

2023 Annual Report to the School Community

School Name: Lightning Reef Primary School (5541)



- 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 12 March 2024 at 11:45 AM by Joanne Ryan (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 22 March 2024 at 12:21 PM by Dash Turnbull (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

Lightning Reef Primary School boasts outstanding open planned facilities and large grounds beside Bendigo Showgrounds. The grounds are expansive and provides for active and passive play as well as a chicken enclosure and vegetable gardens. The full-size gymnasium and indoor canteen ensure a range of indoor activities are encompassed in daily learning opportunities. The school's mission is to provide a welcoming and challenging environment that fosters respectful and responsible global citizens capable of thriving in the future. We hope our students graduate as knowledgeable, skilled, confident, and critical thinkers through the school being a centre of excellence committed to sharing best practice. Our key values demonstrate our shared and relentless commitment to implementing our mission so that our vision becomes a living reality. We value *Respect*: We show we care about ourselves, others and the environment through our actions and words. *Responsibility*: We do the things we are supposed to do, own, and accept the results of our actions and words. *Persistence*: We keep trying, even when things seem hard, and know when to seek help. *Kindness*: We use actions and words to make others feel happy, or when we notice they need help. The enrolment currently sitting around 165 students. Student Family Occupation (SFO) index in 2024 is 0.77 and the Student Family Occupation and Education Index was also high. This characterises the school as a low socio-economic school community. We have one student funded by the Program for Students with Disabilities (PSD) and another three who qualify for Disability Inclusion (DI) Funding. 18 ATSI students, 5 in Out of Home Care and 63 with a Karen background. The school went through a School Review mid 2022, which was a wonderful celebration of the gains it had made in all areas of school improvement. The leadership team consists of a Principal, Acting Assistant Principal, and 2 Leading Teachers; with LS & Acting AP holding teaching roles at the school. Homegroups are taught by 10 teachers, 2 part-time Intervention teachers/tutors and 4 specialist teachers. Nine Education Support Officers (ES) supported students across the school. The school's specialist programs are Visual Arts, Music and Physical Education and a Languages program in Karen with the assistance of our Multi Cultural Aides. The school enjoyed strong ties with the Greater City of Bendigo Council who sponsor local businesses to participate in an aspirational work program called Passions and Pathways (P&P) targeting Year Six students. The school also had strong ties with both the Eaglehawk and Bendigo Sandhurst Rotary Clubs, with Bendigo Sandhurst Rotary Club leading a weekly volunteer gardening program. The club also donated fresh fruit weekly that complemented our daily breakfast club. The school maintained positive community partnerships that supported our students and their families. The school accesses DET Speech Pathologists, Psychologists, Occupational Therapists and Koorie Education Support Officers, supplementing our own speech aide and a qualified Social Worker, employed as our PWO (0.6) to complement these services using Equity funds. A major success in 2022 was the introduction of a designated Student Attendance and Wellbeing LT. This substantial commitment via Equity funding saw a total review of processes to track student absences, work closely with the Regional Team and families to support students to attend school on a regular basis. Although our Attendance Data remained a challenge, the newly developed Staged Response to Non-Attendance will provide us with a clear implementation strategy for future years. Equity funding has been allocated to allow the Wellbeing Leading Teacher to promote and oversee SWPBS and teach RR&RR across the school, support additional ESS, release the second Leading Teacher to manage Disability and Inclusion at a whole-school level and release a Literacy Leader to provide additional lessons to our EAL students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school continued to have two School Improvement Teams – Student Learning and Student Engagement and Wellbeing. This allowed the teams to focus solely on one area and ensure both were focused and targeted to school needs. It also gave Middle leaders across the school the opportunity to extend their leadership skills.

The Student Learning SIT met fortnightly and allowed Middle Leaders to lead others by ensuring the dissemination of information occurred consistently and allowed for timely feedback. Additionally, data literacy and school accountability documentation were continuously addressed at meetings to deepen Middle Leaders perspective and apply whole school thinking. Middle Leaders lead Professional Learning Communities (PLCs) after participating in PLC Coaching in Term 1.

The Learning Specialist (LS) had both a tutoring and coaching role in 2023. When not tutoring, the LS prioritized her time to support team planning in both Literacy and Numeracy and also coached all classroom teachers in writing or mathematics. Time was also dedicated to auditing planning of Literacy and Numeracy.

