

# 2023 Annual Report to the School Community

School Name: Maldon Primary School (1254)



- 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 16 April 2024 at 05:03 PM by Alisa Burdett (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 17 April 2024 at 12:11 PM by Coby Cox (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Maldon Primary School, established in 1873, stands proudly in the main thoroughfare of Maldon, a historic gold mining town in Central Victoria. Our main school building reflects the heritage and history of our town. In 2023 we celebrated our 150th anniversary. Maldon Primary School had an enrolment of 89 students at the beginning of the year and 92 students by the end of the year. 4 students were aboriginal and there were no students enrolled with English as a second language. The school's Student Family Occupation and Education (SFOE) index reflected a low-medium socio economic band value. Our school's vision is to be a community of enthusiastic, curious learners who can problem solve and think creatively and critically. We want students to develop strong connections to their peers and the local and global community to ensure a sense of belonging. The values our school embraces are: Be Kind, Be Brave, Be Your Best. These values provide us with a framework for the way staff and students work academically, socially and emotionally in the classroom, in the playground and out in the community. We explicitly teach all students our three main values of the school through the School Wide Positive Behaviour Support (SW-PBS) framework. Maldon Primary School's mission is to have a safe, positive learning environment where students can be happy, courageous and confident. In 2023, students were placed into 4 classrooms, comprising of a Grade Prep/1 class, Grade 2/3 class, Grade 4/5 class and a Grade 5/6 class. The staffing profile consisted of 1 principal (1.0 FTE), 4 classroom teachers, including a Learning Specialist (4.0 FTE), 3 specialist teachers (0.8 FTE), 1 Learning Tutor (0.2 FTE), 4 Classroom Education Support Staff, 1 business manager (1.0 FTE) and a Disability Inclusion Co-ordinator (0.2 FTE). We did not have any Aboriginal and Torres Strait Islander staff. Our school provided Visual Arts, LOTE (Japanese), Performing Arts and Digital Technology specialist programs equal to one day each week. Library sessions were conducted on a weekly basis by the classroom teacher with support from the Education Support Staff. Our school does not provide any programs for overseas students. The percent endorsement by staff on School Climate was 98% in the Staff Survey, which is well above the state average.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 the school continued to work on the Department of Education's Key Improvement Strategy 1, Maximising the learning and growth in Literacy and Numeracy for each student. Our major improvement focus was the teaching of Mathematics to encourage students to think creatively, have a positive mindset and to build connections across mathematical concepts. Teachers continued to undertake professional learning in the mathematics area. The teachers participated in a professional learning day with Maths professor, Peter Sullivan, and another day with Maths professor, Jo Boaler. From this learning, teachers gained confidence in their maths planning and teaching. The staff worked on bringing real life into the mathematics classroom and valuing the thinking behind the answers. A Primary Maths Science trained teacher was employed who was able to facilitate in school professional learning and give feedback to teachers to improve their teaching practice. Teacher judgements against the Victorian Curriculum show that more than 90% of students from prep to grade 6 are performing at or above the age expected standard in Mathematics at Maldon PS. This focus on mathematics will continue in 2024 and it is noted that the results of our work are yet to filter through to our NAPLAN results.

Two teachers participated in the Leading Literacy training and then trained the teachers back at school to improve our teaching. Within literacy lessons, staff undertook peer observations and gained feedback about their teaching. Our Literacy Learning Specialist modelled teaching aspects of a lesson as requested by other staff. Teacher judgements against the Victorian Curriculum shows that more than 90% of students from prep to grade 6 are performing at or above the age expected standard in Reading at Maldon PS. These results are higher than the average percentage of similar schools and the state. Based on NAPLAN data, this trend is further reinforced for Reading with a higher percentage of both grade 3 and grade 5 students performing in the strong and exceeding proficiency levels compared to similar schools and the state.

