

# 2023 Annual Report to the School Community

School Name: Bethanga Primary School (1883)



- 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 18 March 2024 at 01:54 PM by Rachel Saunders (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 01 May 2024 at 10:17 AM by Dave Parker (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

Bethanga Primary is a small rural school established in 1877, set in a beautiful valley half an hour from Albury/Wodonga. We provide students from Bethanga, Bellbridge and the surrounding area with an inspiring and responsive curriculum to promote thinking and encourage curiosity. We nurture individual talents and needs in our setting underpinned by high expectations, quality opportunities and caring, personalised attention in order for our children to reach their full academic and social potential.

We provide a welcoming atmosphere focused on student achievement with a well-being spotlight on emotional intelligence. We are a lead school for Respectful Relationships which anchors our EQ teaching and learning. Through this, our students become persistent learners who are resilient and have a high level of empathy for those around them. Small classes (In 2023, Mudgee F-2 14 and Millewa 3-6 18) allow us to focus on the explicit teaching of literacy and numeracy as well as develop diverse skills through rich tasks and the additional curriculum areas of art, physical education and Auslan. In 2023, we had a classroom teacher provide weekly Auslan lessons which is taught F-6. We are active participants in the Sporting Schools Program taking part in a variety of sports in 2023 including netball, basketball and sailing. As an active small school, we are part of the NERSSA organisation for sport as well as MACC (art) and MARC (library). A wide range of ICT equipment is utilised to support our students in their learning by embedding the equipment and programs across all curriculum areas (Due to the success of our Art Show in 2023, we were able to add an additional CommBox to our technology pool).

In 2023, we commenced the year with 34 students. Our enrolments changed during the year with one family moving away, two students changing schools (both enrolled for less than a term) and a new family moving to the area, so we finished the year with 33 students. Staff consistency was evident in Mudgee being taught by two teachers in a .6 and .4 capacity (the same teachers and time fractions as 2022). There were staff changes in Millewa with a teacher in the room .8 for Semester 1, when this staff member resigned mid-year, the Teaching Principal took on a .8 teaching load for Term 3 before appointing a new teacher .8 in Term 4.

### OUR VALUES

Rapport is a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

At Bethanga Primary School, we use the acronym 'RAPPORT' to remind us of our values.

Respect: for ourselves, others, property and the environment

Acceptance: to treat others the way we wish to be treated

Persistence: we "hang in," when challenged

Pride: in our self, school and community

Optimism: being hopeful and having a "glass half full" perspective

Resilience: positive self-talk & actions assist us to bounce back from setbacks

Truth: we self-umpire, we do the right thing because it is the right thing to do

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

### Learning

Our NAPLAN data for 2023 was pleasing. For writing we had 83% of students in grade 3 at strong or exceeding and 70% of students in grade 5 at strong or exceeding. In total, 10/15 students who completed the NAPLAN testing for 2023, were identified as working above the National Average and one was in exceeding. In addition, 90% of grade 5 students were strong or exceeding for reading (compared to 77% State average and 75% similar schools) as well as grammar & punctuation (compared to 64% State average and 56% similar schools). Unfortunately, with the new reporting format for NAPLAN, data from the 2023 tests do not correlate with the targets set in the AIP however these are positive results.

In Semester 1 reports, we had 57% of students working at or above level for writing. In the second half of the year, we continued with Professional Development in Writing as well as a strong writing focus in Cluster PLC, I believe this increase in staff understanding of the Victorian Curriculum, along with explicit, point of need instruction for writing as part of improvement cycles has contributed to the total of students working at or above the expected level for writing shifting to 81% in Semester 2.

## Wellbeing

Focus on Wellbeing has always been a priority at Bethanga Primary School however with the prioritisation of this aspect by the Department and the increase in funding allocated to address wellbeing needs, we have been able to further enhance what we do in this area.

