

2023 Annual Report to the School Community

School Name: Newington Primary School (2103)



- 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 March 2024 at 10:44 PM by Sam Streeeter (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 26 April 2024 at 04:55 PM

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

Newington Primary School strives to develop global citizens who take action in their community with confidence, empathy and resilience to make a positive difference in the world they live in. In 2023, Newington Primary School had an enrolment of 299 students, 147 female and 152 male, with 4% of the students having English as an additional language and 7% of students identifying as Aboriginal or Torres Strait Islander.

2023 saw students broken into fourteen class groups from Foundation to Year Six, providing two of each year level across the school. There was an intake of 40 Foundation students at the start of 2023 and 42 Year Six students departed at the end of 2023. Around thirty-six staff made up the workforce of Newington Primary School, comprising of principal class, classroom and specialist teachers, classroom support staff, administration office staff and a wellbeing support staff member.

Newington Primary School is located in Ballarat in the suburb of Newington. It is on the east side of Victoria Park along Russell Street which is part of the zone area. The front entrance of the school is on Inkerman Street.

The school's vision: 'Inspire, Inquire, Grow' is reflected in all teaching approaches, designed to involve students as active participants and co-constructors of their learning. Newington Primary School continued to offer a comprehensive curriculum in all learning areas and capabilities, with a high emphasis placed on developing student knowledge and skills in Literacy, Numeracy and Inquiry Learning.

The school continues to be an authorised International Baccalaureate School where the Primary Years Program (PYP) is embedded into everyday teaching. The school's values are based on the PYP Learner Profile, which includes the attributes: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.

The school's commitment to the development of the whole child underpins the extensive specialist program including: Visual Arts, Physical Education, Music, The Sustainable Gardening Kitchen and Japanese.

Re-engaging the school community and providing opportunities for parents to be part of the school setting was organised each term through open mornings, assemblies, community events and special guests that linked to inquiry learning. As a school, we continue to build strong learning partnerships between school, home and the community with the use of online digital platforms, consistent communication and comprehensive transition for Foundation students and other students starting at the school.

Early in 2023, Newington Primary School took part in a PYP evaluation, providing the school with the time to reflect on the schools' PYP journey, while receiving feedback on how the school is going in regards to accreditation and the delivery of inquiry learning as an International Baccalaureate school. This process gave voice to all elements of the school community which included, parents, staff, students and others within the community. There was much to celebrate within this process and areas on which to focus moving forward.

Progress towards strategic goals, student outcomes and student engagement

Learning

Inquiry learning, Literacy and Numeracy continued to be prominent learning areas at Newington Primary School in 2023. These learning areas were led by teams of teachers around goals and targets set in the Annual Implementation Plan (AIP).

Inquiry learning was emphasised during our PYP evaluation where the school regained its accreditation to be an International Baccalaureate school, highlighting many of the positive elements of inquiry learning that are taking place within the school. Staff mapped learning for inquiries around content descriptors from the Victorian Curriculum making sure all elements of the curriculum were covered at the appropriate year levels. In Term 4, PYP Exhibition presented by the graduating class of 2023 was evidence of the learning students had undertaken for the past 7 years and a celebration of the growth they had made throughout primary school. Each student completed an inquiry around the importance of an aspect of science and used the Approaches to Learning skills they had developed to independently present a completed inquiry on their own to the entire school community. This symbolised the school's vision of each student becoming a global citizen when they finish Year 6 at Newington Primary School.

Literacy in the Foundation - Year 2 area took on a new lens after the success of implementing Heggerty into classes and the Bridging The Gap program through TLI in 2022. Staff introduced the Sounds Write program in Foundation - Year 2, following their training so they would be able to implement it successfully. The students in the senior part of the school were introduced to Literacy Circles. These were very successful, with the language they were using to discuss their understanding of the books they read reaching a higher level, while developing their skills around responsibility, independence and collaboration in preparation for Year 7.

Numeracy had a significant focus in the AIP and throughout the school in 2023. Two staff were trained in Extending Mathematical Understanding (EMU) which saw the successful introduction of a Numeracy intervention program in the junior part of the school. As a school, we engaged an external facilitator to look at best practise in the area of Numeracy, with PLCs also having a Numeracy lens as well. 2024 will see the focus on Numeracy continue.

