

2023 Annual Report to the School Community

School Name: Bittern Primary School (3933)



- 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 22 April 2024 at 02:19 PM by Sally Herbert (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 22 April 2024 at 02:33 PM by Jennifer Barrett (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

Bittern Primary School (BPS) is a growing school community who is passionate about education and lifelong learning. Our school's motto is 'Enabling success in a changing world'. Our vision at BPS is to create a dynamic community partnership fostering lifelong learners enabled by the skills, values, and attitudes necessary for success in a changing world. Our school values of Equality, Kindness, Knowledge, and Leadership are the cornerstone of our school. We strive to provide an inclusive, safe and supportive learning environment that enables our students to take ownership of their learning and grow into positive, resilient and socially fulfilled individuals.

BPS opened in 1916 and is in a semi-rural environment on the Mornington Peninsula approximately 82 kilometres from Melbourne. We are in the Bayside Peninsula area and the Southern Peninsula network. BPS has an enrolment of 73 students. Our SFO is 0.4557 and our SFOE is medium.

The dedicated staff at BPS comprises: 1 Principal class, 1 Business Manager (0.8), 5 class teachers, 3 specialist teachers, 5 part time Education Support staff, 1 inclusion leader, 1 office staff, 1 family counsellor and 1 school chaplain. BPS has experienced significant leadership change with an acting Principal appointed in March 2023 and a substantive Principal appointed in November 2023.

The school structure is 4 x multi-age classes including P/1, 1/2, 3/4 and 5/6. Due to our small nature, we prioritize individualized learning based on 'point of need'. We pride ourselves on 'really knowing our children' and tailoring teaching and learning programs based on student's academic and wellbeing needs.

2023 is the second last year of our school strategic plan (2020 - 2024) with gradual progress towards achieving our goals of building teacher capacity in differentiation in numeracy and strengthening our wellbeing practices to support student outcomes. Student attendance has been a priority with our staff monitoring and providing support to students who are not attending school regularly. Our attendance rate was 87.8% with most absences recorded as medical (COVID 19). BPS continues to work through a Capital Works Project (\$3 million) to build a 'state of the art learning centre which will provide a purpose built facility (4 new classrooms) and an elaborate outdoor learning area.

Progress towards strategic goals, student outcomes and student engagement

Learning

The BPS Leadership and Professional Learning Team (PLT) focused intentionally on improving student outcomes aligned with the academic and wellbeing goals identified in our Annual Implementation Plan (AIP). Teacher professional learning and PLT discussions focused on improving teacher capacity to provide differentiated teaching in line with student learning needs. Middle level leaders, led by our Learning specialist and numeracy team leader supported key curriculum improvement including the implementation of Professional Learning Community (PLC) sprints with a focus on differentiation numeracy and whole school curriculum and assessment practices. Teaching staff worked with the Educational Improvement Leader with a focus on curriculum planning, and effective teacher practice in numeracy. Teaching staff also engaged in professional learning focusing on open ended problem solving tasks to engage all learners. The introduction of the Getting Ready in Numeracy (GRIN) Intervention program resulted in upskilling our Education Support Staff to conduct additional numeracy tutoring. The Tutor Learning Program (TLI) provided targeted teaching and learning in the areas of literacy and numeracy for students on an individual and small group basis. BPS has continued to implement 'Sounds-write' as our phonics framework. This whole school synthetic phonics approach based on the science of reading is taught across all year levels with additional support for 'at risk' students provided by our ES staff and within our tutor learning program. Teacher professional learning and PLT conversations have been a major focus throughout the year. Improving teacher capability in the area of data literacy was a targeted focus in PLT discussions. Strengthening whole school data ownership protocols and effectively using student data to inform teaching and learning and provide targeted student feedback in relation to student learning goals made up a large percentage of our work throughout the year.

NAPLAN data indicated that 55.5% of our students in year 3 and 75% of students in year 5 are strong or exceeding in reading. This is an increase from 2022. Our Year 3 students also demonstrated an increase in students who are strong or exceeding in Numeracy. Our focus on differentiation of teaching and learning has been instrumental in supporting the student outcomes in reading and numeracy. This focus will continue to be a priority due to the nature of our multi age classes to ensure that we are teaching students at their point of need.