In Semester 2, the time fraction of our Wellbeing Teacher increased from .4 to .6 2023. This role involves literacy and numeracy intervention and extension (TLI) as well as Creative Arts and Sport/Blueearth (Wellbeing), small group targeted supports (Resilience and Regulation) as well as individual check ins with students. Substantial Professional Development has been accessed to support and sustain this role (Accidental Counsellor, Supporting Students with Anxiety and Social Stencil). As a result of this Professional Development, an additional small group was rolled out in term 4 'Social Stencil' which explicitly supports students to navigate social situations (initially developed by a Psychologist to support ASD girls).

In 2023, we identified that although we focus heavily on the wellbeing of students, our assessment schedule did not reflect this. We formalised what we already had in place to analyse the wellbeing needs of students - AtoSS and the Cluster Student Survey and in addition added the SAEBR survey. This survey is completed by staff each term to identify risk factors for students F-6. These risk factors and strategies to address them are then discussed at Case Management Meetings fortnightly.

We have also created a Wellbeing Data Wall which sits alongside our Literacy and Numeracy Data Walls highlighting data from the SAEBR survey in addition to our Tiered Model of Supports. Unfortunately, the data from the AtoSS regarding Student Voice and Agency declined this year. I believe staff changes/inconsistency had a considerable impact on this. The positive response scores (agree or strongly agree) in 2022 were at 75% however in 2023's survey, the results dropped to 60%. The questions contributing to the Student Voice and Agency score were included in the Student Cluster Survey, below are the comparative results:

Student Voice and Agency	AtoSS (conducted T2)	Cluster Student Survey (conducted T3 WK3)
At this school, I help decide things like class activities or rules	42%	83.3%
I have a say in the things I learn	67%	90%
My teacher likes my ideas	67%	86.6%
I am encouraged to share my ideas	67%	83.3%

So, while the Student Voice and Agency score on the AtoSS was only 60%, the positive responses for the same questions when asked in term 3 increased to 85.8% which does meet this AIP target.

In 2023, the Cluster Student Survey was conducted with students in F-6. On reflection, there are discrepancies in the data due to this. The question 'My teacher knows how I learn' had 90% of students selecting 'agree' or 'strongly agree' However for the factor 'My teacher matches the work I do to my learning goals' data only increased marginally from 83% to 83.3% so did not meet the AIP target. I believe, in addition to staff changes/inconsistency impacting on this data, so too does the inclusion of students in F-2 who do not have as strong a sense of themselves as a learner with trust in the teacher knowing their learning goals and pathways. 90% of students agreed (or strongly agreed) that they knew where they were at with their learning, however only 83.3% of students agreed that they knew the next steps in their learning.

A supplementary survey was conducted in November 2023 for all students F-6 and included the following questions that we believe were impacted by our staff situation when students were originally asked in the AtoSS:

I feel proud about being a student at this school \* 88.5% positive (no negative responses)

I like this school \* 88.5% positive (no negative responses)

I feel like I belong at this school \* 80.7% positive (no negative responses)

I look forward to going to school \* 84% positive responses (4% neutral and 12% disagree)

The average score for these 4 questions was 85.42%

(The average % of positive responses for these 4 questions give the Sense of Connectedness score in the AtoSS)

The AToSS 'Sense of connectedness' positive results dropped from 91% in 2022 to 80% per cent. Impacting this data significantly was the question 'I look forward to going to school' which was concerningly low at 50%. When this same question was asked approximately 6 weeks later in the Cluster Student Survey, the positive response rate for this question was 86.7%. In term 4, we implemented a supplementary survey to ask this again and we had 84% positive responses (4% neutral and 12% disagree)

## Engagement

In 2023, Student engagement was high with Student Leadership and Student Voice Groups timetabled and occurring fortnightly (in addition to leadership mentoring). Students also ran 'Student Voice Activities' at lunch times 3 days a week. These were organised and facilitated by students and included space club, lego club, art club and organised games. In term 4 we trialled 'cooking club' in response to a persuasive letter written by a student.

Due to the significant positive effect our participation in the Victorian State School Spectacular (VSSS23) had on students (25% of participants had been identified previously as being at considerable risk of disengagement due to anxiety), we have committed to participating again in 2024 as it was recognised to be a huge factor in increasing student wellbeing and engagement at school.

