

2023 Annual Report to the School Community

School Name: Westgrove Primary School (5365)



- 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 29 April 2024 at 08:01 AM by Christopher Gatt (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 29 April 2024 at 09:01 AM by Karlie Miles (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

Westgrove Primary School was established in 1995 and is located within the City of Wyndham on the land of the Bunurong People.

School Demographic

In 2023, we had approximately 570 students enrolled who were spread across 27 classes, four classes at each year level, with the exception of Year 3 where there were three classes.

We had a diverse student population, with 41% from a disadvantaged background, 36% EAL and 3% Aboriginal. The Student Family Occupation Index (SFO) is 0.6276 and the Student Family Occupation and Education Index (SFOE) is 0.5071. We worked tremendously hard to support all students to have access to the education they deserve.

Westgrove Primary Schools Intention, Vision and Values

Our intent at Westgrove Primary School is for our students to have the skills needed to participate in society in a meaningful way, which are articulated in our school vision and values. This is important because many of our students need real life skills in order to break the cycle of poverty and disadvantage and take full advantage of what is on offer.

Vision

Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.

Values

At Westgrove Primary School we are a diverse community who value Respect, Inclusion, Learning and Safety. These values underpin our decision making and guide the behaviours of all members of our school community.

The school motto "Together We Grow" underpins the core aim of working together to build a purposeful learning community.

Teaching and Learning

At Westgrove Primary School our instructional model is based on the Workshop Model, which has the Gradual Release of Responsibility (GRR) embedded within it. Over the last few years, the school has focused significantly on improving outcomes in reading. This encompassed improving teacher understanding and instruction and increased student and community engagement. This narrow focus saw improved results in this area. In the last 18 months our school has pivoted its focus to improving our practice and results in Mathematics, which is being supported by the work currently being undertaken within the Wyndham network.

All teaching staff are active participants in high functioning Professional Learning Communities (PLC), which operate in bands across the school. The PLCs support our staff in taking collective responsibility for all students. More recently the PLC focus has been on improving teacher knowledge and trying new practices to improve student learning whilst building teacher capacity in Mathematics.

Our specialist program includes PE, Italian, STEM, Visual Arts and Performing Arts. Additionally, we have an EAL specialist teacher and intervention teacher/s who support stretching those students working well above the expected level and those at risk in either English or Mathematics.

The school also integrates the latest technology as a tool to support learning, including iPads, laptops, a range of STEM resources and LCD screens in all learning spaces.

Engagement, Wellbeing and Inclusion

The School Wide Positive Behaviour Support (SWPBS) initiative combined with the Berry Street Education Model (BSEM) underpin our approach to wellbeing. The school community has a strong focus on explicitly teaching students the expected behaviours and attitudes aligned with our school values. We are committed to improving student attendance rates and have sound strategies in place for tracking and the follow up of student absences.

Our students have a range of leadership opportunities which include our formal leadership position (School Captaincy, House Leaders and Student Voice Leaders) and our Better Buddies and Community Service programs.

In 2023, our school commenced its implementation of the Disability Inclusion model and became involved in the Side-By-Side Pilot program to improve the attendance and achievement of our students with significantly low attendance.

Facilities

Our grounds have three designated play equipment areas, a synthetic sports area, a gymnasium, well-resourced library, daily canteen and well furnished classroom buildings. In addition, we have a swimming pool on school grounds, which we are in a joint use agreement with Paul Sadler Swimland. Our students regularly access swimming programs as do several local schools who hire the facility. We are proud of the Indigenous garden we have established in recent years. It includes a meeting place, a culturally significant sculpture and planting as well as signage which has been created by our Indigenous student population.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our schools learning focus within the Annual Implementation Plan (AIP) continued to be Mathematics. We aimed to build staff capacity in utilising data to cater for the needs of all learners, particularly in Mathematics and build staff understanding and capacity in developing high quality Individual Education Plans (IEPs) which support the learning and wellbeing needs of all learners. Our work in 2023 included:

