

2023 Annual Report to the School Community

School Name: Beechworth Primary School (1560)



- 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 26 April 2024 at 10:52 AM by Susan McDonald (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 28 April 2024 at 07:23 PM by Kellie Sutherland (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

Beechworth Primary School is set within the historic gold mining town of Beechworth in the beautiful North-East Victoria. The preservation of heritage buildings, a charming natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry.

Beechworth Primary School was first opened as a school in January 1858, as National Common School no 36. In 1875 a new brick building was opened on the current site within the historic precinct on Junction Road. This building, designed by Henry Bastow, has been placed on the Heritage Victoria Register as a significant building. In November of 2020 the State Government awarded the school a Capital Works Grant of 7.7 million dollars to be used for refurbishment and modernisation. This was an exciting opportunity for the school to honour the beautiful old building as we restore it to its former glory, whilst creating a modern teaching and learning environment. The refurbishment works were completed in 2023.

The school currently consists of the historic building which houses the school administration and junior classes and a second building, constructed in 2008 as part of the Building Education Revolution (BER), that accommodates the year 3 to year 6 classes. The school is set on five acres of spacious and attractive grounds that feature a stand of sequoias more than 120 years old. Our school grounds are part of the 'green space' for families and community visitors to enjoy recreationally out of school hours.

At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity.

VISION: Beechworth Primary School's vision is to empower all students to be respectful, persistent, and caring learners in a safe and connected community.

PHILOSOPHY: Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff, and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.

SCHOOL MOTTO: Respect, Safety, Persistence and Caring ... Always!

The school has worked hard to develop School-Wide Positive Behaviour Supports (SWPBS) over the past three years. This has resulted in the new school values, motto, and positive behaviour matrix. Our intent is to improve students' wellbeing and engagement in their learning. This work is further supported through the engagement in the Berry Street Education Model (BSEM), which aligns very closely with SWPBS. The BSEM work has assisted the school by building teacher capacity to ensure a calm and orderly learning environment to support all students, but most particularly those with additional learning needs. We aim to build all staff capability to identify and respond to individual students' wellbeing, engagement and learning needs, and to empower students as active and responsible agents in their learning.

The leadership group (School Principal, Learning Specialist and Wellbeing Leading Teacher), together with our teachers, aims to develop an organisational climate of high expectations, with consistent practices, that results in improved student learning. The percentage of positive endorsement from staff on School Climate (83.4%) is high, and above that of the state (78.1%). Together, we work to build all staff proficiency to effectively collect, analyse and use timely assessment data in planning and teaching. Further to this we aim to build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model.

Our Student Family Occupation and Education (SFOE) band value is 'low'. The SFOE is a measure of the socio-educational disadvantage of the school and is calculated by measuring the educational and employment characteristics of the parent/carer community. Our 'low' banding has an impact on our Student Resource Package Budget (SRP), which means we have a lower level of government funding for equity funding. In 2023, we had 178 student enrolments. This SRP covers all staffing costs in addition to maintaining the extensive school grounds and the large historic main building and can present financial challenges for the school. The school has a large range of students who present with additional needs. We strive to provide an inclusive and supporting environment for all students and their families and we are proud to have developed a network of internal and external support systems to address the challenges faced as a result of our financial constraints and regional location. We work diligently with a

committed network of health professionals who are within our community and feel privileged to have their guidance to best support our staff, students, and families.

We have a very engaged, social, active school community and many families who have generational links with our school. Parents are aspirational; they value education and have high expectations for their children. 2022 saw the re-birth of our PAFA group (Parents and Friends Association). This has been a wonderful addition to our school community with higher levels of social engagement and fundraising for the school, thereby lifting the profile of the school in the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The achievement data from the 2023 Annual Report continues to show some promising trends as well as some areas for our school to look further into. At Beechworth Primary School we have invested heavily in instructional coaching in the areas of Numeracy and Well-being. The results of our efforts are evident in the recent data sets and annual comparisons.

