

# 2023 Annual Report to the School Community

School Name: Roxburgh Rise Primary School (5493)



- 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 28 March 2024 at 10:40 AM by Dianne Clare (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 28 March 2024 at 03:02 PM by Gretchen Gultekin (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Roxburgh Rise Primary School, located in Roxburgh Park, opened in January 2005 and is a member of the Hume Merri-bek Network in the North-Western Victoria Region.

Our vision is to provide all students with opportunities to become successful life-long learners. We do this by providing a comprehensive curriculum that improves student learning in a safe, caring and challenging environment. Our Values are Respect, Inclusiveness, Support, Excellence (R.I.S.E). For us, respect means we behave in ways that show care and consideration for others and our community. Inclusiveness means we accept and embrace everyone's similarities and differences. Support means that we there for one another and Excellence means we strive to do our personal best. We link our values to the way we teach, celebrate and respond to our expected behaviours.

In 2023 we had 668 students in years prep to year 6. We had fairly consistent numbers within most cohorts and there were 311 female and 357 males. In 2023, we had 3 Principal Class (including one acting principal) and 47 teachers which included our 2 Leading Teachers and 4 Learning Specialists. In addition to our core teachers, we also employed EAL specialists and 3 experienced teachers to lead the Department of Education's Tutor Learning Initiative (TLI). These staff provided intervention to students identified as requiring additional support. To support our students on the Program for Students with Disabilities (PSD), we employed 27 Integration Aides who provided targeted individual/small group intervention in order to improve the educational outcomes for these students. We had 15 teaching support staff which comprised of our administration staff, IT support, librarian and maintenance team. We employed one Paraprofessional who worked alongside our existing music teacher, and they taught a combination of drumming and instrumental music. Our allied health team consisted of 1 psychologist, 2 speech pathologists and 1 PSD coordinator (speech pathologist). We also had a qualified First Aid Officer, and 4 Multicultural Education Assistants (MEAs).

One of the unique qualities of Roxburgh Rise Primary School is that it is multicultural, with approximately 30 languages represented, the most dominant being English, Arabic, Assyrian, Chaldean and Turkish. In 2023, 64% of students had English as an Additional Language (EAL) and we had 1% identifying as Aboriginal or Torres Straight Islander (ATSI). The schools SFO (Student Family Occupation) index was 0.7279 and SFOE (Student Family Occupation and Education) index was 0.5725. The SFO and SFOE is informed by parental occupation and education data and this is considered an accurate predictor of educational disadvantage. Our school index is considered high, meaning there is a level of disadvantage in our community.

Our curriculum at Roxburgh Rise Primary School reflects the Victorian Curriculum Framework, and in 2023 we provided a range of specialist programs which included: Physical & Sport Education, Music, Visual Arts, Performing Arts, Technology and our language (LOTE) was Italian. Extra-curricular activities such as instrumental groups, Garden to Table program, KidsMatter (Be You) Clubs, sporting activities and wellbeing programs served to enrich an already engaging curriculum program. ICT was integrated into the curriculum through our BYOD Digital Device program in the classrooms.

Our outdoor learning and playing spaces are well appointed and maintained, and in 2023 we made plans to make significant improvements to our outdoor basketball courts, including additional hotshot tennis courts and handball courts. Our recently updated modern oval space with grandstand continues to be a feature of our school and one that we are proud of, and this is regularly enjoyed by neighbouring schools during our Year 6 interschool sporting events. We have licencing agreements with a karate group and with a local Arabic school, who use our facilities on the week nights and weekends.

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

### Learning

2023 marked the half way mark in our four-year Strategic Plan. Our Learning Goal continued to be to improve student learning outcomes for every student in literacy and numeracy, and this was in line with the state-wide goal set by the Department.