2023 NAPLAN results showed significant gains in Reading and Writing in both Year 3 and Year 5. In Reading, students in Year 3 received results above similar and network schools and Year 5 students significantly above similar school and close to network schools. Students in Year 3 and 5 were working above similar schools and slightly below network schools in Writing. Spelling continued to improve in both years, showing a closing of the gap between our students and other schools in the network. While the school prioritised Numeracy professional learning with the intention to deepen teacher knowledge of the new curriculum, this has yet to be seen in student outcomes. Numeracy NAPLAN and teacher judgement data suggests students are not making the gains in Numeracy at the same rate as they are in English. This will be a priority as we move into 2024.

Student outcomes reflected the commitment to improving our practice across year levels through explicit teaching, differentiation, and improved data literacy. Teacher judgement showed an average of 50% of students making above expected growth for Reading and Speaking and Listening in both Semester One and Two.

PLC Inquiry Challenges each term allowed teachers to work collaboratively on a learning challenge. Teams completed inquiries into Reading, Writing and Numeracy, covering all core areas through the year. Peer Observations and Lesson Studies were completed each term with teachers reflecting on their teaching and gaining valuable learning from their peers.

Whole school professional Learning was also a focus in 2023. Peter Sullivan continued his extensive coaching and planning support, and this saw an overhaul of mathematics planning documents including the Instructional Model being adjusted to reflect best practice.

Reading Recovery continued to make a positive impact. Eleven students benefited from the program in 2023. Tutoring continued in 2023 in both Reading and Numeracy. The impact of these programs was profound with students making outstanding growth over the year, although both programs were significantly impacted by staff absences and teacher shortages. Resilience, Rights and Respectful Relationships sessions continued to be taught by teachers in every Home Group. This focused on developing students' social, emotional, and positive relationship skills.

Staff professional development around the Disability Inclusion scheme continued throughout 2023 with a focus on inclusive classrooms, making adjustments and recording these in planning documents. In 2023, we worked closely with our SSS key contacts and were successful in completing two Disability Inclusion Profile meetings, both being successful in obtaining additional funding for our students. We submitted another application which was completed early in Term 1 2024. Through continued professional development and working with other schools to discuss and share resources with other schools, the DI Leading teacher and Principal have developed a clear procedure to support this process more effectively as we move into 2024.

Wellbeing

School Wide Positive Behaviour Scheme (SWPBS) continued as the framework throughout 2023. We worked with our DET SWPBS Coach to review our current practice to ensure we were being consistent with our procedures. Our SWPBS School Improvement Team undertook Classroom Systems Training, which is then scheduled to be delivered to all staff in 2024. We worked with our community through surveys and conversations to measure their understanding of our current SWPBS practices and identify areas for improvement. A major achievement was the school completing all required tasks and meeting the criteria to apply for our Silver SWPBS accreditation certificate, which we will be informed about early in 2024.

We recognised the importance of re-establishing school-wide behaviour expectations, along with prioritising positive relationships. Classes again explicitly taught the school values and mantras, the behavioural expectations in classroom settings and yard, along with school responses to inappropriate behaviours. Teachers demonstrated how to react to inappropriate behaviour with greater consistency through the whole school agreed behaviour matrix, with students reporting they felt safe in the classroom. Our School-Wide dojo point reward system saw our students fill the Dojo Bolt four times, experiencing three internal whole-school rewards and one whole school excursion.

Twenty eight students (15%) required Tier Two or Three support to manage their behaviour. Seven students had twenty-nine suspensions over the year.

Students Attitude to School Survey data showed positive endorsement of the factor Sense of Inclusion at 96% and the Parent Opinion Survey factor of Promoting Positive behaviour at 88%.

As a school, we continued to participate in the School Breakfast Program, providing breakfast 5 days per week. The Body Safety Australia program was implemented across all year levels to educate all students about safety, gender, puberty and cyber safety at an age-appropriate level.

Understanding and managing bullying was a major focus in 2023, with our school participating in UR Strong lessons and incursions, as well as the Back Flips against Bullying lessons and incursions. The School Performance Report showed a positive endorsement in Managing Bullying (Years 4-6) of 85.2%, which was an increase of 8.4% from 2022. While this increase is to be celebrated, this will continue as a focus in 2024.

