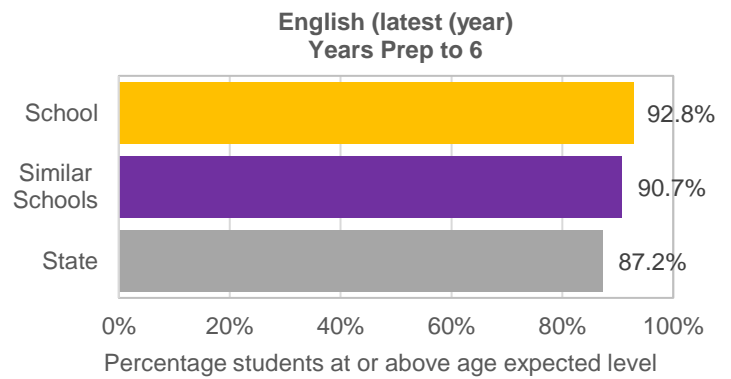
92.8%

Similar Schools average:

90.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

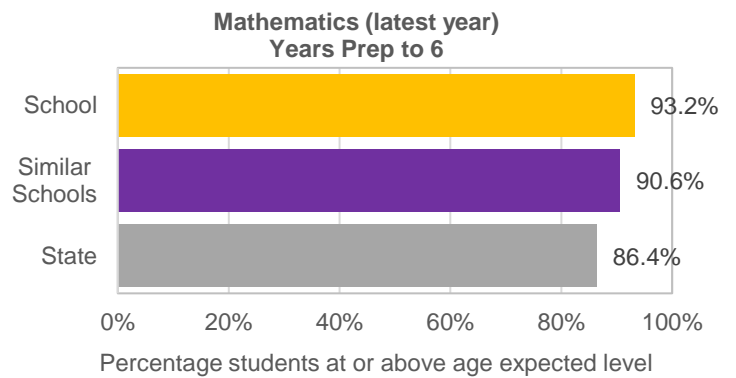
93.2%

Similar Schools average:

90.6%

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:

74.1%

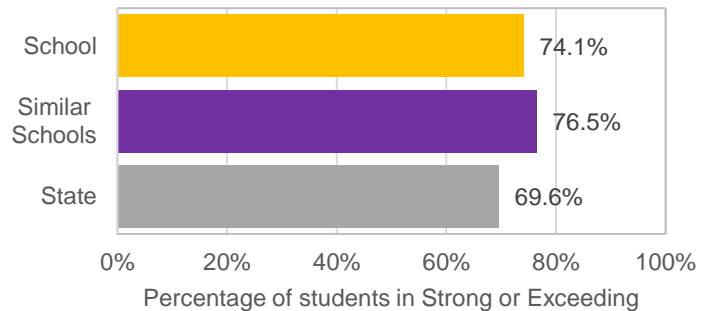
Similar Schools average:

76.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.4%

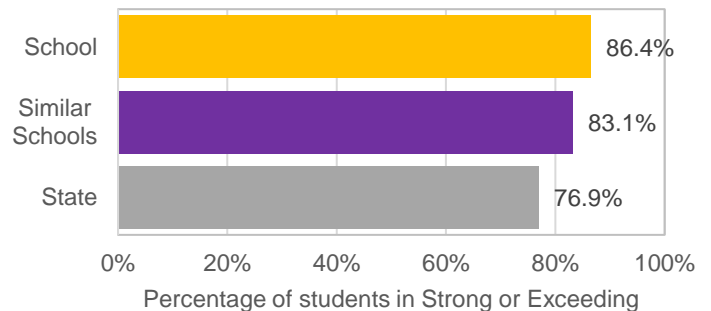
Similar Schools average:

83.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.9%

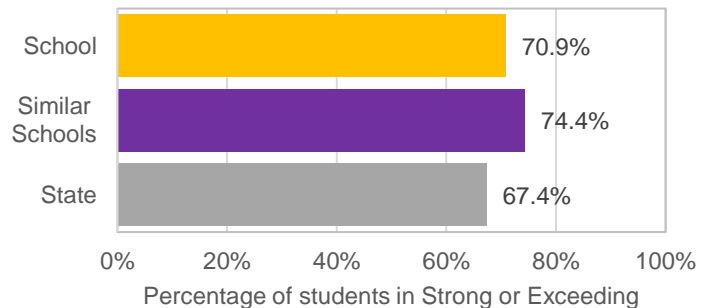
Similar Schools average:

74.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

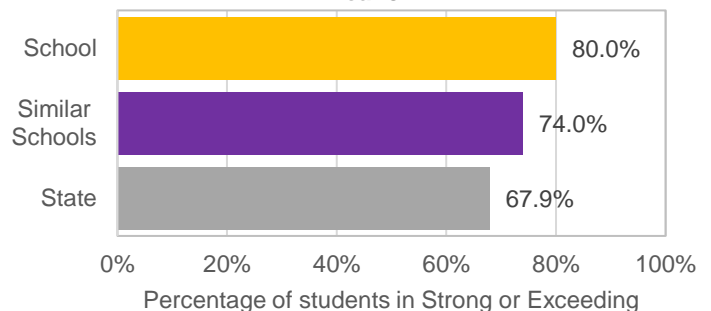
Similar Schools average:

74.0%

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:

80.4%

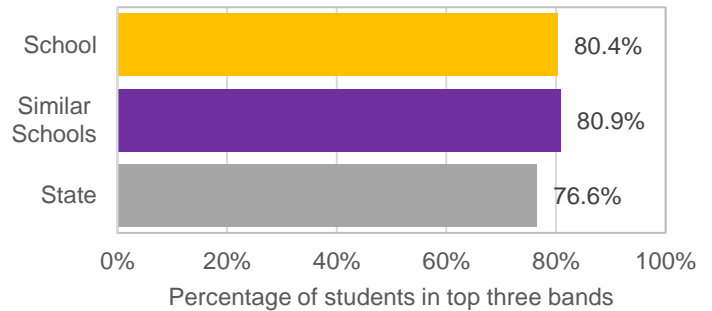
Similar Schools average:

80.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.0%

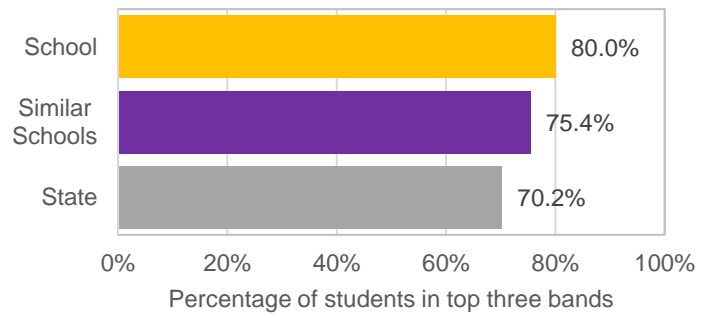
Similar Schools average:

75.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.2%

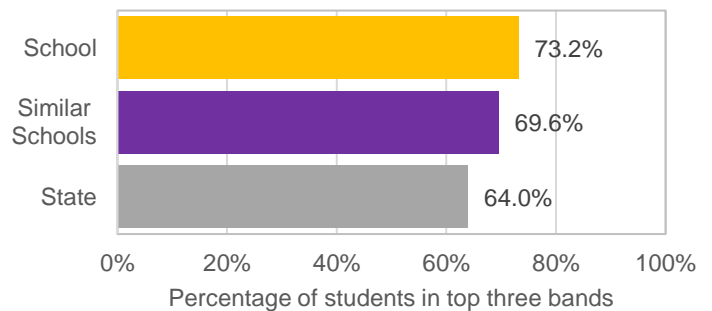
Similar Schools average:

69.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.8%

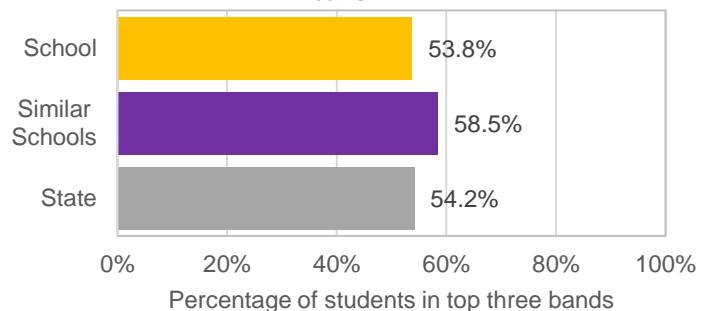
Similar Schools average:

58.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

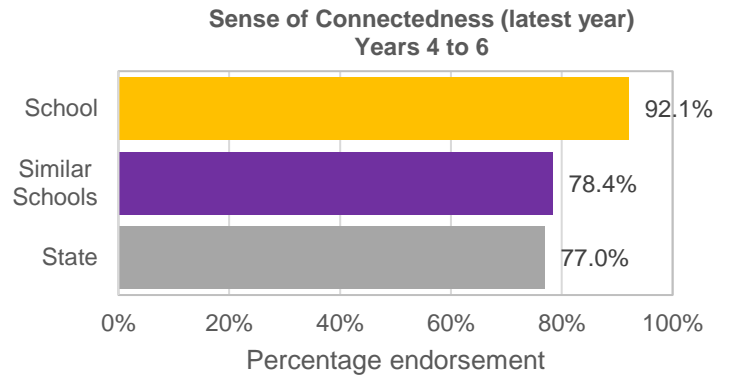
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.1%	91.1%
Similar Schools average:	78.4%	79.3%
State average:	77.0%	78.5%

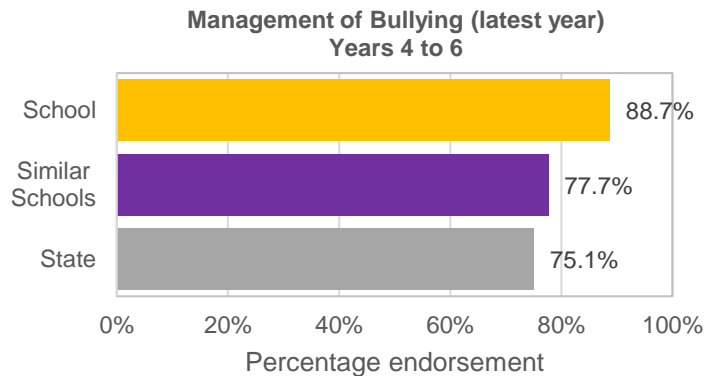


Student Attitudes to School – Management of Bullying

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:	88.7%	90.8%
Similar Schools average:	77.7%	79.3%
State average:	75.1%	76.9%



ENGAGEMENT

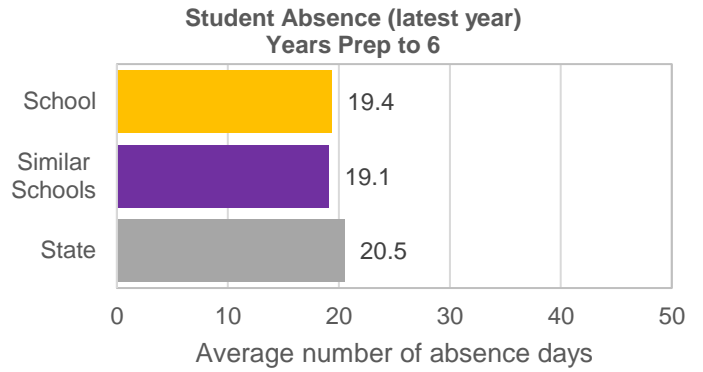
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.4	16.7
Similar Schools average:	19.1	16.4
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):	93%	91%	90%	90%	89%	91%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,510,105
Government Provided DET Grants	\$452,028
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$15,474
Locally Raised Funds	\$303,761
Capital Grants	\$0
Total Operating Revenue	\$5,281,368

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,562
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,562

Expenditure	Actual
Student Resource Package ²	\$4,377,029
Adjustments	\$0
Books & Publications	\$2,420
Camps/Excursions/Activities	\$134,076
Communication Costs	\$6,770
Consumables	\$119,503
Miscellaneous Expense ³	\$35,076
Professional Development	\$10,215
Equipment/Maintenance/Hire	\$53,022
Property Services	\$110,312
Salaries & Allowances ⁴	\$108,257
Support Services	\$275,263
Trading & Fundraising	\$13,756
Motor Vehicle Expenses	\$1,312
Travel & Subsistence	\$0
Utilities	\$35,721
Total Operating Expenditure	\$5,282,732
Net Operating Surplus/-Deficit	(\$1,364)
Asset Acquisitions	\$40,159

- (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	\$119,737
Official Account	\$45,017
Other Accounts	\$0
Total Funds Available	\$164,754

Financial Commitments	Actual
Operating Reserve	\$135,558
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$18,888
School Based Programs	\$10,308
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$164,754

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.