One of our key improvement strategies in 2023 was to deepen the capacity of all teaching staff to embed pedagogy and evidence-based practices, to improve student learning outcomes. We continued to implement the Tutor Learning Initiative (TLI) in both reading and math, with the aim of reducing potential learning gaps experienced by some of our students. Our tutors ran small group sessions with students across years 3 to 6 and worked closely with teachers to ensure alignment between the tutoring and classroom practices was strengthened. This also gave us the opportunity to share high impact teaching strategies, and to discuss and monitor the identified students learning progress.

We also had a strategy to strengthen the model of our professional learning teams to ensure we continued to build teacher practice and capabilities to improve student learning outcomes. With a high EAL student population, we supported this work by allocating funds to employ specialised teachers who provided targeted EAL intervention to small groups of students across the year. Our

Learning Specialists also worked closely with teachers to develop their capability to identify students specific learning needs, identify the most appropriate responsive teaching approaches in order to enable, challenge and extend student learning outcomes.

We continued to engage with the Department's Victorian High Ability Program (VHAP), which is a program for students who have demonstrated high levels of achievement. The VHAP is an online virtual course run over 10 weeks in the areas of English and Maths and it connects our high achievers with students from other schools also achieving high standards. This program challenges and extends the thinking and prepares students for the next stages of their learning.

Our NAPLAN data reflected the range of targeted learning interventions that we provided across the year. Although the data from 2022 and 2023 changed from measuring the *Top 3 Bands* to measuring students achieving in the *Strong or Exceeding proficiencies* in reading and math, our percentages in these measures still showed a very encouraging improvement. For instance, in 2022, 28.4% of our Year 3 students achieved in the Top 3 bands in Math, compared to 2023 where we had 41.7% of our students achieving in the Strong or Exceeding Proficiencies. Similarly, in 2022, 26% of our Year 5 students achieved in the Top 3 bands in Math compared to 42.7% of our students in 2023 achieving in the Strong or Exceeding Proficiencies. Our 2023 data also showed we were closer to our similar schools averages for all areas.

Our student learning data reflected the effectiveness of our work building the capability of teams to use data more effectively to differentiate instructional practices. Teacher Judgements of students in Years P-6 working at or above expected standard in Math increased from 67.9% in 2022 to 69.8% in 2023.

## Wellbeing

Student wellbeing continues to be a priority for all of our students at Roxburgh Rise Primary School and this is reflected in our Strategic Plan Goal to develop confident and resilient learners. In 2023 we prioritised two key improvement strategies, one was to strengthen and embed processes for supporting student's resilience and wellbeing and the other was to strengthen partnerships and engagement with parents, carers and families.

We were able to mobilise the resources available to us to support students wellbeing and mental health, especially our priority cohorts and those vulnerable students most at risk, which is in line with the goal set by the Department. Because we have an experienced and dedicated Allied Health team on-site, we were successful in being granted funding for all Program with Disabilities (PSD) applications that we applied for. Our Allied Health team were successful in identifying and tracking our priority cohorts, and worked closely with our teachers to provide students reasonable Tier 2 interventions so they were able to have access to quality learning.

To support student wellbeing we continued to embed aspects of the Resilience, Rights and Respectful Relationships (RRRR), Berry Street Educational Model (BSEM), You Can Do It and Smiling Minds programs across the school. Our wellbeing leader ensured that we had multiple planning sessions across the year, ensuring teachers were able to adapt the programs to suit the individual cohorts of students, and to reflect on the effectiveness of what they had covered during the weekly Social and Emotional Learning (SEL) sessions. These programs had a positive impact on our Attitudes to School Survey (AtoSS) results, with 79.3% of our Year 4-6 students indicating they felt a strong Sense of Connectedness at school, and this percentage was above similar schools. Our 4-year average for Sense of Connectedness (79.3%) continues to be higher than the state average (78.5%). Our AtoSS also showed 73.2% of our Year 4-6 students indicated that they agreed or strongly agreed that the management of bullying at the school was successful.

We had a successful Junior School Council and other student leadership opportunities including School and House Captains and year 6 Peer Mediators. We believe the opportunities we provided our students greatly contributed to the students sense of safety and wellbeing at school and feedback from our students was incredibly positive and therefore we will continue this into 2024.