Engagement

In 2023, the Staged Response to Non-Attendance Plan was fully implemented and had an enormous impact on attendance. The average absence rate decreased from 29 days across the school to 22 days. 19% of our students had 30 or more absence days, with a 11% decrease from 2022 which was particularly pleasing. Our Year Six students were again our biggest concern with 29% of this cohort having 30 or more days absence. The school continued to work closely with services and the DET Health Wellbeing and Specialist Services to support students with chronic absences and their families to re-engage with school. The school attributed poor attendance averages to trauma, mental health and issues with re-engagement. The Leading Teacher was able to identify reasons for absence by being persistent in contacting families every time students had an unexplained absence, or patterns of absence were evident.

Compass was used as the main form of communication and role marking as many families were already familiar with the app due to other schools' use. In 2023 teachers continued to use their school mobile phones as an effective way for teachers and families to have direct access to each other. The school continued to utilise Classroom Dojo as a tool for both communication and celebration of student achievements, growth and accomplishments. Families reported they liked dojo, as it was user-friendly. School phones, dojo, newsletter and the addition of Compass provided multiple mediums of communication for our school community.

The school continued to strengthen our partnership with Sandhurst Bendigo Rotary. Volunteers came to run a weekly gardening club for students as well as providing funding to supplement the cost to Year 6 students to participate in the Passions and Pathways program and the Body Safety Australia P-6 program.

Attitudes to School Survey The AToSS data indicated that our school has moved to the Stretch stage for attendance and Sense of Connectedness. Additionally, managing bullying increased to Influence with over 85% of respondents showing positive endorsement in the area. This reflected our focus on creating a shared definition of bullying within our school community accompanied by explicit teaching and incursions.

Parent Satisfaction Summary Our results indicated a continual improvement in overall satisfaction, outperforming previous years data in all areas of the survey. With a strong focus on parent involvement teachers, lead teachers and our Primary Welfare Officer placed great time on ensuring parents and guardians are involved in all areas of their students school life.

Staff Survey The 2023 Staff Survey showed our school increased the positive responses to School Leadership and School Climate. Reflective of our supporting school climate was teacher collaboration with 83% compared to the state average of 70%, demonstrating our staff's cohesive commitment to whole school improvement.

Other highlights from the school year

Due to the school being proactive, we were able to access the Positive Start Camps program for students again, resulting in no cost to the parents for the 2023 camps. Our Swimming program was completely free too, which increased participation. 2023 saw us change our Swimming program provider to an outdoor pool in the last few weeks of Term 4. This was a real highlight for the students and staff.

Bendigo Sandhurst Rotary Club generously sponsored our School Wide Body Safety Online Learning course. They also continued to volunteer to run a gardening program that saw students across the school have the opportunity to grow and harvest vegetables with the Rotarians on a weekly basis.

Home / School partnerships continued to improve through termly student led conferences. During these students led conferences, student goals were reviewed and negotiated with students, parents/carers and teachers, in order to allow student voice and agency to drive individual improvement.

Financial performance

Lightning Reef Primary School Council formulated, implemented and monitored school revenue and expenditure budgets. The 2022-2026 School Strategic Plan, along with the 2023 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school's Annual Implementation Plan.

School expenditure matched budget allocations and was used effectively to target school priority areas. Programs were conducted within budgets, with some variations that were noted by the School Council Management Committee during the year.

In 2023, Equity funds were directed towards the following:

- The continuation of intervention support teachers, to provide Reading Recovery, Extending Mathematical Understanding, Tutoring in Senior Literacy classes, EAL and Speech
- Education Support staff employed to support non-funded students
- Two Multicultural Aides to support the large Karen population
- Continuation of payment for Leading Teachers to support the development of teaching staff in the areas of Attendance/Wellbeing and Disability/Inclusion
- Professional Learning in Mathematics over the course of the year facilitated by Peter Sullivan

Additionally, a substantial increase of funds was allocated to Casual Relief Teachers in order to minimise disruption to student programs.