- refining our leadership teams roles and responsibilities, to ensure we have a learning specialist tagged to both English and Mathematics.
- establishing a Mathematics Priority Team who became our lead learners and drivers of the school's work in Mathematics.
- having a consistent PLC focus on Mathematics across all bands across the school, which included the consistent use of the Number Mathematics Online Interview (MOI) data.
- narrowing the whole school professional learning school to ensure frequent and consistent professional learning opportunities and reviewing of our practice in the Mathematics space.
- introducing a refined scope and sequence and direction for the teaching and learning of mathematics skills and concepts. This in turn provided the opportunity for staff to build their curriculum content knowledge.
- working with our Mathematics Consultant, Michael Minas, to introduce the Launch, Explore, Summarise instructional model for mathematics teaching and learning. This involved whole staff professional learning, demonstration lessons by our consultant and learning specialist, lesson observations, debrief sessions and support to design Mathematics lessons.
- continuing to implement Number Talks with fidelity and consistency across the school.
- utilising the VCAA learning progressions, Mathematics Online Interview data and Digital Assessment Library (DAL) to drive building teacher capacity (understanding and pedagogy) in Mathematics.
- purchasing a range of classroom and teacher reference materials. This included having consistent Mathematics resources across all classrooms and planning/ support materials for teachers to access in order to support the lesson design phase.

When reviewing the school's Learning Performance Data specifically within the Annual Report and our school based data gathered at the conclusion of 2023, the following was achieved:

- the number of students we have performing at a Strong or Exceeding proficiency level in NAPLAN for Year 3 Reading, Year 3 Numeracy and Year 5 Reading is above 'similar schools', however we do sit behind the state averages (varying degrees) in all areas.
- there was a slight increase in students marked at or above the expected level (teacher judgement) in Mathematics from 2022. When looking at the data breakdown, the students assessed above the expected standard has increased by 2.9% (19 children).
- there was a decrease in students marked at or above the expected level (teacher judgement) in English from 2022, which is like the performance of our 'similar schools'.
- the overall proportion of students in years 1-6 (matched cohort) at or above level (stanine 4+) in PAT Maths (adaptive) increased by 5% from 2022.
- there was marked improvement in our Mathematics Online Interview (MOI) data across all year levels, specifically in the areas of Counting and Place Value.

Wellbeing

In 2023 our school's wellbeing focus within the Annual Implementation Plan (AIP) was to refine and embed consistent School Wide Positive Behaviour Support (SWPBS) practices across the school, adapt and refine the school's inclusive practices and to continue to increase all stakeholders knowledge and understanding on the importance of student attendance and how it impacts all aspects of student wellbeing. Our work in 2023 included:

- refining and embedding our SWPBS Matrix of Expected Behaviours. This included gathering feedback from our community and launching our positive acknowledgement system that links directly to our school values.
- implementing a termly school based AtoSS survey with our Year 3-6 students, which took elements of the survey which we wanted to work on as a school and gather ongoing feedback from our students. This enabled teams to work collaboratively on a common goal across the cohort and target the SEL curriculum to their cohort need, as well as individual classes working towards their own goal based on their class data.
- rolling out the Disability Inclusion (DI) model and refining our practices that support our vulnerable cohorts of children. This included establishing whole school documentation and processes for Individual Learning Plans (IEPs) development and monitoring, Student Support Group cycles and expectations and professional learning with all staff on inclusive practices.

- developing an internal student and family referral process to enable the school to support families and provide targeted interventions for students.
- working collegiately with families, teachers, external agencies and DET personnel to implement the Side-By-Side initiative to support our most vulnerable learners who have low attendance.
- continuing our connection with services within the community, this has included our family worker, Anglicare and allied health professionals.

When reviewing the school's Wellbeing Performance Data specifically within the Annual Report:

- our Attitudes to School Survey (AtoSS) data in the Sense of Connectedness domain is well above the Similar Schools and the state average, with our 4-year average increasing from 2022.
- our AtoSS data in the Managing Bullying domain continues to be in line with 'similar schools' and state four-year averages, however there was a decline in our 2023 data set.