Our learning tutor, employed as part of the Tutor Learning Initiative, continued to work with students who didn't make the expected growth over the last 12 months or who were below level in reading and mathematics. The tutor and the students created learning goals to work towards in this program and the tutor communicated with the classroom teacher where needed. We have seen great progress in students' ability and confidence after being involved in this program. Our tutor often engaged with the classroom teachers to discuss students entering and exiting the program. The Tutoring Program has been very successful at our school and will continue in 2024.

Classroom teachers collaborated in Professional Learning Communities (PLC) each term of 2023. The main focus was to ensure students are at the centre of the work and to use the student data for the planning, teaching and learning of Literacy and Maths. Our

teachers also participated in an inquiry professional learning day with Shaz Bailey, continuing on from the work started in 2022. From this, teachers developed termly units of inquiry with initial learning experiences that build engagement and curiosity in the classroom, which then encourages the students to drive the inquiry process.

## Wellbeing

Student wellbeing continued to be a focus at our school for 2023. We created a positive learning environment for all students through the School Wide Positive Behaviour Support framework. Staff had a consistent approach to Wellbeing sessions on a weekly basis and all classes implemented 'mindfulness' after lunch breaks to ensure students were calm and ready to learn for the afternoon. All teaching staff were trained in Berry St Trauma Informed Practice. We also offered lunch time Clubs activities for students who find the yard too overwhelming or would like a quiet space to be in during lunch times.

Teachers completed the Student Check In twice over the year to identify students 'at risk' and in what area: socially, emotionally or academically. Through this check in we targeted individual students and small groups to be involved in Art Therapy sessions. This was a very positive program and will continue into 2024. Our School Counsellor worked with individual students in 2023 until the end of their contract in Term 3, which was funded through the DET Chaplaincy Program.

Maldon PS continues to maintain a very high positive endorsement in our student Attitudes to School Survey (AToSS) results. 'Sense of Connectedness' was positively endorsed at 81.1% which is above similar schools and the state average and 'Management of Bullying' was rated at 85.6%, also above similar schools and the state average.

## Engagement

Our Meet and Greet parent teacher interviews were held in the first few weeks of the school year, as well as our Welcome Picnic where the local ice creamery brought their ice cream cart along. Both of these events were well attended with approximately 30 families coming along to the Welcome Picnic.

The school held their biennial school concert, 'Through the Decades', which was a significant event for all involved. Camps also took place this year for students from grade 1 to grade 6. At the end of each term, parents and community members were invited into the school for class expos showcasing student work completed throughout the term. This was very well supported by parents and family members. It has been nice to see events returning and being supported by the school community, post covid-19 restrictions. At the end of the year, we celebrated the overall excellent student behaviour with a reward of a Ninja Warrior course. Students were very excited and loved being part of this event.

Linking in with community groups is very important in small towns, and the school Clubs Program brings our students and community groups together. This year the clubs program involved the Maldon Croquet Club, the Maldon Men's Shed, a local artist and the Maldon Bowling Club. Students had the opportunity to submit preferences for their clubs involvement. All parties involved enjoyed this program and we are hoping to continue these connections in the future. Older students also helped publish our fortnightly school page in the local Tarrengower Times newspaper and we continued our links with the RSL through the Remembrance Day Writing competition as well as attaching our Remembrance Day letters, poems, stories and artwork to the front fence for passers-by to take home. This event is always highly valued by Maldon community members. Our Maldon Hospital visits started up again with the grade 2/3 class and the 2022 penpals visiting residents. This is always a special program and will continue in 2024.

Staff collaborated with other schools through network meetings and professional learning opportunities, and the Maldon Kindergarten joined with the school for the Easter hat parade, the annual Easter Parade and our regular transition program. The student absence data for our school in 2023 was slightly higher than similar schools and the state average, with the average number of absence days being 21.6. This was above our 4 year average of 19.5 absence days. Grade 1, Grade 2 and Grade 6 all had an attendance rate of below 90% in 2023, therefore we need to work on attendance with the grade 2 and 3 cohorts in 2024. The main reasons for absences at our school are illness, parent choice and family holidays.

