

2023 Annual Report to the School Community

School Name: Echuca Twin Rivers Primary School (5516)



- 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 21 March 2024 at 09:23 AM by Julie Hommelhoff (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

To be attested by 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

Echuca Twin Rivers School is located in the Parkview Estate in the new development area of Echuca West.

Our school began with Stage 1 of the Echuca Education Precinct built on the site. Stage 2 saw the completion of The Centre, 5 / 6 Classrooms and the Echuca Twin Rivers Specialist School. Both the primary school and specialist school share a new full court gymnasium, administration building and other facilities such as the library. The school is a new architecturally designed building that promotes inclusive education and team teaching with flexible learning spaces – the building caters beautifully for our students and teachers.

Echuca Twin Rivers School has a student population of 207 students from Grades Foundation to Six. The school has two Principal class staff, 1 Leading Teacher (MHiPS), 1 Leading Teacher (DIP), 1 Learning Specialist, 16 teaching staff and 13 Education Support staff. Our qualified teaching staff undertake continuous professional learning in order to ensure that they are at the edge of current educational research and are able to effectively use acknowledged 'best practice' in learning and teaching methodologies. This is evidenced through our commitment to on-going action-research and specialist support from Regional Education Improvement Leaders. A Koori Education Support Officer provides families with additional support.

An extensive Kinder to Foundation transition program is offered to ensure our new students feel connected to the school and this is supported through our Pre-School Playgroup Program provided by the Shire of Campaspe. We want our children to learn to their full potential and have this progress communicated to families via our Sentral platform. Our wellbeing policy encompasses explicit procedures, which support the school community and fosters a sense of belonging and appreciation of individuality. Echuca Twin Rivers School strives to create a cohesive, inclusive, challenging and supportive learning environment, encompassing all members of the school community based on the school's trademark values of Respect, Resilience, Responsibility, Inclusion and focus on Academic Excellence/Wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school continued to work on the DET priorities of Improved Student Learning and Improved Student Wellbeing with additional focus on the school's AIP's Key Improvement Strategies that relate to the DET priorities. The school's 'actions' to implement these goals and KIS determined the work undertaken throughout 2023 by staff.

Further implementation of PLCs to support this work continued in 2023 with refinements to meeting processes and a restructure of the meeting schedule that brought all teachers together to share practice in learning and teaching. Significant emphasis was placed on the alignment of PLCs, Professional Learning, Peer Observations and Learning Walks. The school accessed regional support (Education Improvement Leaders) to assist teachers to review and improve practice. This approach has continued into 2024.

More development was undertaken to enhance 'I Can' statements within practice to improve student goal setting and for teachers to use these statements as part of the reporting processes. Reporting on student progress was enriched with the use of 'data walls' and refined data collection across the school to track student development. Unfortunately, as is the case across the state, the loss of 'benchmark growth data' due to the impact of COVID impacted data sets and made tracking growth that a little more difficult.

Consistency across the school with planning and document development continued in 2023. Assessment schedules were clearly documented and implemented, as was new scope and sequence documents for literacy and numeracy. 'Multi-Lit' was introduced into Grades 3-4 with small groups and 'Initial Lit' was introduced into all classes in F-2. Improvement in numeracy teaching and learning has been enhanced with a teacher completing training in the 'Primary Maths/Science Specialist' program and implementing an intervention/boost program across the school. The school also implemented a new STEM program as a specialist subject for all students.

In line with the introduction of PLCs, Peer Observations and Learning Walks were both further enhanced in 2023, providing teachers with inhouse professional development, immediate feedback and great material for in-depth conversations about their

teaching and their students' learning. The school has also joined with partner schools across the Echuca area to improve transition from Early Childhood to Primary School and from Primary School to Secondary College. In 2023, Echuca Twin Rivers Primary School continued to work with Echuca College build successful transitions from year 6 to year 7. Individualised transition programs were provided to students needing additional support with their transition to secondary school. These connections with preschools and secondary schools continue in 2024.