## Engagement

Each year our students in Years 4-6 are invited to complete the Attitudes to School Survey (AtoSS), and we use this information to create goals that supports and improves our students engagement at school. In 2023 76.6% of our students indicated that they either agreed, or strongly agreed, that they felt a strong connection to their school. This was more positive than similar schools (76.2%) and just under the State (77%). And just to note, similar schools are a group of Victorian government schools that are very similar to Roxburgh Rise Primary School, in size, location, socioeconomic and EAL backgrounds of our students.

On average in 2023, our students attended school for 85% of the year. This is below the State target of 90% attendance however the past two years trend showed some improvement. We also tracked the average number of days a student is absent and in 2023 this was 28.2 days. This exceeded the average number of days at similar schools (23 days) and the state (20.5 days). Tracking and monitoring attendance and supporting our community to understand the importance of regular attendance at school continues to be a priority for us. The school remained active in communicating to parents about missed days at school and to get the reasons for absence. This included teachers calling home and also included the identification of a member of our Teaching Support staff whose

role was to support staff with recording absences on compass as well as directly following up with families.

Roxburgh Rise Primary School continued our focus on student transitions in 2023. The school transition program supported students as they entered Foundation from their Early Years centers, as well as when they exited to their chosen secondary school. The relationship we have with our local feeder kindergartens is strong, and we are able to utilise the collective experiences of our Early Years Leadership Team, alongside our Allied Heath team in building positive relationships with these centers, to ensure all we create a 'team around the learner' approach, even before our students start their formal years of schooling.

To promote student engagement in 2023, we continued to offer our students a range of extra-curricular activities aligned to the teaching and learning programs offered throughout the year. These included: Year 3-6 camps, Year 6 Interschool sports, excursions at each year level to supplement the learning within our units of work and our Kids Matter lunch time clubs. We had an end of year whole school performance which the community was invited to, and was one of the highlights of our year.

Student leadership continued to be a feature and we had school captains and vice captains appointed who took on student leadership roles across the year. School Captains led the assemblies and also took an active role at our whole school events. This also included Year 6 peer mediators to support and identify students in the yard demonstrating our school values. These students were celebrated in our weekly assemblies and award ceremonies.

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## Other highlights from the school year

We take a lot of pride in the additional activities that greatly enhance the learning and wellbeing of our students. In 2023, this included our continued priority to be a 5-star sustainable school. We have a Sustainability Team which includes a staff member who leads the group of year 4-6 students interested in ensuring we prioritise sustainable practices across the school. The sustainability team regularly is invited to be part of the Hume City Council sustainability group. They are also involved in a 'Clean Up Australia Day' and plant native and indigenous plants around the school.

Our popular Community Hub was well attended and the 2023 Hub Census Report indicated that 94% of hub participants visited the hub at least once a week. The majority of attendees speak a language other than English at home, and 76% say coming to the hub has helped their child be ready for school. 84% say it has helped them understand the school better, and that they are better equipped to support their child with their education.

At Roxburgh Rise Primary School we have a well developed community garden and in 2023 we created the Garden to Table program which meant our students were able to grow vegetables, harvest them, create a menu and cook with ingredients that they planted.

In 2023, our Junior School Captains worked closely with our PE team and ran a whole school KABOOM event which was a sports day for the whole school.

Our school maintained partnerships with Breakthru, School Focussed Youth Service and Ardoch, which means we provided targeted programs for students. We've been able to provide regular, individual counselling, a special therapy assisted dog program to support students to increase resilience, and activities such as a Writer In Residence program, where children published a book with a well-known, award winning author.

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## Financial performance

Roxburgh Rise Primary School continues to be in a strong, financially secure position.

We received a total of \$1,537,294 in equity funding, and this was allocated to the provision of classroom support for our most disadvantaged and those requiring significant Tier 2 and Tier 3 adjustments to access the curriculum in order to be successful. The equity funding was used to fund the teaching and support staff as part of the Student Resource Package (SRP).

