

2023 Annual Report to the School Community

School Name: Winters Flat Primary School (0652)



- 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 15 March 2024 at 01:45 PM by Suzanne Kinnersly (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 19 March 2024 at 06:06 PM by Jill Prior (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

Originally established in 1860, Winters Flat Primary School opened on the current site in 1964 at 3 Roberts Avenue, Castlemaine, just west of the town centre. The spacious grounds of about 7 acres are multi-level and afford views of the features surrounding Campbells Creek. The school provides a natural, open landscape within an urban area. It has an oval, fitness track and adventure playgrounds as well as garden areas growing vegetables, fruit and native plants. In addition to the classroom learning spaces our school has a Visual Arts room, a Performing Arts room, a multi-purpose hall and a commercial-style kitchen, where classes are held as part of the Stephanie Alexander Kitchen Garden Program from Year 2 to Year 6 each fortnight. The Creekview school building was opened in 2010. It provides six classrooms with access to shared open spaces, staff offices and meeting rooms, wet-floor areas, indoor toilets and the school library. It is complemented by a large timber deck, utilized for outdoor learning activities. Creekview serves as our Shelter in Place and was nominated for a safety upgrade with works completed in May 2021. The main administration building was significantly renovated in July 2018. Further works were carried out in 2020 which included a new roof and an evaporative cooling system. It includes flexible learning spaces, office administration area, First Aid Room, meeting rooms, an outdoor classroom /assembly space, with staff and children's amenities. Additionally, in 2020 two modular learning spaces – the art room and multipurpose hall signaled the complete modernization of the original school buildings on this site. To acknowledge the extensive structural improvements to building facilities, we had a grand opening community event in May 2021. The emphasis of our teaching and learning program is in providing experiences for all students, which recognize their stage of development and prior knowledge. To support this approach, the class groups are structured to cater to a range of ages and abilities, while the learning experiences integrate the subject areas with a focus on involving children in practical activities and a range of learning styles. The School staff is comprised of a principal, twelve teaching staff, ten education support staff and a wellbeing coordinator, partially funded by the National School Chaplaincy program. Four staff members are full-time and the remainder part-time. Programs are coordinated on a departmental and whole of school basis, to ensure continuity of experiences for children throughout their seven years of primary schooling. Teaching and learning teams are organized as Junior Learning Community, Senior Learning Community and Specialists. The grouping of teachers facilitates the implementation of a well-planned and consistent education program. Classroom programs are supported by Visual Arts, Performing Arts, Physical Education, Kitchen/Garden (SAKG) and French. Cross-curriculum priorities include Aboriginal and Torres Strait Islander histories and cultures as well as a strong focus on Sustainability. Our vision is: *To create an inclusive school community where students develop the academic, physical, social, emotional, creative and moral skills that are the foundation for success in life. We are a school that celebrates diversity and promotes a deep respect for the environment and for each other.* In 2021 we expanded the concept of Inquiry Learning incorporating common organizing themes across the school. The inquiry approach integrates different curriculum areas with a central idea, key concepts and lines of inquiry to foster curiosity and increase levels of student engagement. Chess has been offered as a weekly extra-curricular program. In addition to the academic program, Winters Flat has developed a comprehensive student welfare and behaviour management plan underpinned by the philosophies of the School-Wide Positive Behaviour Support program (SWPBS). Class dojos keep a tally of the positive acknowledgements of behaviour and Xuno is where minor and major incidents are recorded. Most staff are trained in the Berry Street Education Model as well as Kimochis – a program to support emotional intelligence and identifying feelings. We have continued our implementation of the Respectful Relationships (RRRR) curriculum. Student leadership is encouraged to promote our student voices to be heard, through the Care Crows program involving Care for Self, Care for Others and Care for the Environment. An additional student leadership group introduced in 2021 was the SWPBS leaders who also meet regularly with the principal and represent student opinions and ideas in implementing the program. School Captains and Vice-Captains are elected from Year 6 each year. In an effort to strengthen the home-school partnership and increase parent and staff satisfaction, a Community Engagement sub-committee of the school council was established in 2018.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Framework for Improving Student Outcomes 2.0 (FISO) is referenced by all DET schools. FISO improvement priorities for our school in 2023 were Building Practice Excellence: *Excellence in Teaching* with a focus on Mathematics and Teacher Collaboration . Learning and Building Communities: *Community Engagement in Learning* with a focus on Sustainability.