In preparation for 2024, our Social and Emotional Learning (SEL) Scope and Sequence was developed, which brings together the Personal and Social capabilities within the Victorian Curriculum, Respectful Relationships, the Zones of Regulation and the Berry St Education Model (BSEM). Additionally, a Mental Health and Wellbeing Leader was appointed as part of the Mental Health in Primary Schools initiative being rolled out in Western Melbourne.

Engagement

In 2023 one of our Annual Implementation Plan (AIP) goals continued to be around improving student attendance. Our work in 2023 included:

- working with the Wellbeing Priority team frequently to analyse attendance data and to refine attendance processes, including roles and responsibilities, unexplained absence follow up and Attendance Improvement Plans.
- implementing cohort Attendance data walls to support staff monitoring student attendance and support attendance improvement conversations with families.
- celebrating and acknowledging student attendance with our weekly Attendance Cup, termly Principals lunch and class reward and end of year raffle.
- implementing a termly school based AtoSS survey with our Year 3-6 students which enabled individual classes to identify and set a goal to work towards based on their data.
- working collegiately with families, teachers, external agencies and DET personnel to implement the Side-By-Side initiative to support our most vulnerable learners who have low attendance.
- providing an array of events, activities and support to connect and engage students and families with school, such as robotics, student leadership, buddies, community services program and the Year 5/6 Elective program, Breakfast Club, Free Food Tuesdays and uniform support (States Schools Relief and second-hand uniform).
- improving our communication systems with families, particularly around excursions and events.

As a school we celebrate the following improvements to our 2023 Student Attendance data:

- the average number of student absence days reduced by 3.2 from 2022 and sits in line with 'similar schools'.
- student attendance rates across five year levels did increase in 2023 from the previous year, with a minimum of 3% in four of those year levels.
- the percentage of students with 20+ days absences reduced by 10%.
- the average student unapproved absence rate reduced to 5.4 days from 7.4 days.

In addition, both the school's Parent Satisfaction and School Climate data within the Annual Report have positively improved and sit above state averages. In 2023, the Parent Satisfaction data improved by 5.3%, whilst the School Climate data improved by 13.3% from 2022.

Financial performance

Westgrove Primary School maintained a sound financial position throughout 2023 and continued to spend funds on both human and physically resourcing student programs and maintaining and updating the physical environment.

In 2023, Westgrove Primary School received Equity, Tutor Learning Initiative and Tier 2 Disability Inclusion Funding. We invested a significant portion of these funds, which include the two aforementioned funding streams, on our staffing profile. This included:

- having each band (P-2, 3/4 and 5/6) of the school supported by a Leading Teacher (Instructional Leader) and Learning Specialists (P-6 English and Mathematics) to build staff capacity in line with school targets and student needs and oversee the work of the learning tutor.

- providing teaching staff with additional non-face to face time to support them meeting the needs of our students.
- smaller class sizes across the school, with the average class size across the school being 21.1.
- increasing the staffing profile in the Wellbeing and Welfare space to meet the needs of our diverse school community.
- establishing a Disability Inclusion Leader role within the leadership team to lead the change across the school.
- employing additional Education Support staff to support learners within classrooms.

We also spent a significant portion of our funds on the following physical resources:

- purchasing book packs for every student across the school.
- the final steps to phase out our Bring Your Own Device (BYOD) program, which has the school to purchase or lease a significant amount of hardware and storage.
- a number of maintenance projects around the school, which included the outdoor painting of the school, playground repairs, replacing whiteboards in classrooms.
- purchasing replacement furniture for several classrooms.

Additional funding considerations include that Westgrove Primary School:

- is in a Joint Use Agreement with Paul Sadler Swimland. At the end of 2023 the Swimland Holding Account (capital reserve for pool works) held \$35,703.29, funds were spent on re-tiling the swimming pool and having the pool deck replaced.
- was financially prepared to end the 2023 calendar year in a financial deficit in its credit funding due to reducing enrolments. However, the school ended the year in a financial surplus in its credit due to several staffing changes throughout the year the school.
- is setting aside funds for several significant buildings, grounds and maintenance works in the near future. This includes works to the administration building to improve security and access to school grounds, installing a shade structure over the basketball court and replacing flooring and cabinetry in some of our classrooms.

