

2023 Annual Report to the School Community

School Name: Boneo Primary School (1184)



- 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 16 April 2024 at 12:38 PM by Mandy Whitworth (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 10:54 PM by Davey Smith (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

Boneo Primary School is a vibrant, community school nestled in the heart of the market garden belt on the Mornington Peninsula approximately 82 km from the Melbourne CBD. The school was founded in 1873 and moved to the current location in 1921. The school has a strong reputation on the Mornington Peninsula and celebrated 150 years of Excellence in Education in 2023. Each year level explored an era of the 150 years and shared their Unit of Inquiry findings through an exhibition held in May where the entire community came together to celebrate the schools rich history.

Our three school RED values underpin all our actions.

Respect - In everything we do, we recognise the worth, quality, and importance of others, regardless of their differences.

Empathy - In everything we do, we will seek to understand another person's situation, feelings, and motives.

Determination - In everything we do, we understand that achieving our personal goals will take time and effort.

A total of 369 students were enrolled at Boneo Primary School in 2023, 178 females and 191 males. 1 percent of students had English as an additional language and 4 percent identified as Aboriginal or Torres Strait Islander. Due to the geographic location students are driven to school each day with a small number of families able to make use of the Cape Schanck bus accessed through our local secondary school. We have a connected community that works tirelessly to support the school through participation in events each term. We have strong ties with the local Boneo Cricket and Tennis Clubs, jointly running the monthly Boneo Community Market. There is a strong collaborative culture among staff, with a willingness to share practice, reflect and participate in focused professional dialogue about effective teaching and learning through a strong PLC structure. The workforce composition for 2023 was 2 Principal class, 24 teaching staff and ES at 9.84 FTE.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we were again relentless in our endeavours to focus on student voice and agency where learning was engaging and stimulating but with an appropriate level of challenge. To further support parents and carers as partners in their child's learning we further implemented continuous reporting so that parents and carers have regular timely feedback about student progress in reading, writing, oral language, mathematics and inquiry. Teaching and learning was supported by the provision of two Learning Specialists and specialist teachers in Physical Education (PE), The Arts, Music and STEM. Languages other than English (LOTE), Indonesian, is taught by classroom teachers. Access to digital technologies includes 3D printers, laptops, tablets, and desktop computers, and a Bring Your Own Device Program (BYOD) for Years 5–6 is a priority. A range of strategies and programs to assist students needing additional support or extension were provided by the school through a designated Learning Enhancement teacher. Teachers focused on developing consistency of practice, understanding, and using data effectively to inform teaching, learning and student wellbeing. This included a focus on moderation, assessment, feedback and differentiation of learning. Student agency was fostered through feedback, co-construction of success criteria and the more rigorous and regular development of individual goals. This was achieved through the strong PLC structures put in place. PLC leaders met every week to plan a consistent whole school approach to feedback and goal setting with a particular focus on Speaking and Listening and Writing. PLC leaders supported staff to develop consistent assessment and feedback practices in writing using the NAPLAN writing rubric and the 6 Plus one Traits. Staff used curriculum and student work samples to further implement the NAPLAN structured rubric continuum Prep to Year 6. Learning Tasks were created to give accurate and timely feedback to students and parents. A responsive PLC approach saw a focus shift in Semester 2 to focus on formative assessment. End of year data saw a huge shift in this area. A Speech Pathologist attended onsite each Wednesday to assess and support the ES Speech Therapist with programming. Data indicated that this focus on assessing literacy skills and development and then implementing a targeted program, has been highly successful in Prep to Year 3. Significant progress has been achieved by targeted students. In 2023, the school achieved and/or exceeded many of our targets, and in a year that began with disruption because of staff and student illness and absences, this success is acknowledged. In both Year 3 and 5 the percentage of students in the top three bands of testing in NAPLAN Reading exceeded both State and like schools. In Numeracy the Year 5 NAPLAN data exceeded both State and like schools.