Development of a school-wide numeracy instructional model and continuing to embed the literacy and a numeracy block in the timetable at every level, were significant enablers to the way the literacy and numeracy curriculum was planned, taught and

assessed. Incorporating High Impact Teaching Strategy (HITS) 2: Structuring Lessons was also a feature of planning and delivering the curriculum in 2023.

A key learning improvement strategy was to support students who needed additional help as well as those who have exceeded cohort levels, to continue to extend their learning. This was partially achieved through the Tutor Learning Initiative, particularly in numeracy. We continued to review the way we teach mathematics and once again participated in a Community of Practice in collaboration with Maldon Primary School. We were able to meet together for professional learning, including learning walks, at all year levels. Moderation and Differentiated Teaching (HITS 10) were also professional learning priorities as was Explicit Teaching (HITS 3) providing instruction, demonstrating concepts and building student knowledge and skills. Building Practice Excellence was extended as we continued to develop and embed an agreed whole school approach to the teaching and learning of reading, writing and mathematics.

Evaluating our impact was further strengthened in our attempts to deepen and embed teacher capacity to use rigorous and multiple forms of assessment and feedback to inform teaching and learning practices at students' point of need. The goals and targets of the 2019-2023 Strategic plan were at the forefront of curriculum planning and regular learning walks with our SEIL and EIL were a feature in all classrooms throughout the year with a particular focus on mathematics classes. Mathematical mindsets was another feature of the professional learning cycle. The School Review 2019 -2023 took place in Term 4.

In 2023 the endorsement by parents on their school satisfaction level increased from 71% in 2022 to 80.8 % in 2023 which was 2% lower than the state average of 80.8% in primary schools. Positive Staff endorsement on school climate was 82% and compared favourably to the state average of 78.1%. Staff Trust in Colleagues was 97% compared to 85% in similar schools and 83% as the state average. Teacher Collaboration was rated 86% by participating staff compared to 73% in similar school and 70% as the state average. Continuing to engage with the High Impact Teaching Strategies and the Practice Principles are features of the learning model at Winters Flat.

Wellbeing

The student wellbeing measures contained in this report show that in 2023 for *Sense of Connectedness* our school results were 62.1% endorsement which was below those of similar schools at 75.1% and the state average of 77%. Last year it was 58.5%. There were 47 respondents representing 89% of the Year 4-6 cohort. In the area of *Management of Bullying* with the same cohort response, we achieved 61.2% - again below those of similar schools at 76.1% and the state average 75.1% but an improvement on last year which was 51.9%.

Our school-wide positive behaviour support program and use of class dojos helped us to frame a positive, safe and caring school environment, however the positive impact of these didn't translate to the Year 4 - 6 student group as we would have hoped. From the data obtained in the 2023 Attitudes to School Survey and our own polling, we have identified areas of specific concern around bullying and other causes of disengagement. We have also discovered through our interviews with students, particularly during the conversations in the school review process, that their attitudes to school are actually much more positive than the AtoSS indicates. The focus on SWPBS has been about enhancing the consistency in both the language and the approach being used by all staff. Updating the school behaviour expectations matrix sought student input in all spaces. The universal acknowledgement system - Golden Feathers - was introduced in 2021 and is supported by Class Dojo tallies. Dojos is an online behavior management tally system intended to foster positive student behaviors and classroom culture. Resilience, Rights and Respectful Relationships is another whole school approach recognizing that everyone in our school community deserves to be respected, valued and treated equally.

Classroom learning is reinforced by what is modelled in our school community. The work of our School Wellbeing Coordinator (funded by the National Chaplaincy Program), has helped to more specifically identify concerns raised in the Attitudes to School Survey, including online safety. Other strategies aiming to address student wellbeing have included our Year 2 - Year 6 student leadership program and the Stephanie Alexander Kitchen Garden Program which assists students to make positive health and lifestyle choices.