The School Council of Westgrove Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at the school.

For more detailed information regarding our school please visit our website at
<https://www.westgrps.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 577 students were enrolled at this school in 2023, 290 female and 287 male.

36 percent of students had English as an additional language and 4 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).

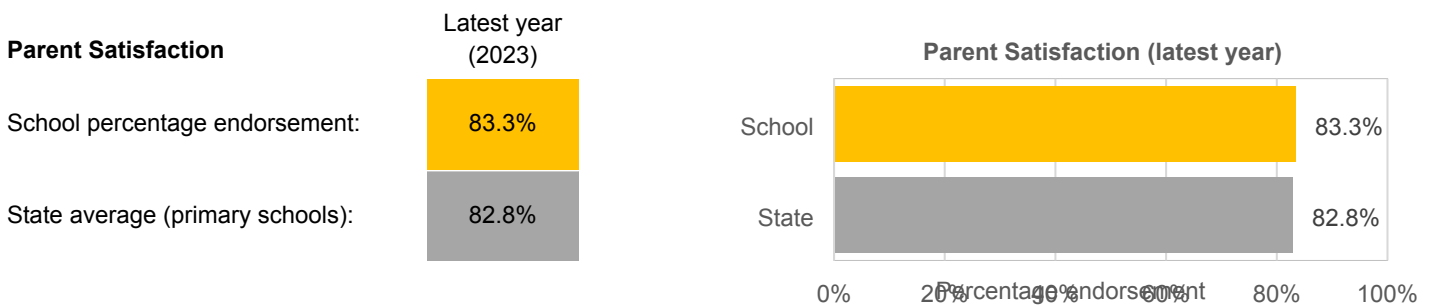
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

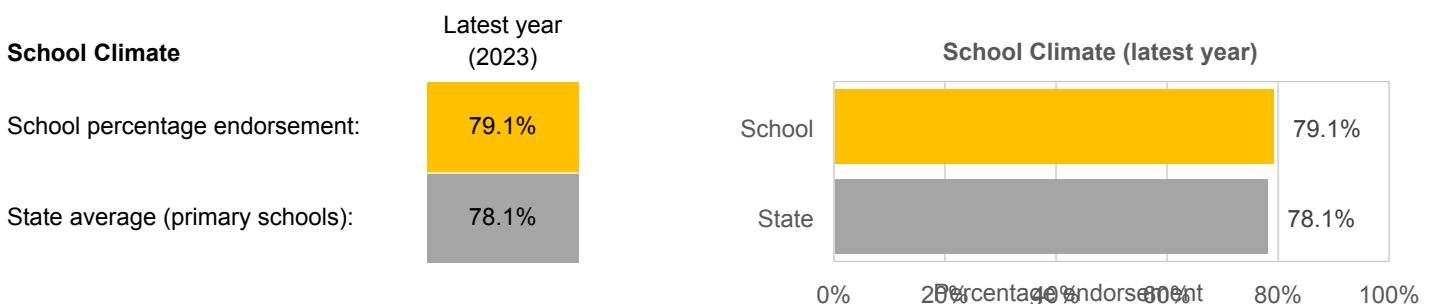


School Staff Survey

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:

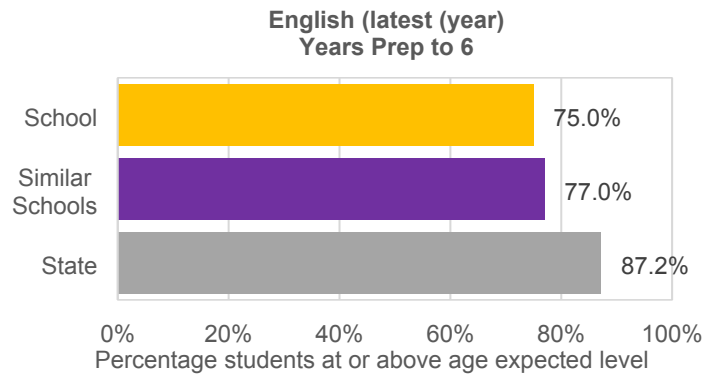
75.0%

Similar Schools average:

77.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

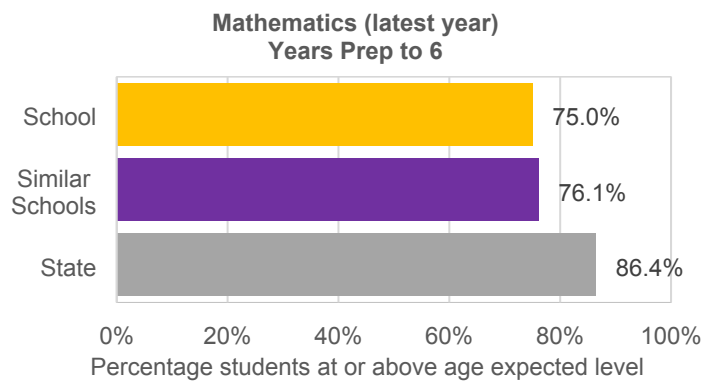
75.0%

Similar Schools average:

76.1%

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:

59.2%

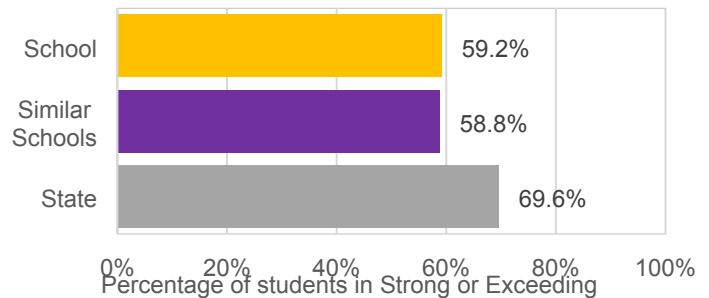
Similar Schools average:

58.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

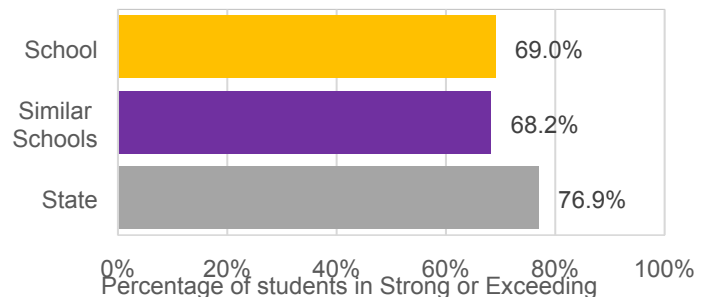
Similar Schools average:

68.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.3%

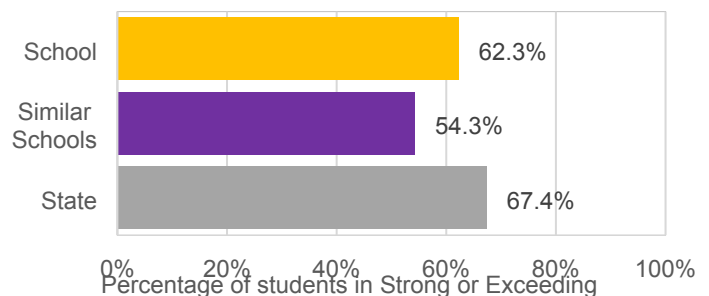
Similar Schools average:

54.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.4%

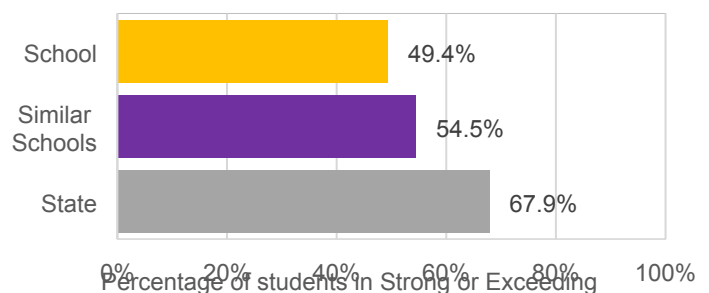
Similar Schools average:

54.5%

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:

83.1%

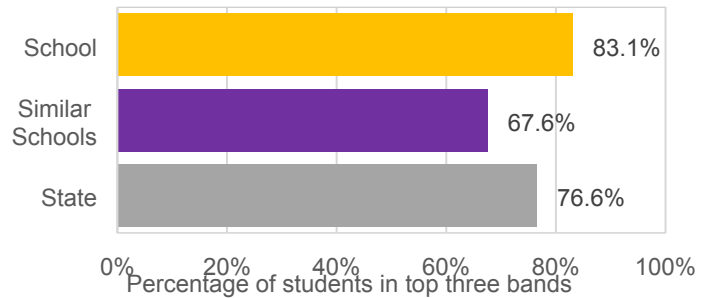
Similar Schools average:

67.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

73.2%

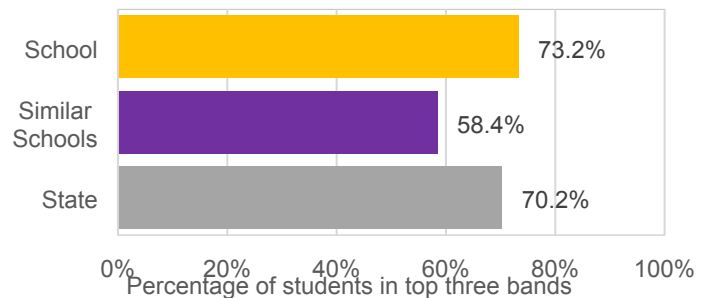
Similar Schools average:

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:

64.3%

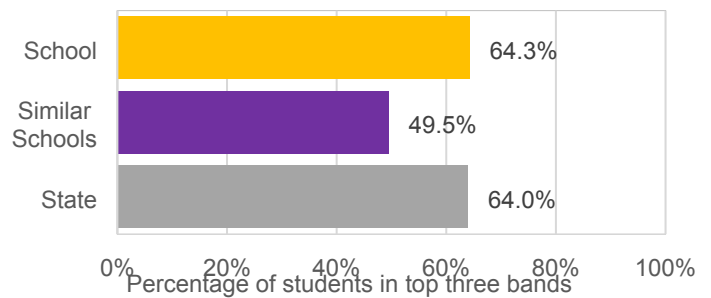
Similar Schools average:

49.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

50.6%

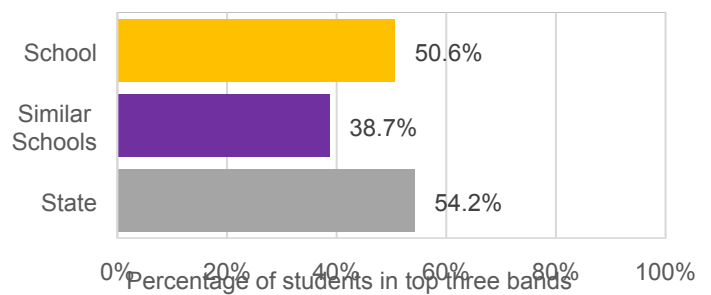
Similar Schools average:

38.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

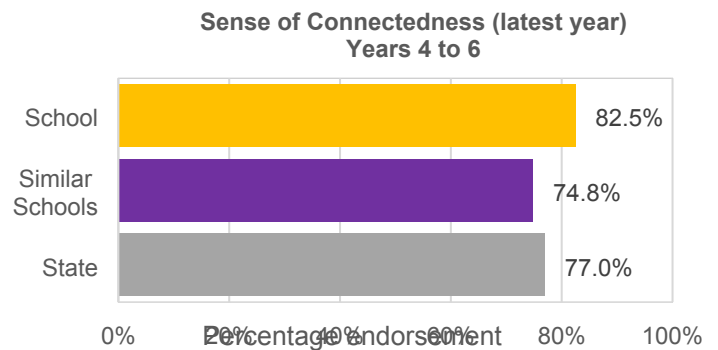
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 82.5% | 84.4% |
| Similar Schools average: | 74.8% | 76.7% |
| State average: | 77.0% | 78.5% |