Student outcomes across the school showed mixed results. Student's 'age expected levels' for Foundation to Grade 2 are determined through Teacher Judgements. In 2023 students' 'at or above expected level' for F-2 Reading was 67%, Writing 46%, Number and Algebra 71%, Measurement and Geometry 76% and Statistics and Probability 74%.

Due to adjustments to the scoring system in NAPLAN, it is difficult to make accurate judgements in trends across previous years. We continued to refer to Teacher Judgement data/results as well. The 2023 NAPLAN results have provided the school with an insight to future improvement in teaching and learning and the available growth data in 2024 will enhance the school's ability to look specifically at individual development. While some areas in the 2023 data show improvement, others will continue to be a focus for improvement in 2024. In Grade 3, the NAPLAN proficiency data shows 54% of students in Reading and 71% of students in Writing were in the exceeding or strong category, compared to 38% Reading and 28% Writing 'at or above expected level' in Teacher Judgements. Numeracy was not as strong, with 35% of students in the exceeding and strong category, as compared with 31% 'at or above expected level' in Teacher Judgements. In Grade 5, the NAPLAN proficiency data shows 57% of students in Reading and 66% of students in Writing were in the exceeding or strong category, compared to 63% Reading and 40% Writing 'at or above expected level' in Teacher Judgements. Numeracy was not as strong, with 50% of students in the exceeding and strong category, as compared with 35% 'at or above expected level' in Teacher Judgements.

Grade 6 data, like F-2 is determined through Teacher Judgements. In 2023 students in Grade 6 'at or above expected level' for Reading was 41%, Writing 30% and Numeracy (calculated across all three areas) 32%. In Numeracy student results were strongest in Number and Algebra with 40% of students 'at or above expected level.' Again, our school is working towards supporting improved student outcomes in these levels through the work being undertaken at lower levels and within the senior cohorts.

As part of the school's endeavour to build learning partnerships with our families, all students have an Individual Education Plan that is developed in conjunction with parents, carers, support services, alongside student voice and agency at Student Led Conferences each term.

Wellbeing

The Wellbeing Coordinator identifies the needs of the school based on its individual context and with a team approach, implements evidence-based programs to support and promote better mental health among our students across all year levels. This role is to equip teachers with the skills and knowledge to identify students who may be experiencing mental health concerns. This allows for improved pathways when identifying and then referring students to outside agencies and employing additional supports.

Additionally, our school was one of five schools in the state to be selected as an Anglicare Early Start School and continued to be a pilot program in 2023. This pilot program provides early assistance for families who are experiencing difficulties or hardships. The Early Help Practitioner works onsite at our school two days a week and works closely with the Wellbeing team to support families with community programs, referrals or 1:1 support as requested by the family. This is voluntary and each family can engage with the practitioner for up to 20 hours of service. The school partnered with Anglicare to launch ETRPS Playgroup that met fortnightly, promoting Early Years connections within our community. 35 families engaged with this program.

School Wide Positive Behaviour Support (SWPBS) continued to be a strong focus at our school in 2023, being presented the Bronze Award for achieving consistent universal support (Tier 1) implemented across the school. Our school has implemented all supports with fidelity. An external audit determines this achievement. The SIT completed the Classrooms Systems training. Lessons plans linked to the School Matrix were designed and completed. Two year Scope and Sequence document was completed.

The 2023 Attitudes to School Data has shown positive growth in the areas of Sense of Connectedness up from 72% positive responses in 2022 to 74% in 2023. Student voice and agency 71%, significantly above that of Like Schools, and the State. The highest positive response in our school's short history. Sense of Inclusion to the School was 88%, on par with that of 'like schools' and the state. Continued growth in the area of managing bullying moving up from 64% in 2021, to 69% in 2023. The continuation of our Whole School Buddy program is a proactive and evidence-based strategy when working towards reducing the incidence of bullying at our school.

Students who recorded 20 or more days absent remained high at 39%. We've had a steady decline in absences remaining unexplained from 8.6 days to 6.8 days and reducing student absences will continue to be a large focus of our work in 2023.

All staff participated in the remaining 2 days of Berry Street Education Model training at the end of 2023. This completed the course.