In 2023, after the School Council formulated, implemented and monitored school revenue and expenditure budgets, the end result was a planned deficit of \$333,772. Additional funds remained in the High Yield Investment Account to supplement partial cash grants.

All funds received from the Department, 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.

For more detailed information regarding our school please visit our website at
<http://www.lightningreefps.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 152 students were enrolled at this school in 2023, 78 female and 74 male.

36 percent of students had English as an additional language and 11 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).

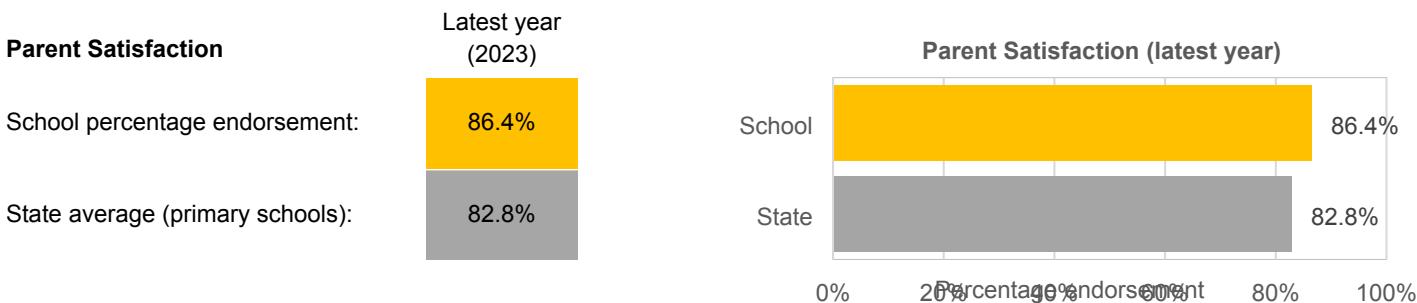
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

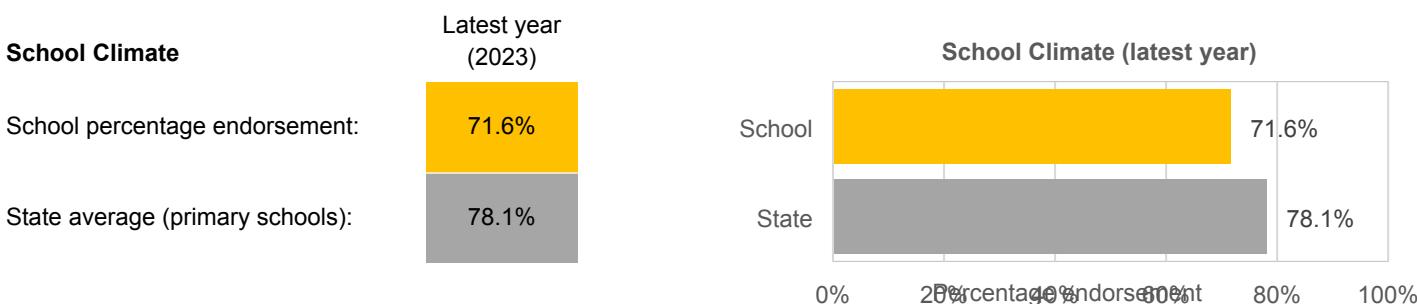


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2023)

73.0%

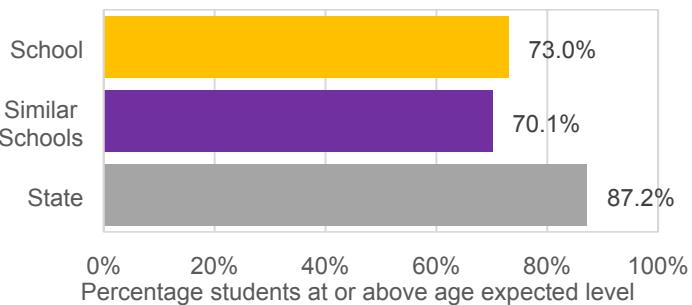
Similar Schools average:

70.1%

State average:

87.2%

English (latest (year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2023)