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## Other highlights from the school year

As part of our 150th anniversary celebrations, our school community created our Maldon Easter Parade school float around the olden days theme. Students, parents, staff and some kindergarten families dressed in old fashioned clothing and paraded through the Maldon town centre. We also held an open day in the holidays for ex-students, ex-staff and family members to visit, tour the school and talk to some current staff and families, reminiscing about old times and also finding out about the changes that have occurred at the school over the time. There were approximately 100 people who visited the school on the open day. Our final

anniversary celebration was an in school day where students and staff dressed in old fashioned clothing and participated in teaching and games from many years ago. This was a very memorable event for staff and students.

Our teaching staff have shown great dedication to improve their teaching of mathematics. This has been recognised within our network, with a number of schools sending staff to participate in learning walks of our maths classrooms. Towards the end of the 2023, we were invited to present our Maths improvement journey to a number of Department of Education leaders and executive team members in Melbourne. This was a significant event and staff were proud of the improvements and progress we have made with the teaching and learning of mathematics at Maldon Primary School.

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## Financial performance

Maldon Primary School maintained a very sound financial position throughout 2023. The 2022-2026 School Strategic Plan, along with the 2023 Annual Implementation Plan, were used to direct the allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$174,463. This surplus occurred through:

- the carryover of credit funding from previous year when the school had a high level of graduate staff and/or staff not at the top of the salary scale.
- the retention of approximately \$20,000 in School Chaplaincy funding (received in 2023) as the school was unable to secure a suitable counsellor to utilise these funds.
- the retention of a \$10,000 maintenance payment from the department for roof repairs. Contractors were engaged in 2023 to inspect the roof but no maintenance was identified so this money will be carried forward for future roof repairs.
- the retention of approximately \$22,000 in Mental Health funding which will be spent in 2024.
- a higher than expected collection rate of parent contributions.

Maldon Primary School is an historic school with considerable maintenance needs. The Rolling Facilities Evaluation, completed in mid 2020, identified over \$400,000 in maintenance and repair works which needs to take place between 2020 and 2025. Throughout 2023 in excess of \$70,000 was spent on interior and exterior painting, replacing the beyond repair storage shed, replacing the external security lights and investigating and repairing the source of a water leak in a chimney. This work was funded by the maintenance component of the 2023 Student Resource package as well as funding reserved from 2022. The school will continue to work through the list of repairs/maintenance in 2024 including revamping the grounds around the shed, repairing brick work and replacing the damaged shade sail.

Equity funding was spent during the year on new digital devices for student use and literacy resources in line with equity funding guidelines and school priorities.

The school received a Sporting Schools grant of \$2,200, which was allocated to lawn bowls.

The school raised approximately \$10,000 by conducting a Mango fundraiser, a Comedy Night and our annual Shopping Spree and the funds were directed towards the replacement of interactive whiteboards/projectors with Smart TV's in 5 classrooms.

**For more detailed information regarding our school please visit our website at**  
<https://maldonps.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 89 students were enrolled at this school in 2023, 39 female and 50 male.

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

### Overall Socio-Economic Profile

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

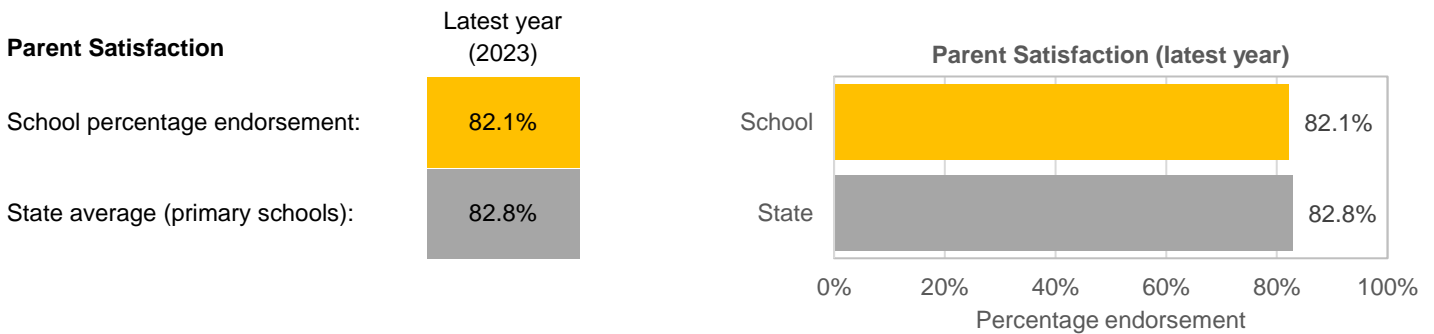
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