Teacher Judgement data across the school had much to celebrate with 86.6% of students marked at or above level in Literacy areas, which is above similar schools and only just below the state. Maths data from teacher judgements saw 89.6% of students at or above level which is above both similar school and state.

In 2023 the presentation of the NAPLAN data was revised and was not able to be compared to previous years. For 2023 our student data in NAPLAN was as follows -

- Year 3 -
 - Reading - 67.5% of students were strong or excelling
 - Numeracy - 67.5% of students were strong or excelling
- Year 5 -
 - Reading - 80.0% of student were strong or excelling
 - Numeracy - 61.0% of the students were at strong or excelling

Wellbeing

Newington Primary School continued to provide an inclusive, positive and respectful environment for all students. Our curriculum is designed to be engaging, relevant and significant, motivating children to learn and catering for a variety of learning needs. In line with the AIP, the profile of student wellbeing was a priority during 2023 with new initiatives and programs rolled out to enhance what was already in place.

Social and emotional learning continued to be a focus with staff working through the Resilience, Rights & Respectful Relationships (RRRRs) on a weekly basis in conjunction with Wellbeing Wednesdays. Staff took part in training in the Zones of Regulation to help anchor understandings around the importance of emotional regulation and how to help students build a toolkit for when they need to move from one zone to another. Staff worked collaboratively on embedding the Zones of Regulation into the school, with the purchasing of relevant resources, classroom displays and a common language being used across the school. The Zones of Regulation lessons were woven into the wellbeing scope and sequence to coincide with work staff did with students on the RRRRs. Our senior part of the school (5/6) for a second year in a row recognised the importance of human development sessions being held across the two year levels and delivered the 'Catch on Early' program relevant to each year level.

Relationships and communication with families was enhanced through the use of Seesaw and in having families back onsite regularly, with one of our AIP actions being to engage with our community and build connections.

The Wellbeing AIP Team met regularly to discuss options for student support as well as provide proactive strategies to increase student wellbeing when it was required. All staff took part in relevant Professional Learning to build their capacity around student wellbeing, trauma and mental health, including reaching out to external supports/professionals. A Wellbeing Officer continued to work with students. This program was further enhanced with the introduction of the Federation University Provisional Psychology program and our two therapy dogs and their trainer twice a week.

Data from the Student Attitudes to School Survey shows that 84% of students from Years 4-6 feel connected to our school which is a 20% increase from 2022. This is well above the state average and similar schools for 2023. In regards to the four year average, the students sense of connectedness is 76.8%, which is below the state average but above similar schools. The data from the survey also indicated that 83.2% of students feel that bullying is managed well in the school, which is above both the state average and similar schools. The four year average is above both the state and similar schools, with Newington's data showing that 78.6% of students think bullying is managed well. It was felt our Attitudes to School Survey data for 2023 was a good indication that things are heading in the right direction for the students at Newington, which was a big improvement on the 2022 data.

Engagement

At Newington Primary School we continue to be very proud of the way in which our school has adopted a community focus and actively places our students at the heart of all opportunities. In 2023, our diverse range of stimulating and engaging learning programs continued to be evident. Staff continued to strive to ensure that all learning environments were stimulating and engaging learning spaces that cater for individual needs, while incorporating student interests, acknowledging learning preferences and fostering positive relationships.

To enhance engagement between home and school, teachers post a weekly summary of what is happening in the classroom for the upcoming week on Seesaw, allowing parents an inside look into their child's week.

As a school, we continued to identify vulnerable students and those at risk, who were supported by the school's Wellbeing and Leadership team. A Wellbeing Support Officer was employed full-time to assist students and families. Wellbeing programs such as Breakfast Club and Lunchtime Clubs aimed to engage students in the school environment.

2023 saw our Foundation students for 2024 invited to visit the school on numerous occasions to see the environment and to experience different elements of school life. This concluded with an information evening for new families and connecting them to Seesaw. This led to a successful transition for Foundation students on February 1 2024 when they commenced school.