53.2%

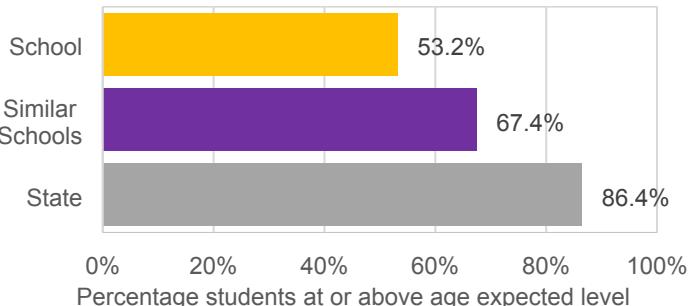
Similar Schools average:

67.4%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

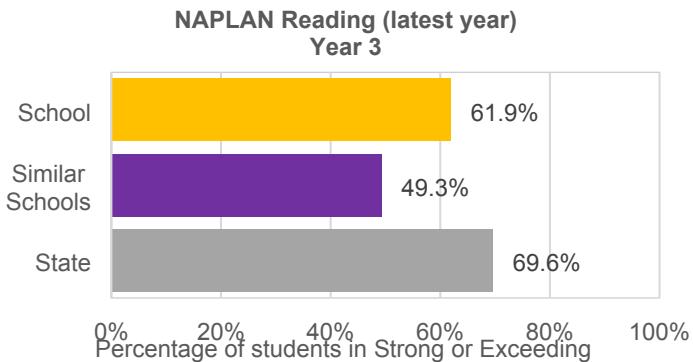
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

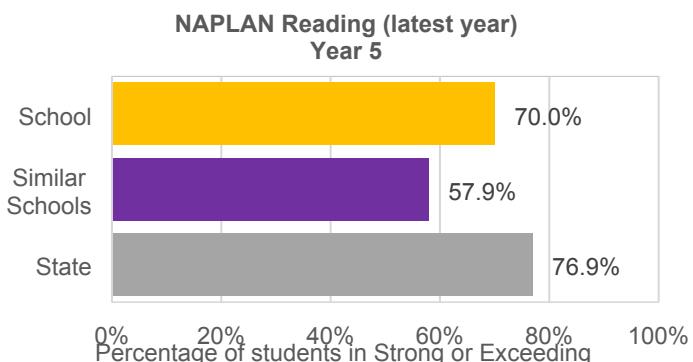
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

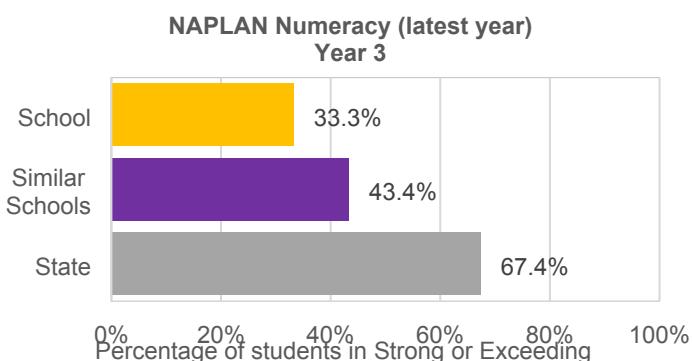
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	61.9%
Similar Schools average:	49.3%
State average:	69.6%



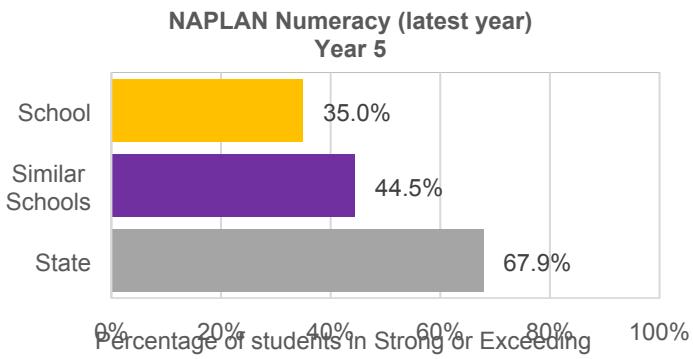
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	70.0%
Similar Schools average:	57.9%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	33.3%
Similar Schools average:	43.4%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	35.0%
Similar Schools average:	44.5%
State average:	67.9%



