

# 2023 Annual Report to the School Community

School Name: Docklands Primary School (5573)



- 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 21 March 2024 at 02:20 PM by Adam Bright (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 12:42 PM by Susan Blayney (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

Docklands Primary School caters for the students and families from the growing inner-city Melbourne community, welcoming students from Foundation to Grade 6. Boasting a wonderful architectural design and proximity to the city of Melbourne, our school offers a unique educational opportunity. Our school operates across two campuses and incorporates modern integrated learning spaces, a library, an arts precinct, outdoor learning terraces and a competition-grade indoor court for basketball and netball. An on-site Early Learning Centre with two kindergarten rooms supports the smooth transition from pre-school to primary school.

We are fortunate to have a welcoming, friendly and caring environment supported by a strong community that enables and encourages our students to achieve their highest potential. We are passionate about providing students with opportunities that develop their knowledge, skills and character. Our goal is to encourage students to learn new things, embrace the many opportunities presented to them while instilling a lifelong love of learning

**School Mission:** We exist to put every student on the path to success. We put student learning at the heart of all we do with an unwavering focus on developing students' knowledge, skills, and character.

**School Vision:** We establish a culture of excellence in two related ways: by providing an outstanding education for every student in our care, and by growing great educators.

Docklands Primary School's values are Excellence, Integrity, Courage and Kindness.

**Excellence:** By setting high expectations for ourselves and others, we strive for excellence in all we do.

**Integrity:** Driven by a sense of moral purpose, we take a stand for what is honourable and right.

**Courage:** When faced with the uncertainties, doubts and challenges of life, we choose courage.

**Kindness:** We show care to ourselves and others, because we know that the echoes of kindness are without end.

In 2023 there were 528 (508 SRP Funded and 20 Non-SRP Funded) students enrolled at the school at the time of February Census. The school had; 1 Principal, 1 Assistant Principal and 2 Learning Specialists. Remaining staff totalled 64 (FTE 51.81) comprising Classroom Teachers, Specialist Teachers and Education Support staff. We had 0 Aboriginal or Torres Strait Islander staff. All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan.

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

### Learning

Our 2023 teacher judgement data indicates that, in English, the percentage of students at or above the age expected level was 96% in Reading and Viewing, 98% in Speaking and Listening, 94% in Writing. In Mathematics, the percentage of students at or above the age expected level was 93% in Number and Algebra, 93% in Measurement and Geometry and 95% in Statistics and Probability. Each of these results were higher than the state and network average.

Grade 3 and Grade 5 NAPLAN results showed the proportion of students categorised as Strong or Exceeding was at or below the state average in Reading and Writing. But in both year levels, the proportion of students categorised as Strong or Exceeding was above the state average in Spelling, Numeracy and Grammar & Punctuation.

When measured on academic growth, our school has excelled. The NAPLAN results of grade 5 students were compared with their results in Grade 3. The analysis showed that a high percentage of students achieved High Growth in Reading, 41%. This was much higher than the network average, 33%, and the state average, 25%. In Mathematics, 59% of Grade 5 students achieved High Growth. This was also significantly higher than the network average, 30%, and the state average, 25%. The comparatively high growth experienced by students at our school led to our school being placed in the 'Influence' performance group for both Reading and Numeracy, which is the highest category.

Other indicators showed year-on-year improvement in each year level. Acadience, a mathematics assessment, showed the percentage of students achieving end-of-year benchmarks in basic computation increasing from the previous year by an average of 28 percentage points. DIBELS, a reading assessment, showed the percentage of students achieving end-of-year benchmarks in oral reading fluency increasing by an average of 8 percentage points.