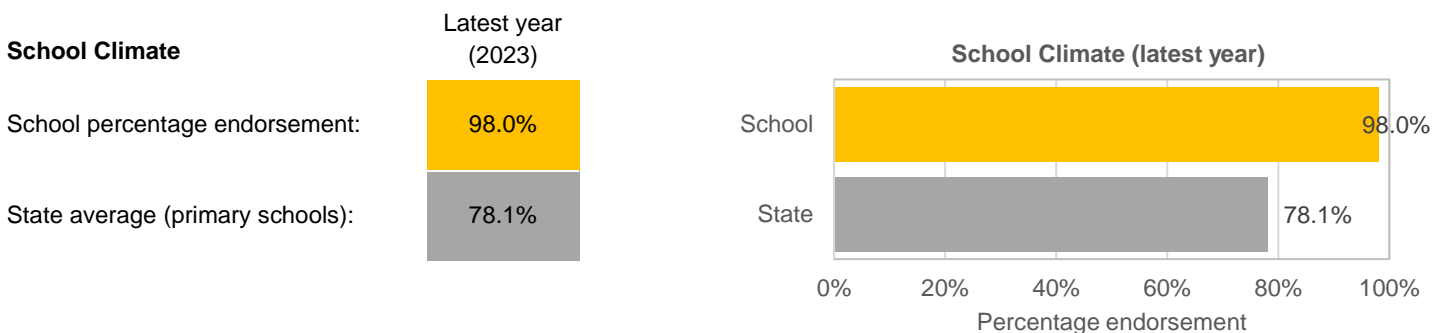


### School Staff Survey

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:

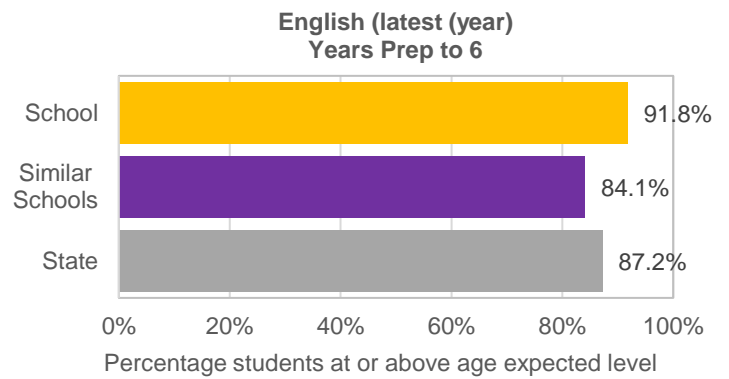
91.8%

Similar Schools average:

84.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

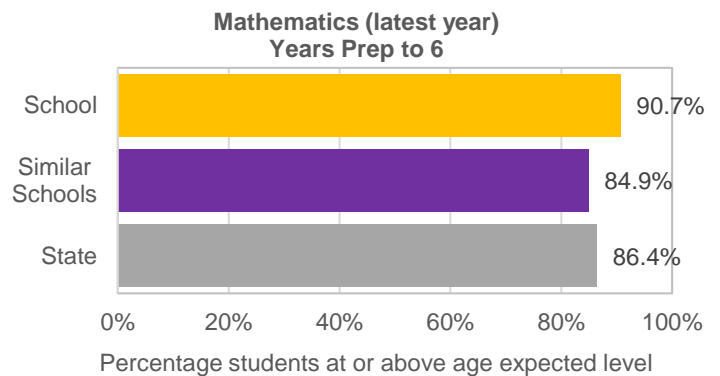
90.7%

Similar Schools average:

84.9%

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:

75.0%

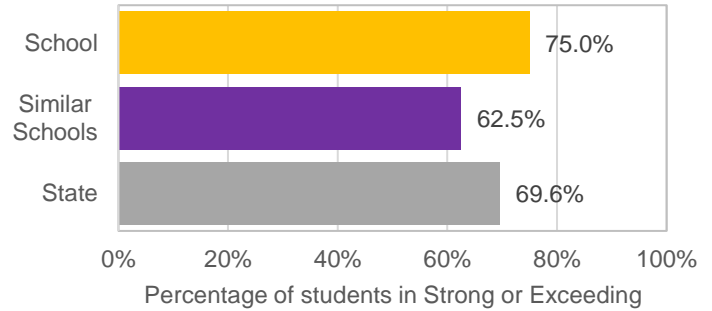
Similar Schools average:

62.5%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

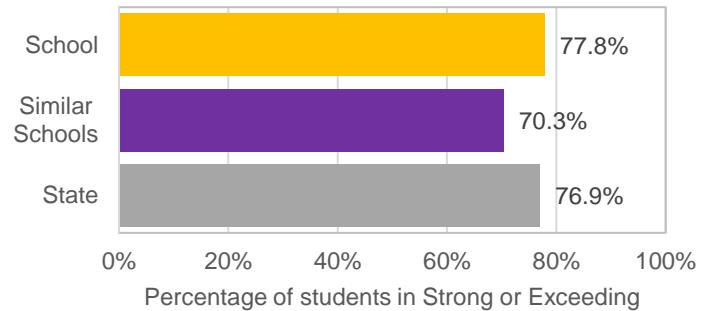
Similar Schools average:

70.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

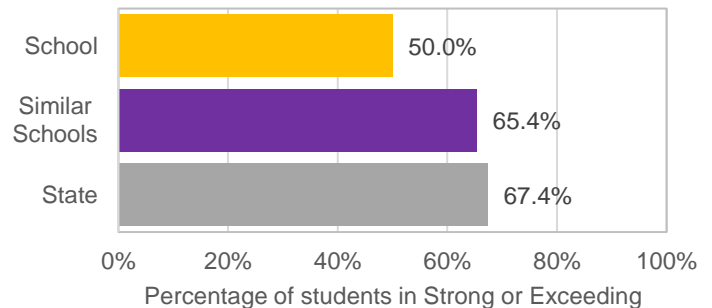
Similar Schools average:

65.4%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

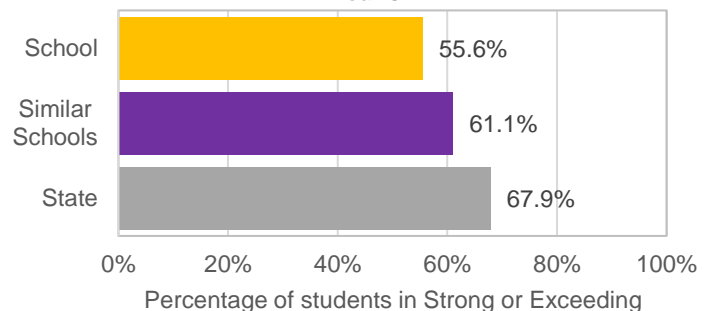
Similar Schools average:

61.1%

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:

85.7%

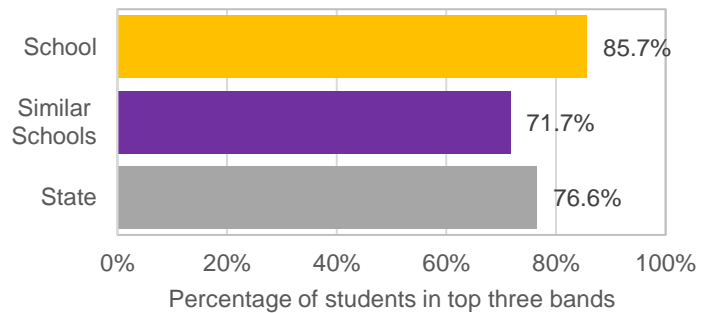
Similar Schools average:

71.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

87.5%

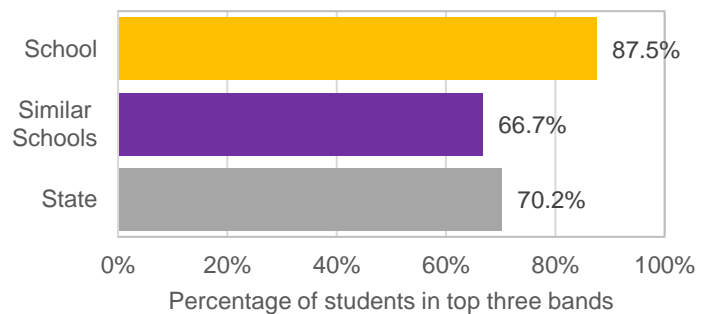
Similar Schools average:

66.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.9%

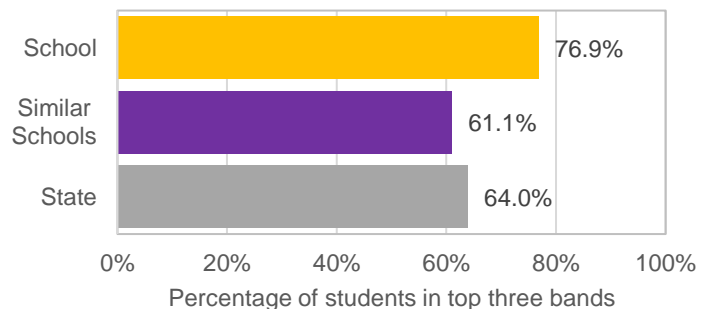
Similar Schools average:

61.1%

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%

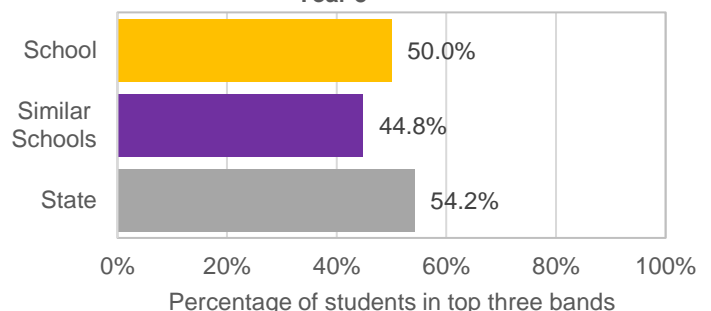
Similar Schools average:

44.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

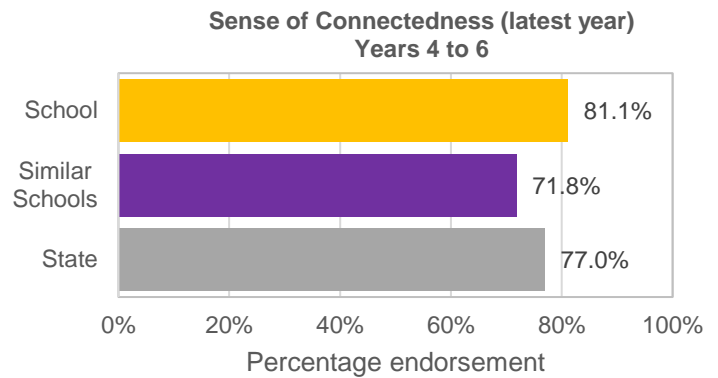
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 81.1%              | 87.0%          |
| Similar Schools average:       | 71.8%              | 74.3%          |
| State average:                 | 77.0%              | 78.5%          |

