

# 2023 Annual Report to the School Community

School Name: Big Hill Primary School (1551)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 08:45 AM by Matthew Pearce (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 27 March 2024 at 10:36 AM by Annette Robinson (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

Big Hill Primary School is situated on the Calder Highway on the southern fringe of Bendigo. The school has attractive and spacious surrounds (including an adjoining flora and fauna reserve) and purpose-built play areas: synthetic sports field, a variety of undercover areas (including installed shade sails and soft turf spaces), junior playground (Grades Prep and One only), a large adventure playground and a rope climbing spire. Big Hill enjoys working with a large number of Koorie families, cultural backgrounds and diverse family structures – all of whom add to a very supportive and inclusive culture at the school. Our SFOE is currently 0.4343, increasing just slightly in the last twelve months. As our SFOE is medium, we have a real mix of families with different socio-economic backgrounds, including a large number of students funded as “disadvantaged” and attracting equity funding as a result. Our school has continued to support students funded under the old Program for Students with Disabilities (PSD), now named Tier 3 Disability Inclusion, as well as a number of students with additional needs not currently funded. To support staff with provision of learning for students with additional need, work on *Zones of Regulation* was a feature during semester 2. In addition to this, the school has also funded additional staff to ensure children were included and all learning and play spaces remained positive and safe. With continued Disability Inclusion Tier 2 Funding implementation, the school was able to continue to fund children with severe behaviours/diverse needs through this funding line. Our community continued to be all about the school, particularly evident in the settled programming of all school events through the year - the first for many years! 2023 seemed overall to be the year where we were able to do all of the things we hoped, without interruption.

Big Hill, whilst being a suburb of Bendigo, does not have a general store, post office, sporting club, community hall etc. In addition to this, the school draws from a large area, with several families travelling up to school from Ravenswood (10km to the South), rural areas of Big Hill (eg. Belvoir Park Road) and from multiple housing developments in Big Hill and Kangaroo Flat South. Due to enrolment protocols and the use of Find My School zoning across Greater Bendigo, the enrolment of the school has dropped, sitting around the 240 - 250 mark. Throughout 2023, our enrolment averaged around 245 students. Due to the nature of our geographical area outlined, the school is the hub of the community, so engaging families with detailed newsletters, active Facebook Pages (school and Parents and Friends), the introduction of *Compass*, community events and weekly assemblies (with award presentations) are important community events. We believe we do this well, and strive to continually improve and build stronger links. With the normality that occurred in 2023 we were able to run a Grade 2 Sleepover (for the first time onsite), a 3/4 Camp, a 5/6 camp, major excursions, sports days, incursions, two school productions, Education Week Celebrations, End of Year breaks ups and Christmas/Summer BBQ and Carols and many more! The community was back to full engagement and all stakeholders thought this was wonderful - it had been years since we had seen such a large crowd in our grounds.

At Big Hill, our school's vision is: *Together we support a collaborative learning community that encourages honesty, leadership, teamwork, creativity and kindness*. As part of our school culture, all students work within our 3 core school values: *Be Respectful, Be Responsible and Be Safe*. At Big Hill, we want not only academically skilled individuals, but well-balanced, resilient and social students ready for any challenge life presents them. Whilst our focus on the Values has been persistent, there is still the challenge of children learning to socialise after the interruptions of the pandemic, so a focus on core student mental health was a priority for 2023. *The Resilience Project* continued to be our curriculum focus for all students on gratitude, empathy and mindfulness, with parents and staff also benefitting from multiple sessions to support.

As with all years, our priority focuses also included in-depth work on English and Mathematics across the school, with particular emphasis on writing and the building of the *Big Hill Primary School Writing Scope and Sequence* and training of teachers in the *6+ Traits of Writing Masterclass*. In addition to Mathematics and English, our focus on learning Chinese, exploring The Arts (Music and Visual) and the importance of Physical Education were delivered weekly. Big Hill is proud of its rich Arts program, delivering both performing and visual arts separately to all students P-6 weekly and taught by two exceptionally skilled teachers of the arts. Once again the highlight of The Arts in 2023, was holding two very successful performances for the community - *Rockpool (P/1/2s)* and *Mission Implausible (3/4/5/6)* in the last 4 months of the year. The Arts continue to present unexpected outcomes too throughout the year - visits from The Crusoe Band, NAIDOC Week Aboriginal Art (which became a published book by Landsell Square) and an Education Week Performance Launch, among others.