At Beechworth Primary School, in Numeracy (Number and Algebra), our teacher judgment scores indicate that 80% of our students are operating at or above age-expected standards. This is a maintaining of our improvement from last year's scores of 79%, with an upward trend from 2020s low of 65%. Again, in comparison to our local Network schools, our scores are 4% higher, with local Network schools scoring 76%. Similarly, our teacher judgment scores for English show that 85% of our students are operating at or above age-expected standards. In comparison to similar schools, our scores are 3% lower, with similar schools scoring 88%.

NAPLAN: The data contained in this report shows the comparative performance over the Strong or Exceeding proficiency levels, this is a change from previous years measurements, making comparisons to previous years difficult.

Our NAPLAN results in English and Numeracy. For Reading, 48% of our students achieved Strong or Exceeding in Year 3, and 69% for Year 5. As a result, reading has been identified as an area for focus in 2024. Writing, however, shows a stronger story with 81% of our Year 3 students achieving Strong or Exceeding for writing, just 2% lower than 'Similar schools', but 20% higher than local Network schools. In relation to Numeracy, while we have not matched the scores of 'Similar schools', we are proud of our students' achievement. When comparing Average Scaled Scores our students in Year 3 have achieved 407.7 compared to the local Network schools who achieved a score of 387.8 (417 for 'Similar schools'). Our NAPLAN Average Scaled Scores for Year 5 have achieved 472.8 compared to the local Network schools who achieved a score of 461.6. We have not matched the scores of 'Similar schools' (487.1) in Numeracy, but we are working hard to close the gap and are proud to be one of the leading numeracy schools locally.

Wellbeing

At Beechworth Primary School, we believe in fostering a positive and supportive learning environment for all our students. In 2023 we made significant progress in this area through our engagement with the Berry Street Education Model, and our SWPBS Team program. Our Berry Street Education Model has placed a focus firmly on engagement for learning through; welcome circles, brain breaks, and 'Ready to Learn' scales. A further area of focus is operating from a positive behaviour lens, with whole school consistency. To this end, they have introduced a range of new initiatives aimed at improving communication, staff up-skilling, and whole school consistency. As a result, we have seen significant improvements in the management of wellbeing at our school, and a decrease in student poor behaviours requiring attendance at the Positive Behaviour Program during recess. The team has also made ongoing changes to the tiered response to classroom behaviour, which has resulted in improved student behaviour and engagement in the classroom. This is reflected in our AtoSS data where 70% of year 4-6 students endorsed a sense of connectedness with the school, a significant 22% increase from 2022 (61% being the 4 year average). Another area of focus for our wellbeing team has been the documentation of wellbeing notes and communications via Compass. They have worked hard to ensure that all information is accurately recorded and shared with relevant staff members. Finally, the wellbeing team has had a strong presence at school assemblies, where they have shared a targeted School Value focus and weekly acknowledgements. Beechworth Primary School was very pleased to receive a Silver Award for our 2023 SWPBS work across the school.

Engagement

At Beechworth Primary School, we believe that a positive and supportive learning environment is essential for our students' success. As we moved forward post-Covid19, we have been strategically focusing on classroom engagement to ensure that all students feel connected to our school. One of our important events each year is our Term 1 Family Fun Night where we welcome families to explore our school and engage with staff and the community through fun activities and a sausage sizzle (breaking food). The event

was highly attended and a great success. This event has helped to foster a sense of community and has encouraged families to become more involved in their child's education. School Values are shared across the school at assembly each week and in the school newsletter. Acknowledgements for positive choices consistently implemented across the school. Activation of student voice and agency, in leadership and learning, has helped to strengthen students' participation and engagement in school. Each year, 4 School Captains are elected by the student body. A Student Representative Council (SRC) is elected from the Year 3 – 6 classes and meet weekly. The SRC runs 2 events per term. Further student leadership opportunities include GRIP Conference for student leaders, Buddies program, Indigo Shire Youth Ambassador program. Attendance has also been a key focus for us this year. It is interesting to note that our absence data sits at 18.7 days as the average, with many of these days being for long family holidays either overseas or around Australia. This focus on attendance has also helped to ensure that all students feel connected to their school and are engaged in their learning. Overall, we are proud of the progress we have made in improving engagement at our school. These initiatives have helped to ensure that all students feel connected to their school, are engaged in their learning, and are supported in their educational journey. We look forward to continuing to work towards creating a positive and supportive learning environment for all our students.