In 2023, we introduced a Teacher Manual for Bethanga to provide consistent information to teachers including how to mark the roll. Attendance is taken consistently, approx 75% of families will log reasons for student absences before 9am on the day of absence. In the instance of unexplained absence, contact is made with the family via text message so that all absences are accounted for on the day the student/s are away. For 2023, we have no unexplained absences.

In 2023, data showed that the student attendance rate is on average 89.63% up from 89.6% in 2022. 84% of students had less than 19.5 days absent, 13% had 20-29.5 days and one student (3%) had recorded 30+ days. The goal was to decrease the percentage of Foundation to Year 6 students who are absent for 20 to 29.5 days from 13 per cent (benchmark set as a mean over three years prior to start of review 2019, 2020, 2021) to 10 per cent. We did not meet this goal as for 2023, we had 16% students recording 20-30+ days absent. However, in 2022, this was at 41% therefore, there has been substantial improvement between 2022 and 2023.

## Other highlights from the school year

Being a part of the community extending beyond Bethanga Primary School is important to us. We are part of a small, rural community. Our school ensures that it has a positive physical presence in the community and engagement in community events to promote our school and build connections with families and locals. Our Annual Art Show ran for the third time in 2023 raising \$12,000. In addition, we held a School Fair which although impacted by weather, did cover costs as well as pay for the Whole School Fun Day in Term 4.

Engaging students in real-world opportunities to extend what is taught through the curriculum is an important focus for us at Bethanga Primary School. Camps and Excursions occurring in 2023 included:

- 3/4 Students attended the 15 Mile Creek Camp (Outdoor School at Greta)
- 5/6 students went to Canberra to enhance their learning about Democracy
- Our F-2 students enjoyed a big day in Melbourne Day Trip going to the Polly Woodside and Melbourne aquarium aligning with their Underwater unit.
- The Cluster Connections were strengthened in 2023 with two Cluster Days each term
- F-6 Cultural Experience 'Shrek the Musical'
- Energetic Education (Wellbeing full day)
- GRIP Student Leadership Day for our 5/6 Students

## Financial performance

Our school financial performance is reflective of a small school endeavouring to manage and make the most effective use of a small budget. Staffing and resourcing have been optimised to focus on the provision of a comprehensive curriculum to improve academic and social outcomes for our students. We finished the year with a substantial surplus.

Equity Funding of \$5,000 was utilised to obtain 1:1 MSL support for students with additional learning needs (dyslexia).

Sporting Schools Grants \$3,300: We secured Sporting Schools funding for 2 terms providing our students with qualified coaching in tennis and sailing. In addition, these opportunities provide professional development for our teachers to improve their own skills in Sport and its delivery.

In 2023, we discontinued our OSHC due to minimal use. This resulted in grants of \$28,780 being paid back (In addition to this, an extra \$75,000 is rolled over into 2024 to then be returned within the first quarter.)

Asset Capital Expenditure \$29,625, Bushfire Funds were used to replace a water tank and install a PA system. In addition, we replaced the two large shade sails over the bottom playground. A second Commbox was purchased (\$7,467) which is used daily in Millewa as well as 5 second hand laptops to ensure all students 3-6 had access to their own school-based laptop. We also had 3 air-conditioners replaced (library, Millewa and Staffroom)

For more detailed information regarding our school please visit our website at  
<https://www.bethanga.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 35 students were enrolled at this school in 2023, 21 female and 14 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).

