

2023 Annual Report to the School Community

School Name: Maramba Primary School (5293)



- 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 02:21 PM by Moniba Ehsan (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 18 April 2024 at 09:27 AM by Scott Pestana (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

In 2023, Maramba Primary School had an official Census Day enrolment of 279 students. We are a multicultural mid-sized school situated in the outer south-eastern suburbs of Melbourne in the City of Casey in an established area of Narre Warren with little to no further housing growth. We are in the low-mid range with respect to overall socio-economic profile and approximately 46% of our students have English as an additional language and 1 percent Aboriginal or Torres Strait Islander. We value diversity through appreciating our multicultural society and all the differences that background and personality can bring to our community. This helps us to think divergently and embrace all the unique qualities we have.

At Maramba Primary School, we value innovation, collaboration, professional development and research as the pedagogical foundation of continued lifelong learning. Since 1991, our school has provided exceptional opportunities to the children and families of Narre Warren. As we continue to embark upon our own educational journey of growth, we believe every child is entitled to an outstanding education, which involves nurturing the whole child and the development of students as independent learners. All of our students deserve the best from our school and the dedicated staff seek to provide this in many ways.

Our Vision

Providing a caring environment where aspirations are nurtured, positive relationships grow, success is celebrated and a passion for lifelong learning is ignited.

Nurture. Innovate. Celebrate.

Our School Values

- Respect: We are understanding and are considerate of everyone's rights.
- Relationships: We nurture our connection with others.
- Resilience: We are brave when faced with challenges.
- Responsibility: We recognise our actions and make a positive difference.

The words Nurture, Innovate and Celebrate encapsulate our vision, which are strengthened by our school values of Respect, Responsibility, Relationships and Resilience.

We believe we have a collective responsibility to our philosophy of education, which is to provide quality teaching and learning and improved educational outcomes for all. In order to achieve this, the school provides an environment, which equips everyone with the strategies & skills for lifelong learning. All staff provide the professional support and commitment students need as they pursue their learning and goals. In doing so, the school seeks to engage the students in learning in its broadest context, connecting them to the wider community. We are committed to supporting children through this and ensuring that we continue to challenge ourselves so that we can challenge the children.

Human Literacy – The Holistic Child

2023 was the seventh year as a Human Literacy School Community. Human Literacy focuses on continually supporting student learning and wellbeing. Being deliberate in building our knowledge of being human, and allows us to use this knowledge to empower our learning and our lives. It is the essential foundation to progressive and sustainable life-long learning and wellbeing. Human Literacy goes beyond social and emotional learning. It harnesses the importance of a values-based education, promotes safety (including cyber safety), nurtures a growth mindset, and supports students to be innovative thinkers and actioneers. Human Literacy consists of 5 key elements: Social, Physical, Intellectual, Cultural and Emotional (known as the S.P.I.C.E. elements).

To nurture, develop and strengthen the range of unique qualities, interests and talents of our students, we offer extensive specialist curriculum areas for our students from Foundation to Year 6. These are:

- STEM – Science, Technology, Engineering, Mathematics
- KITCHEN GARDEN
- PHYSICAL EDUCATION
- VISUAL ARTS
- MUSIC AND PERFORMING ARTS

We are extremely proud of our student leadership throughout the school with over 60 leadership positions. The growth of a child when they have a leadership position is of extreme importance, as we want to equip children with the confidence to make a positive contribution to society. We also recognise that some children require extra support with learning and early intervention gives us the best opportunity to make a difference. Support is provided in a myriad of ways for all students, ranging from one to one support, small group and differentiated behavior and learning provision, who have specific needs and especially for those students who have identified learning difficulties through the school's Program for Students with Disabilities (PSD).