A part-time Attendance Officer continued to monitor and communicate with families around absenteeism. In 2023, the student absenteeism average was 18 days absent for each student from Foundation to Year Six, which is below that of similar schools and the state average. This has each year level with an average of 90% attendance rate in 2023. The 4 year average has Newington Primary School at 17.5 days as the average number of absence days per student. This is below both state and similar schools data. The most common causes for absences was illness (with COVID still impacting cohorts at times, including the entire year 6 cohort for 2 weeks at one stage) and extended family holidays (including families who travelled for most of the year).

As a school, Newington recognises that partnerships between parents, staff and students ensure a supportive learning environment in which all children are valued, respected and engaged.

Other highlights from the school year

There were many highlights for Newington Primary School in 2023 -

- Term 1 saw the school undertake its first evaluation as part of the International Baccalurette community. This was an online process that involved all stakeholders of the school community, including time in each of the classrooms.
- For the first time students opted in from Years 4-6 to participate in ICAS successfully.
- Students in Year 4 and 6 had the opportunity to attend camp. Year Four students headed off to Anglesea for 3 days and Year Six students went to Canberra for 5 days.
- Music Day took place immersing all students into the performing arts curriculum for the day.
- At the Royal South Street Competition we had students participate in Debating and Choir competitions.
- Parents were welcomed back onsite for a picnic, to attend assemblies and to see the learning spaces of their students during open mornings. During an open afternoon for special visitors, every classroom was full and it was deemed a big success.
- There were two art exhibitions during the year both of which were a hit. One involved fluro art that captured a lot of attention.
- Year Six students presented their understandings in their PYPX evening. This was of high quality and a success for all students.
- The Year Six graduation successfully saw 38 of our students graduate, this event also had an offsite segment which had a great turn out.
- Our therapy dogs continued to be part of our Wellbeing Team, visiting the school twice a week to assist students in the areas of wellbeing and engagement.
- The Community Engagement team continued to organise events like colour run, raffles, hot cross bun and pie fundraisers that helped raise valuable funds for our school environment.
- Year 5 and 6 students took part in the DASH program that gave them the opportunity to take action for others in the community. This saw students focussed on mindfulness, the CFA, people in our community and the environment.
- 20 Students represented Newington Primary School in Melbourne and Bacchus Marsh in a program that focussed on looking after our environment. This was fully funded and a big success.
- The school Sports Program provided students with every possible opportunity that was made available to them, including bike education for the first time. This included a successful Sports Day, Cross Country, Winter Sports events between other schools, and having coaches come in who are experts in their field to work with students. We also saw a number of students proceed through the next levels all the way to state championships.

- Each class was part of student First Aid training through St Johns based at age appropriate first aid techniques they may need to use.
- Newington Primary School became an accredited International school, allowing students on international visas to be able to attend the school.

Financial performance

In 2023 the school received equity funding of \$201,000. This equity funding enabled the school to be able to continue to focus on student wellbeing and learning through professional learning for staff around the Zones of Regulation, EMU training, Sounds Write and an external facilitator for Numeracy. It further allowed the school to update resources and programs to best meet student needs, and the employment of staff.

School Council agreed to use budget funds so that all four playgrounds could be upgraded following a playground audit, to be sure they were compliant and safe for student use daily. School Council is aware that technology leases and the International Baccalaureate registration needs to be covered through the budget annually.

Community and Engagement Fundraising saw the school able to purchase extra resources that enhance our school yard with colourful sports mats and an outdoor learning area connected to the Garden Kitchen.

As a school, we have successfully brought forward from 2023 to 2024 an operating surplus. This enables us the opportunity to focus on areas of achievement, engagement and wellbeing that focus on the goals of the School Strategic Plan. The school is in a sound position, to provide the students and staff of Newington Primary School with the resources and facilities to enable them to meet the school's aims and goals in 2024. The school also had its first finance audit in 2023 and is following up with the report and implementing changes where required.

For more detailed information regarding our school please visit our website at
<http://www.newingtonps.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 299 students were enrolled at this school in 2023, 147 female and 152 male.

