

2023 Annual Report to the School Community

School Name: Davis Creek Primary School (5505)



- 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 06 March 2024 at 11:48 AM by Philip Fox (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 13 March 2024 at 01:36 PM by Sara Mahmood (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

Davis Creek Primary School is located in the Tarneit area of Melbourne, approximately 30 kilometres from the centre of Melbourne. This has been our fourth year of operation and at February census the enrolment was 861 students from Year prep to six children. Davis Creek continued to grow over the year with a final enrolment of 877 students. In 2023 we worked with staff and students to support the understanding of the school's mission, vision and values. This was our second full year of operation with students onsite fulltime for the entire school year. So one of our goals in our vision is to develop a strong social and emotional learning curriculum through design and implementation of 'Who we are' units of inquiry utilising Rights Respectful Relationships, Open Parachute that received additional funding for and the Berry Street Implementation Model. In 2023 we celebrated our full authorisation as an International Baccalaureate School implementing the Primary Years Programme. We continue to strive for excellence in education offering our students a high quality innovative learning experience based on the latest research.

Davis Creek Primary School's mission is to develop and achieve an inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners.

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide excellence in teaching and learning in a safe and supportive education environment
- flourish as caring individuals who display compassion and build positive relationships
- embrace challenges and take principled action, both locally and globally developing international mindedness
- be engaged, empowered and energised learners and leaders who demonstrate a high level of agency
- develop positive and genuine partnerships with the community.

Davis Creek Primary School's values are based on the acronym of C.A.R.E. Curiosity, Agency, Respect and Excellence

The Student Family Occupation Education (S.P.O.E) index is 0.3345. 70% of our students are EAL background ranging from a number of countries. We also have attracted 15 international students to our school.

The teaching staff work within Professional Learning Communities (PLCs).

The school grounds include a Performing Arts and Physical Education Centre (P.A.P.E), two learning hubs, an administration building including a school library, four permanent portable classrooms, basketball and sports playing field. The school also included two adventure playgrounds. In 2023 we have conducted major projects including the landscaping of our grounds to restore irrigation systems and planting to create nature play spaces for our students. At the rear of our property we have created a inclusive play space where students can develop their gross motor skills and improve wellbeing through play and fun. This included a climbing wall, Gaga pit, ropes course as well as log areas where students can climb. In recognition of our commitment to reconciliation we have a yarning circle. After consultation with our students these were the things they wanted in the new play space.

The staffing profile at Davis Creek Primary School in 2023 included a principal, three assistant principals, twelve learning specialists and four leading teachers, 37 teachers and 30 Education Support staff. The school implements the Victorian Curriculum and this is differentiated to meet individual student learning needs. The school provides an accredited Out of School Hours Care Program, operated by Their Care. We continued to offer a specialist program to all children in Japanese, Physical Education, Visual Arts, STEM and Music.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we have established ourselves as a school with a positive profile in the Tarneit area of Melbourne. There were two F.I.S.O improvement initiatives: Building Practice Excellence (Excellence in Teaching and Learning and Evaluating Impact) and Positive Climate for Learning (Setting Expectations and Promoting Inclusion). As a new school we continued to focus on two vital school level factors that would lay a strong foundation for success in the future. The development of a safe and orderly environment through as well as excellence in teaching and learning to promote the right conditions to set the school up for success and address the challenge of future rapid growth.

In 2023 the school focused on the implementation of our first School Strategic Plan. In 2023 Davis Creek Primary School we developed a writing instructional model with a focus on the literacy practices that support to include strong routines to support the successful implementation of this model. This included building teacher knowledge and practice around supporting greater students

agency through an authentic model to include student voice and choice. We also focused on the introduction of grammar teaching through utilising the grammar menu from the Australian Curriculum. Our instructional model for writing is focused on building student agency as writers as well as planning a strong differentiated approach through analysis of student writing samples.

Teachers in the early years trialled checklists provided to them from the external consultant developed from the Victorian Curriculum and WA First Steps so we are tracking student process closely. Rapid Action Plans were developed to support the Guiding Coalition to monitor and track as we worked towards the end goal in our AIP. This also supported our PLC leaders to lead the change within their teams. These plans were developed together and learning walks were implemented to monitor and support staff with understanding the next steps. At the same time we have reviewed our Early Year practices in reading to ensure students are making strong growth. This has included the conducting of regular running records so that we are planning for responsive teaching. We also have focused on our unit planning to ensure we have a model that reflects what reading process theory recommends. When examining our teacher judgements for English and Mathematics we are like similar schools and lower than the state average. In reading on the Differentiated School report we have moved into the sphere of influence. This represents our high performance in Reading.