Where targets were not met, our team unpacked the data to gain a better understanding of where issues were occurring, and what strategies could be enacted to move forward. We embraced the network wide approach of frequent monitoring of impact, and the resultant responsive implementation process. Of note in relation to targets, are the results from the School Staff Survey, where every target was met and/or exceeded. This is the strongest evidence of the whole school approach that is underway, and of the extent of buy in from all staff. It provides great confidence regarding future outcomes. Enrichment learning activities and extra

curricula programs were offered for students in a range of environments. These included TREC, sporting opportunities, beach and ocean activities, visiting artists, a camping program including an optional annual Ski or Music Camp, and an environmental program including the Kitchen Garden Program which is embedded in the Year 3 and 4 Curriculums.

Wellbeing

A range of programs targeted at enhancing student wellbeing are in place, including Ready to Learn, House system and a designated Friday afternoon Wellbeing focus. The Friday Wellbeing focus is designed to finish the week with the school coming together in multiage physical activity groups led by Year 6 students. All staff wear active gear and participate in these activities with the children. A strong focus on the Arts includes opportunities for students to participate in instrumental music, band, choir, and the annual Production. Our outstanding student survey results where we outperform like and state schools in student connectedness, managing bullying and student attendance can be attributed to the following actions:

- School Leaders participated in Compass training to create school specific PULSE widgets as part of the PULSE module. We can now track attendance and reasons for absences.
- The tiered approach to wellbeing intervention has been established.
- A wellbeing tracker was created for staff to collectively identify students across the school that may require further support. The Head of Wellbeing monitors and actions any further intervention required.
- Staff have participated in professional learning around recognising, responding to and referring students for additional support. The following resources are being utilised: SSS, Chaplain, Allied Health Professionals, agencies such as, Orange Door and NDIS Case workers
- Staff use the Resilience Project activities in the school diaries.
- The Respectful Relationship program is evident in all weekly programs.
- The school used the train the trainer model and staff received PD from the Head of Wellbeing around the various aspects of the Berry Street Model that were identified as requiring a refresh. This included strategies to support students to identify, label and understand emotions.
- AToSS data indicates that our students are showing an improved understanding of mental health and positive mental health and wellbeing.
- Students receive timely, specific feedback and co design their learning.

Engagement

Throughout 2023, we further developed assessment of the Learner Dispositions, referred to as the Learner Map. This incorporated the essential elements of the learner, their values, attitude, and learner attributes. These were included in school reports. The map was developed to assess the student's capabilities and monitor their strengths and areas for future focus. Staff members understand and use the Learner Map, the document is part of the initial planning process of Units of Inquiry and supports the development of learning intentions and success criteria during weekly lessons. To engage parents, weekly previews to learning were sent out via Compass. These were highly successful in giving parents/guardians the confidence and wherewithal to support their children. At Home Learning, in line with and in the same language as their learning at school. School Community Events such as Student Led Conferences where parents/guardians engage with the school and learning of their children in authentic ways, promoting and growing student/parent connectedness and engagement in school and learning.

Over the year, the meeting structure was developed to incorporate a PLC approach, beginning with reflection of teaching goals from the previous fortnight and analysing the impact it has played on student learning and engagement. High Impact Teaching strategies have become a focus of future planning during meetings to ensure that metacognition strategies, goal setting and questioning has been a focus for planning of explicit teaching.

Senior students participate in elective style workshops known as TREC such as, Seed to Table, Human Powered Vehicle and robotics. There is a high level of community and parent involvement, and a dedicated focus on using the school values to build a culture of high expectations. Parents are partners in learning and the school is a welcoming and inclusive community. this is evidenced in our attendance and engagement of parents in events. To expand the schools capacity to deliver stimulating, enriching, and future-focused STEM (Science, Technology, Engineering and Mathematics) learning, a dedicated .6 STEM Wizard was employed. Teachers and the STEM Wizard, team teach sessions which were designed collaboratively. Students can take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders, Art and Music Captains, Student Wellbeing Leaders and two Junior School Council leaders from each Prep to Year 6 class. Our exceptional AToSS data reinforces that our initiatives and actions are working for our students. We believe cognitively challenged young people engage and thrive at school. We outperform both like and State schools across all domains and are very proud of our results.