Big Hill is also a School Wide Positive Behaviour Support (SWPBS) school, with Tier 1 now embedded in our community and multiple elements of Tier 2 in place also. Our Values are well-known and referred to daily, whilst all children, staff and parents are aware of our behavioural expectations – positively stated in our Expectations Matrix. Positive behaviour is rewarded with Big Rewards, whilst inappropriate behaviour is managed with our Behaviour Management Flow Chart. This, generally, ensures support for our management of behaviours and is supported by our children rating our management of bullying favourably. 2023 is the first year of our new Strategic Plan too, so our School Improvement Team (SIT) met regularly and worked closely with our SEIL and EIL. Throughout the year the focus of SIT was around *Writing Scope and Sequence, Professional Learning in Writing/6+ Traits, The Resilience Project Implementation, Zones of Regulation Training, Adoption of an Instructional Model in Reading, use of Lunchtime clubs for wellbeing/engagement* and successful implementation of PLCs across the school.

As part of our improvement focus on PLC, we worked closely with *Link School - Gisborne PS* to send teams of teachers down for a visit, watching how their classrooms run, doing learning walks, focusing on how PLC works and then using this rich learning to shape our approaches at Big Hill. By the end of the year dramatic change in attitude, process, planning and delivery occurred in the PLC area.

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

### Learning

In 2023, our focus at Big Hill was the Statewide 2023 Priorities Goal. This goal broke into Two Key Improvement Strategies (KIS) - with the first focusing on learning. Major actions of our work in learning focused around continued implementation of the Tutor Learning Initiative from Prep - 6 for children not making the expected growth. Big Hill appointed two tutors who worked across the school, to catch-up those children who had fallen behind in the two previous years or were showing low growth/below average performance in their learning.

Another major focus was around the deep dive into our Professional Learning Communities (PLCs) which focused each term on a cycle to improve teaching and learning, and in particular, writing. When unpacking the learning data for 2023, Teacher Judgement against the Victorian Curriculum was *above* similar schools and the state for English and Mathematics. In the area of NAPLAN, Percentages of children Strong or Exceeding varied, with Year 3 Reading *below* state and similar schools and Year 5 Reading *above* similar and *just below* state. In Year 3 Numeracy, percentages of children Strong or Exceeding were above similar and state (which is very pleasing), whereas Year 5s were *above* similar but *below* state. There is no 4 year trend data available due to the new NAPLAN measures (ie. exceeding/strong) coming into effect at the start of 2023. Readers need to note that NAPLAN measures around the percentage of students in the top three bands presented is 2022 data, that was reflected on in the 2022 Annual Report. Due to no new data for 2023 relating to the change in measures, there is no commentary on the 2022 data presented in the 2023 Annual Report.

During 2023, all children on the Program for Students with Disabilities and Impairments/DISABILITY INCLUSION program were supported with Individual Learning Improvement Plans, additional assistance from Education Support Staff remotely (or onsite if required) and Student Support Groups to ensure they were working to their full potential. Further to this, staff training continued in the area of inclusive approaches/Zones of Regulation to support children with additional needs whilst at school. Students with an Aboriginal/Torres Strait Islander background were also supported with Individual Learning Plans and had their attendance closely monitored.

### Wellbeing

In 2023, the Attitudes to School Survey (AToSS) was implemented across Grades 4, 5 and 6. Our Sense of Connectedness (78.7%) was *above* Like Schools (74.8%) and the State (75.1%), which is pleasing. We also increased our positive approval in this area from 2022. Our 4-year average for Sense of Connectedness is also *higher* than similar Schools and is *marginally below* the state. Management of Bullying was also favourably scored (82.8%), with Big Hill *above* both SIMILAR Schools (75.9%) and the STATE (76.9%). Our 4-year average in this area also continues to sit well *above* similar Schools and the state and our 2023 rating is also above our result in 2022 - all very strong positives.

