

2023 Annual Report to the School Community

School Name: Glenrowan Primary School (1742)



- 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 10:18 AM by Karly Duncombe (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 26 April 2024 at 11:04 AM by Susie James (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

Glenrowan Primary School is located in the historic town of Glenrowan in Northeast Victoria. It lies between the larger regional towns of Wangaratta and Benalla. The school services the local community and surrounding districts of Hamilton Park Estate, Greta West, and Chesney Vale. In 2023, the school had an enrolment of 97 students, 48 females and 49 males. There were <10% of EAL (English as an Additional Language) students and 7% ATSI (Aboriginal and Torres Strait Islander). The school had a staffing profile of EFT 11.6 including Principal, 6 Teachers and 4.6 Educational Support Staff. Whilst enrolments have remained relatively steady over the last 5 years, ranging between 90 and 100, after falling below 90 in 2021, numbers have again increased in 2023. Our annexe school, Winton Primary School is a small rural school and services the Winton, Lurg, and Benalla districts. Staff from both schools meet weekly and work in a collegiate and supportive manner. The school had a staffing profile of EFT 2.0. A total of 4 students were enrolled at this school throughout 2023, 2 females and 2 males. There are no Aboriginal and Torres Strait Islander staff at either school site. Across the Wangaratta and Benalla districts Glenrowan Primary School is highly regarded and the communities speak very positively about the school. This feedback is regularly received through both families presently attending this school and from prospective families during school tours. Glenrowan Primary School has an excellent learning environment both internally and externally. At Glenrowan Primary School a large learning facility comprising a large central project space with four adjoining classrooms. All learning spaces are well resourced with large screen televisions and iPads. In 2023, students in grade two to six had access to 1 to 1 iPads while foundation and grade 1 students had access to a class bank. The external areas of the school are very well maintained while a covered recreation area and a sports oval. Glenrowan Primary School operates a Kitchen Garden Program providing valuable learning experience in the growing, harvesting, preparing, and eating of fresh and healthy produce. In 2023, a new outdoor covered eating area was constructed, allowing the Kitchen Garden program to continue to grow. Literacy and Numeracy are the main focus within the school program, with a comprehensive curriculum program is provided. Specialist classes were provided in Art (MACC), Library (MARC), Kitchen/Garden, Science and LOTE (Auslan). Extra curricula activities are regularly provided and include school camps, excursions, and family involvement days. Our school values were revised following consultation with staff, students and parents and were continually to be embedded across the school in 2023. The selected values are: Be a Learner, Be Responsible and Be Respectful. Glenrowan Primary School is a member of a network of local rural schools (Oven Learning Community) that combine to provide professional development for teaching staff and sporting/cultural activities for students. As a school we had a strong focus on improving our reading, writing and numeracy program. This was reflective of our SSP and our AIP goals. Despite the change in leadership and uncertainty around staffing, the SIT remained focused on driving school improvement and conducted regular PL and PLCs. Glenrowan Primary School enjoys strong support from parents and the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The teacher judgement of student achievement at Glenrowan Primary School indicates we are below the range of results for similar school average and the state average for English and above the similar school and state average for Mathematics. Results for both English and Mathematics are similar at Glenrowan Primary School for the percentage of students at or above expected levels with 83.9% (English) and 87.8% (Mathematics). The state average is around 3% higher in English (87.2%) and 1.4% lower in Mathematics (86.4%). The NAPLAN results in 2023 are a mixed result with positive results for Reading and Numeracy in Year 3, however Year 5 Reading and Numeracy were not as positive. In 2023, students in strong and exceeding in Year 3 Reading and Numeracy were all above the state and similar school average. In Reading 100% of students were strong or exceeding compared to 65.8% for similar schools and 69.6% for the state average. In Numeracy, 83.3% of students were strong or exceeding compared to 69.3% for similar schools and 67.4% for the state average. Year 5 results were slightly below similar school and state average. With Glenrowan Primary School students in the strong and exceeding category at 71.4% for reading and 64.3% for numeracy. This is compared to the state reading average of 76.9% and the state numeracy average of 67.9%. The NAPLAN results for the top three bands were slightly different. Year 3 reading was well above the similar school and state average with 91.7% compared to 75.7% and 76.6% respectively. Year 3 numeracy results were slightly below the similar school and state average with 58.3% compared to 64.6% and 64.0%. Year 5 results were also different with reading and numeracy both above the similar school and state averages. Year 5 reading is 85.7% compared to 67.9% and 70.2% with Year 5 numeracy at 71.4% compared to 51.0% and 54.2% respectively.