Some areas for action and celebration for 2023 are:

1. Addressing the variability that exists between classrooms and support high quality professional learning to support the building of professional knowledge and practices. For example build professional content knowledge in writing so that teachers can analyse writing and plan with precision what different students need as writers.
2. Joined and participated in the the Primary Mathematics Specialist Program to support our teacher leaders to coach and lead the improvement of the teaching of numeracy across the school. This has resulted in teachers being more excited with the teaching of mathematics and recognising that mathematical thinking and problem solving is how we engage students and their interests. We still identified Mathematics as an area for growth as a school so that our children are performing better compared to state in NAPLAN and PAT.
3. The improvement through monitoring and tracking our students as readers has improved. The planning model has ensured we are focused on all key strategies and skills that our students need as readers.
4. Students have strongly endorsed the learning at DCPS. Differentiated Learning Challenge 94%, Sense of confidence 81% and Stimulated Learning 91%. We are well above state in these areas.

Wellbeing

We have had a strong focus on establishing processes at the school for Student and Staff Wellbeing. In 2023 our key wellbeing goal was to improve the teaching of social and emotional wellbeing through the implementation of the year long 'Who we are' units of inquiry. These were developed in 2022 through a Community of Practice. Respectful Relationships, Open Parachute and the Berry St Education Model were used to develop strong lines of inquiry. We began to develop Rapid Action Plans to monitor and track the progress and ensured support was provided to teaching staff who were new to the school.

The students completed an attitude to school survey which provided the school feedback around some key wellbeing areas. Students rated the following positively- Peer relationships increased to 85% of positive endorsement and 79% of students feel connected to the school. We do have a plan for transition when new students start at our school that is consistent schoolwide. We did note that individual resilience of children improved to being above state and was rated positively by 70% of students. We also noted that 75% of students felt that bullying was managed at our school. The staff opinion survey completed by teachers in 2023, shows a slight improvement. Overall the school was just under the state average and was at 71%. This requires further investigation by the school leadership team and work is needed to support teacher wellbeing especially after the challenges of the past two years. Retention of staff is a statewide problem and has been a challenge for us as well. We want to strive to maintain and retain our best staff. This needs to be a focus for the future. At Executive and Guiding Coalition we had a comprehensive analysis of all data sets to develop the AIP. We support our staff well with high quality professional learning and coaches play an important role on the ground. When examining the data the following actions were :

1. Support all teachers to implement a social and emotional learning curriculum.
2. Develop a model of wellbeing for teachers at DCPS through the work with a consultant from Growth Coaching International. Building trust in colleagues is an area we are honing in on.
3. Continue to build community through a range of school wide events and regular and ongoing reporting to parents.

Engagement

Attendance in our fourth year of operation has continued to be a challenge. Although we had a full year of onsite learning for all,

25% of students at our school had 30 or more days absent. 21% of students missed between 20 and 29.5 days of school in 2023. The remaining students missed less than 19.5 days of schooling. Student illness and family holidays accounted for the majority of student absences. The Principal has invited families in and discussed the importance of children being at school. This education session has benefitted families understanding how this impacts on learning as well as their child establishing connection and relationships at school. We also introduced positive acknowledgement of students who had greater than 90% attendance. This included pizza lunches for students who had close to 100% attendance in September, and this has been celebrated at school assemblies. Our students completed the Attitudes to School Survey and the following were strong indicators of engagement. 92% of our students strongly endorsed their attitudes to attendance. 96% of students believe teachers have high expectations for them to be successful. 91% of students believe that learning is stimulating. Action we have taken to address our concerns for student attendance are:

1. Assistant Principals monitor attendance fortnightly and we are celebrating with students those who have exemplary attendance and contacting families where attendance has been below 90%.
2. A clear plan for 2024 around attendance so that follow up is clear and we use this as an opportunity to establish positive partnerships with these families. Every student who goes on a family holiday the parents meet with the Principal beforehand. This is an opportunity to build the relationship.
3. The continued growth has implications of staff and student induction. We want to support all new staff and students to understand practices that we value to support student wellbeing, engagement and learning.
4. A clear attendance plan where every staff member understands what their role and responsibility is. This includes teachers calling parents when their child's absence is unexplained.