In 2023, every effort was made, to work hard and maintain a settled and orderly environment, which was accomplished throughout each of the terms. Students responded to a year of routine, fewer disruptions, the continuation of camps and excursions, special events etc. with everything running in 2023, something not possible in 2022 due to extreme weather events. The extensive wellbeing programs implemented (SWPBS, The Resilience Project, Life Skills, Lunchtime Clubs and Zones of Regulation) all helped to support children as they settled into another year of un-interrupted learning and engaging school programs.

### Engagement

Overall student attendance is *higher* than that of similar schools and the state, which is pleasing, with all year levels averaging 89% attendance rate or above. Our Prep/Foundation, Year 1, Year 2, Year 3, Year 5 and Year 6 students *exceeded* 90%, which is an excellent achievement, especially considering there was still a lot of illness during the year, including a couple of Covid-19 waves, gastro outbreaks and influenza/colds. Attendance of Aboriginal and Torres Strait Islander students was also carefully tracked and followed up, with the majority of students achieving attendance above 90%, and around half of these students above 95%.

---

## Other highlights from the school year

There were many highlights for Big Hill Primary School in 2023, due mainly to the year being perhaps the first "normal year" since 2018. Great examples of some of our many highlights include: - A Grade Two Sleepover onsite, Three/Four Camp to Upper Plenty (which was also a Positive Start/free camp - very popular with families), Somers Camp for selected 5/6s and a Five/Six Camp to Anglesea. Other highlights included our week-long swimming (P-6) and gym programs (P-6) - both being welcome additions for our children.

The school also ran two Musical Productions in Term 3 and 4 - one for our P/1/2s (Rockpool) and the other showcasing 3/4/5/6s in the hit MISSION IMPLAUSIBLE. Both performances were extremely well-supported and received by our School Community, with a matinee and evening performance delivered offsite for the school community.

Another obvious highlight was the school's work linking with Gisborne PS, a Loddon Campaspe PLC Link School. Through the year all teaching staff visited on separate occasions to see PLC in action. This was well-received by staff and helped the school build momentum in the area of PLC implementation.

Successful implementation of wellbeing programs to support children using mental health funds and wellbeing supports were also a highlight and included The Resilience Project (Prep - 6), Life Skills (Prep - 4), buddies (P/1 and 5/6), provision of lunchtime clubs and counselling/pastoral care in the form of the school's new Chaplain.

Community events such as our Education Week performance, grandparents/special visitors morning tea, Melbourne Cup Family Fun Day and end of year picnic tea, Christmas carols and market were also hits and highlights with all members of the community. Ongoing support and engagement from our parents through Parents and Friends (Fundraising, special days like Mother's and Father's Day etc.), School Excursion Volunteers, Canteen Volunteers and School Council is also not just a highlight, but a support that the community values and relies upon!

Finally - continued improvements to grounds were highlights, including the addition of a new shade area for children near our assembly area and beautification of gardens around the Administration building making it fire safe, but also providing a pleasing aesthetic appearance.

---

## Financial performance

The Financial Position Statement for 2023 shows that both the cash and credit components of the school budget have been managed well with a net Operating Surplus. At 31/12/2023 the SRP was in surplus of \$3,048 and the school bank accounts held \$174423. The cost of Casual staff wages continues to be a significant portion of our Cash expenditure. In 2023 we saw the introduction of Time in Lieu for teachers and ES staff which resulted in additional costs to provide the TIL entitlements. Sick Leave, Long Service Leave and the replacement of staff attending conferences and training all contribute to this cost. In 2023 we continued to employ casual staff for our school run Outside School Hours Care (OSHC) program. As from 2024 the OSHC program will be outsourced which should see the reduction of the cost of ES casual staff. We will also see a reduction in the revenue from Commonwealth Government grants for the OSHC program in 2024. In 2023 we continued to receive funding for the Bushfire Preparedness program, Chaplaincy/Well Being program and Locally raised funds through the hard working efforts of our School Parents and Friends fundraising committee who raised \$9,162.68. At the end of the year, we had \$55952 above our recommended operating reserve - made up of funds held for planned bushfire-preparedness works, P&F fundraising (to be spent on a community project), rolled over CSEF funds for individual children and planned grounds works in the 2024 year.