Wellbeing

Wellbeing is measured by the Attitudes to School Survey (AtoSS) which is completed annually by students in grades 4, 5 and 6. The AtoSS results for 2023 in the area of Sense of Connectedness saw a decline in positive responses that indicated the school data (65.6%) was lower than similar schools (76.6%) and State average (77.0%). The 4-year average results saw the school data (79.4%) more positive than similar schools (77.8%) and state average (78.5%). According to the student's perception of Management of Bullying our 2023 results and 4-year average were very similar to the similar school average and higher than the state averages for both measures. Both these results were strong which indicate a high level of student engagement and enjoyment of school as well as a positive response to how bullying is handled across the school. Student wellbeing is further supported through the continued rollout of the School Wide Positive Behaviour Support framework which was introduced 4 years ago and will continue to be implemented in 2024. Student leadership is a feature of our senior class and increasing Student Voice opportunities across our school continues to be a priority. We have a clear set of school values and set extremely high expectations that all students achieve this. In line with goals in our SSP, the SWPBS framework has resulted in explicit teaching of our 3 school values – Be a Learner, Be Responsible and Be Respectful. To compliment the SSP goal, in 2024 Glenrowan Primary School will adopt The Resilience Project and implement it in all classrooms. Our transition processes across the whole school help our students feel connected and safe. There is an excellent transition program that starts pre-foundation with numerous visits and information shared via Class Dojo, as well as our buddy system (Foundation and grade 6 students) that continues throughout the whole foundation year.

Engagement

Student attendance data is used as an indicator of engagement. Our student attendance data for 2023 indicates positive results to state and similar schools average with our school average being 16.3 days which is within 4 days of the state (20.5 days) and similar schools (20.4 days). The 4-year average also indicates that our school (15.2 days) is above the state (18.1 days) and similar schools (17.6 days) average for student absences. The attendance rate at Glenrowan Primary School ranges across the year levels from 88% to 95%. Our Student Engagement policy has been formulated to ensure high levels of student engagement and health and wellbeing are maintained. Glenrowan Primary School uses a wide range of activities to engage the students from a variety of extra-curricular activities to specialised programs that include Auslan, Art, Library, Science and Kitchen/Garden. Our grade 3/4 students were able to attend a 3-day camp to Urban Camp in Melbourne. Our 5/6 students attended the Canberra camp for 4 days as part of our cluster. The junior students, P/1/2 participated in their major excursion to Mansfield Zoo. We finished the year with our usual celebrations of a grade 6 graduation and our annual assembly and concert.

Financial performance

Revenue:

Government Provided DE&T Grants **(\$272,643)** – was on target and included funds for SRP cash funding \$227,161, Student Wellbeing Boost \$15,000, and Before School Care establishment grant for 2024 \$46,500. Conveyance Allowance \$4027, was as expected. Camps, Sport and Equipment Fund payments to families totalled \$3580. Additional Departmental Funding \$31,544 included bushfire preparedness funds, and the final 20% payment from School shade sail funds. Targeted program funding \$6330 included reimbursement for Small Schools High Risk funding reimbursement.

Commonwealth Government Grants **(\$64,833)** was higher than expected due to 2 terms of Sporting Schools \$3,400, Child Care Subsidy \$41,233 and Community Child Care Fund \$20,200. Child Care Subsidy payments have increased due to higher usage in the program and increased eligibility to CCS payments.

State Grants – we did not receive any funds in this area.