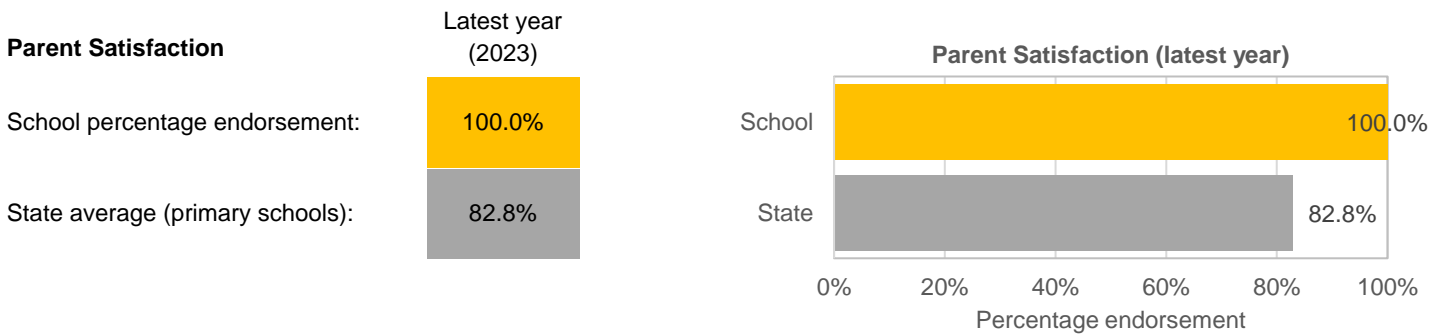
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

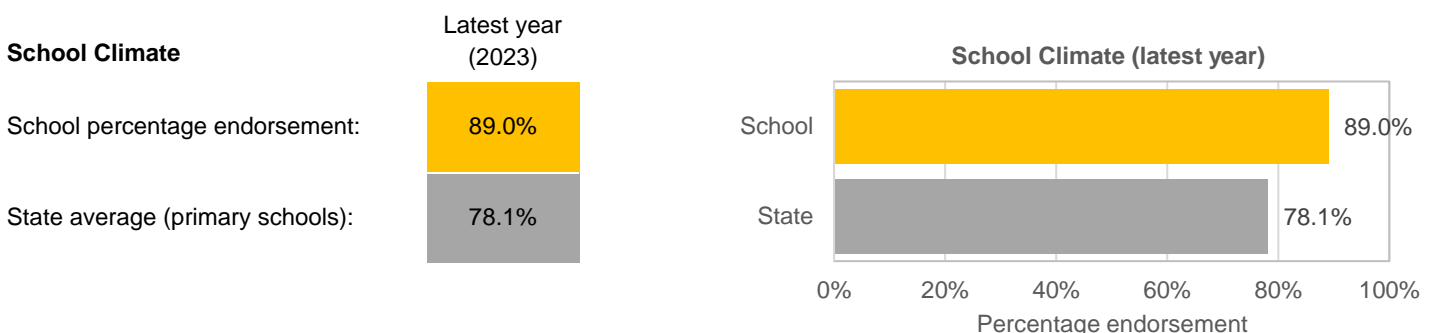


### School Staff Survey

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:

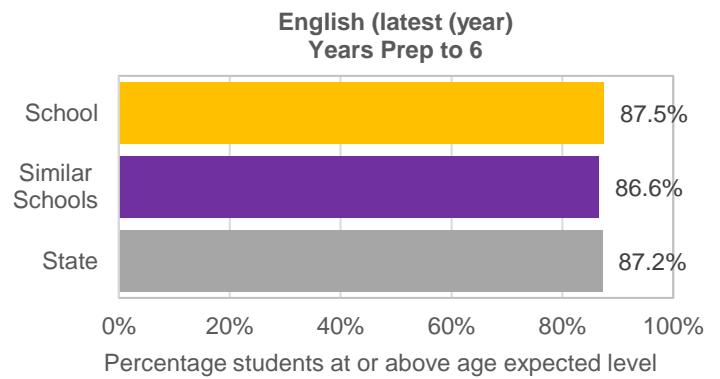
87.5%

Similar Schools average:

86.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

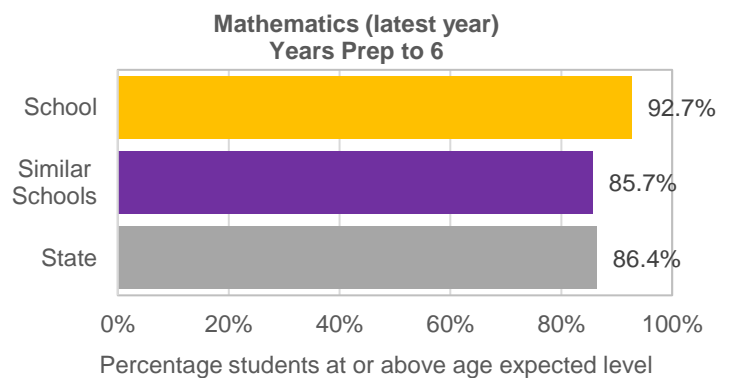
92.7%

Similar Schools average:

85.7%

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:

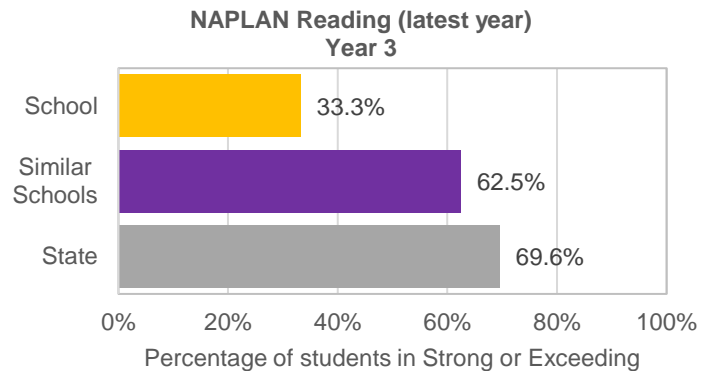
33.3%

Similar Schools average:

62.5%

State average:

69.6%



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

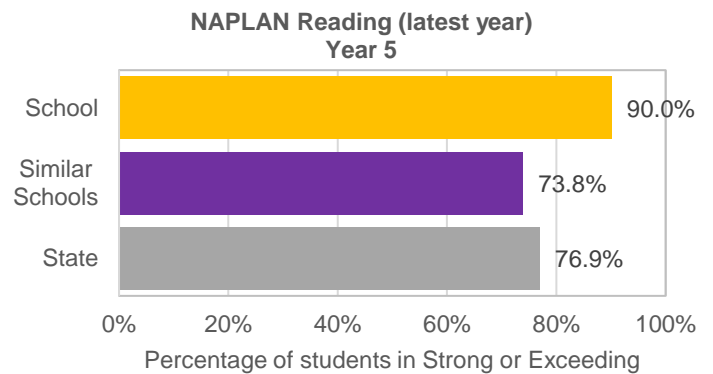
90.0%

Similar Schools average:

73.8%

State average:

76.9%



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

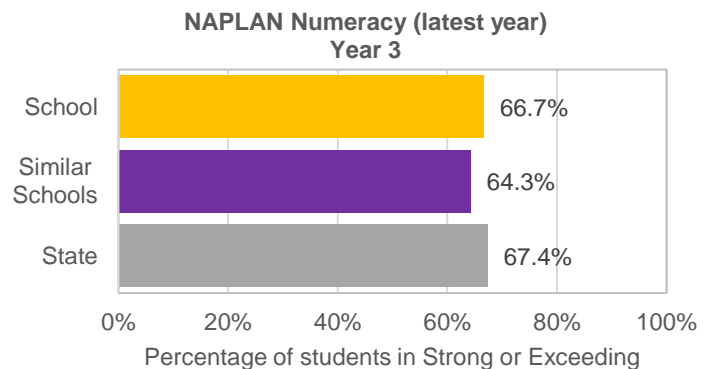
66.7%

Similar Schools average:

64.3%

State average:

67.4%



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

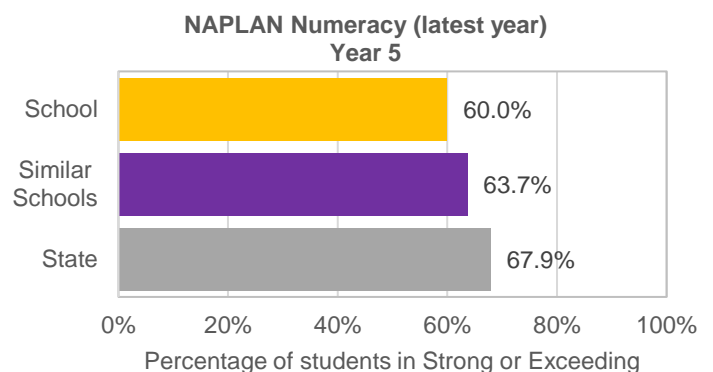
60.0%

Similar Schools average:

63.7%

State average:

67.9%



## 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:

NDP

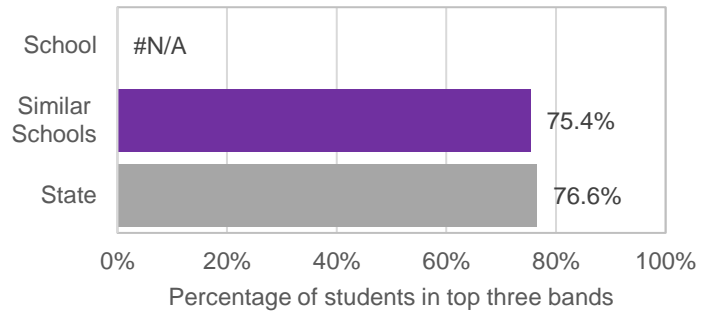
Similar Schools average:

75.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

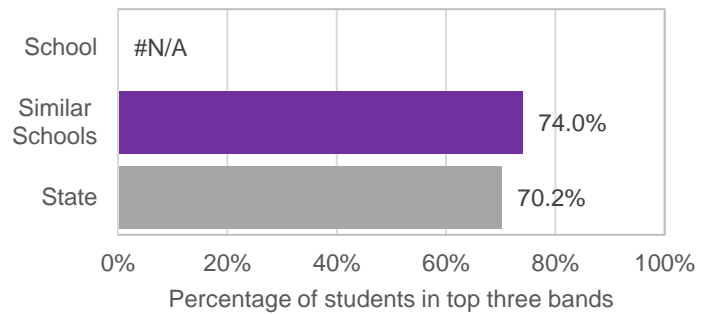
Similar Schools average:

74.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

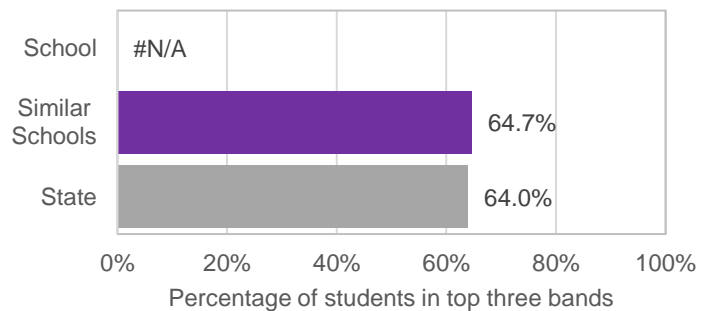
Similar Schools average:

64.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

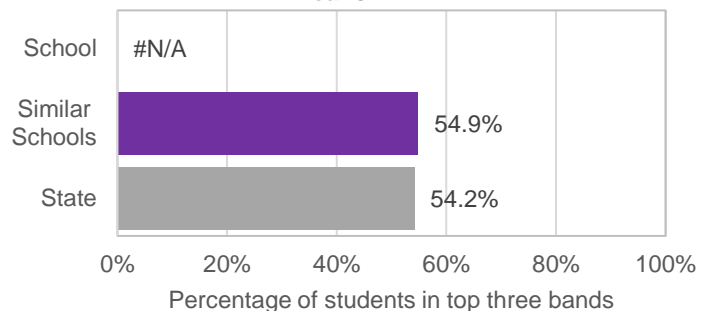
Similar Schools average:

54.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



## WELLBEING

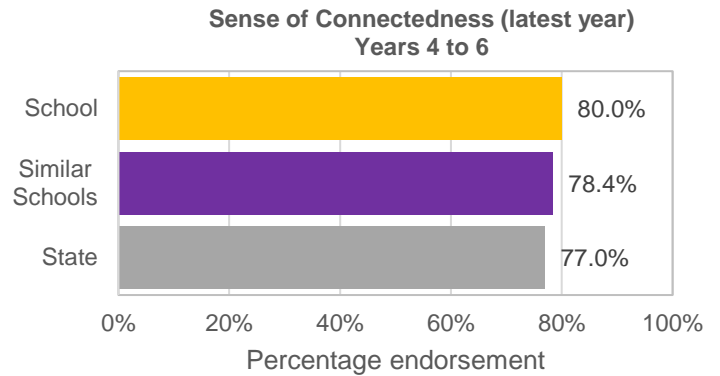
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	80.0%	88.8%
Similar Schools average:	78.4%	81.2%
State average:	77.0%	78.5%

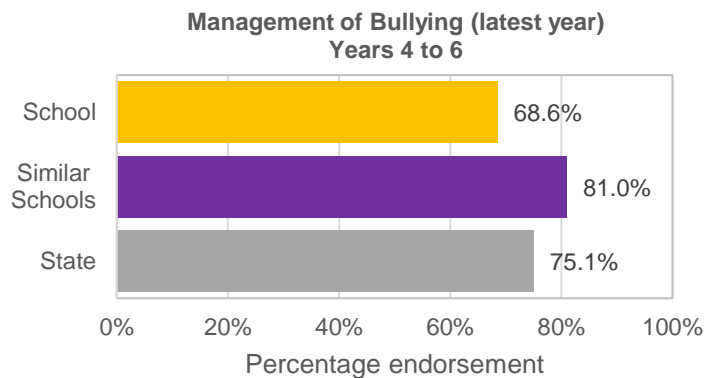


### Student Attitudes to School – Management of Bullying

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:	68.6%	87.4%
Similar Schools average:	81.0%	84.8%
State average:	75.1%	76.9%



## ENGAGEMENT

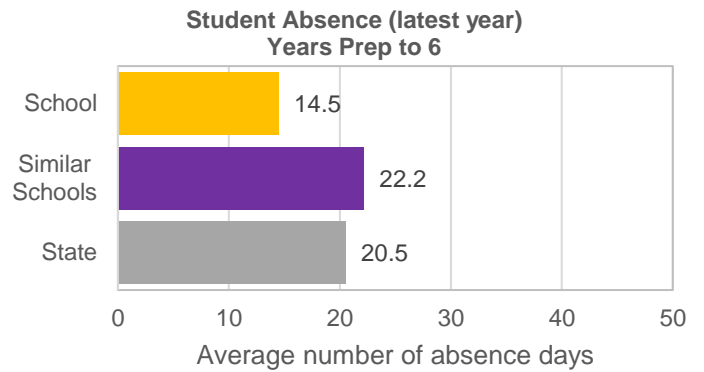
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	14.5	13.5
Similar Schools average:	22.2	19.1
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):	92%	92%	93%	93%	96%	92%	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$607,295
Government Provided DET Grants	\$207,003
Government Grants Commonwealth	\$4,161
Government Grants State	\$0
Revenue Other	\$19,273
Locally Raised Funds	\$133,622
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$971,354</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$565,249
Adjustments	\$0
Books & Publications	\$483
Camps/Excursions/Activities	\$26,259
Communication Costs	\$1,275
Consumables	\$11,681
Miscellaneous Expense <sup>3</sup>	\$5,401
Professional Development	\$4,028
Equipment/Maintenance/Hire	\$12,737
Property Services	\$56,799
Salaries & Allowances <sup>4</sup>	\$24,977
Support Services	\$9,970
Trading & Fundraising	\$80,470
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$934
<b>Total Operating Expenditure</b>	<b>\$800,264</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$171,091</b>
<b>Asset Acquisitions</b>	<b>\$29,625</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 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	\$177,168
Official Account	\$22,404
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$199,573</b>

Financial Commitments	Actual
Operating Reserve	\$31,940
Other Recurrent Expenditure	\$2,639
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,200
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$2,200
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$113,979</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.*