Other highlights from the school year

2023 saw the 150th celebration at our school. It was truly a memorable event that showcased the remarkable engagement of our students in the history of our school and Australia. Our school grounds were transformed into a vibrant gathering space, with food vans offering an array of yummy food. The tantalising aromas wafting through the air added to the festive ambiance, creating an inviting environment for everyone to indulge and enjoy.

One of the highlights of the evening was the opportunity to reconnect and catch up with past principals, teachers, and familiar faces from different generations. It was heartwarming to witness the genuine joy and nostalgic conversations that unfolded as people reminisced about their time at the school. The event truly bridged the gap between different eras, fostering a sense of continuity and shared experiences across generations.

The evening was filled with captivating presentations, as each class took us on a journey through time by sharing an era that represented one of the 15 decades of the past 150 years. This creative approach allowed our students to delve deep into historical periods, conducting research, and gaining a comprehensive understanding of the social, cultural, and technological transformations that have shaped our world. It was indeed a clever way to make history come alive!

We were thrilled to have an opening and closing ceremony, which added a touch of grandeur and formality to the occasion. A delicious birthday cake brought us all together in celebration which the children enjoyed.

Furthermore, Mindflight7 generously shared their Virtual Reality expertise with our Year 5s and 6s during the day. Their dedication extended into the twilight hours, as they stuck around to provide the community with the opportunity to experience Virtual Reality firsthand in our Hacker (STEM) space. The display of old VHS tapes was another nostalgic touch, reminding us of the innovation that has occurred over the course of our lives. This night was not only about celebrating our school's rich history but also about fostering a deep appreciation for innovation and progress. By immersing ourselves in the past and experiencing cutting-edge technology, we were reminded of the remarkable journey we have undertaken as a society. This celebration exemplified the true spirit of Boneo.

In one of the oldest, retaining photographs of Boneo Primary School taken in 1928, a little student Mary Freer, who was just three years old, enrolled to make up the numbers needed to prevent the school from closing. Mary's mother, Jessie Freer was a member of the Cain family, well known on the Mornington Peninsula. Mary married Bryan Pryke in 1943 and died, aged 87, in 2012. As the school she 'saved' turns 150, her beautiful spirit lives on in her 11 children (one deceased), 19 grandchildren (one deceased) and 20 great grandchildren who have endowed a new annual prize to honour her memory. The Mary Freer Award for a student who consistently epitomises the values of Boneo and displays kindness and care for others will be awarded each year.

Financial performance

In 2023, Boneo Primary School received the following grants:

- Disability Inclusion Tier 2 \$19,466
- Equity \$11,076
- Swimming \$11,750
- Early Years Koori \$ 3,400
- Student Excellence \$ 8,640
- OSHC Establishment Grant \$60000 for 2023 - \$75000 to be used in 2024
- National Student Wellbeing \$20,280

Fundraising:

- Family Food & Fun Night held in Term 1 \$13,015
- Oaks Day held in November \$9,466
- Fun Run & Misc Stalls Term 4 event \$12,005
- Market Stall monthly \$ 5,090

Donations:

- Market Committee takings from the combined Boneo Community Market held each month \$18,000.
- Misc \$ 2,000

At the end of 2023, the Net Operating Surplus was \$47,008.

For more detailed information regarding our school please visit our website at
<https://boneops.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 369 students were enrolled at this school in 2023, 178 female and 191 male.

1 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).