4 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

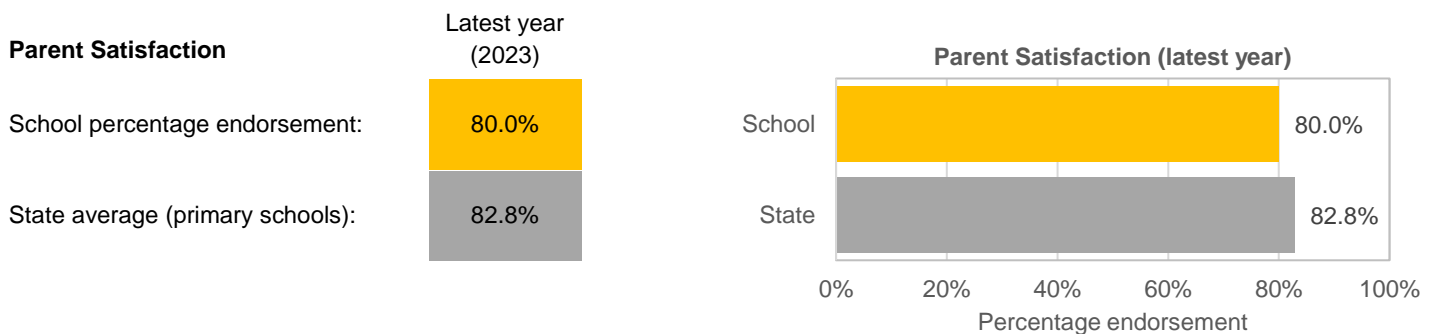
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

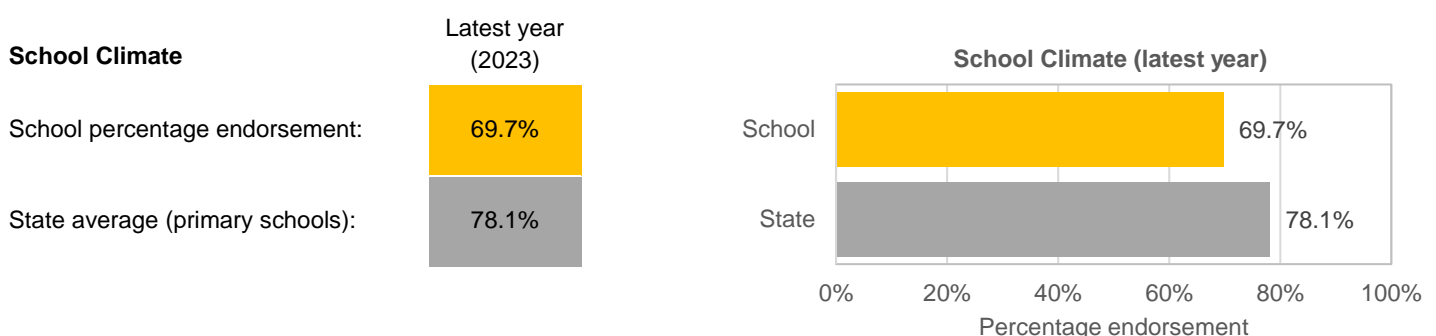


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

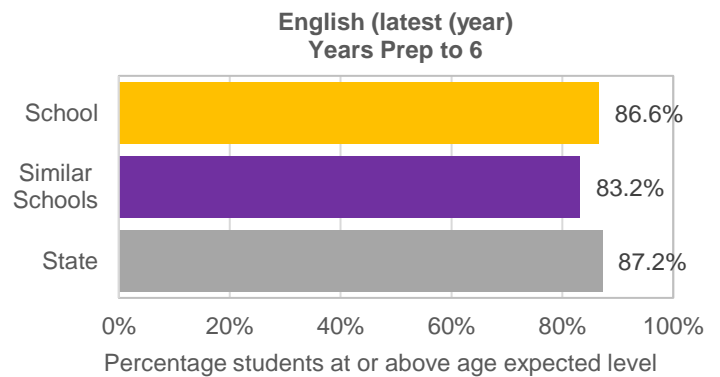
86.6%

Similar Schools average:

83.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

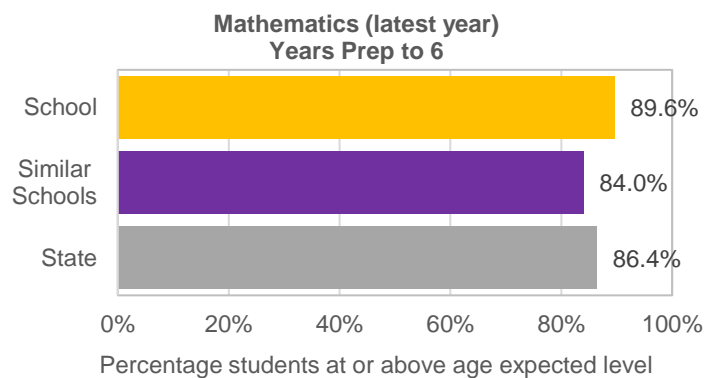
89.6%

Similar Schools average:

84.0%

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:

67.5%

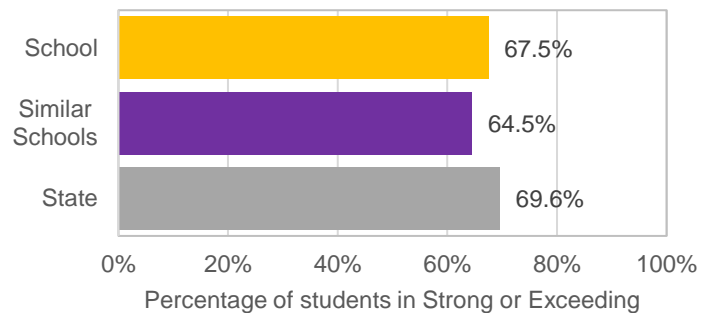
Similar Schools average:

64.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

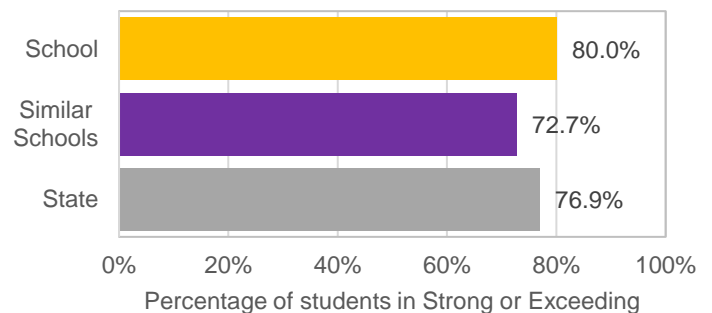
Similar Schools average:

72.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.5%

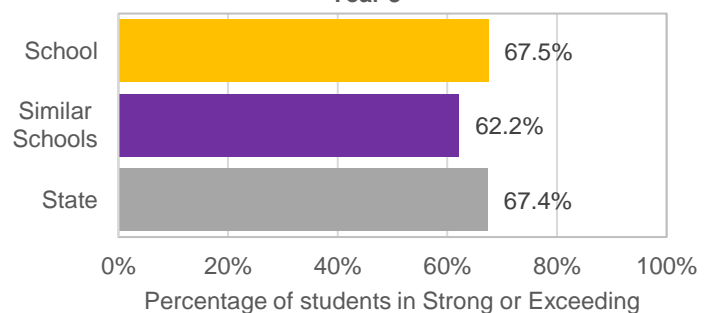
Similar Schools average:

62.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.0%

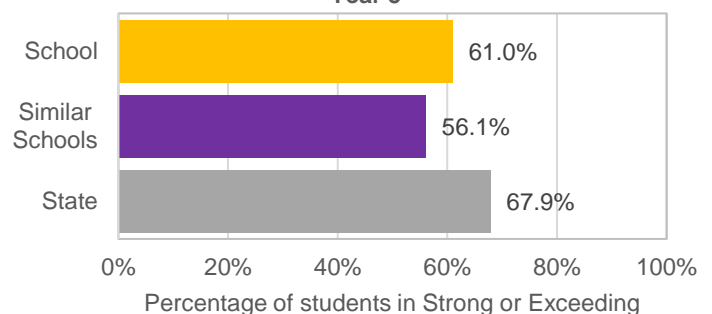
Similar Schools average:

56.1%

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:

83.3%

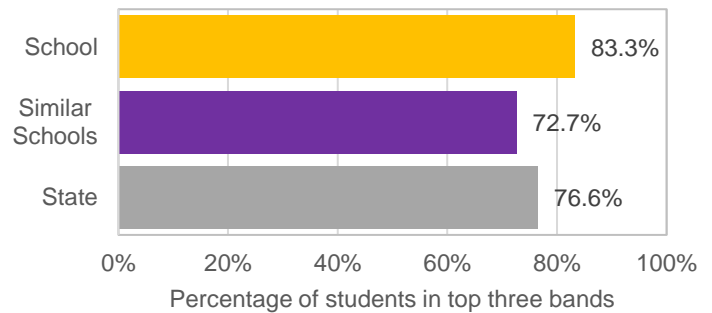
Similar Schools average:

72.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.3%

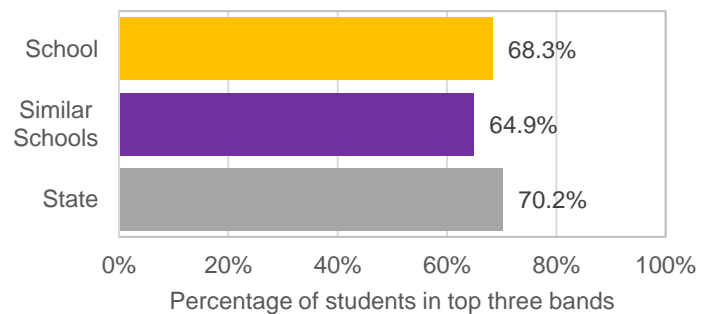
Similar Schools average:

64.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.8%

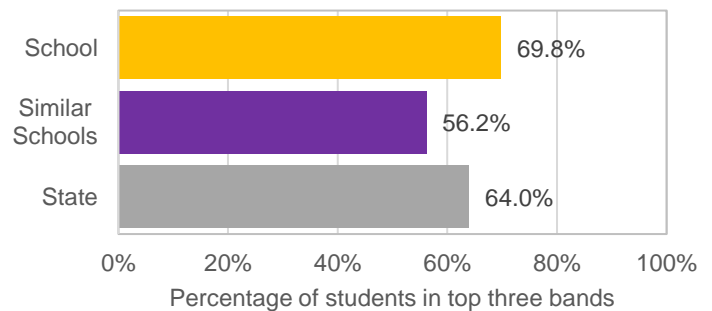
Similar Schools average:

56.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

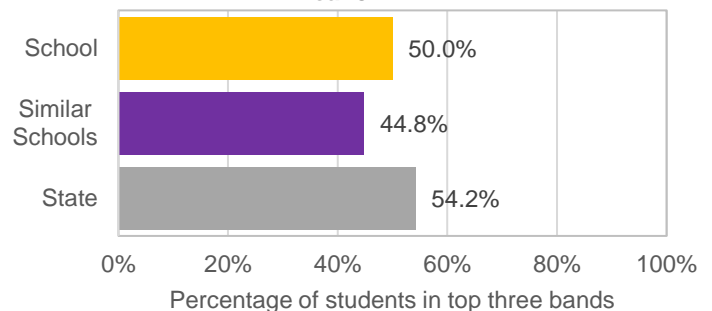
Similar Schools average:

44.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

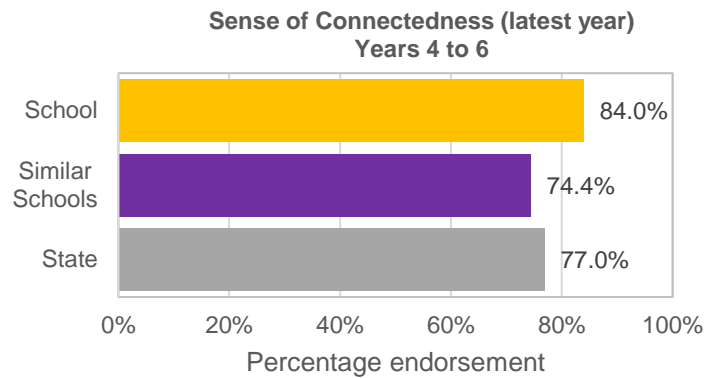
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.0%	76.8%
Similar Schools average:	74.4%	75.6%
State average:	77.0%	78.5%

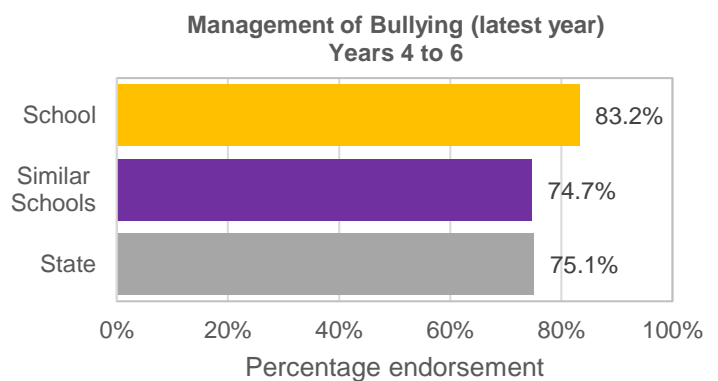


Student Attitudes to School – Management of Bullying

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:	83.2%	78.6%
Similar Schools average:	74.7%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

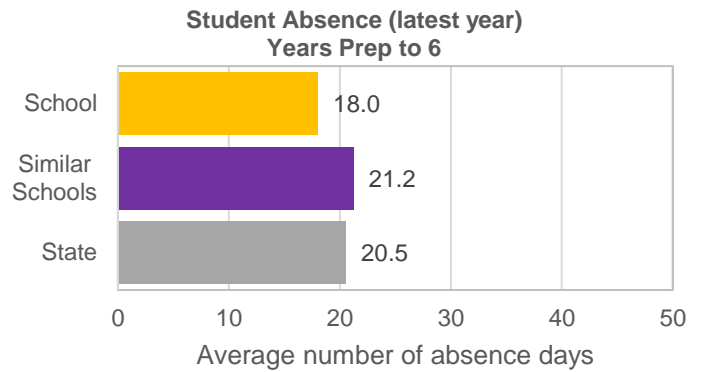
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.0	17.5
Similar Schools average:	21.2	19.4
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):	90%	92%	90%	92%	90%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,190,466
Government Provided DET Grants	\$492,032
Government Grants Commonwealth	\$9,017
Government Grants State	\$0
Revenue Other	\$20,000
Locally Raised Funds	\$129,847
Capital Grants	\$0
Total Operating Revenue	\$3,841,362

Equity ¹	Actual
Equity (Social Disadvantage)	\$201,269
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$201,269

Expenditure	Actual
Student Resource Package ²	\$3,020,143
Adjustments	\$0
Books & Publications	\$2,912
Camps/Excursions/Activities	\$82,922
Communication Costs	\$7,831
Consumables	\$66,934
Miscellaneous Expense ³	\$23,041
Professional Development	\$22,835
Equipment/Maintenance/Hire	\$63,848
Property Services	\$148,988
Salaries & Allowances ⁴	\$386,573
Support Services	\$56,363
Trading & Fundraising	\$32,400
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,094
Utilities	\$26,698
Total Operating Expenditure	\$3,942,580
Net Operating Surplus/-Deficit	(\$101,218)
Asset Acquisitions	\$21,722

- (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	\$166,595
Official Account	\$30,209
Other Accounts	\$0
Total Funds Available	\$196,804

Financial Commitments	Actual
Operating Reserve	\$141,630
Other Recurrent Expenditure	\$34,866
Provision Accounts	\$0
Funds Received in Advance	\$57,000
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	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$71,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$329,496

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.