Other highlights from the school year

2023 was an exciting year for Beechworth Primary School as we finalised our Capital Works. The Junior school (Foundation to Year 2 students) were able to commence the year in their newly refurbished classrooms, complete with new furnishings. Over the course of the year various parts of the project were completed and able to be utilised by the school. This included our new STEM room, Staff room, Administration wing with meeting rooms, a Sensory room, our refurbished library and finally our gorgeous new Multipurpose room.

The Chicken Project was a fun inclusion to our curriculum in 2023, with our students being gifted 5 brown hens from the Royal Melbourne Show. The students cared for, grew, weighed, and measured the chickens, before finally entering them in the Show over the Term 3 holiday break.

We were delighted to be able to hold a School Production during Term 4. This initiative was supported and led by two of our amazingly talented parents. Together with these parents, the students planned, wrote, and delivered the Performance to our school community over 2 nights.

Our schedule of events and camps throughout 2023 included Term 1 Family Fun Night, Easter Hat Parade, Bookweek Character Parade (incorporating Grandparents day), Mother's Day and Father's Day Breakfasts, whole school sports events, and our end of year celebrations and Year 6 graduation. Our Year 5 and 6 students engaged in the 3-day Canberra camp (Term 2) and our Year 3 and 4 students participated in an Adventure Activity Camp at Howman's Gap (Term 4). Our School Captains engaged in the GRIP Leadership Conference in Albury and represented the school by presenting wreaths at both the ANZAC day and Remembrance Day commemorations.

Financial performance

The school ended the year 2023 with a net operating surplus of \$103,988, with total funds available of \$85,467 at the end of 2023, with \$21,653 of outstanding invoices for 2023 that were paid in early 2024. The operating deficit from 2019 (\$74,000) was carried over to be repaid over the following 3 years, the remaining a balance of \$19,876 was paid during the first semester of 2023. Government approved DET grants include; SRP cash funding, \$15,649.46 for conveyance allowance (bus fares for eligible families), \$4,000 to CSEF to support students from low-socio economic families to engage in extra-curricula activities, and \$20,120 for Bushfire preparedness.

The school continued to received funding through the Sporting School Program which was used to support the whole school swimming program, with Junior classes traveling by bus to Wangaratta. During 2023, the school received \$41,234 for the Tutor Learning Initiative. This funding was used to employ our tutor and 35 students benefited from this program bringing their learning outcomes back to the expected level for each individual student. Our equity funding of \$22,142 was used to fund targeted literacy intervention for students who receive equity funding.

Locally raised funds of \$92,301 included funds from Family Voluntary Contributions for curriculum related items donations via our local IGA and Bendigo Bank, and fundraising by the Junior School Council and PAFA (Parents and Friends). PAFA fundraising activities included raffles and a Mango sales fundraiser.

BPS was very excited to be awarded Capital Works funding of 7.73million dollars in the November 2020 State Budget for the refurbishing and modernisation of our school. Stage one of the works being completed at the commencement of the 2023 school year and the remaining building works completed by October 2023. This work also incorporated \$138,970 for furniture in our newly completed rooms. The current school Laptop Lease expired in December 2023, and will be replaced in January 2024 with a new 4 year lease of 120 devices.

For more detailed information regarding our school please visit our website at
<https://beechworthps.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 178 students were enrolled at this school in 2023, 89 female and 88 male.

0 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).