## Wellbeing

In 2023, Docklands Primary School established a Student Support Team to support and drive Wellbeing initiatives at both student and whole school levels. Members of the 2023 team included our Positive Behaviour Support Instructional Coach, a student counsellor, a speech pathologist and Disability Inclusion Leader and an occupational therapist. The Student Support Team developed and implemented a teacher referral system for children requiring additional wellbeing support at school. A "round table" approach was established, in which the whole Student Support Team would meet to develop strong, goal based plans to support students requiring complex support in school. Under the guidance of our Disability Inclusion Leader, the Disability Inclusion program was successfully rolled out across the school, replacing the Program for Students with Disability.

At a whole school level, we introduced our house system to the school. The names of the four houses were chosen by the community and represent four inspirational sports people. We expanded clubs on offer at lunch and recess, including the development of "quiet corner" which is a recess club with semi-structured activities allowing students who feel overwhelmed by business in the playground a chance to play more quietly in their second break.

The implementation and maintenance of our Start Up program, combined with our SEL teaching and individual support supported a shift in Student Attitudes to School Survey (AtoSS) positive endorsement of Managing Bullying from 55% to 69%. The overall 2023 AtoSS data shows strength in the younger year levels, with room to improve in the upper year levels, especially year six.

In 2024, strategies that we will implement to further develop wellbeing at Docklands Primary School include:

- Review of SEL teaching to ensure a maximally helpful and cohesive curriculum across year levels
- Implementation of small group teaching of social and emotional learning by our student counsellor
- Refinement of our IEP and SSG process
- Dedicated teacher release time for Round Tables with the Student Support Team

## Engagement

Student engagement continues to be a priority for Docklands Primary School as we know that students will have higher learning outcomes when they are engaged in the school setting. Our community is quite diverse, with a large number of students from culturally diverse backgrounds. 77.32% of our students speak a language other than English at home and we have a very transient student population.

In 2023, Docklands Primary School continued with efforts on increasing family involvement through our Parents and Friends Association and as a result parent volunteer groups hosted a number of community events, including our annual School Disco, Athletics Day and fundraising events, such as Freeze MND and the Royal Children's Hospital casual clothes day. We continued to offer and build on our extra-curricular offerings, including lunchtime clubs and extending the after-school sport sessions run by Kelly Sports.

Our Prep cohort come from over 20 different kinder providers in the local and surrounding areas and we have successfully formed strong bonds with the Kinder providers where the majority of our students come from. We were able to make connections with all Kinder providers to gain information to support our new students in transitioning to school and were able to host some visits from Kinder groups to provide additional transition sessions for students. Our Grade 5 students attended our co-located Kindergarten for twice weekly buddy sessions. The Kinder children were offered the opportunity to participate in our transition program during Term 4, which greatly supported their transition into primary school.

We value parents as partners in our students learning and provide fortnightly learning snapshots that highlight the curriculum in English, Mathematics, Humanities and Science. Our families really value these snapshots as they provide an insight into what their children are learning at school.

Our attendance data of students with 20+ days of absence is at 31%, compared to the state mean of 36%. This result shows a decrease of 6%, showing our efforts towards attendance are having a positive impact for students attending school. There are a small number of students who have high levels of absent days, and we have worked closely with the families through student absence meetings. We have seen a positive impact from these meetings. In addition to this many of our families went on extended family holidays to visit family from their international home countries.

Strategies that we use to promote attendance at Docklands Primary School include:

- Promotion of attendance through assemblies, newsletters and Compass notifications
- Second day absence notification calls
- Regular positive reinforcement of attendance by all classroom teachers
- Continued messaging of the importance of consistent attendance with parents
- Do-Now activities in the classrooms each morning from 8:45am – 9:00am to encourage active participation readiness to begin core learning as soon as the school bell rings.

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## Other highlights from the school year

2023 was the year of cementing and refining what will become time-honoured events at Docklands Primary School. Although it was our third year in operation for many of the events it was only the first or second time, we held them.