Wellbeing

BPS has an extensive wellbeing program to support our students, families, staff and school community. Our wellbeing program contributes to our goals of providing a safe, orderly and positive environment for our staff and students to work in every day. BPS has 2 social workers and a wellbeing team leader that oversees health and wellbeing within the school. We provide extensive and consistent support to families through our Anglicare social worker. Through this program we are able to support families with mental health and wellbeing, hardship, parenting advice and student attendance. Our school chaplain works directly with individual students and classes to provide additional support within the areas of mental health. Our wellbeing program also includes the natural integration of frameworks including Social and Emotional learning, Respectful Relationships and Zones of Regulation. Our wellbeing program is complemented by a thriving Breakfast Club program that is sponsored by Foodbank. We have a significant student attendance and provide our breakfast club 4 mornings a week.

A major area of work within our AIP was implementing Berry Street Education Model. Curriculum days and Professional Learning Team (PLT) meetings prioritised the staff training in developing perspectives, strategies and skills to build safe, inclusive, healthy and engaging classrooms for all students. The Parent/Guardian/Caregiver survey reported 90% satisfaction with safety (not experiencing bullying). This survey also indicated that 83% of students feel connected to our school (positive endorsement). Confidence and resiliency skills are at 84% positive endorsement and student agency and voice are at 82% positive endorsement. BPS also has strong partnership with the Navigator Program to support students to reconnect with school if disengaged. BPS supports the needs of our students in Out of Home care through regular contact with LOOKOUT, SSS and relevant agencies. A highlight for the year was our continued commitment to the Hands on Learning (HoL) program. This program directly supports our Wellbeing AIP goal of using resources to support student's wellbeing and mental health. HoL is an evidence based practical school program that builds wellbeing, engagement, and attendance by creating opportunities for students build confidence and connections by undertaking tasks that provide a sense of meaning and purpose. As a result of this program many of our students increased their attendance and built genuine connections to school.

BPS is committed to supporting students with additional needs. We have a strong connection with School Support Services (SSS) and Allied Health agencies to ensure we meet the needs of all students. NDIS workers regularly visit our school and liaise with staff to support students with specific needs. Our Wellbeing team leader leads Student Support Group (SSG) meetings for Tier 2 and 3 students. Our wellbeing team leader leads the Program for Students with Disabilities (PSD) and Disability Inclusion Profile(DIP), regularly liaising with teacher and families to implement and monitor levels of adjustments to support students with additional needs and lead funding processes.

Engagement

BPS approach to student engagement includes a whole school commitment to providing a safe, inclusive and engaging environment and strengthen student attendance. Our school values are embedded within our school and form the basis of our practices to build resilience, persistence, engagement, and confidence.

Through targeted professional learning sessions, BPS has built staff capacity with a focus on student engagement through reviewing our school vision and values and actively teaching these practices in classrooms. Student engagement is promoted through early intervention for 'at risk' or disengaged students through referrals and support from the relevant agencies.

Community events are an important part of BPS. We promote engagement from our school community through celebrations including Easter hat parades, assemblies, Book week, Mother's Day and Father's day, annual colour run, fundraising, working bees, and shared community projects. Our Harmony Day celebrations included our local community with the Bittern Fire Brigade, Hastings police and a school community working bee. Several incursion and excursions such as theatre events at Frankston Arts Centre, National Simultaneous Story time, 100 days of prep, wildlife incursion and pyjama day, contributed to a positive sense of engagement from our school community.

Student engagement was further enhanced through students participating in a variety of sporting opportunities. These included the Sir Hubert Opperman Bike Challenge. This program is an extension of Bike Ed program and a day run by Mornington Peninsula Council to support bike safety. House and District athletics, District triathlon, Summer and Winter Lightning Premiership and a whole school footy day were major events throughout the year in which our student eagerly participated. The Attitudes to School Survey reports a pleasing response of 80% positive endorsement of a sense of inclusion to school. a further 68% of students report a positive sense of connectedness to school.

BPS has strengthened our communication with families through the implementation of the Compass Management System. Staff regularly communicate with our families regarding attendance, student wellbeing, academics, event planning and emergency management. The 'Bittern Buzz' is our fortnightly newsletter which provides up to date information regarding events, celebrations, school council, child safe and academic and wellbeing priorities within the school.