Other highlights from the school year

We have held a number of very successful activities that have engaged the whole community. These are:

1. Movie Nights, Science Extravaganza, Big Active afternoons where parents can meet their child's teacher and a high quality Music Concert.
2. We were authorised as a International Baccalaureate school implementing the Primary Years programme. This has supported the school to provide a rich array of experiences that builds literacy and numeracy as well as skills that can support our students to be effective learners.
3. The Quality Professional learning experiences for teachers helps us to build a culture of rich learning where students feel empowered, energised and engaged. Working with Deb Sukarna has supported us as a school to understand the complexities of teaching reading and writing.
4. Introduction of the Executive team as we have grown as a school and this supports the development of our middle leaders.

Financial performance

The school's financial position at the end of 2023 ended with a surplus of \$648,429.00 (unconfirmed). These funds will support payment of iPads as part of the Digital Roadmap for our school to increase the level of technology used by our students. New contracts for Big Childcare and H&H Canteen were secured, achieving \$76,023.00 in extra funding; this has assisted with the purchase of the gym screen which has been utilized for professional development days and school assemblies. SRP Equity Funding increased as determined by the August census data to \$94,117.50. This equity funding supports students to participate in schoolwide events such as camps, excursions, swimming, and incursions.

Our Library Fund grew to \$4,210.00 from donations and our fundraising initiative 'All Aboard' achieved over \$11,196.00 which assisted our families and supported with the continued school set up of resources, professional learning of teachers and completion of our major works projects, a new playground and landscaping.

For more detailed information regarding our school please visit our website at
<https://www.daviscreekps.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 871 students were enrolled at this school in 2023, 416 female and 455 male.

70 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).

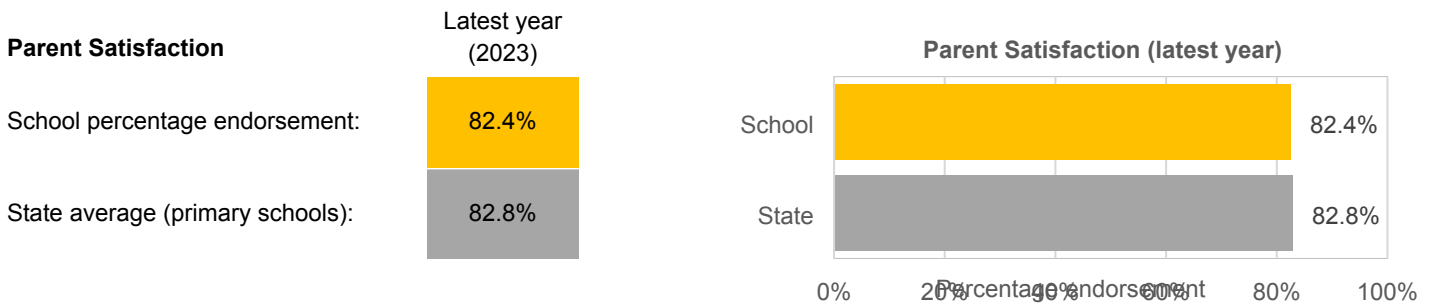
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

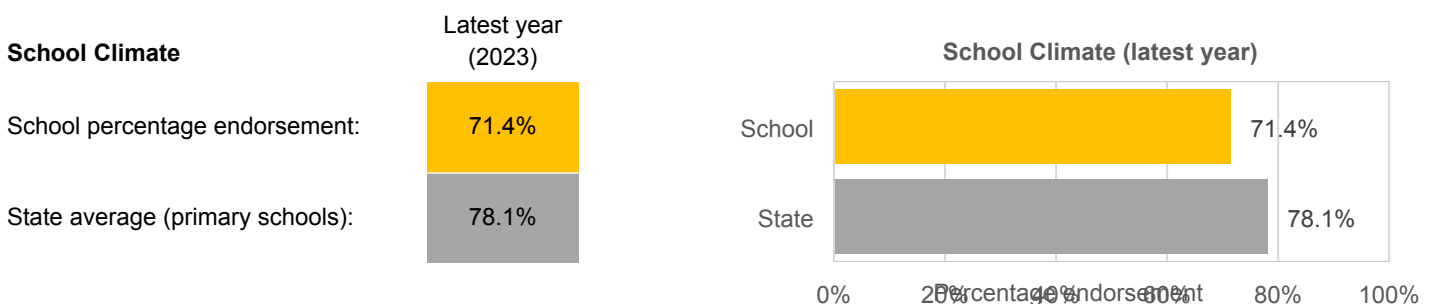


School Staff Survey

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:

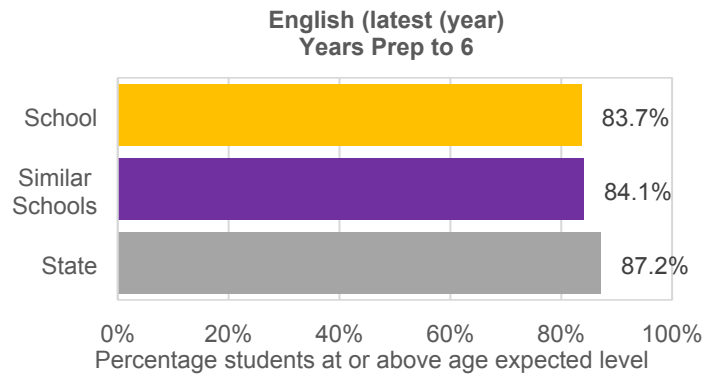
83.7%

Similar Schools average:

84.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

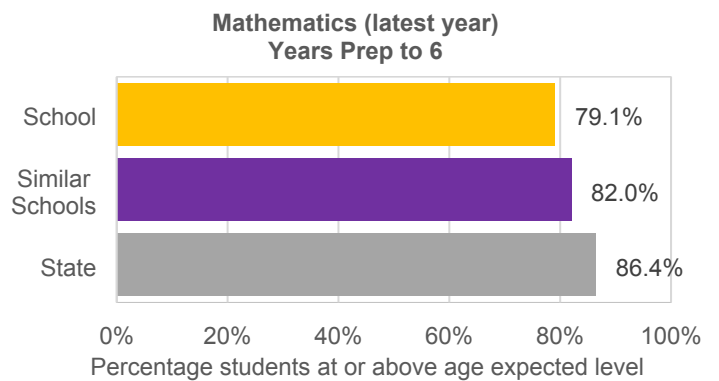
79.1%

Similar Schools average:

82.0%

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:

64.3%

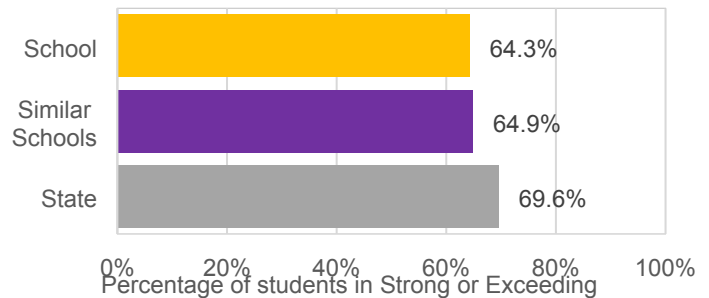
Similar Schools average:

64.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.2%

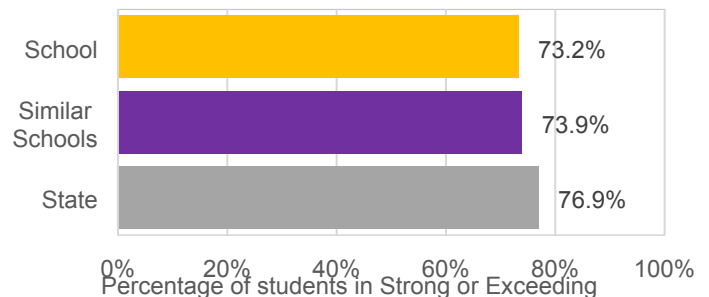
Similar Schools average:

73.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.7%

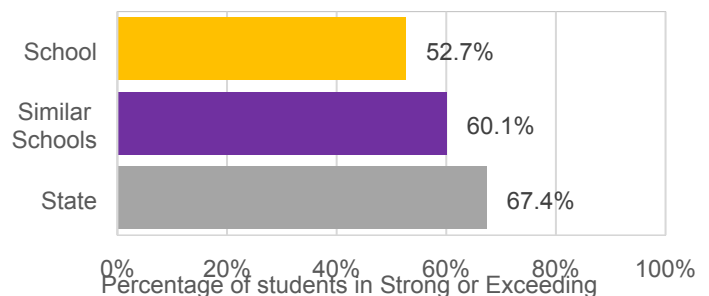
Similar Schools average:

60.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

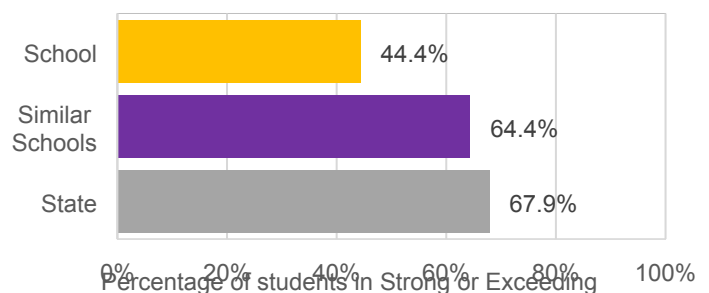
Similar Schools average:

64.4%

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:

66.7%

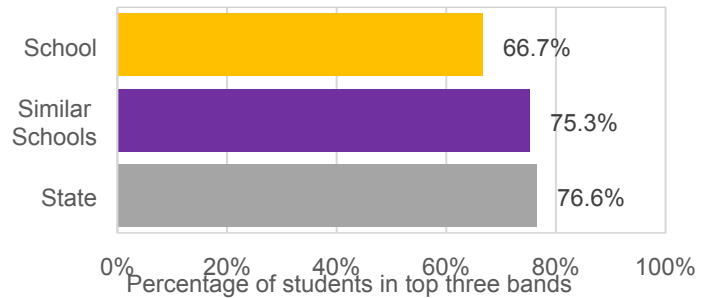
Similar Schools average:

75.3%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

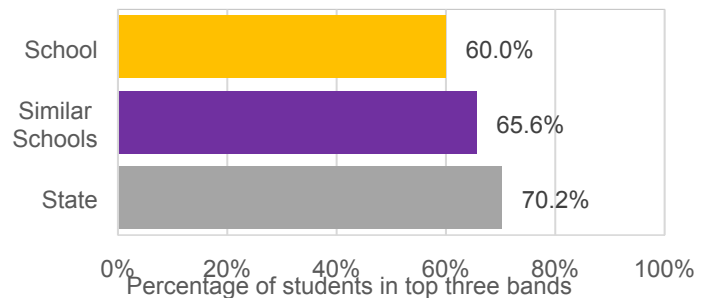
Similar Schools average:

65.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

42.4%

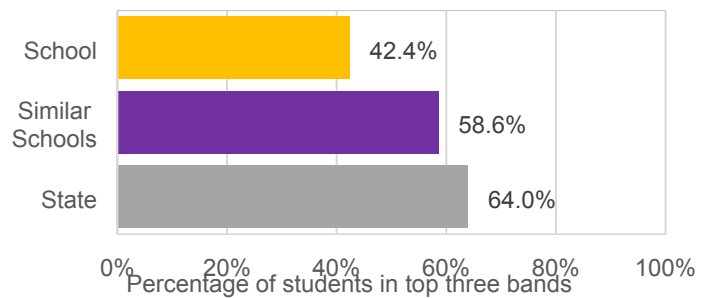
Similar Schools average:

58.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

43.5%

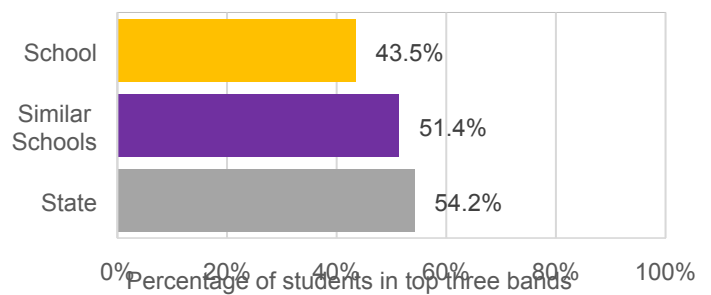
Similar Schools average:

51.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

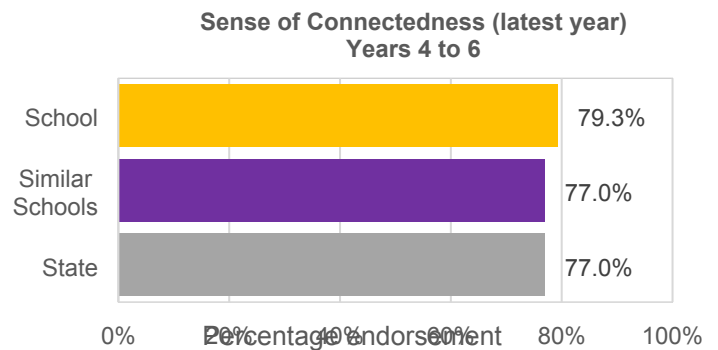
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 79.3% | 79.5% |
| Similar Schools average: | 77.0% | 78.8% |
| State average: | 77.0% | 78.5% |

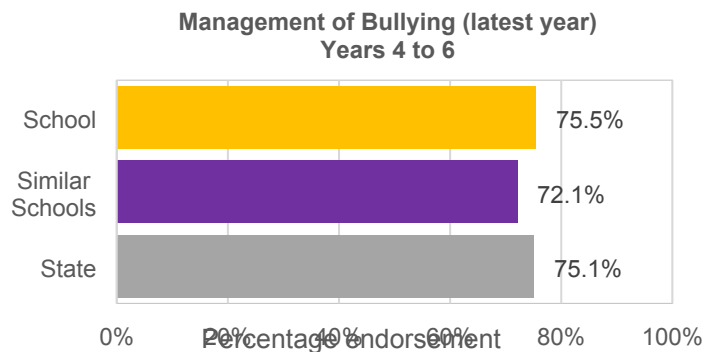


Student Attitudes to School – Management of Bullying

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: | 75.5% | 74.1% |
| Similar Schools average: | 72.1% | 74.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

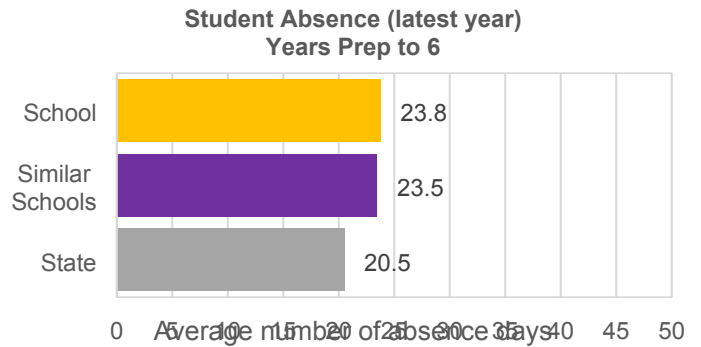
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 23.8 | 23.9 |
| Similar Schools average: | 23.5 | 20.9 |
| 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): | 86% | 87% | 88% | 89% | 89% | 90% | 89% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$9,196,377 |
| Government Provided DET Grants | \$1,242,532 |
| Government Grants Commonwealth | \$8,201 |
| Government Grants State | \$0 |
| Revenue Other | \$30,330 |
| Locally Raised Funds | \$371,460 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$10,848,901 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$94,118 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$94,118 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$8,516,060 |
| Adjustments | \$0 |
| Books & Publications | \$28,792 |
| Camps/Excursions/Activities | \$176,005 |
| Communication Costs | \$5,793 |
| Consumables | \$170,003 |
| Miscellaneous Expense ³ | \$65,505 |
| Professional Development | \$142,347 |
| Equipment/Maintenance/Hire | \$84,618 |
| Property Services | \$182,951 |
| Salaries & Allowances ⁴ | \$50,647 |
| Support Services | \$219,840 |
| Trading & Fundraising | \$15,094 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$44,649 |
| Total Operating Expenditure | \$9,702,304 |
| Net Operating Surplus/-Deficit | \$1,146,597 |
| Asset Acquisitions | \$421,347 |

- (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 | \$237,223 |
| Official Account | \$56,041 |
| Other Accounts | \$4,210 |
| Total Funds Available | \$297,474 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$176,110 |
| Other Recurrent Expenditure | (\$1,039) |
| Provision Accounts | \$200 |
| Funds Received in Advance | \$49,235 |
| School Based Programs | \$45,849 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$22,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$292,356 |

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.