The Wellbeing coordinator has targeted individual, small group and cohort interventions in response to some of the issues raised in the Attitudes to school survey data. Future directions include the expansion of play options in our extensive grounds through the work of the Buildings and Grounds sub-committee. Healthy lifestyle and wellbeing choices are also promoted through our participation in the Vic Health Achievement Program and Berry Street alumni network. We have a Wellbeing School Council Sub-committee which meets at least once per term.

Engagement

Our student attendance data for 2023, shows the average number of absence days Prep to Year 6 as 22.1 compared to 21.2 at similar schools and the State average of 20.5. Attendance data for Winters Flat represented a decrease in our daily attendance rate each year since 2020 when during lockdowns it was 92.9% down to 88.3% in 2023. Absences were mostly attributable to

illness and parent choice. As attendance impacts student learning, we acknowledge that there is always a need for improvement. We are striving to achieve this improvement through our focus on stimulating and differentiated teaching, and by continuing to provide a broad range of learning opportunities through programs such as the *Stephanie Alexander Kitchen Garden Program*, the Chess program and a variety of student leadership opportunities for students in Year 5 & 6 including *Passions and Pathways* and *I am Mindful*. Improving student attendance continues to be a priority through the work of the Goldfields/Mt Alexander Principals' Network.

Other highlights from the school year

Highlights for 2023 included:

- Annual Welcome to Country ceremony
- ANZAC Day
- Wellbeing coordinator initiatives including:-
 - cybersafety, Drumbeat training, Days celebrating Inclusion, Pride picnic, Ally network
- School Review - students, families and staff participated in the Pre-Review Self-Evaluation and engaged in a positive way with the Review Panel. The new Strategic Plan 2023 -2027 was completed in December 2023.
- The Buildings and Grounds and Fundraising committees in combination with Year 6 Passions and Pathways project saw the placement of outdoor seating for learning and social connections and construction and development of a sensory garden
- Community-led functions and opportunities including Trivia Night and school picnic
- Participation in local Schools' Sorry Day ceremony at Castlemaine Secondary School
- Close alliance between NAPLAN and Teacher judgements
- Our student-led campaign to eliminate plastic fruit stickers was acknowledged at a local, state and federal level including a letter of support from the Prime Minister.
- Results for Year 3 students in NAPLAN Reading were Strong or Exceeding 70% compared to similar schools 68.8% state average 69.6%
- Results for Year 5 students in NAPLAN Reading were Strong or Exceeding 87.5% compared to similar schools 77.9% state average 76.9%
- Results for Year 3 students in NAPLAN Numeracy were Strong or Exceeding 70% compared to similar schools 68% state average 67.4%

Financial performance

Throughout 2023, Winters Flat Primary School continued to manage both the Student Resource Package Funding, Cash Budget and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET FISO (Framework for Improving Student Learning Outcomes). Our overall financial position at the end of 2023 was positive and we feel that we expended our funds to directly benefit our students and the school community. Our equity funds were spent on additional curriculum and wellbeing support for students, including purchasing consumable and non-consumable tools and equipment for students with a disability who required tactile adjustments. Additional ES staff were employed casually, to meet the growing need to support individual students not already funded through the Disability Inclusion Profile in four classrooms. Our wellbeing coordinator, funded through the National chaplaincy program for 10 hours per week, was employed for an additional day each week, to support the wellbeing programs delivered by classroom teachers and to directly support students both individually and in small groups. Locally raised funds were spent on six outdoor table settings, used for outdoor learning and eating.

The Student Resource Package Funding deficit of \$4,592 as at 31st December 2023 was a consequence of providing quality programs and staffing levels for all grades. It is anticipated that funding will be received through the Disability Inclusion Profiles which were submitted in December 2023 and will if successful, offset this deficit.

Fundraising once again contributed to our cash budget revenue in 2023. The balance of locally raised funds carried forward to 2024 was \$ 7,323.

For more detailed information regarding our school please visit our website at <https://www.winters-flat-ps.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 106 students were enrolled at this school in 2023, 54 female and 51 male.

NDP percent of students had English as an additional language and 6 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).