Our Foundation Transition Program

As a holistic Human Literacy school, we understand the importance of ensuring your child has built strong connections to the school and feels safe, secure and confident about starting school for the first time. As part of this, we have strong links with our secondary

schools and kindergartens to support children and families with the transition. To achieve this, we provide an amazing and comprehensive transition program called FOOTSTEPS INTO FOUNDATION that is made up of seven sessions across Term 3 and Term 4. Footsteps Into Foundation is a fun and engaging discovery learning program, which allows pre-school aged children to come to school and participate in a variety of play-based activities. This allows your child to experience school in a real and engaging way that feels fun and safe; allowing your child's transition to school to be smooth and enjoyable. We also ensure we have a really strong transition across the whole school from one year to another. We achieve this by having a three day transition at the end of each year where students spend these three days with who their teacher and class mates will be for the following year. This further supports children through giving them many opportunities to build a strong connection and relationships with their new teacher and children in their class.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023, the school focused on meeting the FISO initiatives outlined below and implemented the bullet pointed Key Improvement Strategies (KIS) in order to meet the desired goals. We were successful in making significant progress in reaching those goals and have refined our focus based on our School Strategic Plan while continuing to build upon the progress made in order to embed practice into the pedagogy of the school.

EXCELLENCE IN TEACHING AND LEARNING

FISO Initiative: Building Practice Excellence · Support those who have thrived and those who need scaffolding to continue to extend their learning, especially in Numeracy.

FISO Initiative: Curriculum Planning and Assessment · Strengthen staff capacity to use responsive and formative assessment practices to identify students who require support or extension in Numeracy.

FISO Initiative: Wellbeing · Embed Human Literacy teacher practice to strengthen student wellbeing through effective support, professional development and monitoring.

Professional learning sprints showed positive changes in teacher practice and student learning outcomes. We have also successfully implemented a major focus on providing rich learning opportunities to staff by delivering high quality professional learning based around the High Impact Teaching Strategies.

Professional Learning Communities - PLCs

We understand that learning is developmental and continuous. To strengthen this, we have engaged in building robust Professional learning communities (PLCs), which are an approach to continual growth in teaching and learning school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. In 2023, we have continued to refine and strengthen our PLC approach by further empowering our instructional leader to implement enhanced PLC practices that increased our teacher's collaborative effort and collective focus on student achievement. This also involved modelling, sharing and reflections of good instructional practices.

Our PLCs use an improvement cycle which facilitates strong communication skills, with a focus on leading teachers in responding to data and taking an evidence-based approach to teaching and learning. The enhanced instructional practice at Maramba has improved the teacher's ability to provide academically challenging content for their students. The Maramba PLC have a relentless focus on continuous improvement through deep collaborative inquiry to significantly impact student learning growth. We have embedded highly effective PLCs within our school and are working to improve the outcomes for our students. Professional learning community (PLC) schools start from a simple idea: students learn more when their teachers work together. Building a PLC is a proven way for schools to increase student learning by creating a culture that is focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers committed to professionalism fueled by collaborative expertise.

Wellbeing

We are committed to the development of a positive school culture where students feel socially and emotionally secure. Student wellbeing is an area we have heavily focused on and invested in since 2017 through the development of our Human Literacy Pedagogy underpinned by our school values, which are incorporated in the students' weekly learning. This pedagogical initiative is vital in supporting children's holistic development and to learn positive friendship skills and focus on five key developmental elements: Cultural, Social, Physical, Intellectual and Emotional. The impact of the development of our Human Literacy Pedagogy is reflected by the students recognising the improvements in the State Attitudes to School Survey data: Effective teaching practice, Teacher-student relations, Learner characteristics, Social engagement and School safety.

Restorative practices is used when dealing with issues and children are aware they have the responsibility to repair any damage caused. Our eSmart program reflects our commitment to cyber safety, which assists children in dealing with unwarranted online