BPS has a comprehensive approach to transition. Our Foundation team leader actively engages with the Bittern preschool and neighbouring Childcares and Kindergartens to facilitate a smooth transition to school. Our senior school team liaises with

secondary school to ensure a positive transition for our Year 6 students. Throughout the second semester we provide 'step through school' transition session to familiarise students with the move into a new school year level, teacher and learning spaces. Attendance is a high priority at BPS. Professional Learning Teams engage in authentic conversations regarding student absences. We regularly view absence data to identify at risk students and develop attendance plans with the assistance of our wellbeing team. BPS adopts a shared responsibility of all our students and as a team we work together to implement targeted and consistent strategies to highlight the importance of school attendance. This includes immediate follow up of unexplained absences, targeted support as required and regular communication to families about the importance of attending school.

Other highlights from the school year

BPS is a small school that is connected to our school community. We have a shared responsibility for all our children and due to the small nature of BPS every staff member knows every child. We pride ourselves on providing a safe, nurturing, and personalised learning environment for all children to grow and learn.

Our specialists' programs at BPS are designed to promote inclusivity, engagement, and creativity for all children. The 4 key specialist programs include Visual Arts, Health, Sport, and PE and AUSLAN. AUSLAN is taught both as a specific subject, however, is integrated in all subjects. We have a whole school commitment to ensuring all students use AUSLAN when communicating with each other, with visually impaired students.

Some significant 2023 programs and celebrations include:

- Year 3 - 6 camp to Phillip Island
- Junior school 'stay late/sleep over onsite
- 5-day swimming program
- Inter school sporting events including athletics, cross country, lightning Premiership, and sporting clinics
- Junior school attendance of Pevan and Sarah performance at Frankston Arts Centre
- 'Isea Icare' Dolphin Research program and related excursions
- Equine therapy
- Hands On Learning (HoL)
- Annual Colour run
- Whole school Christmas Concert
- Development of a community garden because of a School's Upgrade Grant

BPS recognises the importance of a positive connection with the community. Staff at BPS are visible, approachable and value the importance of parents/carers, school and student working collaboratively to improve educational and wellbeing outcomes. The Parent/Carer/Caregiver survey reports 88.9% positive endorsement in parent satisfaction at BPS. This is a pleasing result and above state average (primary). BPS continues to manage the Capital Works program to build a 'state of the art' learning centre. This \$3 million building incentive provided by the Department of Education enables us to provide engaging and stimulating indoor and outdoor learning spaces for our students. It is anticipated this scope of works will be completed by the end of 2024.

Financial performance

BPS continues to allocate resources to support goals and targets in the School Strategic Plan (SSP) and Annual Implementation Plan (AIP). The school operated with a planned budget and financial expenditure overseen by the Finance sub committee and reported to the School Council. The school's financial position at the end of 2023 showed a net operating surplus of \$12,333. School Funds including Tier 2 funding and Equity funding provided the school with options relating to staffing and resources to enhance student learning. These funds were used in the following ways:

- Creating a 4th classroom to ensure small class sizes to support the multi age component of our class structures
- Appointing a Disability Inclusion Facilitator (ES staff member) to support Tier 2 and Tier 3 students receive the additional support and funding required to access their learning.
- Engaging Educational Consultants to provide Professional Learning for teaching staff in the area of Mathematics.
- Offering a range of specialist classes including Visual Arts, Auslan and Sport, Health and PE.

Funds within our targeted DET initiatives included the following:

- Swimming in Schools provided a Foundation to Year 6 intensive swimming program
- Tutor Learning Initiative (TLI) focused on providing early intervention and extension to students who required additional support in English and Mathematics.
- Sporting Schools Grants included funds to provide equipment, coaching programs and resources to ensure all students engaged in sport and PE programs.

- National Schools Wellbeing Program (NSWP) grant and further funding from the Salvation Army provided funds to engage a school chaplain 4 days a week.

Buildings and Grounds

The Capital Works project continued throughout the year with the foundation stages of the project completed. This \$3 million project to build a 'State of the Art' Learning Centre is due for completion at the end of 2024. Funds were also spent to erect a full scale fence around the school property to provide security for the school community.