**For more detailed information regarding our school please visit our website at**  
<https://www.bighillps.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 247 students were enrolled at this school in 2023, 111 female and 134 male.

2 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

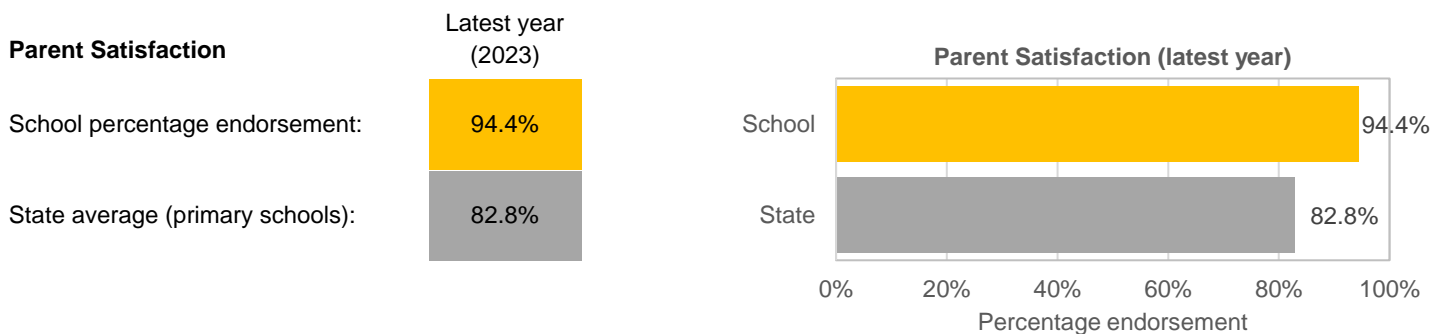
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

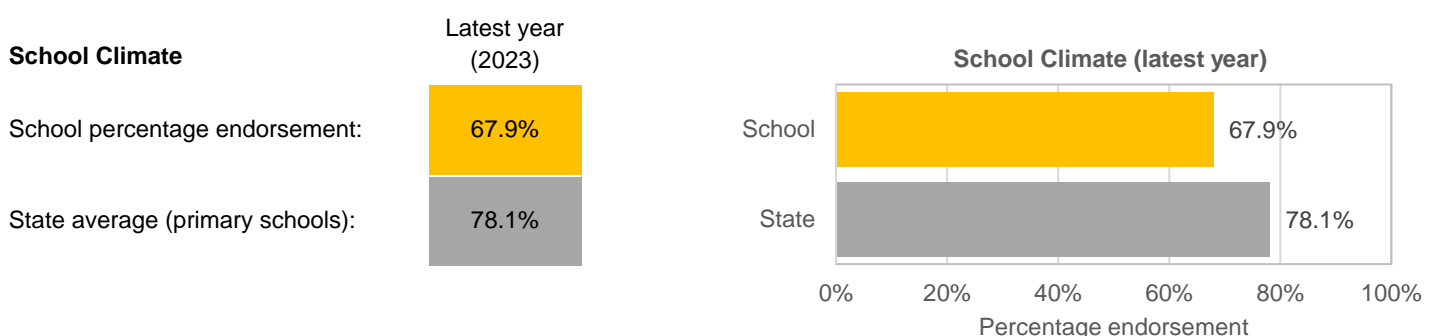


### School Staff Survey

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:

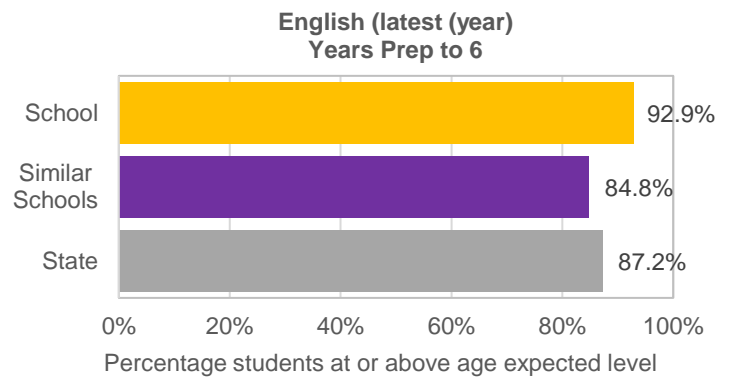
92.9%

Similar Schools average:

84.8%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

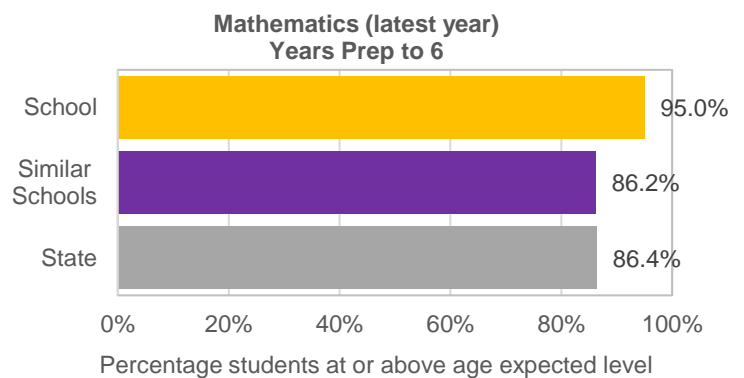
95.0%

Similar Schools average:

86.2%

State average:

86.4%





**LEARNING (continued)**

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

**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

54.5%

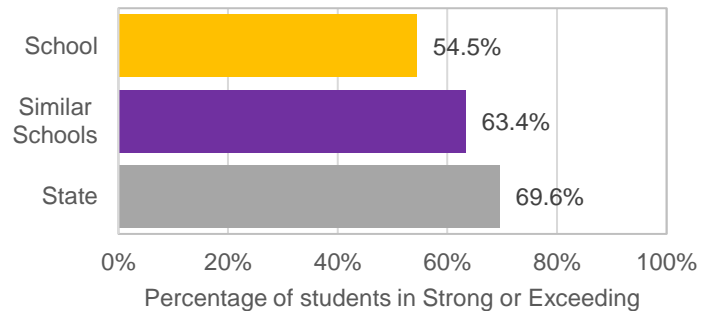
Similar Schools average:

63.4%

State average:

69.6%

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



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

76.3%

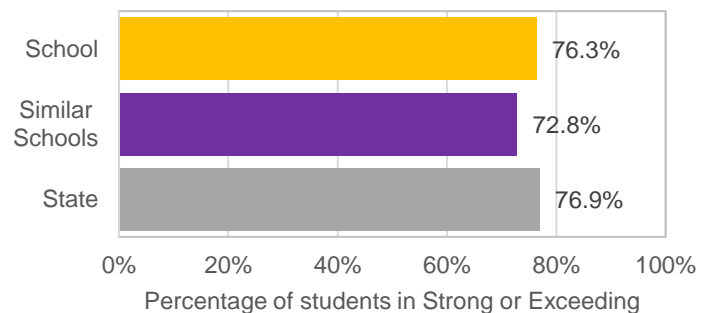
Similar Schools average:

72.8%

State average:

76.9%

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



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

67.6%

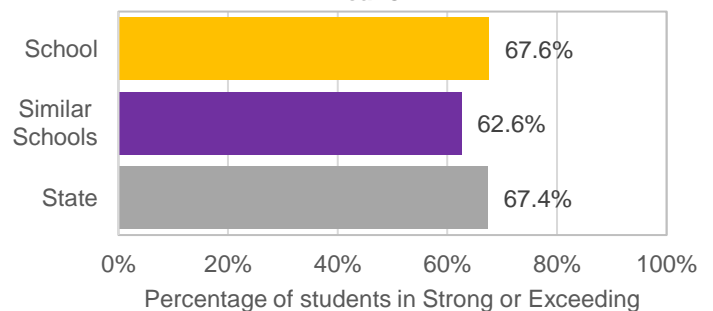
Similar Schools average:

62.6%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

61.1%

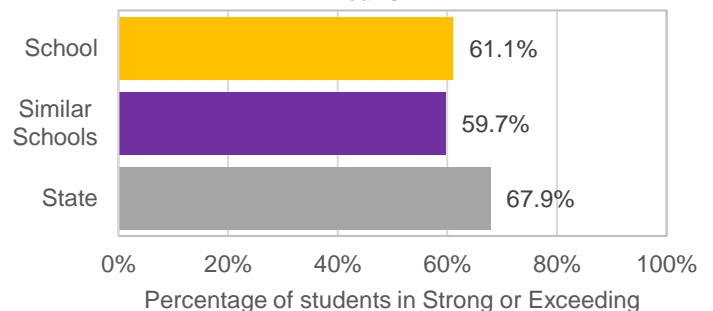
Similar Schools average:

59.7%

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:

71.0%

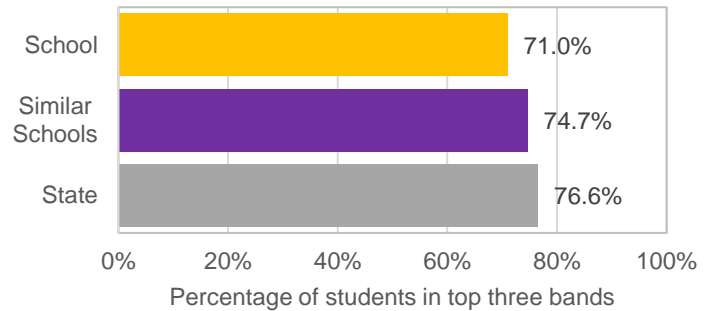
Similar Schools average:

74.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

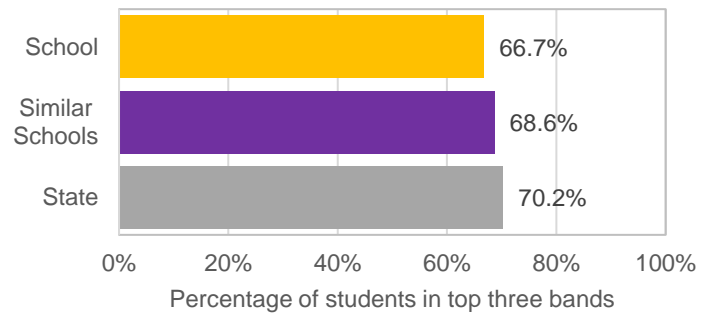
Similar Schools average:

68.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.1%

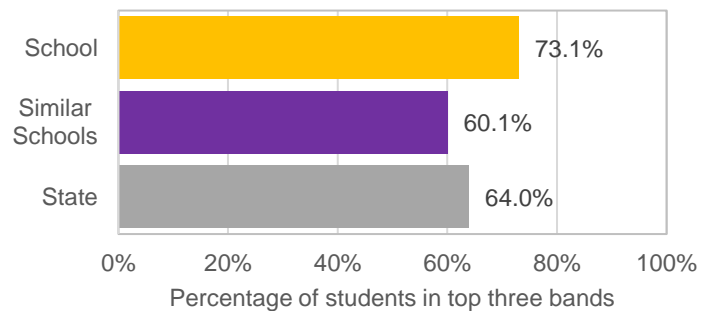
Similar Schools average:

60.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.4%

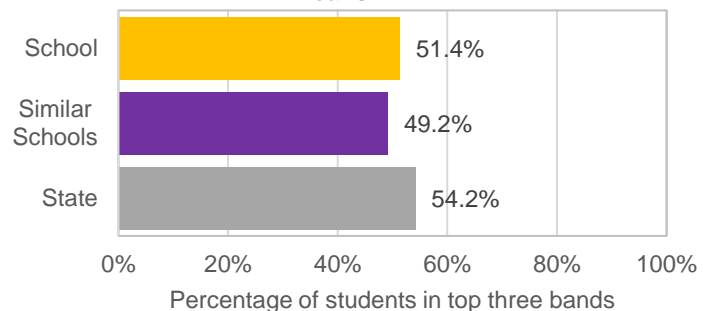
Similar Schools average:

49.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

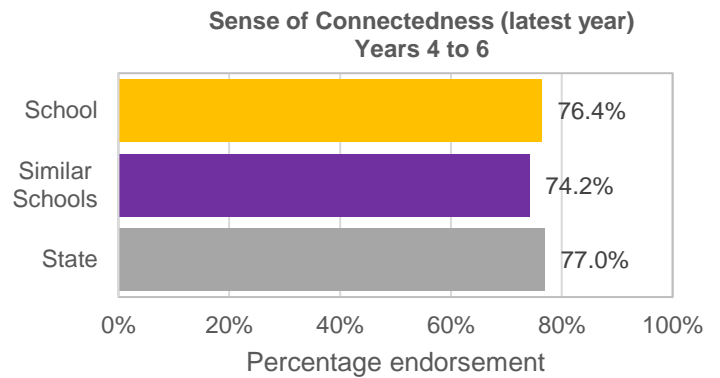
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	76.4%	78.7%
Similar Schools average:	74.2%	76.3%
State average:	77.0%	78.5%

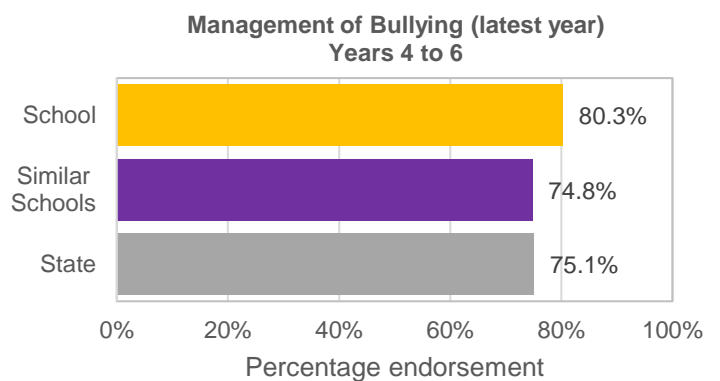


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.3%	82.8%
Similar Schools average:	74.8%	75.9%
State average:	75.1%	76.9%



## ENGAGEMENT

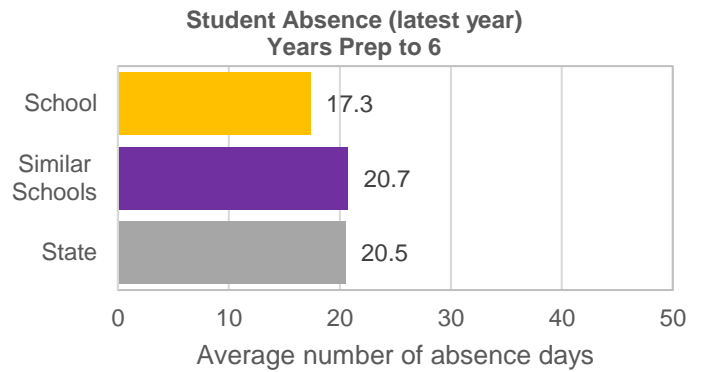
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.3	16.6
Similar Schools average:	20.7	18.8
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%	91%	92%	92%	89%	92%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,584,450
Government Provided DET Grants	\$439,537
Government Grants Commonwealth	\$104,322
Government Grants State	\$3,000
Revenue Other	\$10,596
Locally Raised Funds	\$218,469
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,360,376</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$150,651
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$150,651</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,572,114
Adjustments	\$0
Books & Publications	\$3,380
Camps/Excursions/Activities	\$82,017
Communication Costs	\$2,510
Consumables	\$49,465
Miscellaneous Expense <sup>3</sup>	\$36,270
Professional Development	\$20,646
Equipment/Maintenance/Hire	\$55,348
Property Services	\$118,720
Salaries & Allowances <sup>4</sup>	\$291,216
Support Services	\$32,419
Trading & Fundraising	\$45,624
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,306
<b>Total Operating Expenditure</b>	<b>\$3,341,035</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$19,340</b>
<b>Asset Acquisitions</b>	<b>\$5,791</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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$155,458
Official Account	\$18,965
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$174,423</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$118,715
Other Recurrent Expenditure	\$2,888
Provision Accounts	\$0
Funds Received in Advance	\$12,500
School Based Programs	\$7,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,565
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$174,668</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.*