Overall, there is a strong upward trend in most areas of Student Wellbeing and Engagement.

Engagement

Echuca Twin Rivers Primary School (ETRPS) promotes a positive and safe learning environment for our students in which all staff take responsibility for student health and wellbeing ensuring engaging and positive learning experiences. At ETRPS, students' rate of absence continues to be a major focus of work for all stakeholders. Outside support agencies as well as our Koori Engagement Support Officers play an integral part supporting families with regular school attendance. The school has continued to refine and monitor its attendance policy and a range of strategies have been implemented such as Every Day Counts Program (fortnightly attendance awards given out), attendance awards, regular phone calls, attendance meetings (termly SSG's & IEP's) and meetings with families and the development of attendance plans to improve student attendance. ClassDojo has provided a platform for regular contact, communication and follow-up procedures. All student attendance concerns are addressed by the Assistant Principal or the Primary Welfare Officer, following school protocol and DET policy. The Sentral Management Tool is fully utilised to support home school partnerships and has a heavy emphasis on attendance providing up to date and accurate communication for families. Families can report absences to the school and text messages are sent out daily to ensure correct follow up is done with all families in a timely manner when absences are noted. Additionally, Class Dojo has once again been the most successful means of communicating with our families. The school has utilized this platform for whole school, class based and individual communication. The average number of school unapproved absence days was 6.8 for 2023. All absences 25.5 days down from 29 the previous years.

Building Middle Leaders capacity was a focus in 2023. Amy Dewar, EIL, provided support to the Leadership Team. All students have an Individual Education Plan that was developed in conjunction with students, parents, carers and agencies. Student Led Conferences continue on a termly basis to review and refine student goals and progress. School's Out; the schools out of School Hours Care program, continues to support families and is a great draw card for the school and provides a very comprehensive and tailored program for its clients. The community breakfast and emergency lunch program continue to operate each school day and are sponsored by many local businesses.

The implementation of the Hands On Learning program in Year 5 and 6 provides engagement and connection to school for a range of students. Leadership roles promoting student voice such as Student Leadership Council, House Team Leaders and School Leaders allow students to contribute to decision making within ETRPS.

The Dogs Connect program continued in 2023. In 2023, the school undertook the mentorship and accreditation process for Dogs Connect. Dogs Connect continue to be an integral part of our school program with Frankie and Bernie, continuing their important work on a daily basis with our staff and students. Surveys found that 100% of staff feel the program has a positive impact on our students. 85.7% of parents feel that the program is a positive part of the ETRPS wellbeing program, supports learning and benefits students. 75.5% of students feel more relaxed with the dogs in the classroom, with 89.7% of students understanding the expectations of having a dog at school.

Our school linked in with Michelle Solecki, DET Inclusion Outreach Coach, during Term 2 and 3 supporting our staff to develop more inclusive practices that can be implemented as a Tier 1 intervention. This was predominately aimed at supporting our Foundation and Grade 5/6 cohorts. As part of this coaching, we developed a whole school Tiers of Intervention document that summarises all programs, supports and interventions that occur across the school. Additionally, Hands on Learning was a highlight for 2023. This program enabled ten students to participate in activities such as gardening, cooking, building and build positive social connections to school. Social Emotional Learning groups were designed to address common emotional and social needs of our students in Years 1 - 6. An Occupational Therapist was employed privately to support ETRPS students with their fine motor skills and sensory needs. This will continue in 2024. The 'I Can' Program supported students with additional needs who were transitioning to Secondary School in 2024. SPAIDEs training was completed and ESS were to run small groups throughout the school to address language needs.

Other highlights from the school year

- Hands On Learning Program
- PMSS
- Principals Awards
- SWPBS Award
- PLC inquiries
- Cricket pitch
- Ga Ga Pits x 2
- Table tennis tables
- Line markings / Game boards through the Active Schools Grant
- Learning Goals in classrooms devised by students
- Adjustments for students
- Differentiation
- Profiling work for students with Additional Needs
- Staff employment increased

Financial performance

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. School Council minutes reflect this. Our continual improvement of the school facilities saw the construction of a cricket pitch and air conditioning fitted to the Centre. We continue to receive Equity funding from the DET to support our many vulnerable families. Where centrally paid salaries were intended for specific programs/ targeted initiatives, the salaries have been paid to staff employed to deliver specific programs/ targeted initiatives, consistent with Department policies and School Council approvals.