Other grants throughout the year included:

- Schools Upgrade Fund (\$25,000) to build a Yarning Circle as a safe respectful place within our school.
- Queens Jubilee Grant to create a community garden.

The school faces a financial challenge in 2024 as enrolment numbers have declined and the workforce/staffing model needs to be realigned. This process will be informed by consultative processes to inform workforce planning.

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 73 students were enrolled at this school in 2023, 40 female and 33 male.

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

Overall Socio-Economic Profile

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

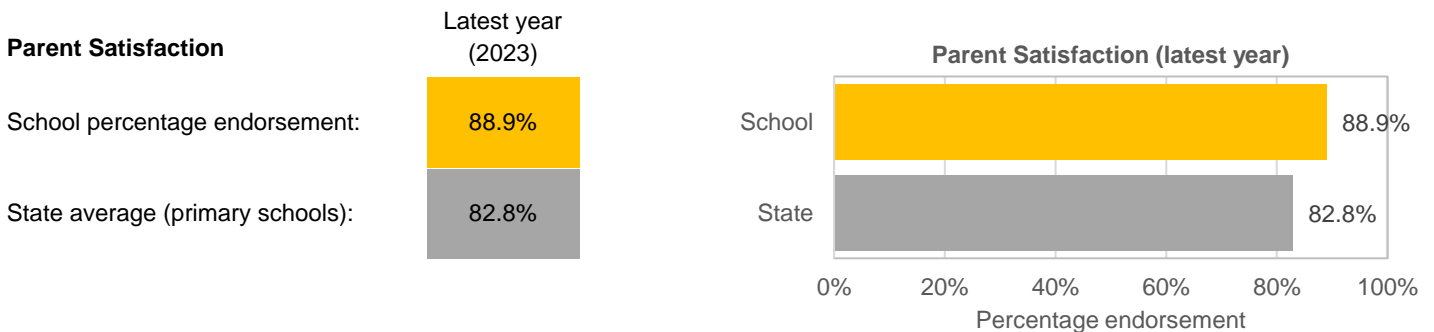
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

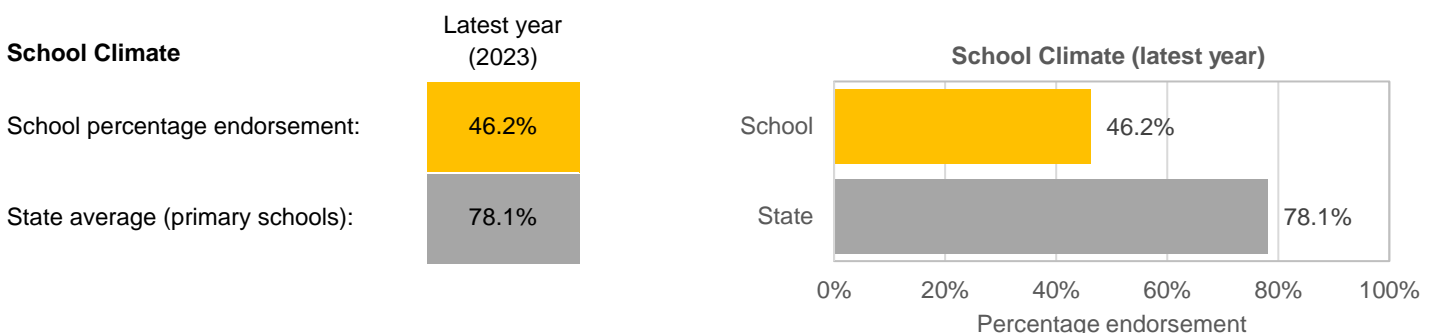


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

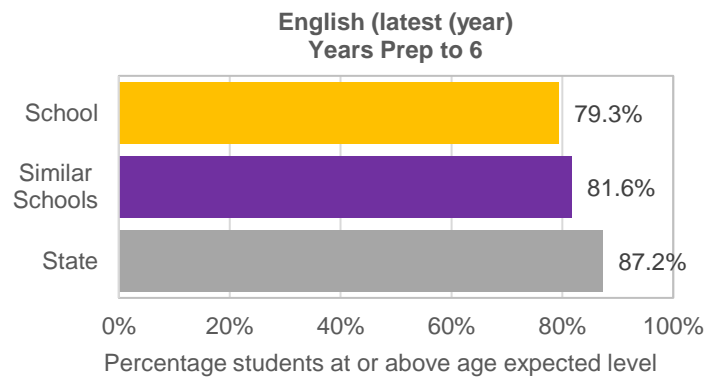
79.3%

Similar Schools average:

81.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

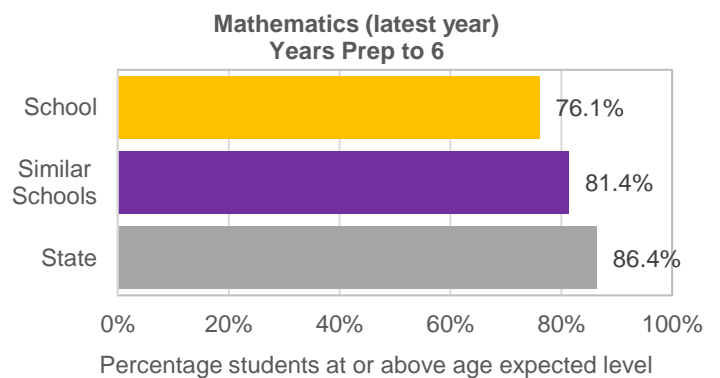
76.1%

Similar Schools average:

81.4%

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:

55.6%

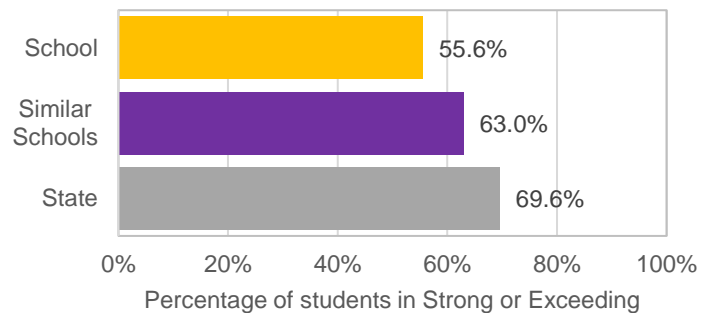
Similar Schools average:

63.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

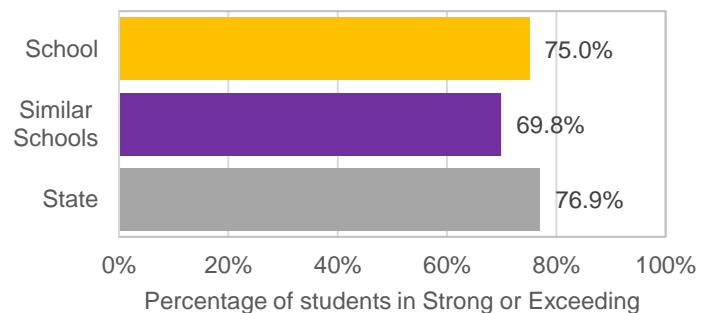
Similar Schools average:

69.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.7%

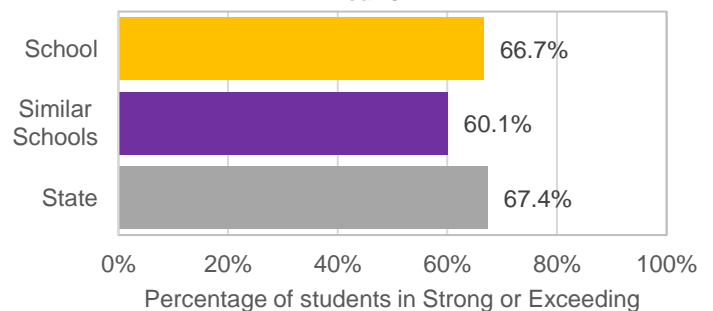
Similar Schools average:

60.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDP

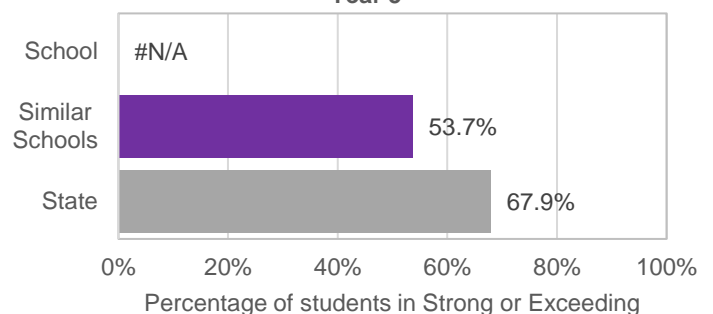
Similar Schools average:

53.7%

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:

50.0%

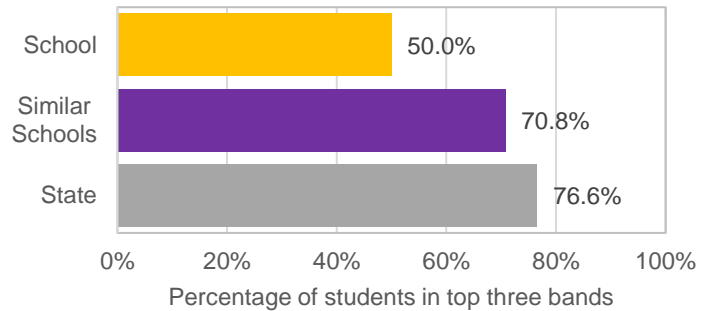
Similar Schools average:

70.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.4%

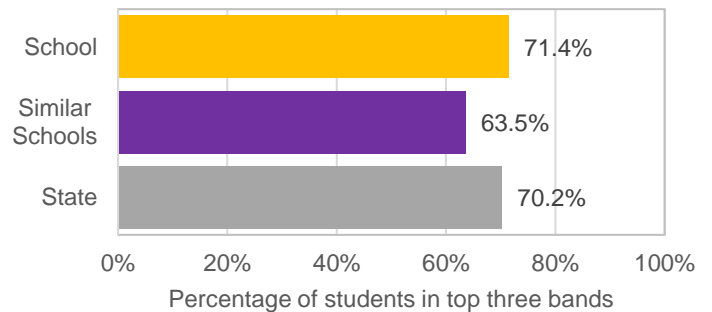
Similar Schools average:

63.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

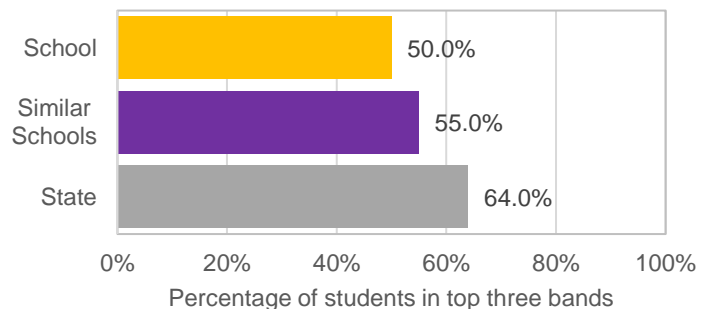
Similar Schools average:

55.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

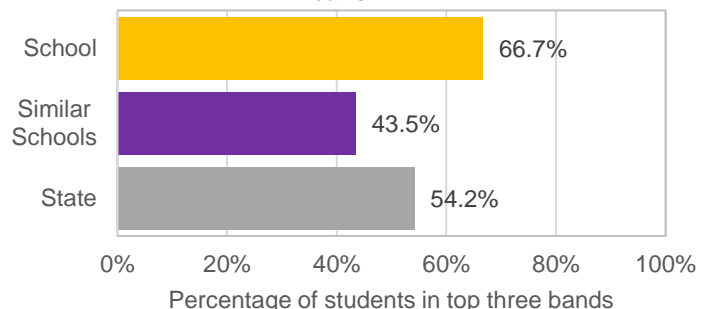
Similar Schools average:

43.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

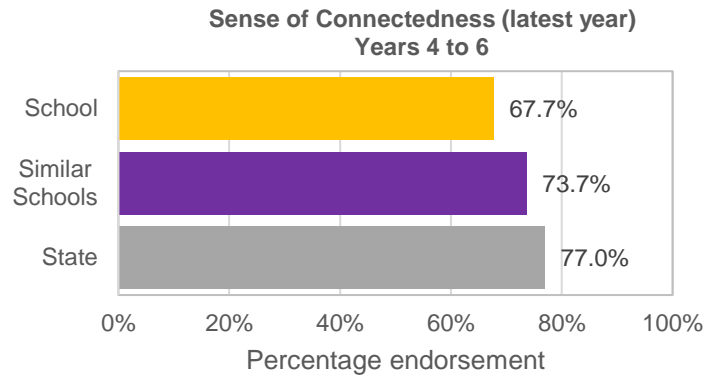
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	67.7%	78.0%
Similar Schools average:	73.7%	75.8%
State average:	77.0%	78.5%

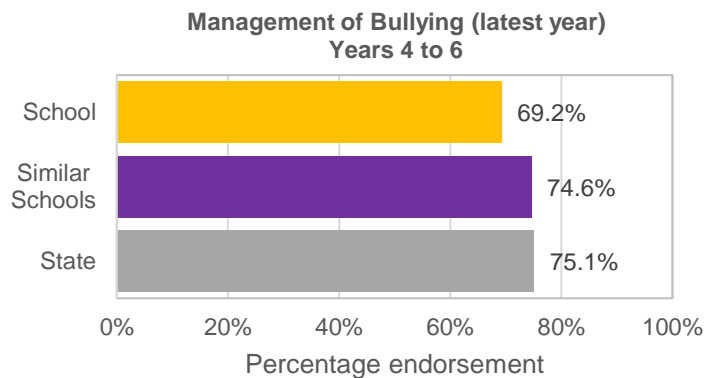


Student Attitudes to School – Management of Bullying

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:	69.2%	78.4%
Similar Schools average:	74.6%	76.2%
State average:	75.1%	76.9%



ENGAGEMENT

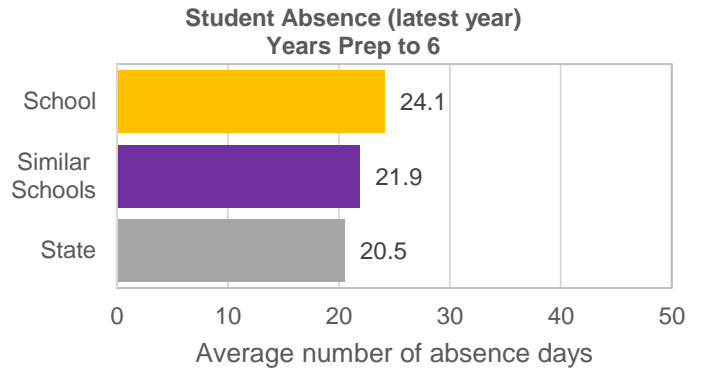
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	24.1	22.2
Similar Schools average:	21.9	20.2
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):	91%	85%	90%	91%	90%	77%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,172,491
Government Provided DET Grants	\$190,035
Government Grants Commonwealth	\$11,900
Government Grants State	\$0
Revenue Other	\$7,043
Locally Raised Funds	\$35,058
Capital Grants	\$0
Total Operating Revenue	\$1,416,527

Equity ¹	Actual
Equity (Social Disadvantage)	\$88,931
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$88,931

Expenditure	Actual
Student Resource Package ²	\$1,181,189
Adjustments	\$0
Books & Publications	\$414
Camps/Excursions/Activities	\$421
Communication Costs	\$2,718
Consumables	\$17,304
Miscellaneous Expense ³	\$12,194
Professional Development	\$5,382
Equipment/Maintenance/Hire	\$16,395
Property Services	\$37,636
Salaries & Allowances ⁴	\$9,539
Support Services	\$126,095
Trading & Fundraising	\$8,644
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,931
Total Operating Expenditure	\$1,428,860
Net Operating Surplus/-Deficit	(\$12,333)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$19,674
Official Account	\$7,624
Other Accounts	\$0
Total Funds Available	\$27,299

Financial Commitments	Actual
Operating Reserve	\$37,193
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	\$0
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	\$37,193

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.