Our Camping Program grew, and we now hold a Grade 3 Sleepover, Grade 4 Melbourne Zoo Camp and our Grade 5/6 camps alternate between a bush and a beach adventure camp. The addition of these new experiences for our students were welcomed enthusiastically, had a high attendance rate and were full of exciting activities. From archery to the Big Swing to night tours of the empty zoo, our students had a blast. The school ensured that all necessary safety measures were taken, and the camps were a resounding success, providing a rich program and many activities that our students had never experienced before.

We are also pleased to report that our Parents and Friends Association (PFA) has continued to gain momentum. The PFA has brought together parents, teachers, and community members to enhance the learning experience for our students. For many the Student Disco, organised by the PFA, was the highlight of the year! The event was filled with music, dance, and fun. We established Parent Representatives whereby each class is assigned one Parent Representative to be a conduit between the school and the families. The initiative aims to support our teaching and learning program and connect families together. We look forward to continued collaboration and engagement with our school community through the PFA.

Our students enjoyed visits to museums, art galleries, and historical sites, all with safety as our top priority. We are proud to have provided valuable educational experiences for our students while ensuring their health and well-being.

Our school held our now annual Athletics Day with great enthusiasm and participation from all students. The event provided an excellent opportunity for students to showcase their athletic abilities, sportsmanship and team spirit. This year was the first Athletics Day where the students competed for their House, either Goodes, Barty, Alcott or Kerr. Students loved dressing up in House Colours and competing to earn points for their House. Congratulations to Barty House for the win! We had significant contributions from local business and the parents and friends association to ensure the smooth running of the event.

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## Financial performance

Extensive effort was made to prepare our Financial Management Plan by using a careful and detailed approach to budgeting.

Procurement was targeted at items and programs based around the school's Strategic Goals and Annual Implementation Plan focusing on literacy, numeracy and wellbeing. Significant expenditure was made to purchase resources in line with our knowledge rich curriculum, staff professional development in Soundwrite training and mathematics resources based on a concrete pictorial abstract model. Significant expenditure was made to resource our Numeracy Intervention, Literacy Intervention and Prep – Grade 6 Science curriculum.

The School Values play a significant role in the day-to-day communication and actions of our students. A staged strategic plan has been implemented in collaboration with a branding company to provide interactive signage and documentation to visually display the school values for the entire school community. As we are still a fairly new school, expenditure in this area will continue over the next few years.

In addition to our SRP, the school received significant revenue from ISP for Overseas Fee-Paying Students attending DPS throughout 2023.

The generosity of our school community for educational items, camps, excursions as well as donations from the wider community have all contributed to our healthy surplus which will be carefully spent to ensure the best student outcomes for our entire school community.

The school also received significant revenue for the hire of our school facilities (Multi-Purpose Centre) in conjunction with Team Kids OSHC License Agreement. Going forward, the school will continue to engage external associations to hire the facilities in the evenings and weekends.

The school further received funding from Sporting Schools to implement a T-Ball program for 86 participants over four sessions. The program was very successful in broadening student knowledge and teaching students the fundamental basics of the sport.

Details of any contracts, agreements or arrangements entered into by the school council.

- Normark – Landscaping (Grounds & Maintenance)
- Kone Elevator Contract (Lifts)
- Bayside Fires Services (Fire Safety Compliance)
- Assa-Abloy Maintenance Agreement – (Automatic Doors)
- Project Plumbing Service Agreement (hydraulics)
- Conte – Mechanical / Air-con (Mechanical)
- TeamKids (OSHC)

**For more detailed information regarding our school please visit our website at**  
**<https://www.docklandsps.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 528 students were enrolled at this school in 2023, 276 female and 252 male.

68 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).