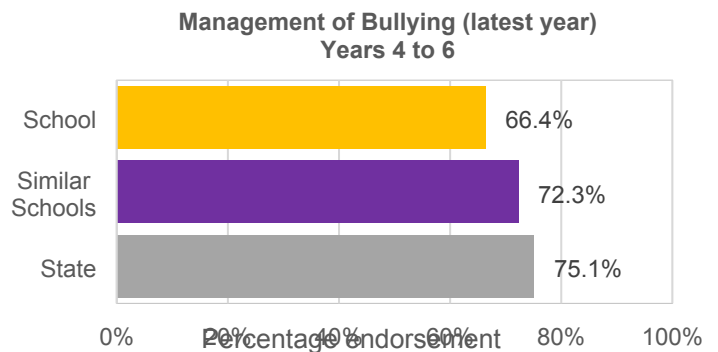


Student Attitudes to School – Management of Bullying

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: | 66.4% | 76.8% |
| Similar Schools average: | 72.3% | 74.4% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

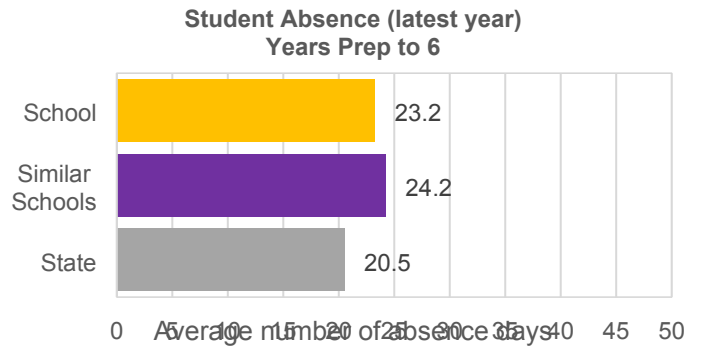
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 23.2 | 22.2 |
| Similar Schools average: | 24.2 | 22.0 |
| 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% | 88% | 88% | 92% | 89% | 88% | 85% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,466,361 |
| Government Provided DET Grants | \$1,017,769 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$9,200 |
| Revenue Other | \$150,068 |
| Locally Raised Funds | \$376,735 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$8,020,133 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$837,168 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$837,168 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$6,398,772 |
| Adjustments | \$0 |
| Books & Publications | \$7,332 |
| Camps/Excursions/Activities | \$108,733 |
| Communication Costs | \$3,909 |
| Consumables | \$106,789 |
| Miscellaneous Expense ³ | \$241,184 |
| Professional Development | \$16,968 |
| Equipment/Maintenance/Hire | \$198,507 |
| Property Services | \$162,261 |
| Salaries & Allowances ⁴ | \$60,444 |
| Support Services | \$343,957 |
| Trading & Fundraising | \$82,737 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$144,511 |
| Total Operating Expenditure | \$7,876,105 |
| Net Operating Surplus/-Deficit | \$144,029 |
| Asset Acquisitions | \$50,429 |

- (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 | \$1,336,426 |
| Official Account | \$96,972 |
| Other Accounts | \$84,503 |
| Total Funds Available | \$1,517,901 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$220,238 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$122 |
| Funds Received in Advance | \$46,409 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$6,685 |
| Repayable to the Department | \$260,626 |
| Asset/Equipment Replacement < 12 months | \$120,000 |
| Capital - Buildings/Grounds < 12 months | \$145,000 |
| Maintenance - Buildings/Grounds < 12 months | \$173,700 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$545,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,517,779 |

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.