Other Revenue **(\$15,922)** was on target and included PACER and ACER payments \$765, bank interest of \$10,507, local government grants for Pitching a Project for our vegetable garden \$1200. Transfers from other schools included MARC/MARC, CRT replacement of \$3,400.

Locally Raised Funds **(\$87,682)** was higher than anticipated, as camps and events resumed to normality following COVID Pandemic. Fundraising (\$6,458) was strong for the year and included Hot Dog days, Easter Raffle, SRC treats, Disco, and Colour Run. Outside School Hours Care (\$28,846) was higher than expected with increased usage. Curriculum Consumables payments \$14917 were higher than anticipated, due to strong payments from families. Extra Curriculum Consumable, which were user pay, were significantly lower due to heavy subsidies from additional grants received by the school. Camps included 5/6 camps to Canberra, the 15 Mile Creek Leadership Camp, Grade ¾ camp to Melbourne, P/1/2 to Mansfield Zoo and the whole school swimming program.

Expenditure:

Overall expenditure for 2023 was significantly lower than anticipated (approx \$260,000 lower), due to the significant amounts of unspent funds held for specific projects, including Thoona PS \$37,000, OSHCS \$102,500. Maintenance \$28,000, Annual contracts \$74,000 and bushfire preparedness fund \$20,000.

- **Books and Publications (\$110)** Budget was minimal due to access to the MARC VAN.
- **Camps/excursions incurred (\$20,581)** expenditure less expenditure than anticipated due to funding subsidies from additional grants received.
- **Communication costs (\$3054)** was on target, included phone calls and postage.
- **Consumables (\$35,254)** was on target due to accurate budgeting for expenditure.
- **Miscellaneous Expenses (\$28,975)** included advertising \$809, VMIA property insurance premium with increase for additional cover \$1025 and travel insurance for camp \$396, and general affiliation \$4,126 for memberships and subscriptions. First Aid expenditure totalled \$334, School transfers \$13,830 for MACC, MARC, Canberra Camp, and 15 Mile Creek Leadership Camp.
- **Professional Development (\$13,357)** expenditure was on target which First Aid training for all staff, Sounds Write Training, Inspire/Engage program, Resilience PD, Leading by Learning pd, Data Literacy PD and Understanding Behaviours PD, Principals conference, and light refreshments for onsite meetings.
- **Equipment /Maintenance/Hire (\$17,145)** expenditure was less expected and included equipment lunch and serve benches and a new school sign near the basketball court. Leased equipment included photocopier and additional banks of 44 l pads. Equipment purchases included a stick vacuum and a party box speaker.
- **Property Services (\$61,461)** was significantly lower than anticipated, due to unspent annual contracts and maintenance funds and bushfire maintenance works, which will be carried forward to the new school year. Expenditure included \$14,033 for significant expenditure on the fire service, emergency light testing, and gas heater and A/C annual servicing. Sanitation \$2197, Contract Cleaning \$22,290, Building works \$14,160 included internal painting to the BER classrooms, replacement of office carpets, and general maintenance. Ground works \$8,781 included mowing, blowing, spraying and general ground maintenance.
- **Salaries and Allowances (\$136,487)** was higher than the previous year due to the introduction of Before School Care each school morning and After School Care salaries which continued throughout the year and required two staff on each night nights due to high usage. CRT budget was on target.
- **Support Services (\$3025)** – included the two terms of drumming program.
- **Trading and fundraising (\$31,854)** was lower than anticipated due to less expenditure in OSHCS due to reduced days operating in Vacation Care and no outside OSHCS excursions.
- **Motor vehicle expenses (\$57)** – included registration for the woodwork trailer only.
- **Utilities expenditure (\$8,334)** was on target and included electricity, gas, water and garbage.

Annual Result

The Net Operating Surplus/Deficit for Glenrowan Primary School is not accurately determined in the reports as this figure includes the SRP staffing expenditure figures for both Glenrowan PS and our Winton Annex School, with only the SRP revenue for Glenrowan being included.

For more detailed information regarding our school please visit our website at
www.glenrowanps.vic.gov.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 97 students were enrolled at this school in 2023, 48 female and 49 male.

NDP 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).