For more detailed information regarding our school please visit our website at www.echucatwinriversps.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 222 students were enrolled at this school in 2023, 121 female and 101 male.

4 percent of students had English as an additional language and 17 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

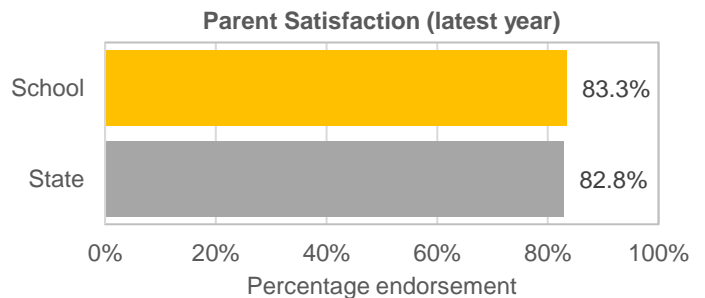
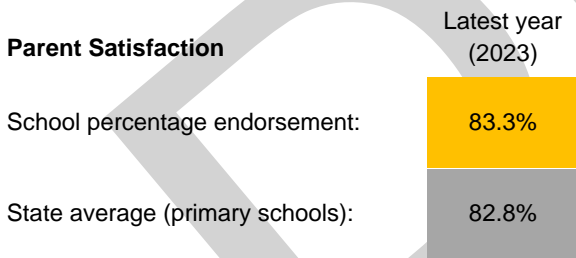
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

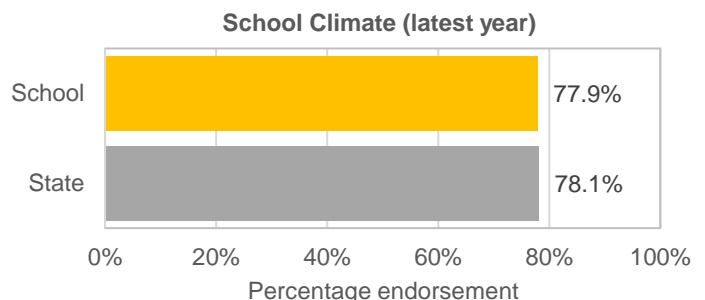
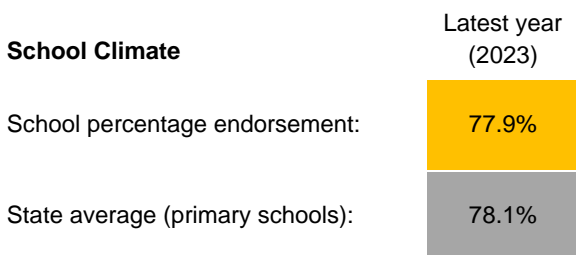


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

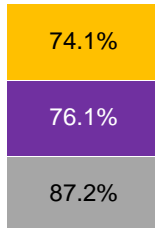
English Years Prep to 6

School percentage of students at or above age expected standards:

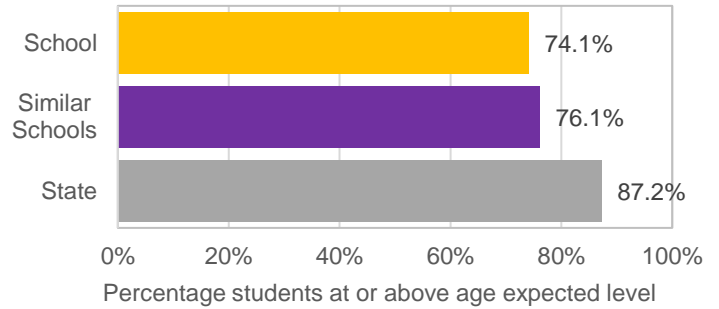
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