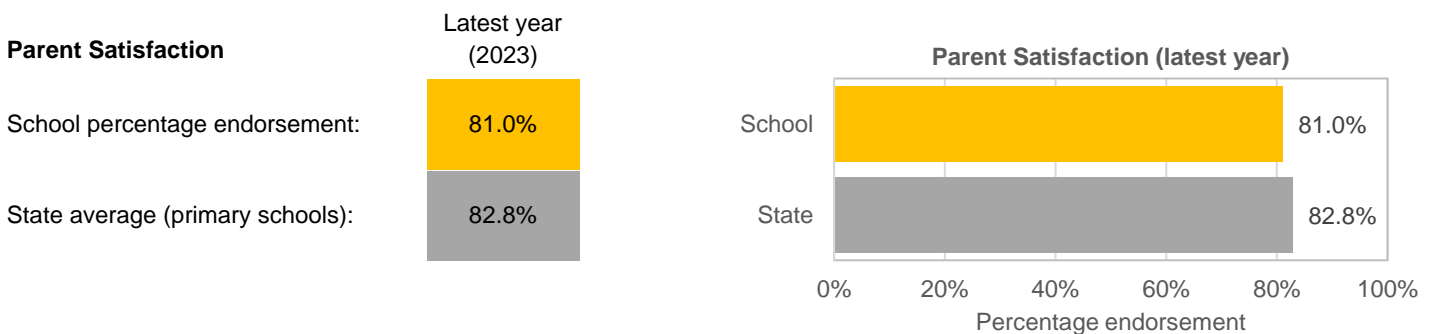
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

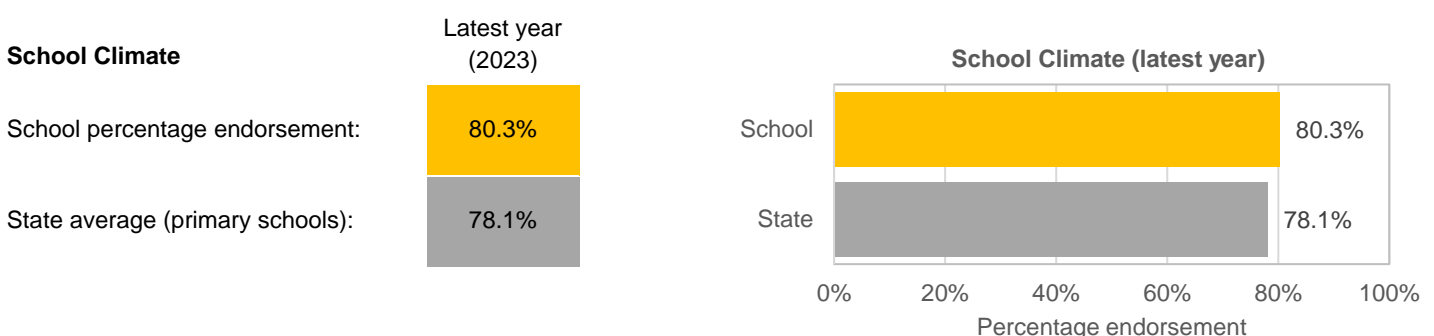


School Staff Survey

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:

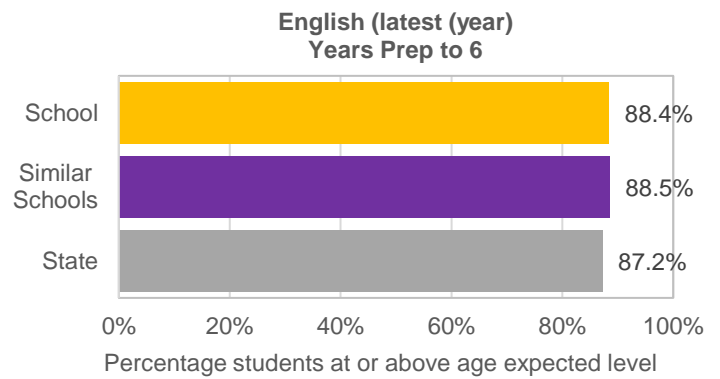
88.4%

Similar Schools average:

88.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

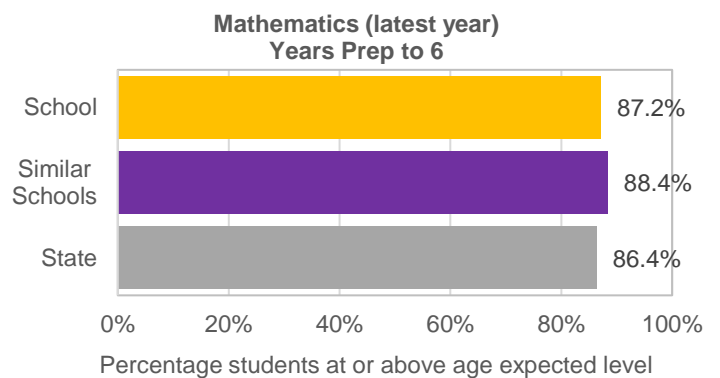
87.2%

Similar Schools average:

88.4%

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:

64.4%

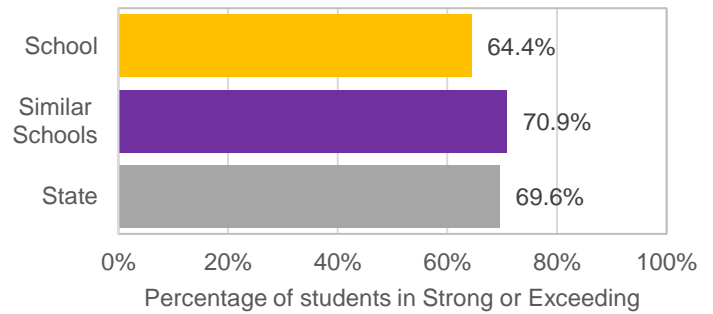
Similar Schools average:

70.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.4%

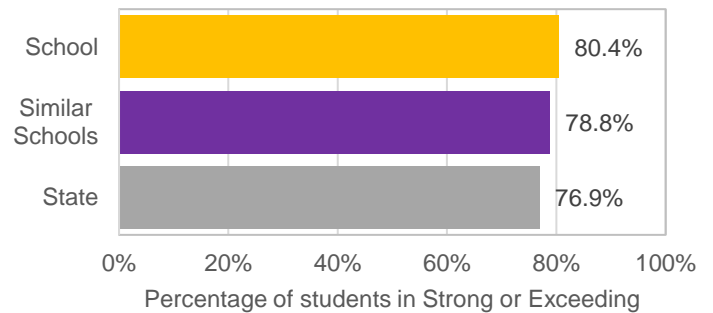
Similar Schools average:

78.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.2%

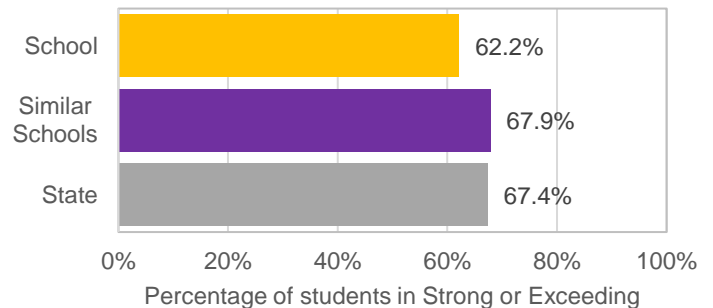
Similar Schools average:

67.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.2%

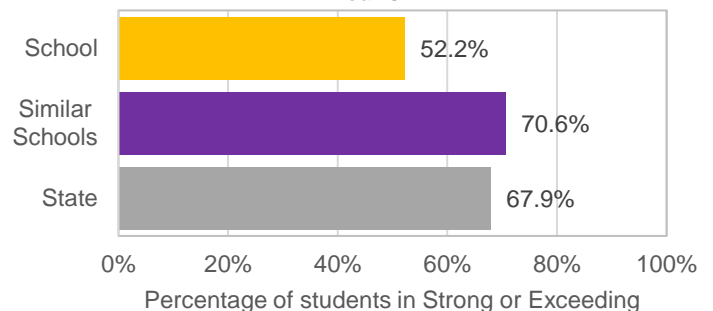
Similar Schools average:

70.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.8%

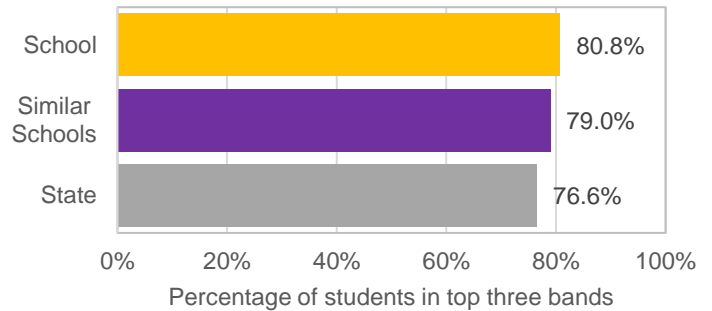
Similar Schools average:

79.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.9%

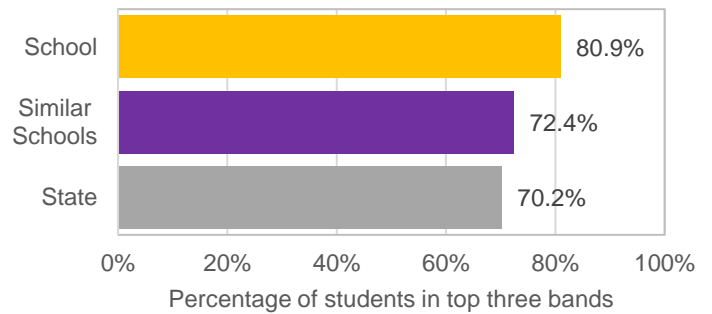
Similar Schools average:

72.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.7%

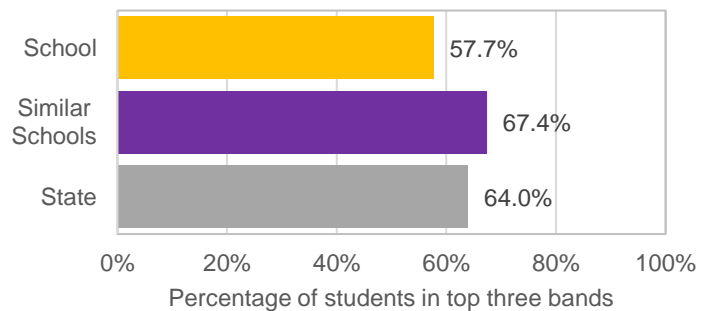
Similar Schools average:

67.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.6%

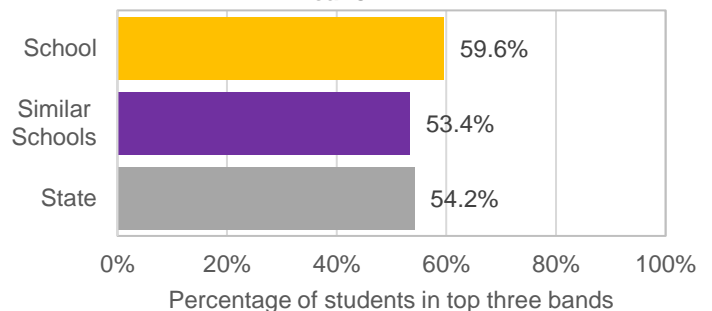
Similar Schools average:

53.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

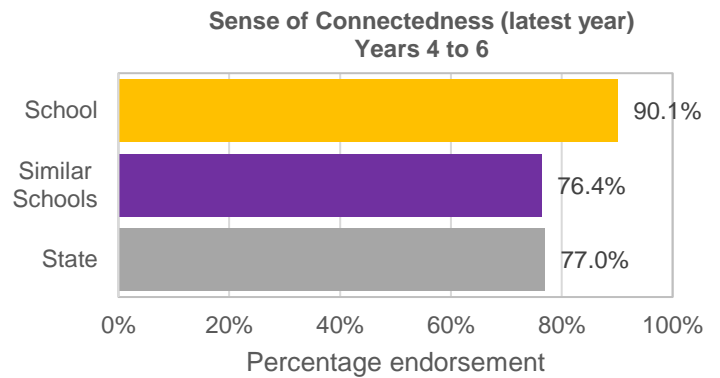
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.1%	87.5%
Similar Schools average:	76.4%	77.7%
State average:	77.0%	78.5%

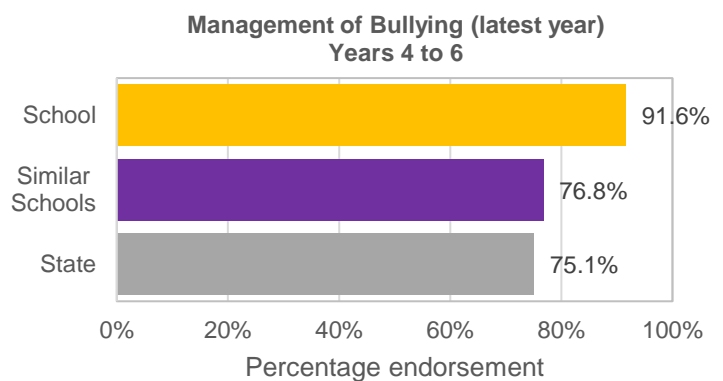


Student Attitudes to School – Management of Bullying

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:	91.6%	89.0%
Similar Schools average:	76.8%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

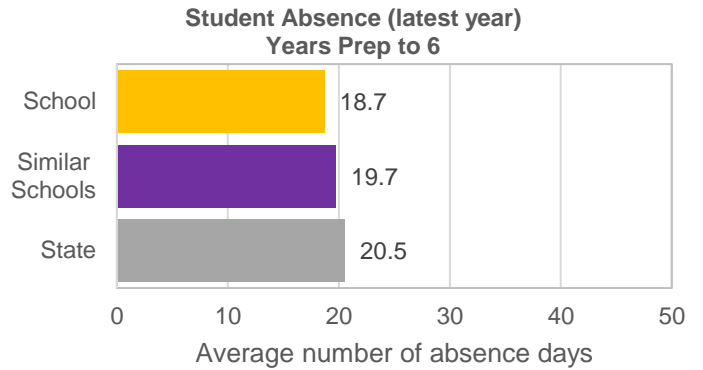
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.7	16.6
Similar Schools average:	19.7	17.3
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):	92%	91%	91%	91%	90%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,824,096
Government Provided DET Grants	\$799,766
Government Grants Commonwealth	\$0
Government Grants State	\$12,500
Revenue Other	\$34,110
Locally Raised Funds	\$330,896
Capital Grants	\$0
Total Operating Revenue	\$5,001,368

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,540
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,540

Expenditure	Actual
Student Resource Package ²	\$3,673,974
Adjustments	\$0
Books & Publications	\$1,118
Camps/Excursions/Activities	\$108,529
Communication Costs	\$7,582
Consumables	\$92,781
Miscellaneous Expense ³	\$48,600
Professional Development	\$7,279
Equipment/Maintenance/Hire	\$78,194
Property Services	\$181,803
Salaries & Allowances ⁴	\$170,423
Support Services	\$192,861
Trading & Fundraising	\$46,005
Motor Vehicle Expenses	\$3,522
Travel & Subsistence	\$384
Utilities	\$24,685
Total Operating Expenditure	\$4,637,739
Net Operating Surplus/-Deficit	\$363,629
Asset Acquisitions	\$98,830

- (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 18 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	\$231,091
Official Account	\$47,342
Other Accounts	\$0
Total Funds Available	\$278,433

Financial Commitments	Actual
Operating Reserve	\$132,539
Other Recurrent Expenditure	\$8,788
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$60,000
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	\$276,327

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.