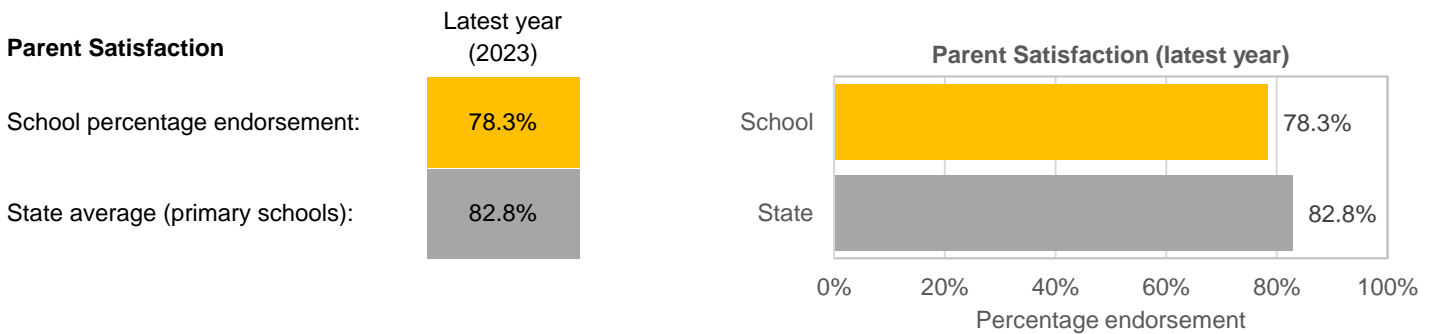
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

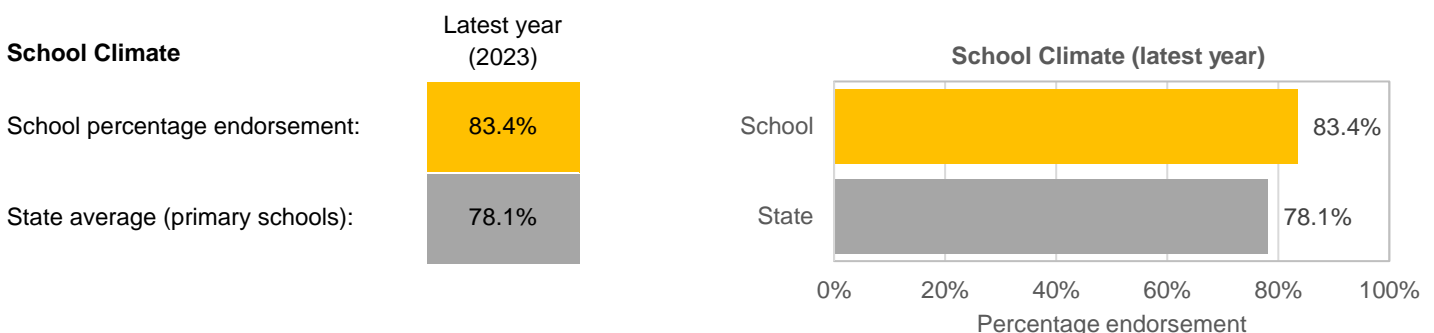


School Staff Survey

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:

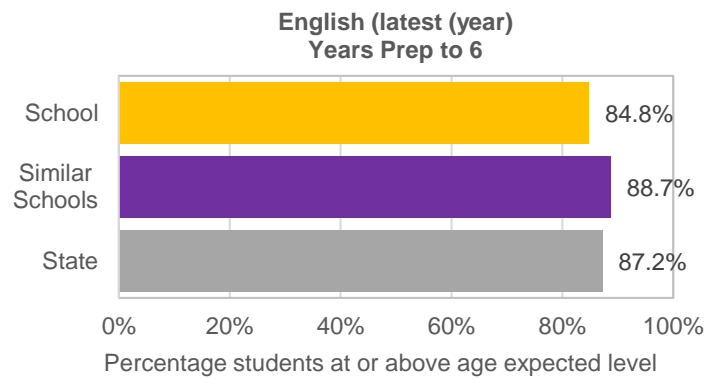
84.8%

Similar Schools average:

88.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

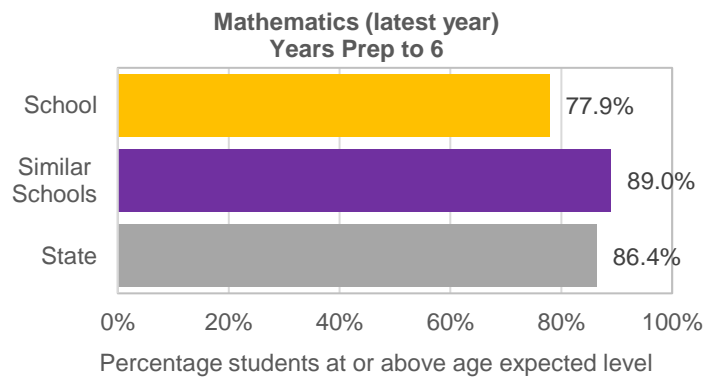
77.9%

Similar Schools average:

89.0%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

47.6%

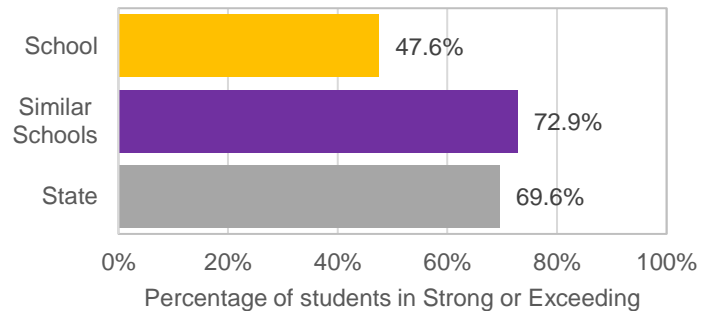
Similar Schools average:

72.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.2%

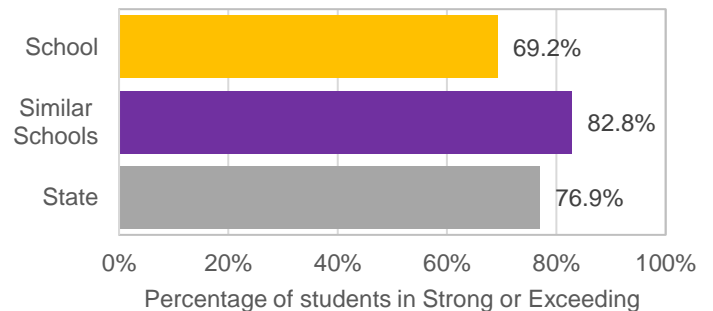
Similar Schools average:

82.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.1%

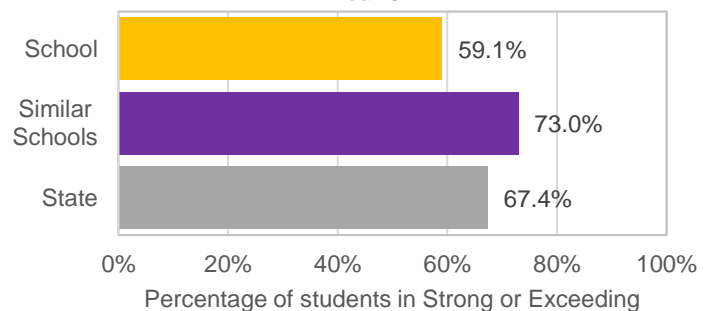
Similar Schools average:

73.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.0%

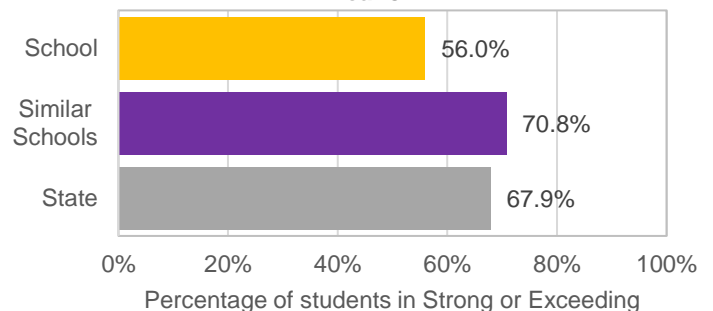
Similar Schools average:

70.8%

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:

64.7%

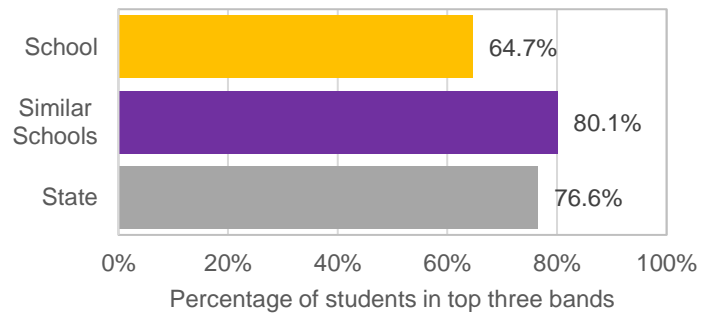
Similar Schools average:

80.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.3%

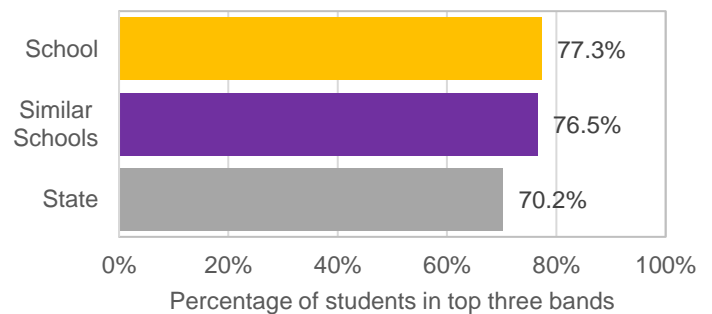
Similar Schools average:

76.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

52.9%

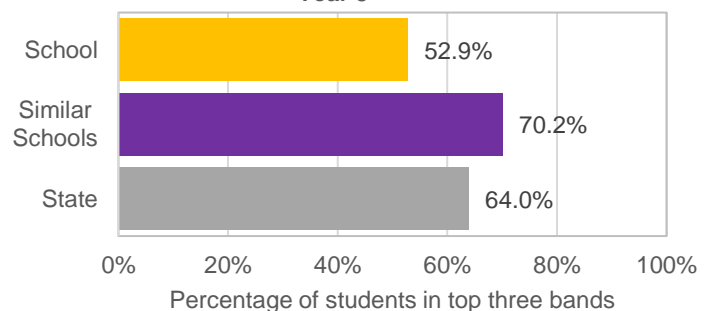
Similar Schools average:

70.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.9%

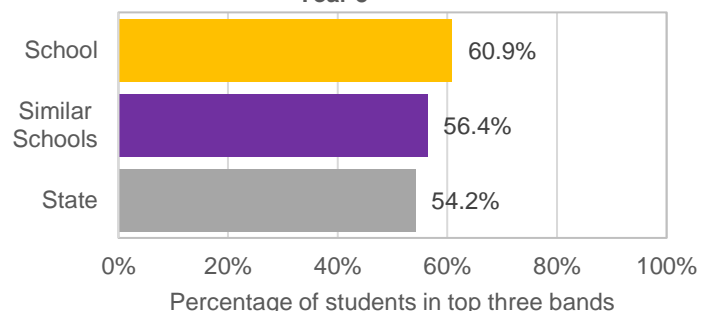
Similar Schools average:

56.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

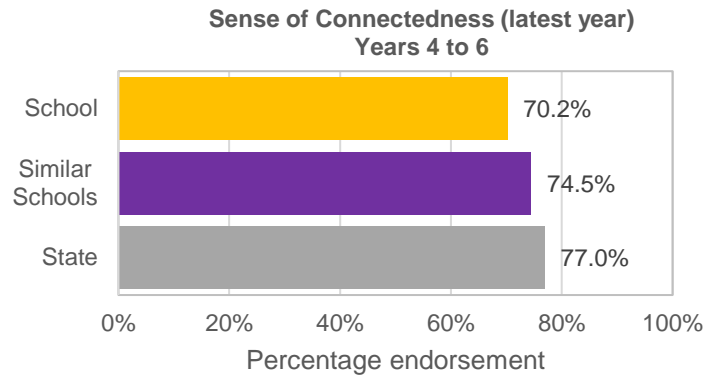
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	70.2%	61.3%
Similar Schools average:	74.5%	76.4%
State average:	77.0%	78.5%

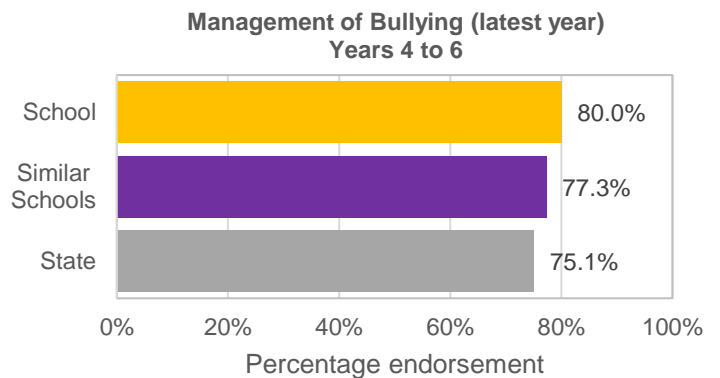


Student Attitudes to School – Management of Bullying

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:	80.0%	63.4%
Similar Schools average:	77.3%	78.4%
State average:	75.1%	76.9%



ENGAGEMENT

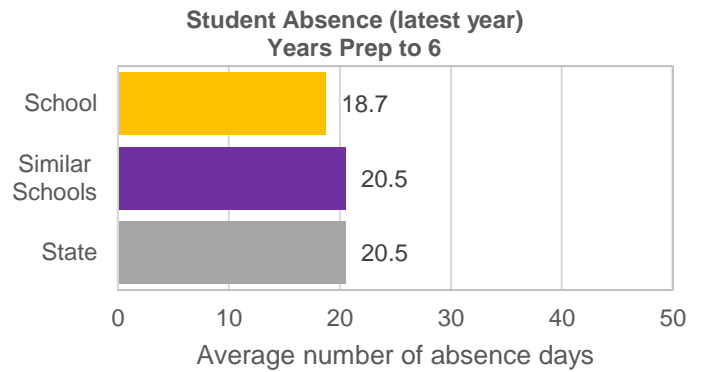
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	18.7	18.0
Similar Schools average:	20.5	18.0
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	92%	91%	91%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,846,074
Government Provided DET Grants	\$328,449
Government Grants Commonwealth	\$6,143
Government Grants State	\$0
Revenue Other	\$3,813
Locally Raised Funds	\$92,301
Capital Grants	\$138,970
Total Operating Revenue	\$2,415,750

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,142
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,142

Expenditure	Actual
Student Resource Package ²	\$1,857,004
Adjustments	\$0
Books & Publications	\$300
Camps/Excursions/Activities	\$43,274
Communication Costs	\$12,712
Consumables	\$21,195
Miscellaneous Expense ³	\$30,957
Professional Development	\$20,319
Equipment/Maintenance/Hire	\$33,511
Property Services	\$242,210
Salaries & Allowances ⁴	\$70,245
Support Services	\$6,869
Trading & Fundraising	\$10,607
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,563
Total Operating Expenditure	\$2,380,768
Net Operating Surplus/-Deficit	(\$103,988)
Asset Acquisitions	\$0

- (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	\$29,095
Official Account	\$56,372
Other Accounts	\$0
Total Funds Available	\$85,467

Financial Commitments	Actual
Operating Reserve	\$56,117
Other Recurrent Expenditure	\$7,301
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$72,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$135,418

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.