behaviours. Lunch time activities continue to expand with opportunities to play sport guided by our student Sports House Leaders. Children can also be involved in the school counsellor's lunchtime clubs. Maramba is part of the National School Chaplaincy Program which enables us to employ a school chaplain from 'Your Dream' with Pastoral Care as its core focus. Maramba's Chaplaincy program involves a mixture of pastoral care, counselling, nurturing, teaching and support. Our counsellor journeys with students during their time of crisis, listening and providing compassionate support, helping students connect with their own inner resources. The Maramba Chaplain works with existing programs and liaises with the school welfare team; participates in sports, camps, excursions and other activities and assists with student-led activities. Facilitated by our Chaplain is an innovative and practical eight-week SPARC initiative focused on providing additional support and guidance for students to strengthen their social and emotional development. Run in small groups the program focuses on 5 key areas: social skills, purpose, awareness, resilience and confidence. The program encourages students to dream big and equips them with basic skills to navigate life's various challenges. To further enhance the support of student wellbeing in a myriad of ways, we are working in partnership with Monash University to support their master of counselling trainees to provide one to one counselling sessions with students in need. The relationship prepares Monash trainee counsellors to become professional counsellors with advanced knowledge of mental health issues and interventions. The sessions are a confidential collaboration between the counsellors and our students, using evidence-informed practice to address identified concerns, enhance self-understanding and promote positive mental health and well-being. Last year, the school also employed a psychologist to work one day a week in providing tier 3 support to identified students.

Engagement

At Maramba, the staff professional learning we are constantly undertaking is woven within our school values (Respect, Responsibility, Relationships, Resilience) and our Human Literacy pedagogy to enhance students' engagement and achievement within school. Our core belief of giving students a voice and encouraging them to be partners in their own learning not only increases their agency and achievement, but also creates lifelong learning habits. Student engagement is central to children's achievement and we always talk about engaging children's hearts before their minds. Classroom achievements are shared with a number of people so that children are given feedback for their efforts. The research tells us, providing and seeking feedback is an effective way teachers can give students a 'voice.'

In 2023 we provided our students with the opportunity to develop their creative and innovative thinking by providing a range of specialist subject areas of:

- Performing Arts – music, dance and drama
- Visual Arts
- Physical Education
- STEM - Science Technology Engineering and Mathematics
- Kitchen Garden

Our Performing Arts program is engaging many children through giving them an opportunity to perform. We have an extensive and well-resourced music program with range of percussion instruments, ukuleles, guitars, drums and keyboards. Our children discover their special talents through developing their emotional, intellectual, personal, and social skills. All children have an opportunity to perform every term. Our school production happens every two years where the students demonstrate their continual ability to amaze us with their resilience and creativity.

The Visual Arts program continues to give children further opportunities to display their artwork for the community. Through our Physical Education program, children have an opportunity to represent the school in a wide range of sports and can work towards state level. STEM engages students to think 'outside the box' by creating innovative designs and prototypes based on the concepts of science and mathematics. This encourages students to explore, investigate and make mistakes to find better solutions to the problems they are presented with. Coding in STEM also introduces and develops the knowledge and understanding of computer programming algorithms. Students engage in a number of different hands on devices to support their learning. Kitchen Garden provides opportunities for students to learn more about their environment, sustainability, healthy foods, nutrition and basic food preparation and cooking skills. Highly interactive, hands on and engaging the students learn many life skills. Through offering a wide range of extra-curricular activities, children have an opportunity to shine and we have a chance to acknowledge their strengths. We are proud of our School Council, Friends of Maramba (FOM) parent volunteers, local pre-school, parent helpers, local businesses and community who ensure a safe and supportive learning environment that encourages involvement of parents and the local community. Strong relationships exist between teachers, parents and students enables us to create a welcoming environment where every child has their own place in our community.

Our Footsteps into Foundation program is a fun, engaging discovery learning program, which allows pre-school aged children to participate in a variety of play-based activities. The children experience school activities in a way that feels fun and safe; allowing the children's transition to school from kindergarten to be smooth and enjoyable. Children who attend the program are far more settled, and ready to learn when school starts the following year.

Financial performance

The school has maintained our commitment towards improving student outcomes through significant whole school leadership opportunities and the continued investment in Human Literacy. The initiative is perceived to improve student wellbeing, student outcomes and teacher practice. Maramba Primary School maintained a sound financial position throughout 2023. The 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. This included the continued leasing and purchase of laptops for the school's 1:1 provision for students from Year 3 to 6; continuation of the school's STEM program and the introduction of the Kitchen Garden program. It also involved the development of a new wooden playground, installation of shade sails and additions to the Foundation playground.

The Financial Performance and Position report shows an end of year surplus, achieved through strategic planning and budgeting being implemented. The end of year closing bank summary was \$642,357.10 which includes the School's Operating Reserve. Planned commitments for educational programs, maintenance, buildings/grounds improvement projects were identified to ensure they could be undertaken in 2024.