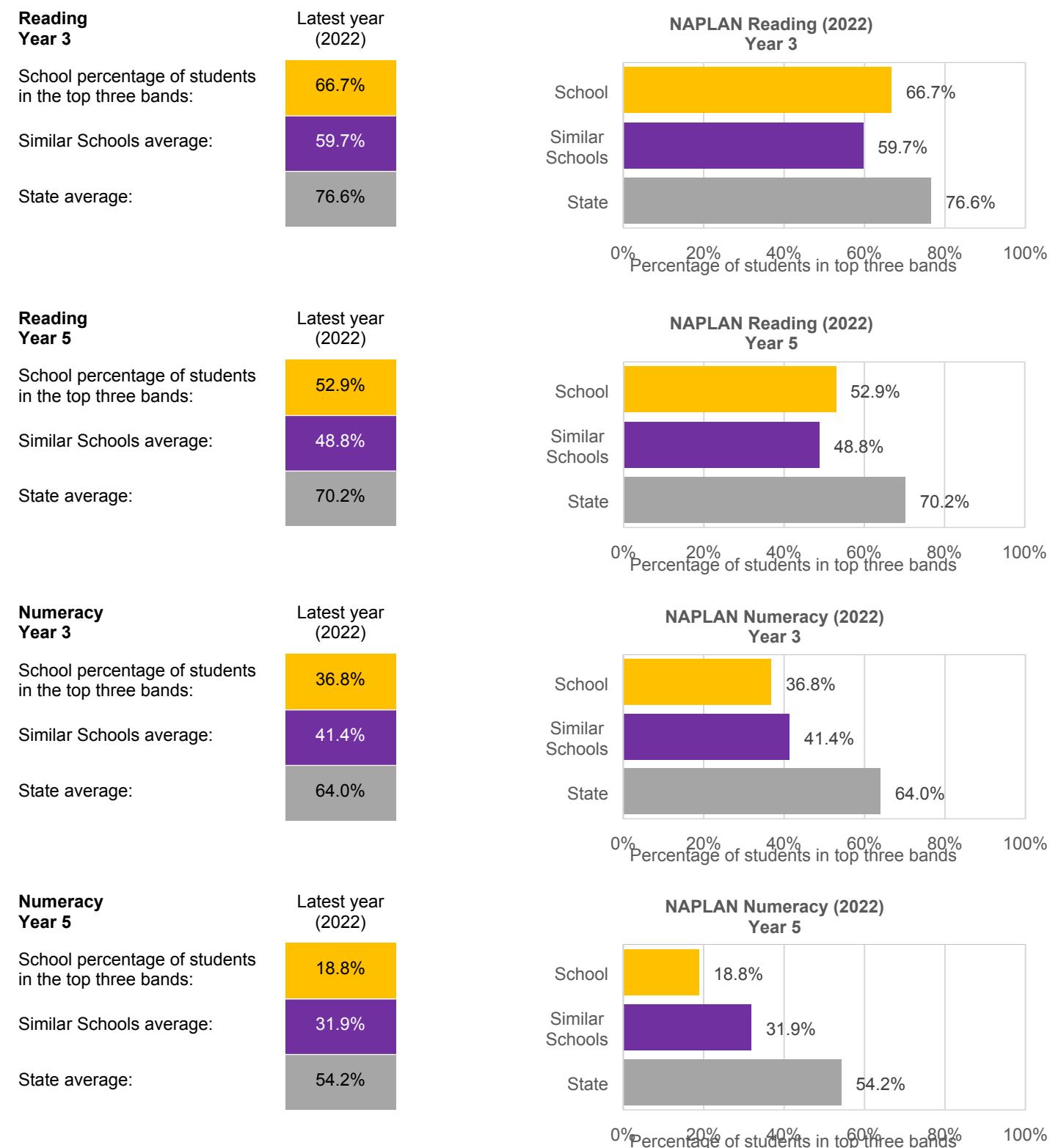
LEARNING (continued)

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.



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.