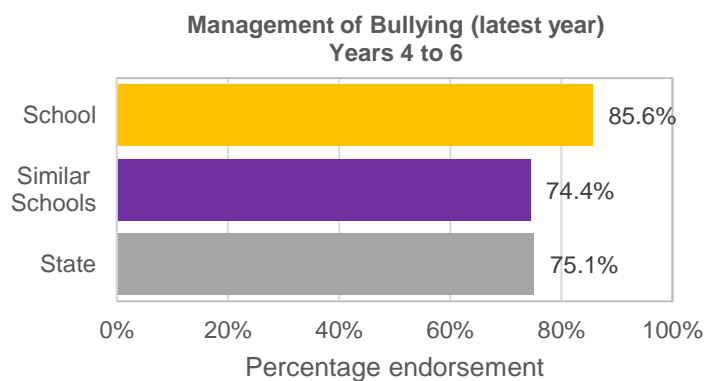


### Student Attitudes to School – Management of Bullying

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: | 85.6%              | 90.5%          |
| Similar Schools average:       | 74.4%              | 75.8%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

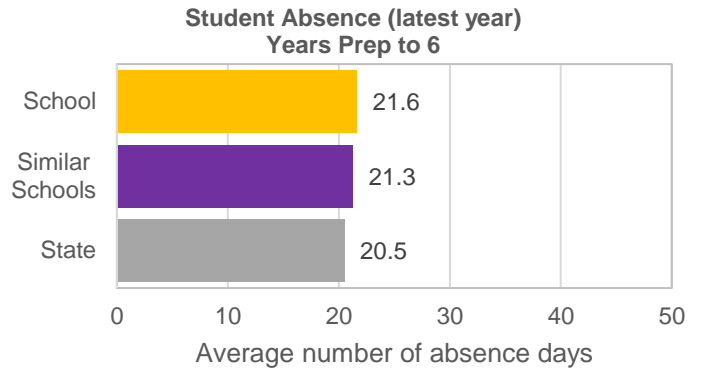
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 21.6               | 19.5           |
| Similar Schools average:               | 21.3               | 18.7           |
| 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%  | 89%    | 85%    | 91%    | 90%    | 93%    | 89%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$1,152,103        |
| Government Provided DET Grants | \$289,795          |
| Government Grants Commonwealth | \$2,200            |
| Government Grants State        | \$0                |
| Revenue Other                  | \$13,755           |
| Locally Raised Funds           | \$77,831           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$1,535,684</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$25,520        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$25,520</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$1,028,253        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$6,922            |
| Camps/Excursions/Activities           | \$33,630           |
| Communication Costs                   | \$1,524            |
| Consumables                           | \$14,800           |
| Miscellaneous Expense <sup>3</sup>    | \$23,573           |
| Professional Development              | \$5,042            |
| Equipment/Maintenance/Hire            | \$12,714           |
| Property Services                     | \$78,664           |
| Salaries & Allowances <sup>4</sup>    | \$75,783           |
| Support Services                      | \$44,146           |
| Trading & Fundraising                 | \$19,705           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$16,465           |
| <b>Total Operating Expenditure</b>    | <b>\$1,361,221</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$174,463</b>   |
| <b>Asset Acquisitions</b>             | <b>\$64,191</b>    |

- (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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$147,755        |
| Official Account              | \$15,590         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$163,345</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$48,153         |
| Other Recurrent Expenditure                 | \$2,033          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$6,538          |
| School Based Programs                       | \$62,182         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$17,000         |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$16,200         |
| Asset/Equipment Replacement > 12 months     | \$10,500         |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$35,000         |
| <b>Total Financial Commitments</b>          | <b>\$197,605</b> |

*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.*