For more detailed information regarding our school please visit our website at
<https://www.maramba-ps.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 276 students were enrolled at this school in 2023, 132 female and 144 male.

31 percent of students had English as an additional language and NDP 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).

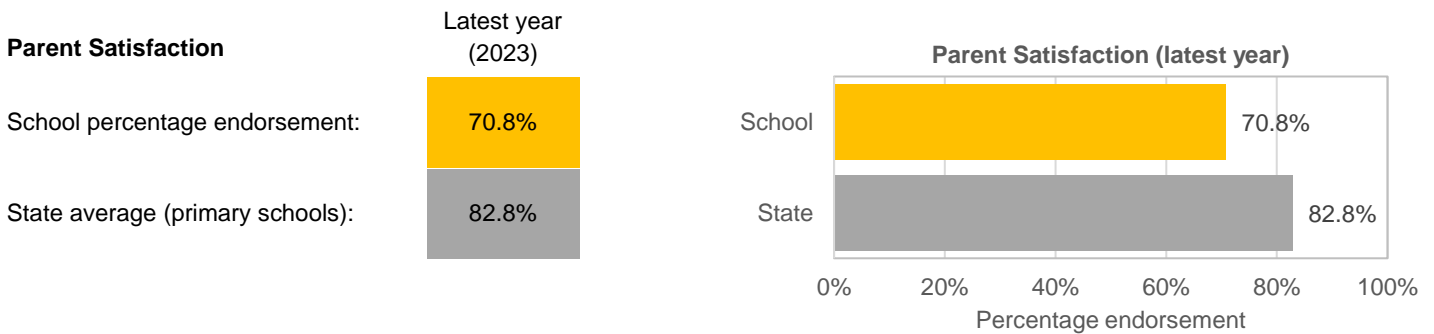
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

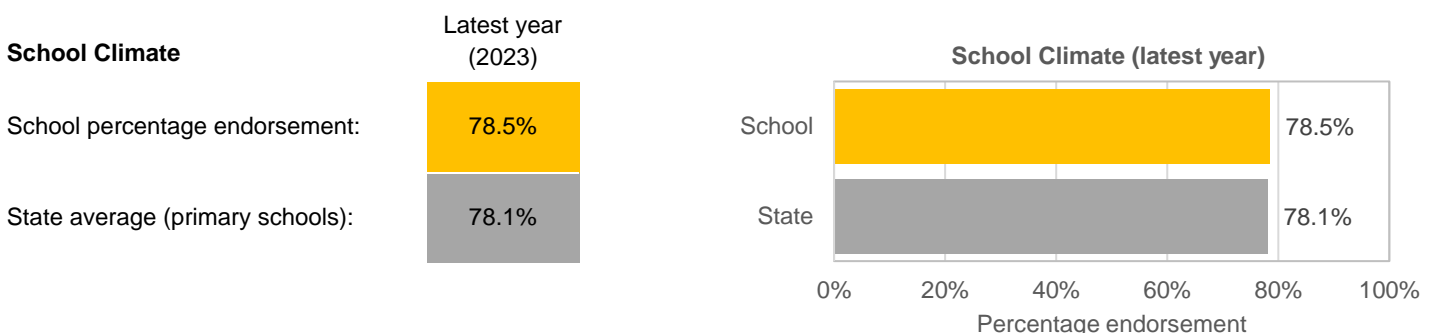


School Staff Survey

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:

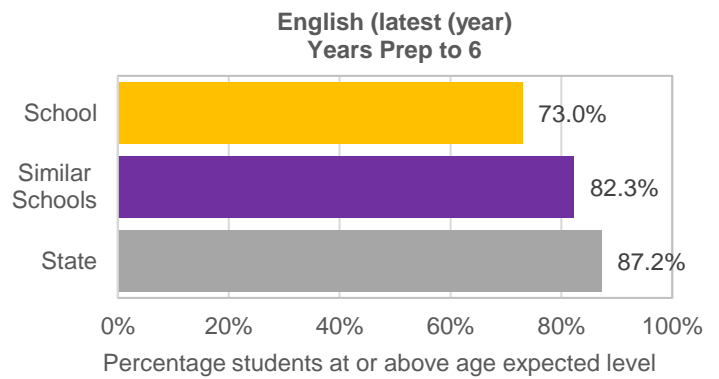
73.0%

Similar Schools average:

82.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

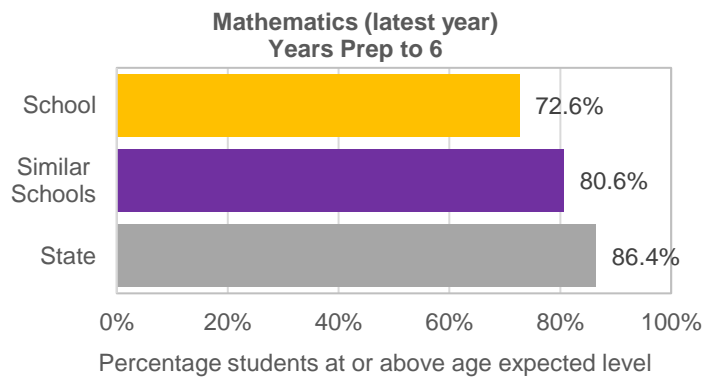
72.6%

Similar Schools average:

80.6%

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:

56.1%

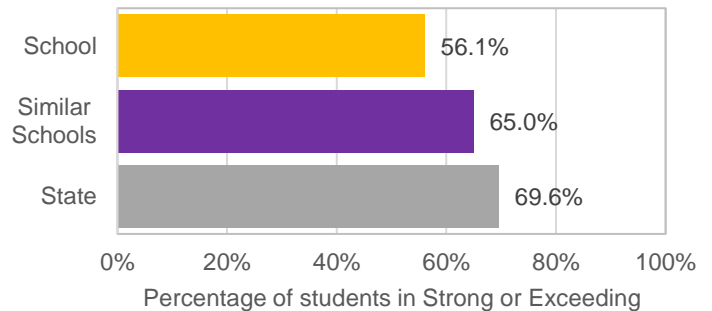
Similar Schools average:

65.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.8%

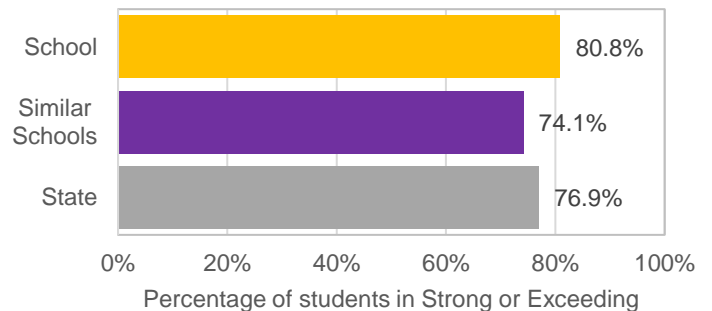
Similar Schools average:

74.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.5%

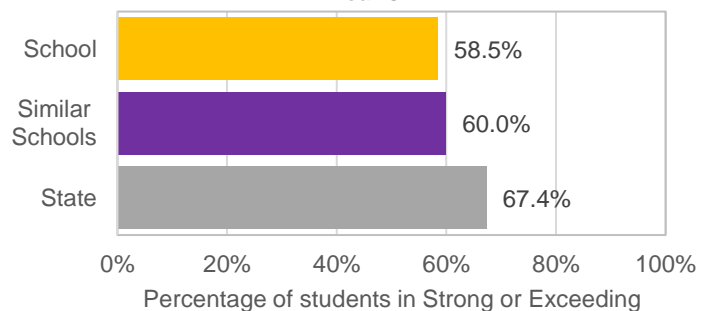
Similar Schools average:

60.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

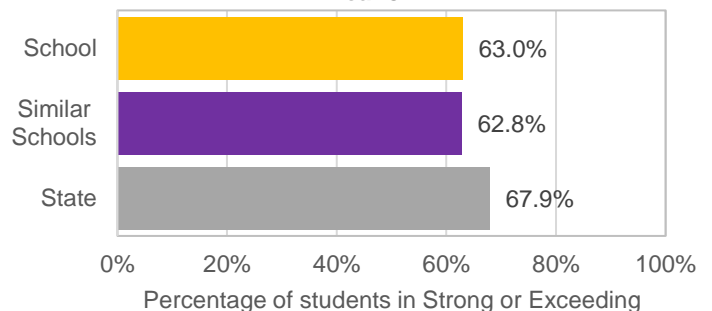
Similar Schools average:

62.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

67.4%

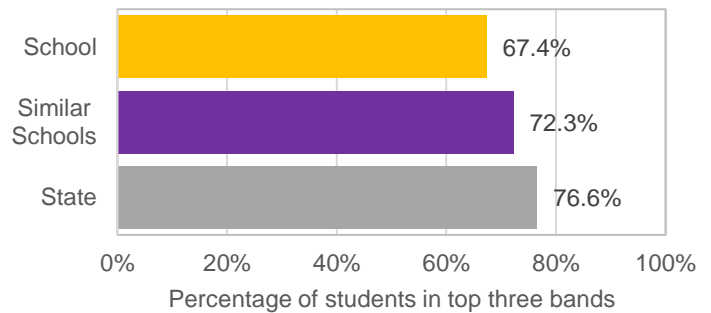
Similar Schools average:

72.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.7%

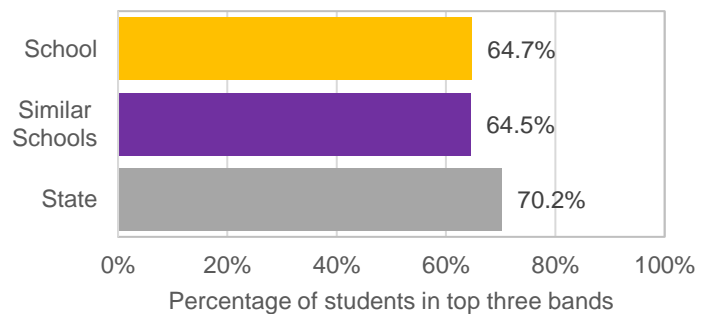
Similar Schools average:

64.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.1%

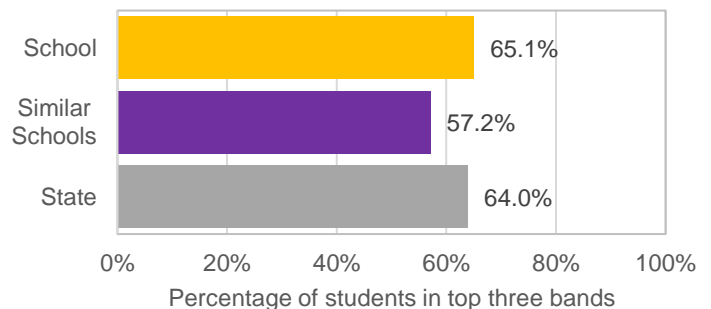
Similar Schools average:

57.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.5%

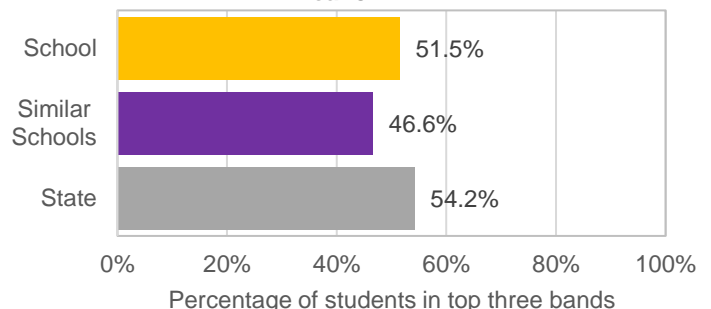
Similar Schools average:

46.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

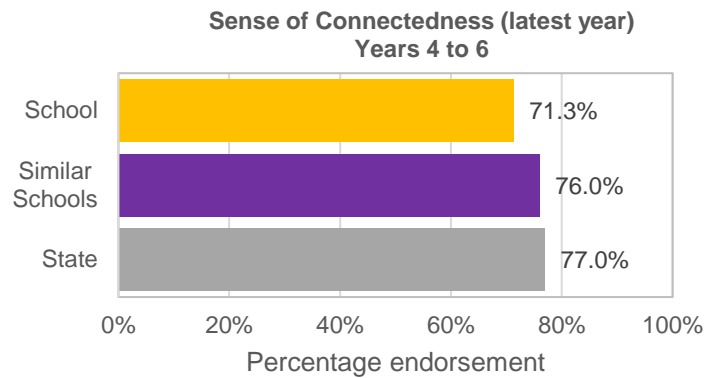
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	71.3%	68.3%
Similar Schools average:	76.0%	77.4%
State average:	77.0%	78.5%

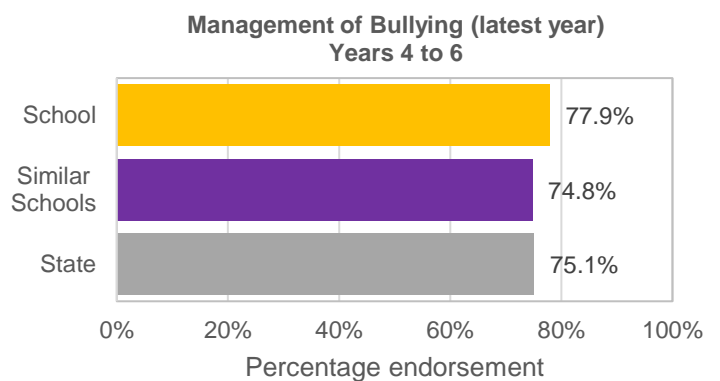


Student Attitudes to School – Management of Bullying

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:	77.9%	69.9%
Similar Schools average:	74.8%	75.9%
State average:	75.1%	76.9%



ENGAGEMENT

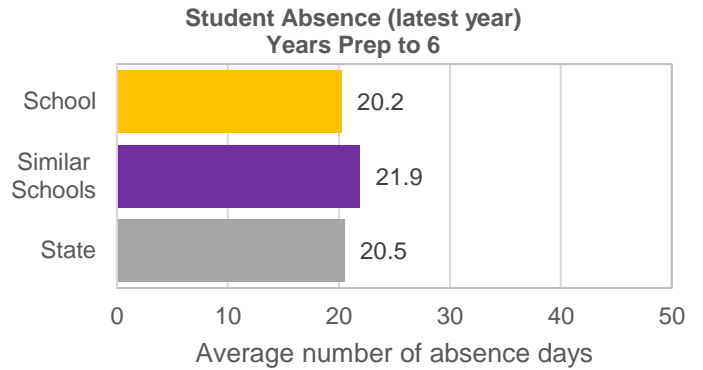
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	23.6
Similar Schools average:	21.9	19.7
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):	93%	91%	92%	92%	90%	84%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,187,017
Government Provided DET Grants	\$491,144
Government Grants Commonwealth	\$66,555
Government Grants State	\$0
Revenue Other	\$33,579
Locally Raised Funds	\$194,677
Capital Grants	\$0
Total Operating Revenue	\$3,972,972

Equity ¹	Actual
Equity (Social Disadvantage)	\$151,431
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$151,431

Expenditure	Actual
Student Resource Package ²	\$2,696,993
Adjustments	(\$46,979)
Books & Publications	\$0
Camps/Excursions/Activities	\$48,307
Communication Costs	\$4,365
Consumables	\$51,258
Miscellaneous Expense ³	\$15,725
Professional Development	\$7,301
Equipment/Maintenance/Hire	\$55,599
Property Services	\$48,909
Salaries & Allowances ⁴	\$137,006
Support Services	\$163,119
Trading & Fundraising	\$49,530
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,094
Total Operating Expenditure	\$3,262,228
Net Operating Surplus/-Deficit	\$710,744
Asset Acquisitions	\$125,858

- (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	\$560,714
Official Account	\$81,643
Other Accounts	\$0
Total Funds Available	\$642,357

Financial Commitments	Actual
Operating Reserve	\$95,787
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$38,462
School Based Programs	\$129,288
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$64,857
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,063
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$337,521
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$684,977

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.