We were fortunate enough to receive significant government provided grant funding and this was dedicated to providing the learning and wellbeing programs throughout the year.

Our overall staffing profile remained stable, although significant funds were used to pay for CRTs and to ensure our intervention programs were prioritised.

We ended the year with \$1,050,618 in our High Yield Investment Account and \$176,126 in our Official Account. The overall funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

**For more detailed information regarding our school please visit our website at**



# 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 668 students were enrolled at this school in 2023, 311 female and 357 male.

64 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).

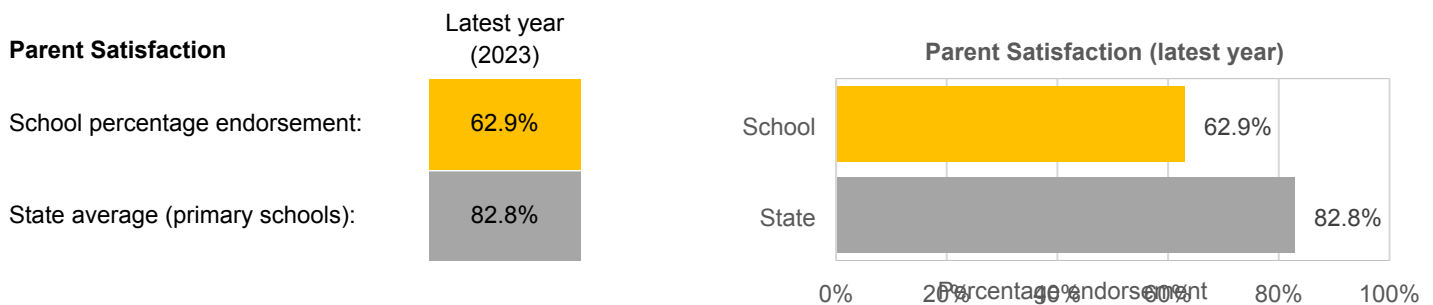
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

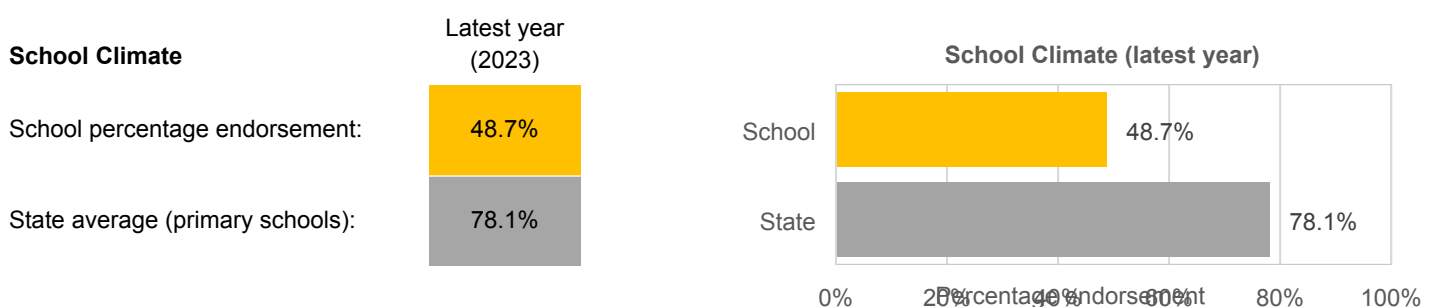


### School Staff Survey

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:

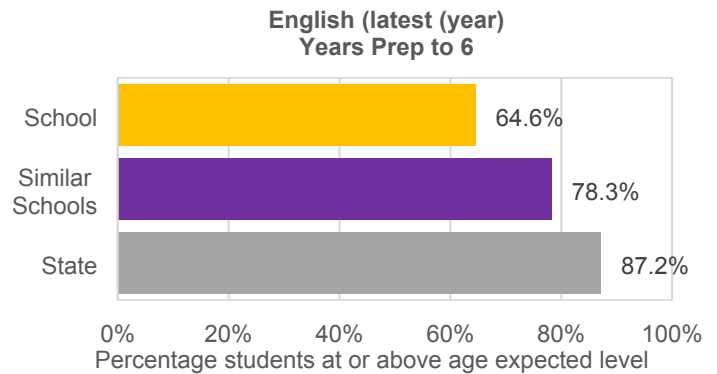
64.6%

Similar Schools average:

78.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

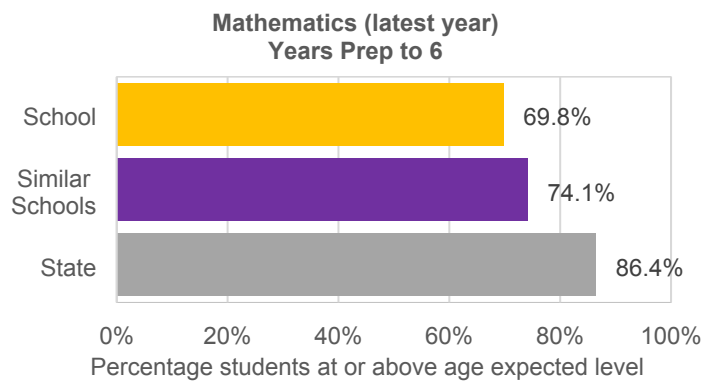
69.8%

Similar Schools average:

74.1%

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:

40.4%

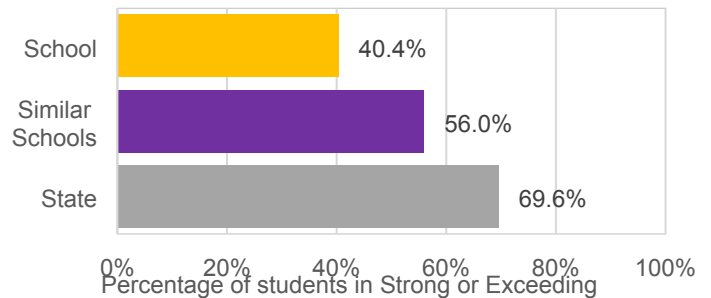
Similar Schools average:

56.0%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.8%

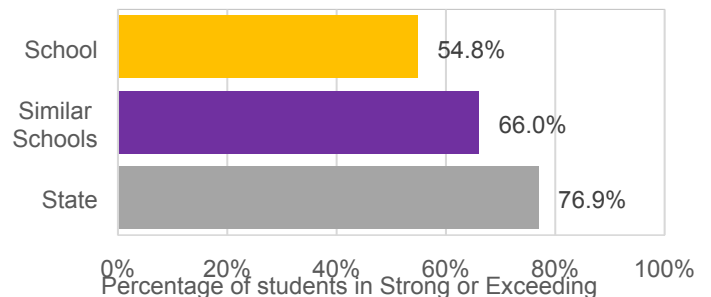
Similar Schools average:

66.0%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.7%

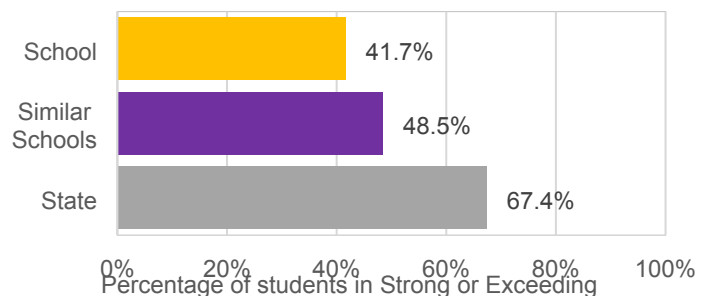
Similar Schools average:

48.5%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.7%

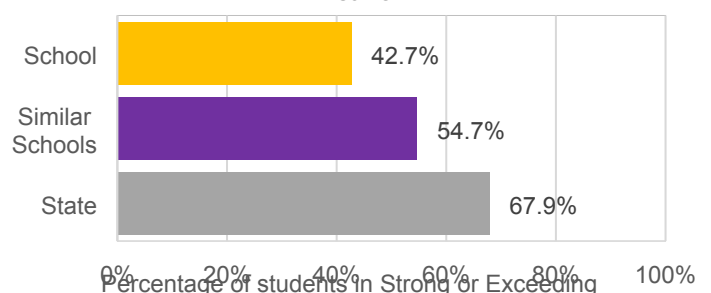
Similar Schools average:

54.7%

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:

49.5%

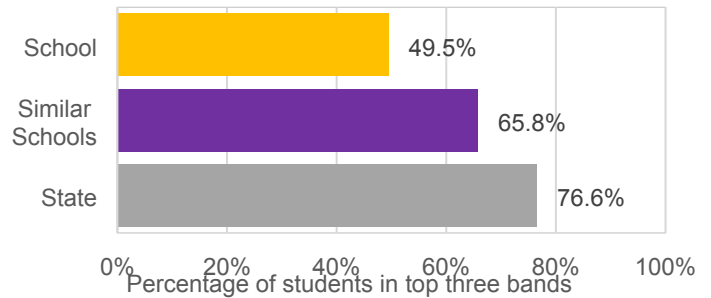
Similar Schools average:

65.8%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

40.2%

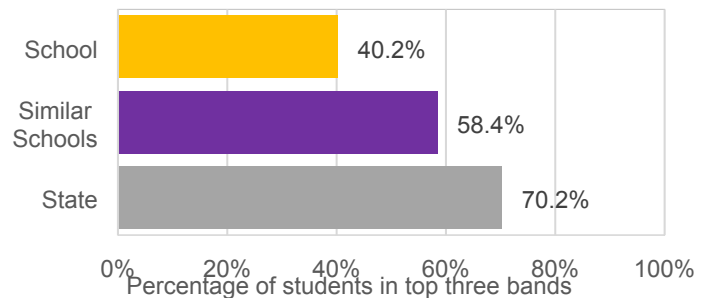
Similar Schools average:

58.4%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

28.4%

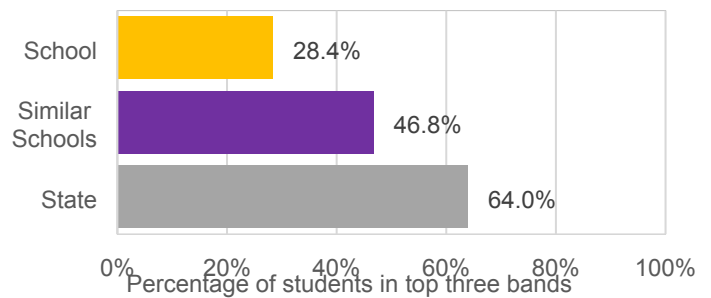
Similar Schools average:

46.8%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

26.0%

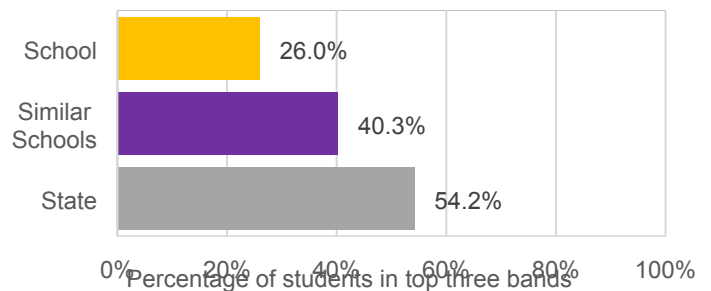
Similar Schools average:

40.3%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

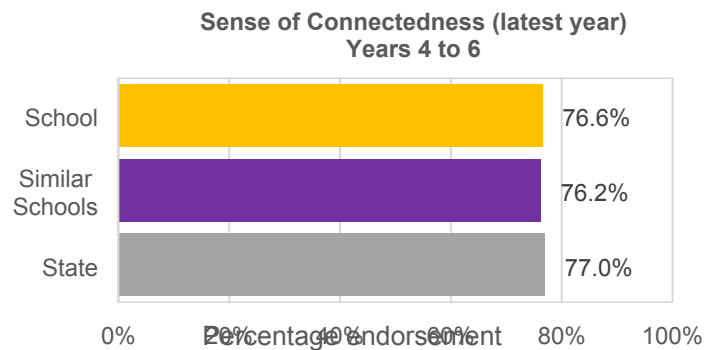
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	76.6%	79.3%
Similar Schools average:	76.2%	80.0%
State average:	77.0%	78.5%

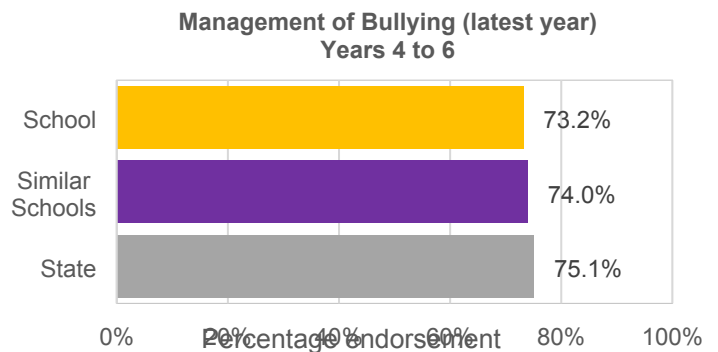


### Student Attitudes to School – Management of Bullying

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:	73.2%	74.9%
Similar Schools average:	74.0%	77.4%
State average:	75.1%	76.9%



## ENGAGEMENT

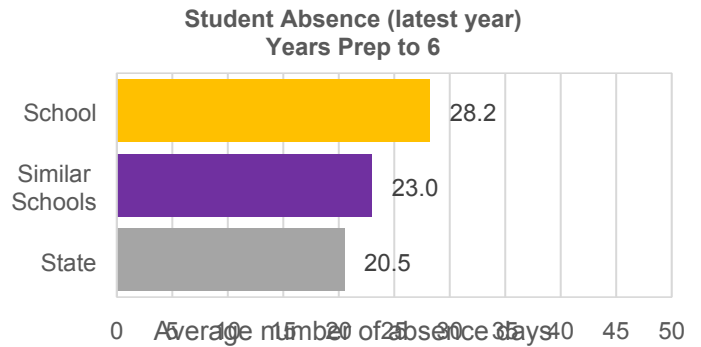
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	28.2	23.1
Similar Schools average:	23.0	21.1
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):	85%	84%	85%	87%	86%	87%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,038,191
Government Provided DET Grants	\$1,361,029
Government Grants Commonwealth	\$38,681
Government Grants State	\$10,000
Revenue Other	\$102,681
Locally Raised Funds	\$159,016
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,709,599</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,537,294
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,537,294</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,014,769
Adjustments	\$0
Books & Publications	\$7,894
Camps/Excursions/Activities	\$128,101
Communication Costs	\$16,285
Consumables	\$140,115
Miscellaneous Expense <sup>3</sup>	\$43,616
Professional Development	\$44,822
Equipment/Maintenance/Hire	\$110,585
Property Services	\$423,575
Salaries & Allowances <sup>4</sup>	\$270,776
Support Services	\$177,238
Trading & Fundraising	\$22,300
Motor Vehicle Expenses	\$1,273
Travel & Subsistence	\$11
Utilities	\$43,032
<b>Total Operating Expenditure</b>	<b>\$9,444,390</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,265,208</b>
<b>Asset Acquisitions</b>	<b>\$490,317</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,050,618
Official Account	\$176,126
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,226,744</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$172,493
Other Recurrent Expenditure	\$28,204
Provision Accounts	\$0
Funds Received in Advance	\$77,500
School Based Programs	\$1,286,687
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	\$1,130,000
Maintenance - Buildings/Grounds < 12 months	\$312,920
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,007,804</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*