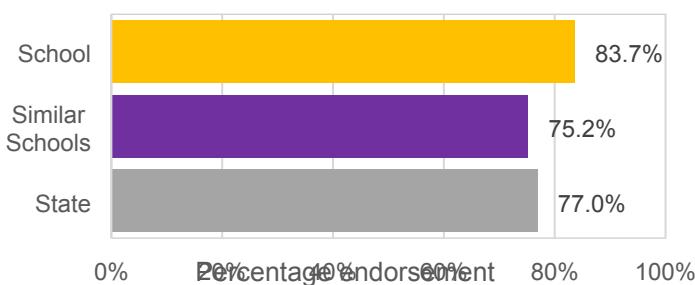
Student Attitudes to School – Sense of Connectedness

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:	83.7%	79.0%
Similar Schools average:	75.2%	76.8%
State average:	77.0%	78.5%

Sense of Connectedness (latest year) Years 4 to 6



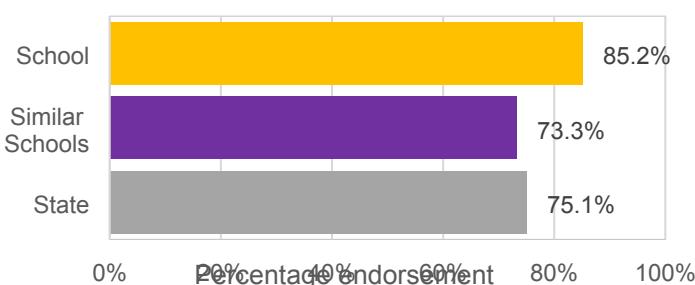
Student Attitudes to School – Management of Bullying

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:	85.2%	75.2%
Similar Schools average:	73.3%	74.8%
State average:	75.1%	76.9%

Management of Bullying (latest year) Years 4 to 6



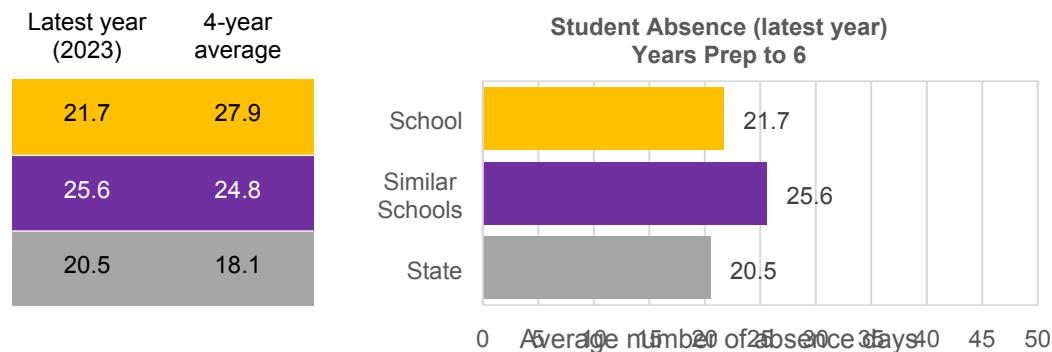
ENGAGEMENT

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:	21.7	27.9
Similar Schools average:	25.6	24.8
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%	90%	89%	91%	91%	87%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,084,608
Government Provided DET Grants	\$392,743
Government Grants Commonwealth	\$4,602
Government Grants State	\$0
Revenue Other	\$59,056
Locally Raised Funds	\$79,519
Capital Grants	\$0
Total Operating Revenue	\$2,620,527

Equity ¹	Actual
Equity (Social Disadvantage)	\$688,685
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$688,685

Expenditure	Actual
Student Resource Package ²	\$2,409,984
Adjustments	\$0
Books & Publications	\$1,979
Camps/Excursions/Activities	\$34,823
Communication Costs	\$10,009
Consumables	\$49,889
Miscellaneous Expense ³	\$87,477
Professional Development	\$22,850
Equipment/Maintenance/Hire	\$16,826
Property Services	\$124,098
Salaries & Allowances ⁴	\$122,826
Support Services	\$40,936
Trading & Fundraising	\$31,662
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,449
Utilities	\$31,957
Total Operating Expenditure	\$2,988,765
Net Operating Surplus/-Deficit	(-\$368,238)
Asset Acquisitions	\$37,405

- (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	\$1,056,690
Official Account	\$111,982
Other Accounts	\$0
Total Funds Available	\$1,168,671

Financial Commitments	Actual
Operating Reserve	\$85,377
Other Recurrent Expenditure	\$10,409
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$319,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$333,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$130,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$878,187

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.