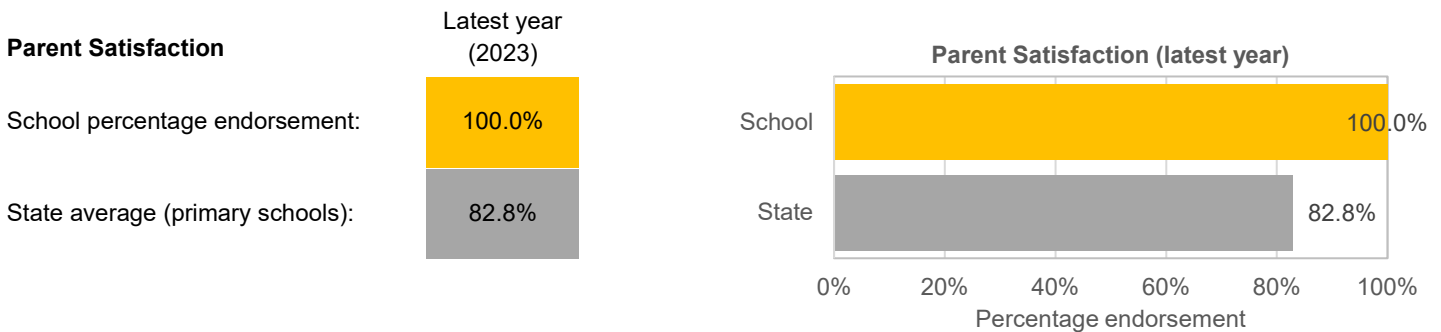
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

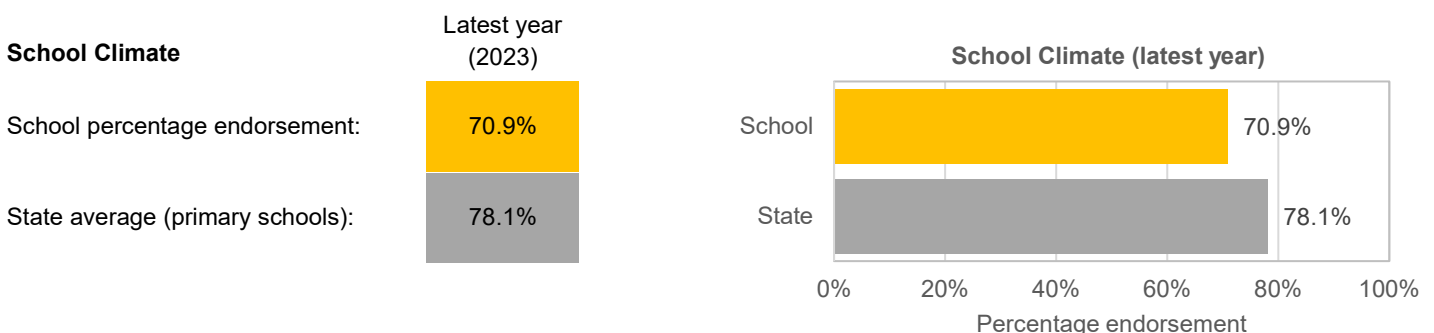


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

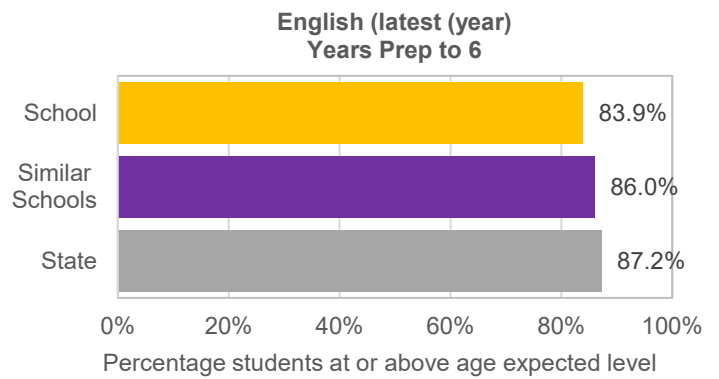
83.9%

Similar Schools average:

86.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

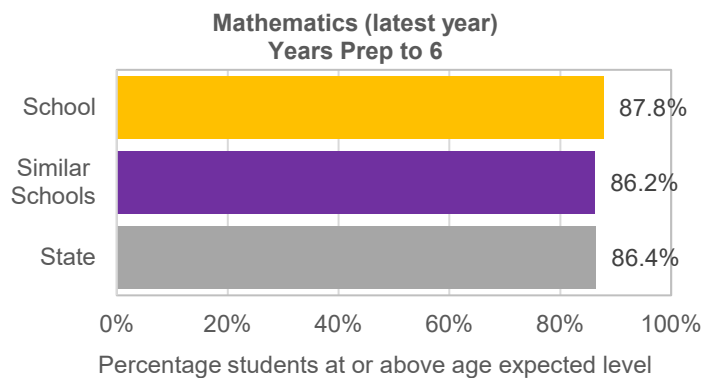
87.8%

Similar Schools average:

86.2%

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:

100.0%

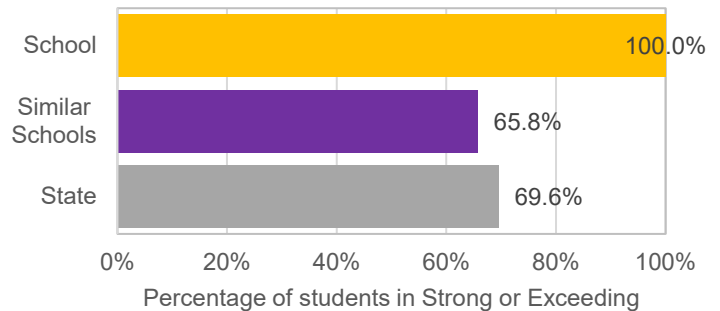
Similar Schools average:

65.8%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

71.4%

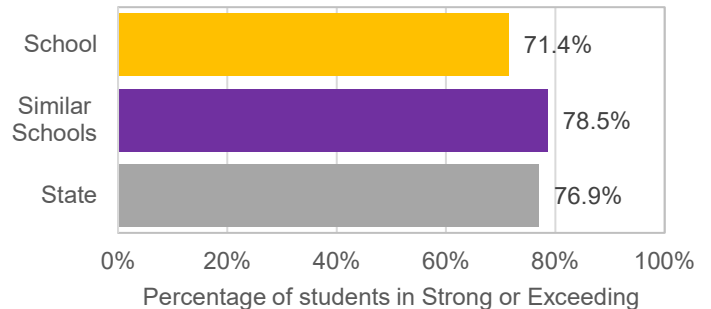
Similar Schools average:

78.5%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

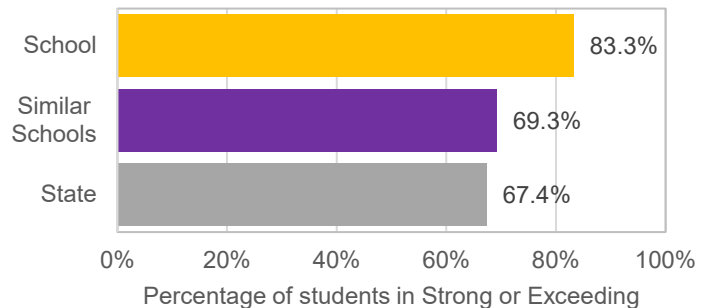
Similar Schools average:

69.3%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

64.3%

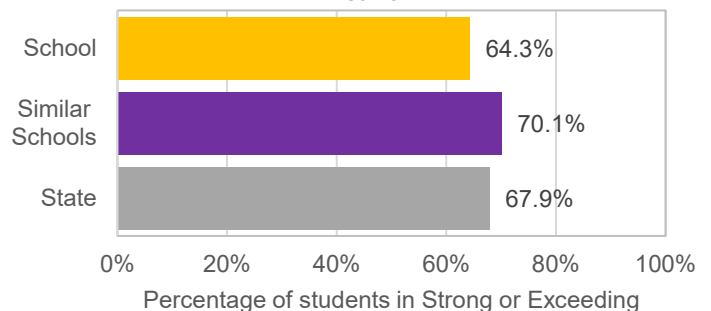
Similar Schools average:

70.1%

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:

91.7%

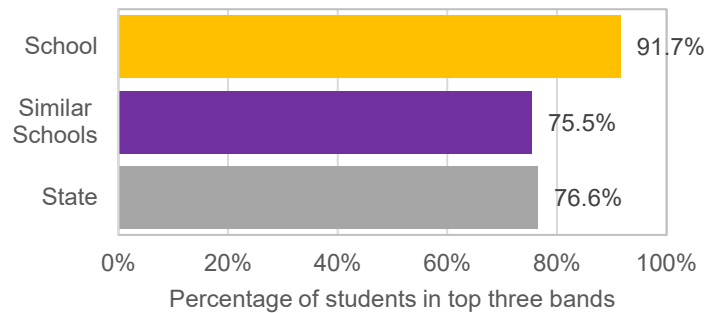
Similar Schools average:

75.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

85.7%

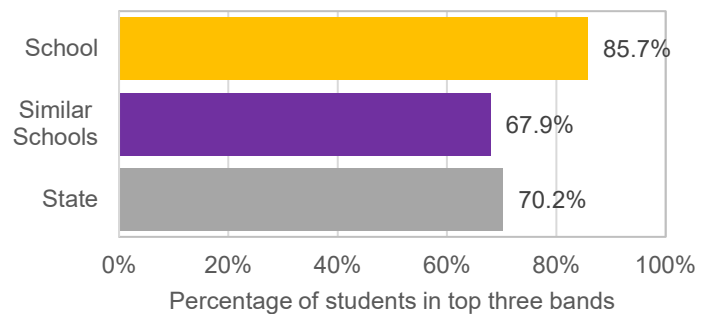
Similar Schools average:

67.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

58.3%

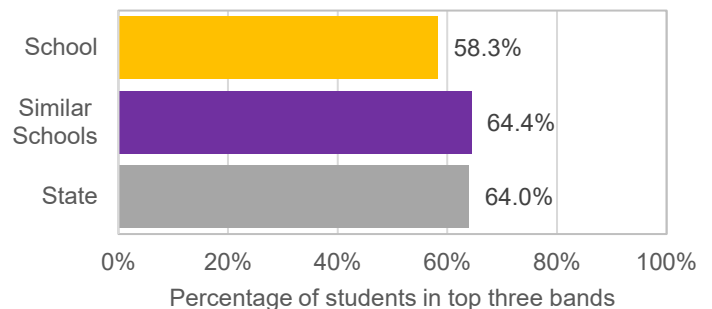
Similar Schools average:

64.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.4%

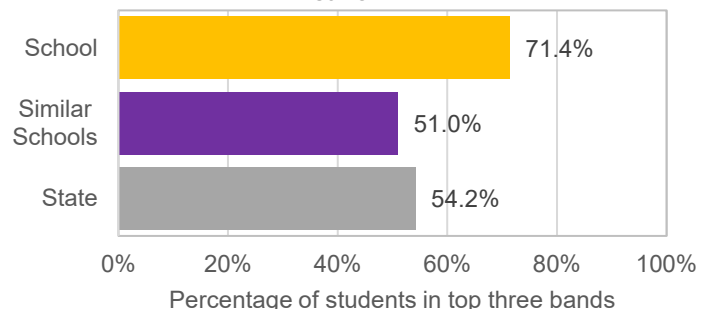
Similar Schools average:

51.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

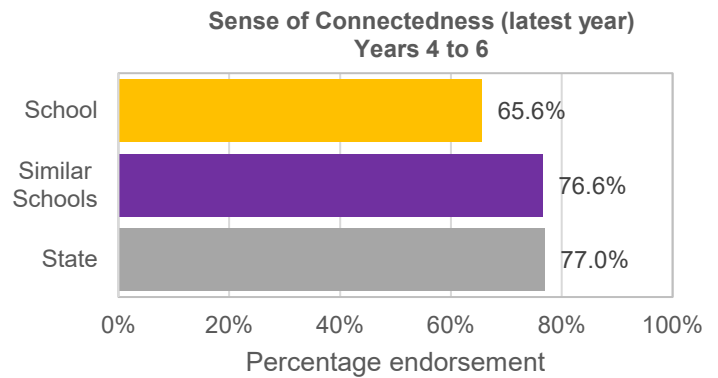
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	65.6%	79.4%
Similar Schools average:	76.6%	77.8%
State average:	77.0%	78.5%

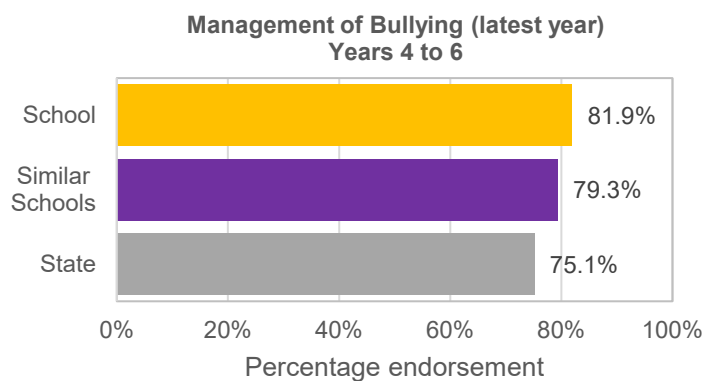


Student Attitudes to School – Management of Bullying

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:	81.9%	81.9%
Similar Schools average:	79.3%	79.6%
State average:	75.1%	76.9%



ENGAGEMENT

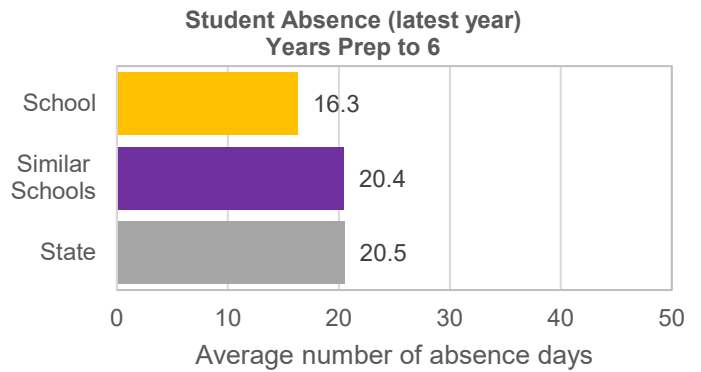
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.3	15.2
Similar Schools average:	20.4	17.6
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):	90%	93%	92%	95%	91%	92%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,280,273
Government Provided DET Grants	\$272,643
Government Grants Commonwealth	\$64,233
Government Grants State	\$0
Revenue Other	\$15,922
Locally Raised Funds	\$87,682
Capital Grants	\$0
Total Operating Revenue	\$1,720,752

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,111
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,111

Expenditure	Actual
Student Resource Package ²	\$1,381,485
Adjustments	\$0
Books & Publications	\$110
Camps/Excursions/Activities	\$20,581
Communication Costs	\$3,054
Consumables	\$35,254
Miscellaneous Expense ³	\$28,975
Professional Development	\$13,357
Equipment/Maintenance/Hire	\$17,145
Property Services	\$61,461
Salaries & Allowances ⁴	\$136,487
Support Services	\$3,025
Trading & Fundraising	\$31,854
Motor Vehicle Expenses	\$57
Travel & Subsistence	\$0
Utilities	\$8,334
Total Operating Expenditure	\$1,741,177
Net Operating Surplus/-Deficit	(\$20,425)
Asset Acquisitions	\$33,553

- (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	\$250,207
Official Account	\$19,439
Other Accounts	\$0
Total Funds Available	\$269,646

Financial Commitments	Actual
Operating Reserve	\$56,125
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$140,018
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$111,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$319,143

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.