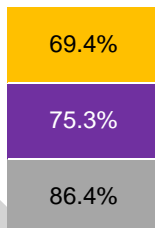
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

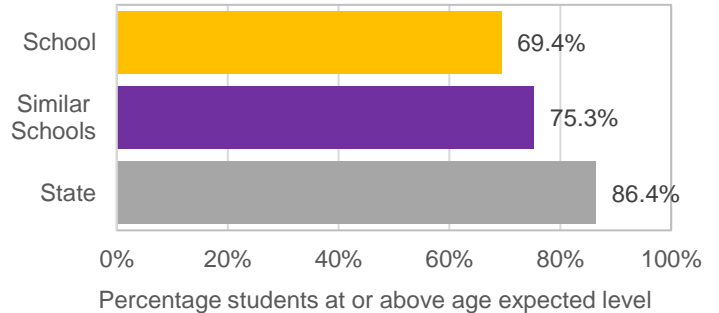
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.8%

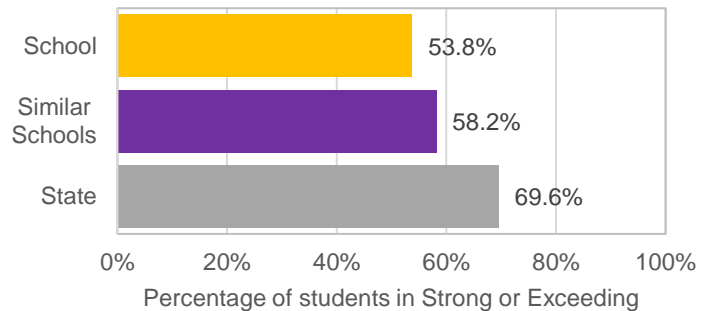
Similar Schools average:

58.2%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.7%

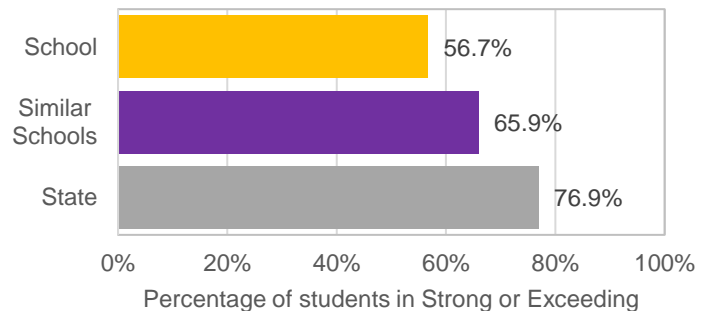
Similar Schools average:

65.9%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

34.6%

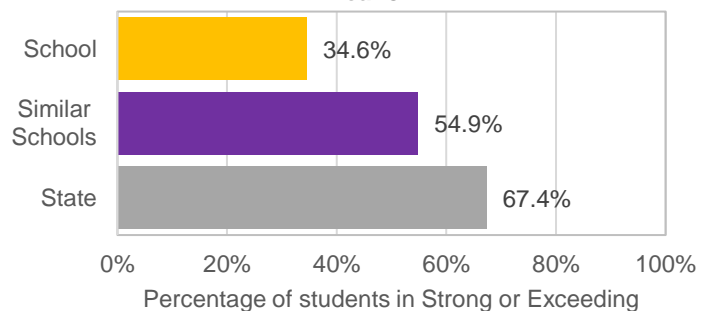
Similar Schools average:

54.9%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

50.0%

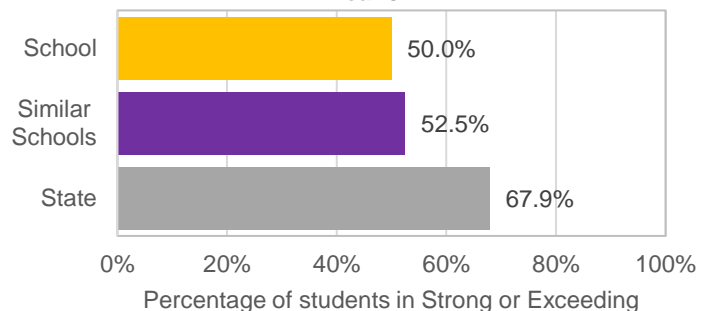
Similar Schools average:

52.5%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (continued)

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

NAPLAN 2022

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

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

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

66.7%

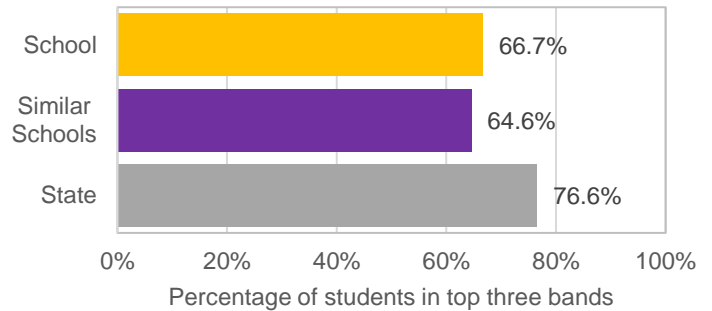
Similar Schools average:

64.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

53.3%

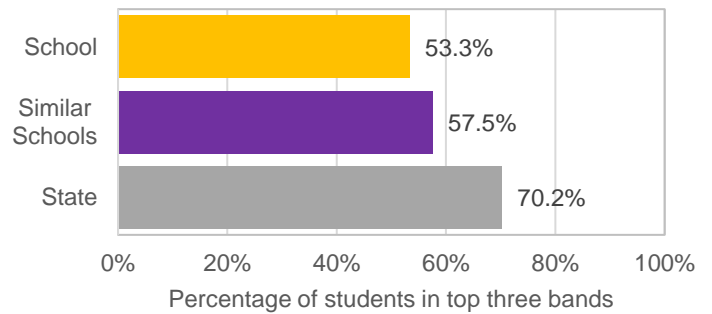
Similar Schools average:

57.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

51.7%

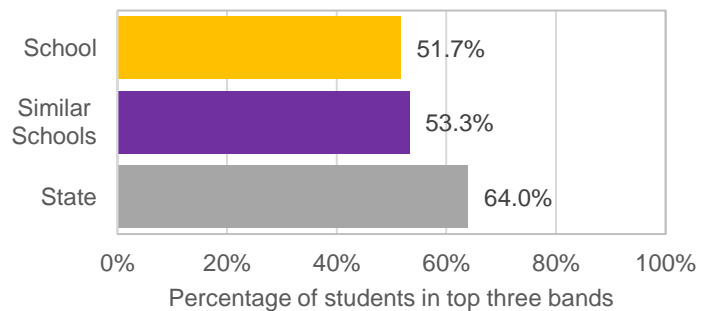
Similar Schools average:

53.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

20.0%

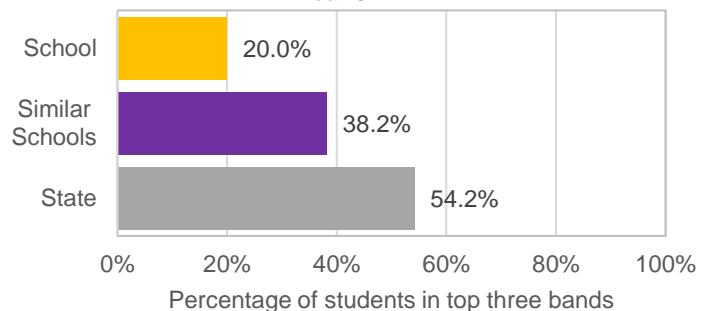
Similar Schools average:

38.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

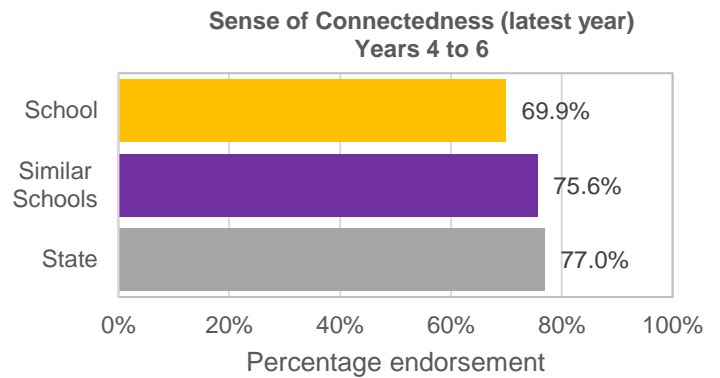
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.9%	71.6%
Similar Schools average:	75.6%	76.5%
State average:	77.0%	78.5%

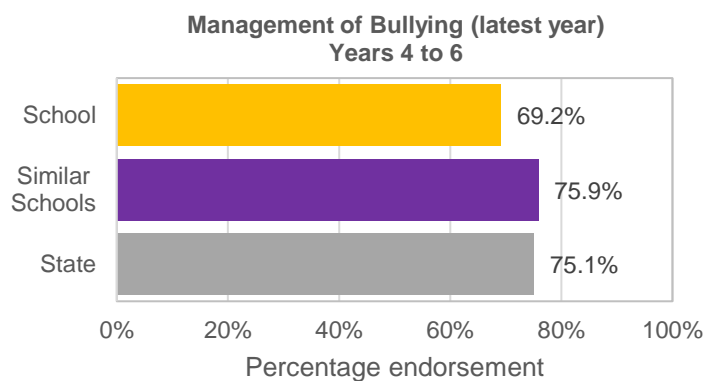


Student Attitudes to School – Management of Bullying

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:	69.2%	67.6%
Similar Schools average:	75.9%	77.1%
State average:	75.1%	76.9%



ENGAGEMENT

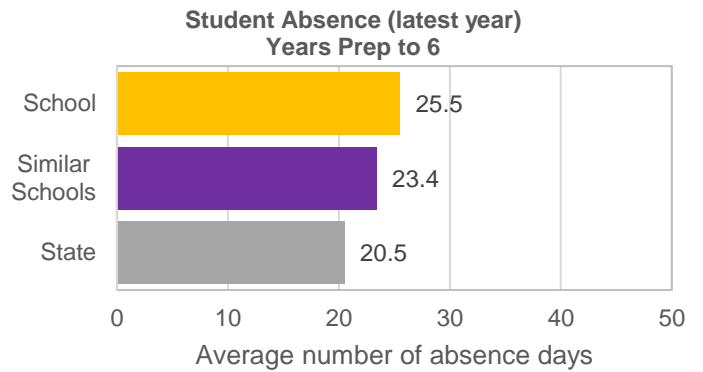
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.5	25.1
Similar Schools average:	23.4	21.6
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):	85%	88%	88%	90%	91%	85%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,991,989
Government Provided DET Grants	\$572,124
Government Grants Commonwealth	\$12,570
Government Grants State	\$42,000
Revenue Other	\$107,896
Locally Raised Funds	\$97,262
Capital Grants	\$20,000
Total Operating Revenue	\$3,843,842

Equity ¹	Actual
Equity (Social Disadvantage)	\$374,206
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$374,206

Expenditure	Actual
Student Resource Package ²	\$2,849,007
Adjustments	\$0
Books & Publications	\$594
Camps/Excursions/Activities	\$67,137
Communication Costs	\$6,296
Consumables	\$54,952
Miscellaneous Expense ³	\$14,447
Professional Development	\$11,780
Equipment/Maintenance/Hire	\$54,924
Property Services	\$146,930
Salaries & Allowances ⁴	\$189,385
Support Services	\$95,738
Trading & Fundraising	\$14,733
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$101,515
Total Operating Expenditure	\$3,607,436
Net Operating Surplus/-Deficit	\$216,406
Asset Acquisitions	\$39,832

- (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	\$613,463
Official Account	\$12,736
Other Accounts	\$0
Total Funds Available	\$626,199

Financial Commitments	Actual
Operating Reserve	\$110,971
Other Recurrent Expenditure	\$11,759
Provision Accounts	\$0
Funds Received in Advance	\$642
School Based Programs	\$77,816
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$73,536
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$274,724

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.