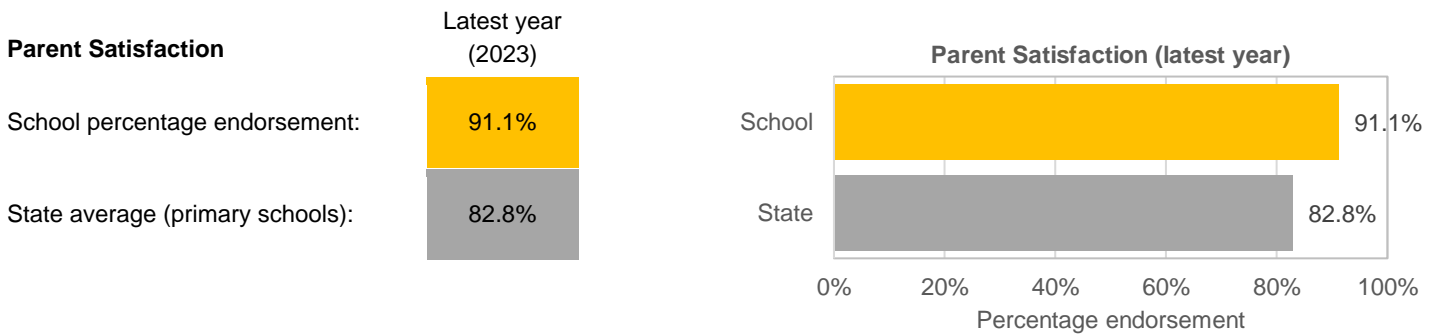
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

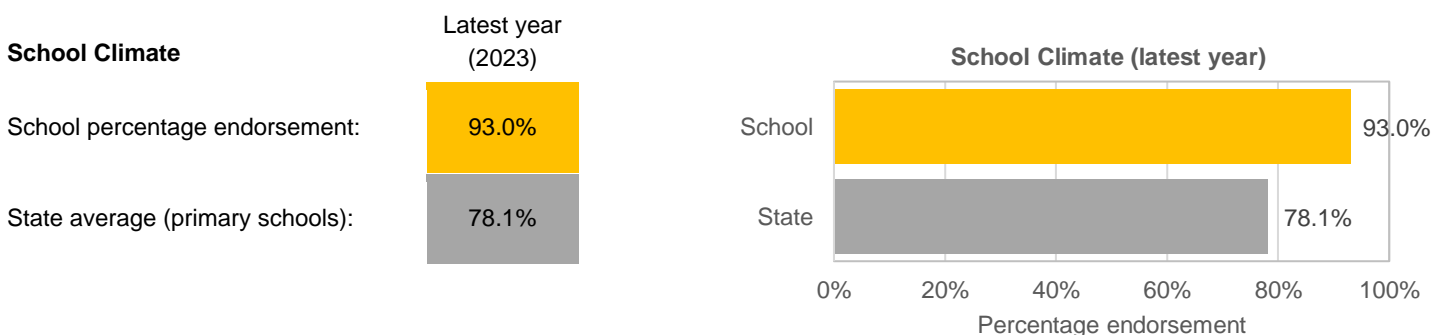


### School Staff Survey

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:

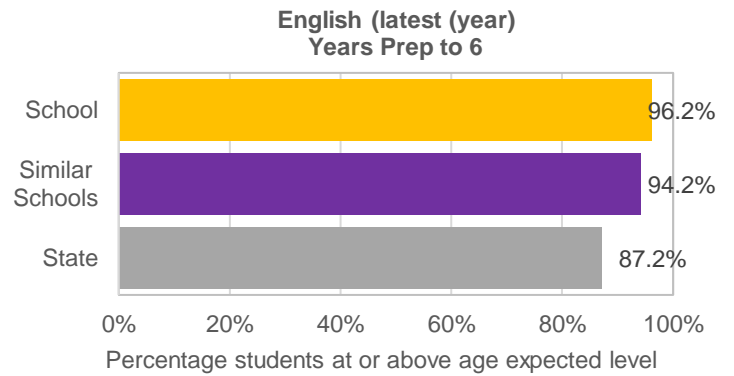
96.2%

Similar Schools average:

94.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

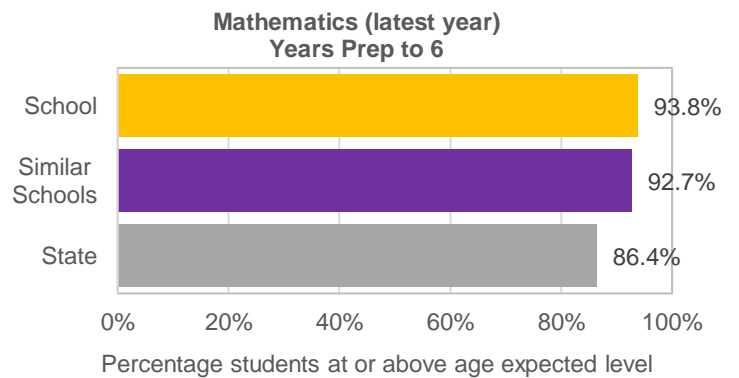
93.8%

Similar Schools average:

92.7%

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:

65.2%

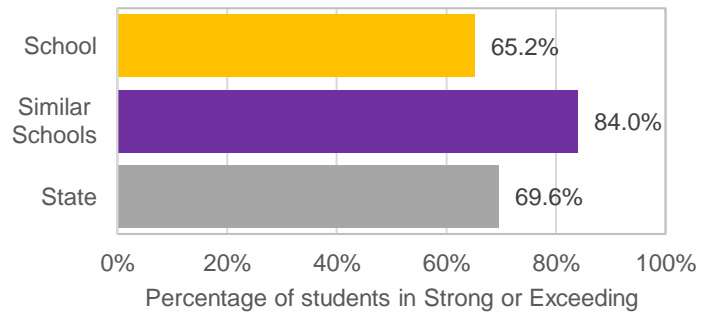
Similar Schools average:

84.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.9%

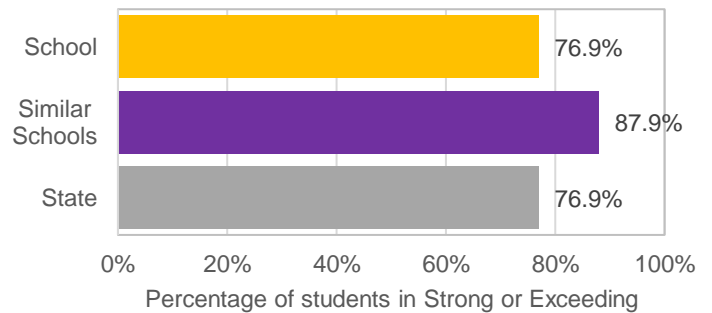
Similar Schools average:

87.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.7%

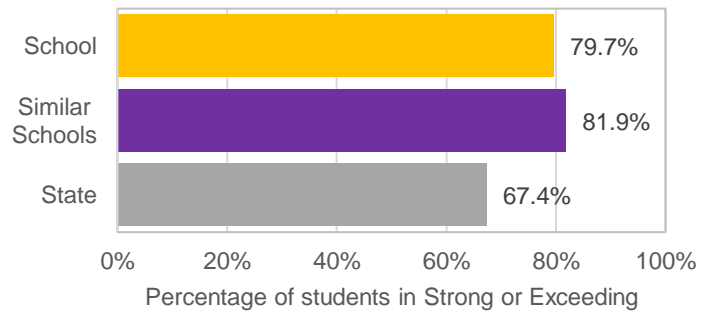
Similar Schools average:

81.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.8%

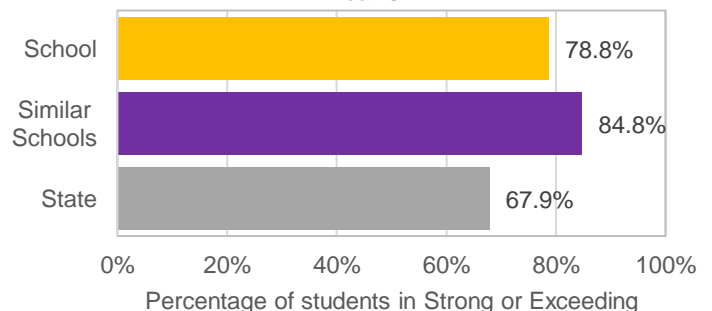
Similar Schools average:

84.8%

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:

80.0%

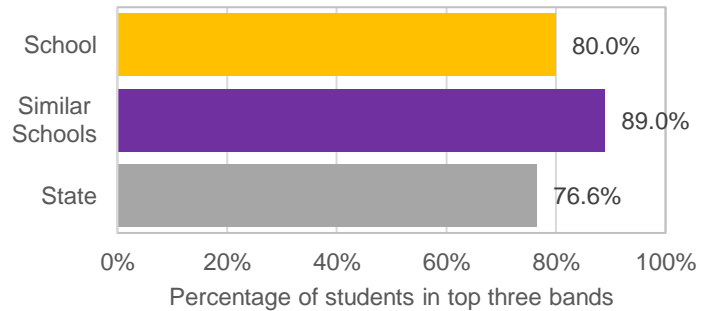
Similar Schools average:

89.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

54.5%

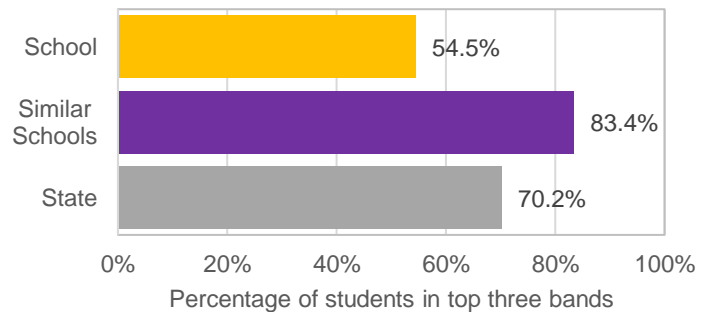
Similar Schools average:

83.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

63.6%

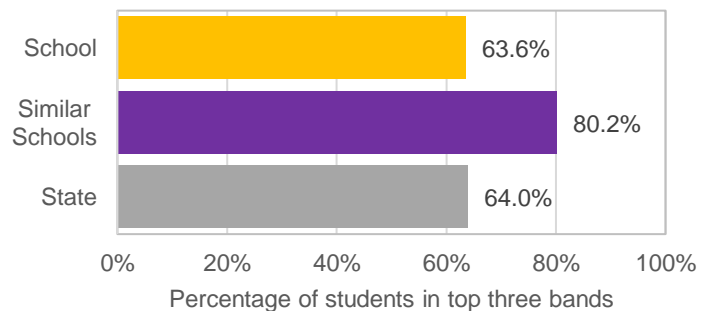
Similar Schools average:

80.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

42.9%

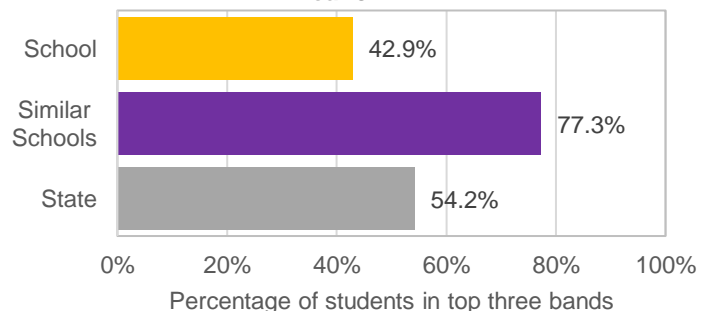
Similar Schools average:

77.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

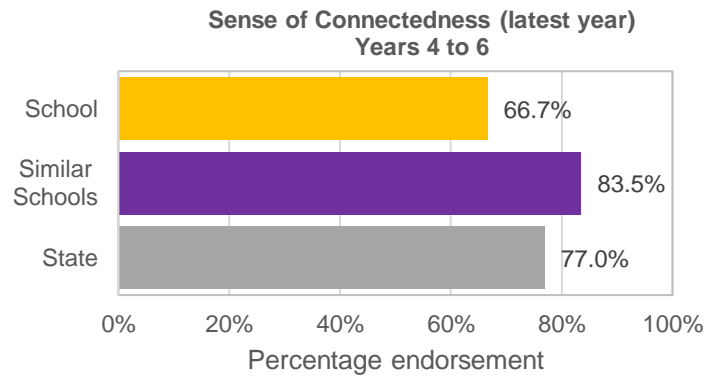
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	66.7%	67.4%
Similar Schools average:	83.5%	83.7%
State average:	77.0%	78.5%

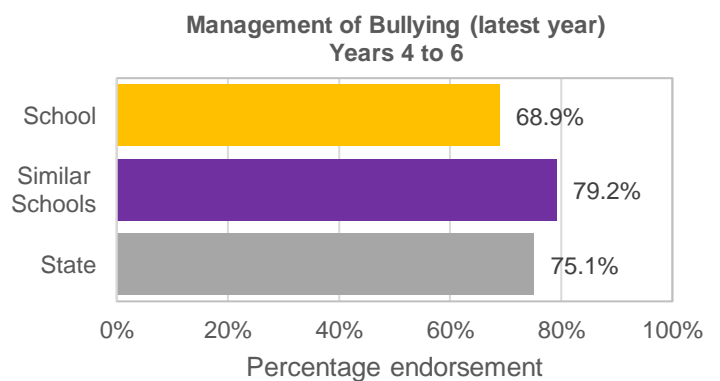


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.9%	62.2%
Similar Schools average:	79.2%	79.2%
State average:	75.1%	76.9%



## ENGAGEMENT

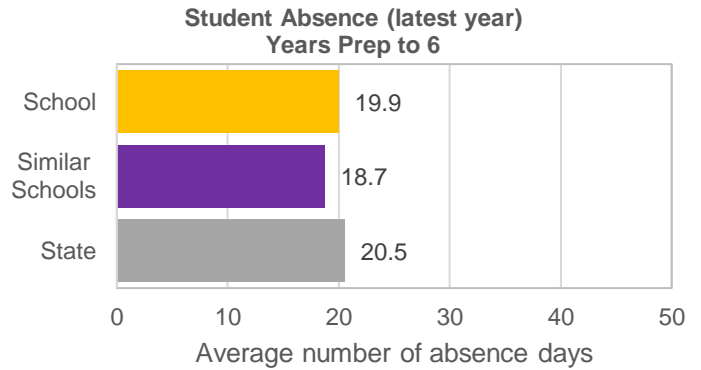
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.9	19.5
Similar Schools average:	18.7	15.8
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):	90%	89%	90%	91%	91%	88%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,077,643
Government Provided DET Grants	\$807,055
Government Grants Commonwealth	\$8,490
Government Grants State	\$0
Revenue Other	\$104,143
Locally Raised Funds	\$386,562
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,383,893</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,115
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,115</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,070,793
Adjustments	\$0
Books & Publications	\$2,808
Camps/Excursions/Activities	\$103,415
Communication Costs	\$9,912
Consumables	\$200,027
Miscellaneous Expense <sup>3</sup>	\$73,615
Professional Development	\$41,454
Equipment/Maintenance/Hire	\$125,404
Property Services	\$139,199
Salaries & Allowances <sup>4</sup>	\$155,499
Support Services	\$80,188
Trading & Fundraising	\$1,498
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$120,402
<b>Total Operating Expenditure</b>	<b>\$6,124,215</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$259,678</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$1,337,778
Official Account	\$31,696
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,369,474</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$162,204
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$320,000
Asset/Equipment Replacement > 12 months	\$315,068
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$897,272</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.*