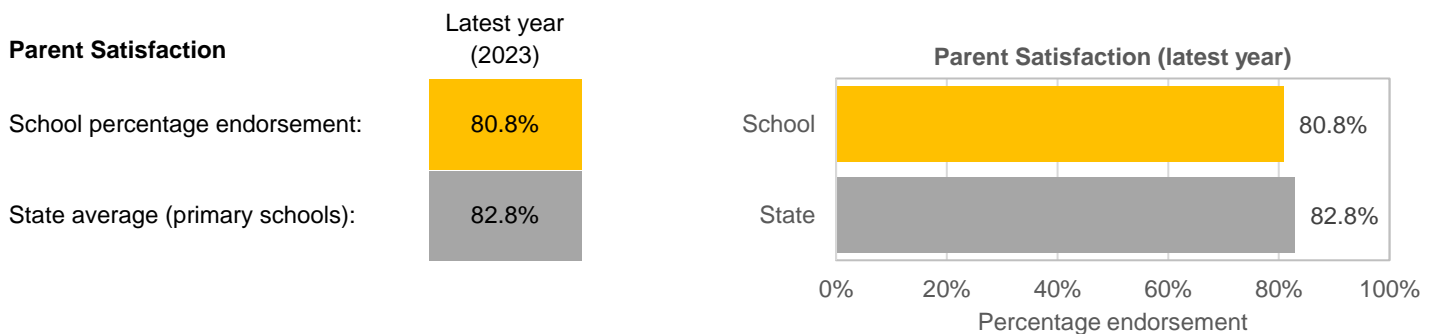
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

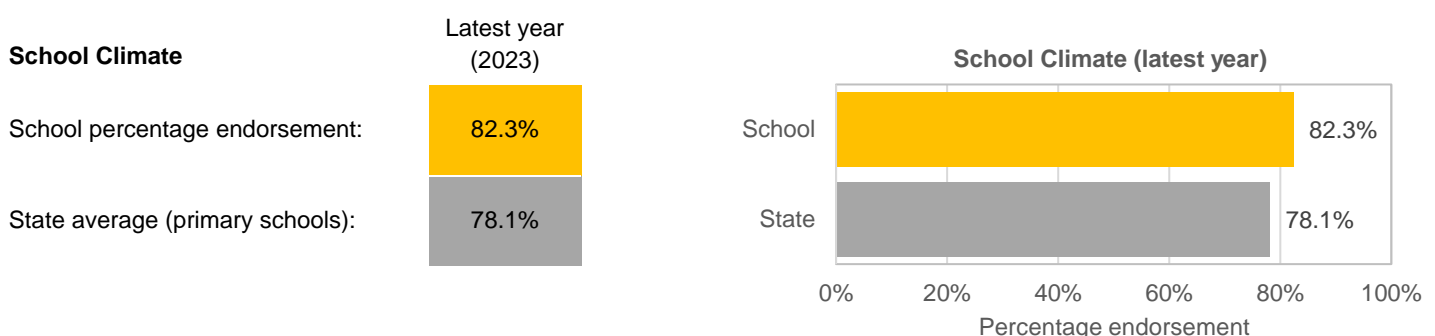


School Staff Survey

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:

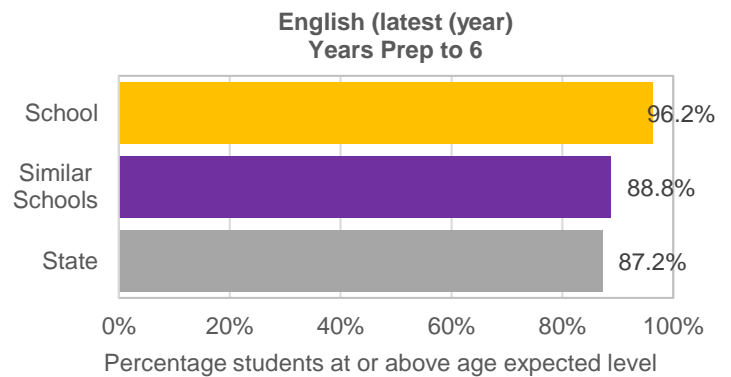
96.2%

Similar Schools average:

88.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

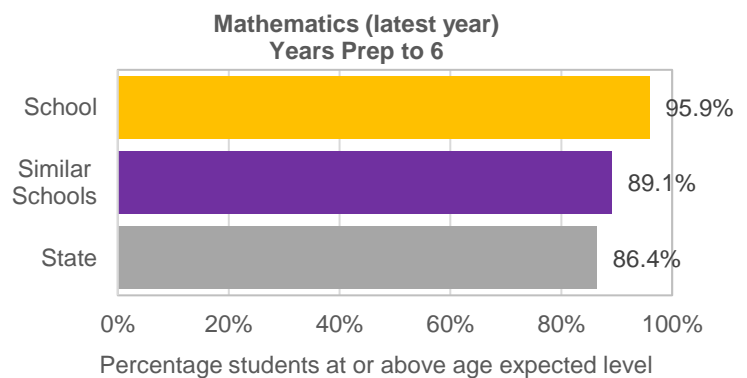
95.9%

Similar Schools average:

89.1%

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:

70.0%

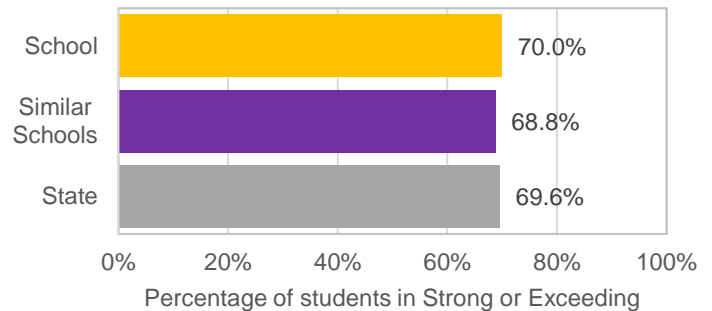
Similar Schools average:

68.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

87.5%

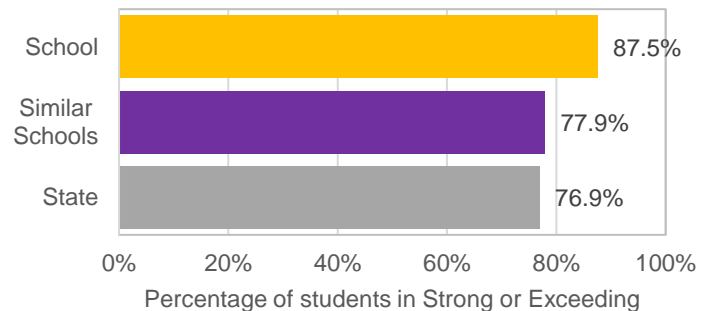
Similar Schools average:

77.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

70.0%

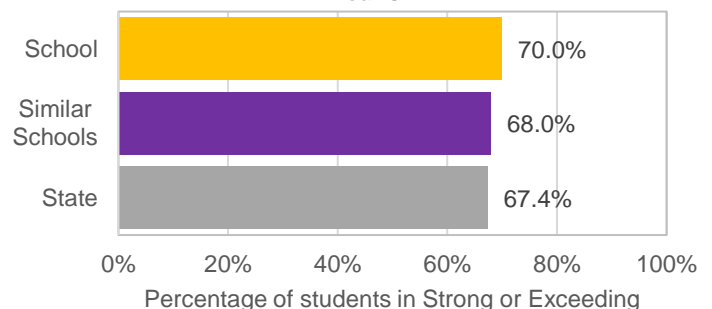
Similar Schools average:

68.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

66.7%

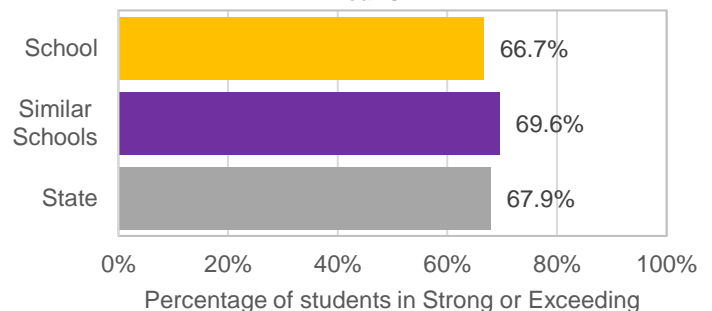
Similar Schools average:

69.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

81.8%

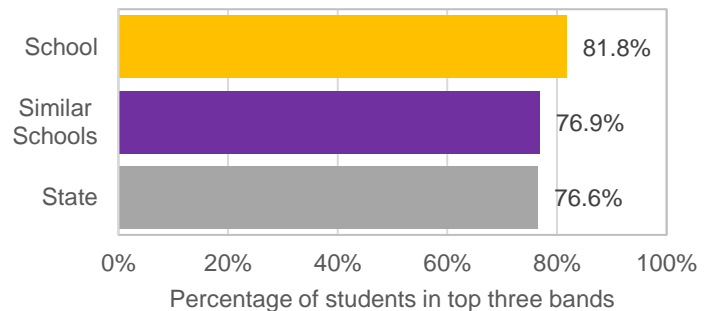
Similar Schools average:

76.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

94.1%

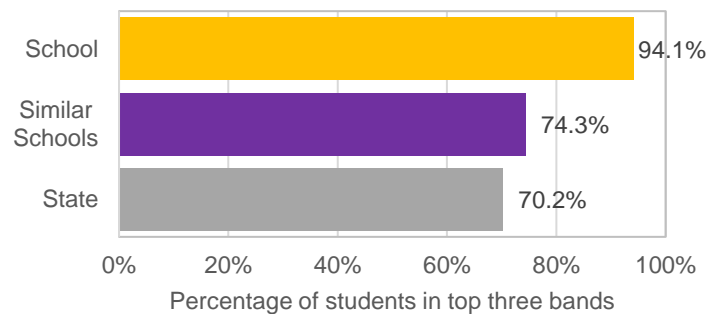
Similar Schools average:

74.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

81.8%

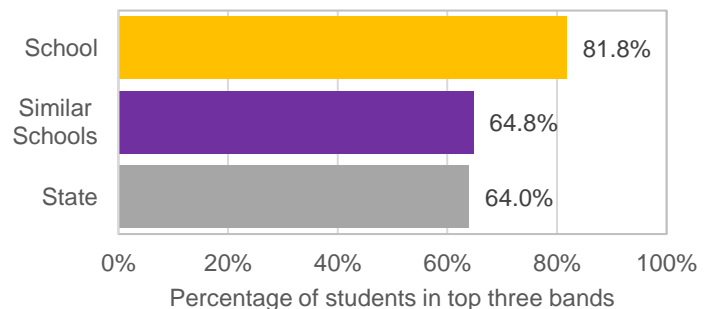
Similar Schools average:

64.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

64.7%

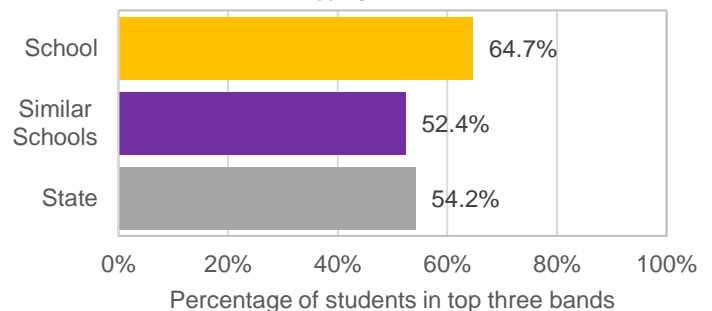
Similar Schools average:

52.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

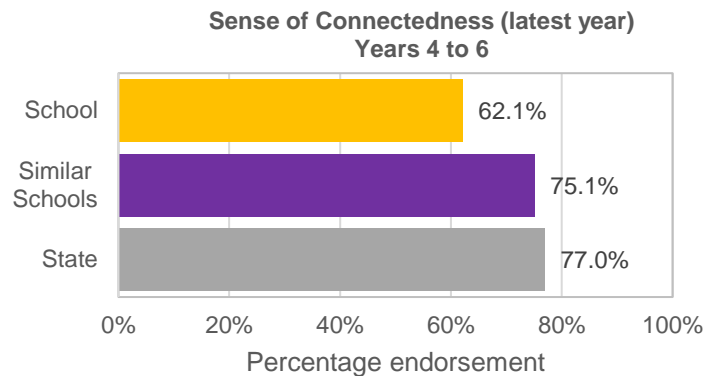
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 62.1% | 65.5% |
| Similar Schools average: | 75.1% | 76.3% |
| State average: | 77.0% | 78.5% |

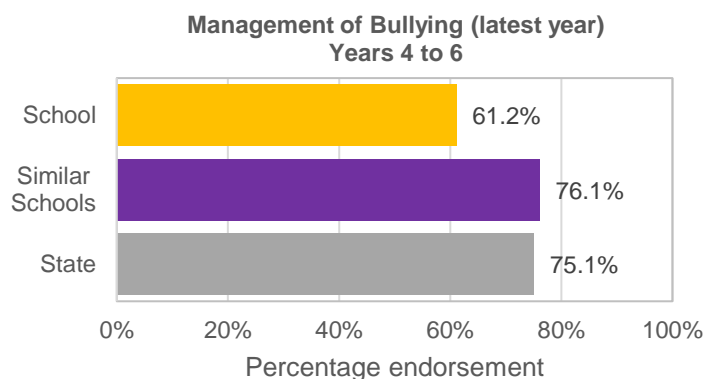


Student Attitudes to School – Management of Bullying

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: | 61.2% | 65.7% |
| Similar Schools average: | 76.1% | 77.6% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

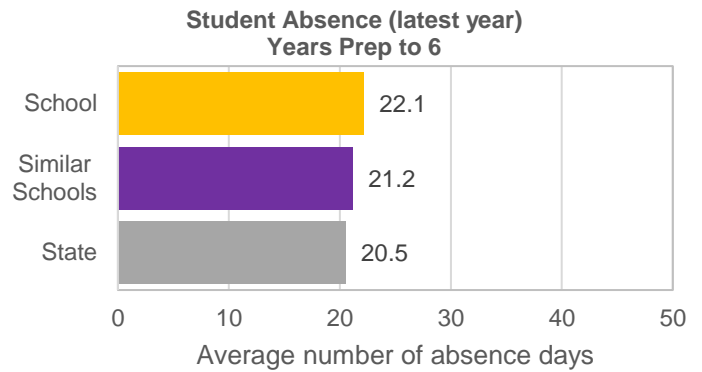
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 22.1 | 17.9 |
| Similar Schools average: | 21.2 | 18.5 |
| 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% | 80% | 89% | 91% | 87% | 90% | 89% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,249,005 |
| Government Provided DET Grants | \$274,978 |
| Government Grants Commonwealth | \$108,094 |
| Government Grants State | \$0 |
| Revenue Other | \$16,120 |
| Locally Raised Funds | \$59,873 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,708,071 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$15,158 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$15,158 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,246,693 |
| Adjustments | \$0 |
| Books & Publications | \$655 |
| Camps/Excursions/Activities | \$16,753 |
| Communication Costs | \$2,489 |
| Consumables | \$37,974 |
| Miscellaneous Expense ³ | \$9,133 |
| Professional Development | \$9,095 |
| Equipment/Maintenance/Hire | \$41,565 |
| Property Services | \$79,101 |
| Salaries & Allowances ⁴ | \$149,337 |
| Support Services | \$21,721 |
| Trading & Fundraising | \$87,270 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$10,888 |
| Total Operating Expenditure | \$1,712,675 |
| Net Operating Surplus/-Deficit | (\$4,604) |
| Asset Acquisitions | \$18,166 |

- (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 16 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 | \$57,797 |
| Official Account | \$10,732 |
| Other Accounts | \$5,087 |
| Total Funds Available | \$73,615 |

| Financial Commitments | Actual |
|---|-----------------|
| Operating Reserve | \$71,736 |
| Other Recurrent Expenditure | \$0 |
| 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 | \$1,879 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$73,615 |

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.