

2023 Annual Report to the School Community

School Name: Carlton North Primary School (1252)



- 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 29 April 2024 at 11:07 PM by Rachel Corben (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 17 May 2024 at 09:00 AM

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

Carlton North Primary School is a vibrant primary school committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between school and home to support student learning, engagement and wellbeing. We collectively share a commitment to and responsibility for creating an inclusive and safe environment for all students. Carlton North Primary School is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community.

Carlton North was established in 1873 and the school community celebrated its 150th Anniversary in 2023. The school is located in an inner-city residential area 2km from the Central Business District and resides on the Wurundjeri land of the Kulin nation. The school occupies a block surrounded by leafy suburban streets and the playgrounds include active and passive spaces with artificial turf playing areas, and a flexible ball court which is a focal point for the community it serves. The culturally diverse local community has a low Student Family Occupation Education (SFOE) index. Parents and carers have high expectations for their children. They support the school, participating in classroom programs, working parties, school events and a significant amount of fundraising activities, including the Great Lee Street Fete, held annually in March. The students, staff and community of Carlton North Primary School are incredibly proud of our school and the school community. The school is well respected in the local community and is the school of choice for most families (including those out of zone). Over the past ten years, enrolments have remained relatively stable with figures between 270-299 and an enrolment ceiling of 300. There is a high demand for Foundation entry each year from the local community of Carlton North.

The core purpose of Carlton North Primary School is to foster the values, designs and behaviours where everyone can reach their potential. Carlton North Primary School is committed to providing an outstanding educational experience for all students. The school is recognised for its strong academic focus on high quality teaching and strong sense of community.

Vision

Carlton North Primary School's vision is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Mission

Carlton North Primary School's mission is to provide high quality child-centered, personalised learning in a safe, nurturing, engaging and inclusive environment that fosters a love of learning and prepares each students to meet the challenges of the future.

Objective

Carlton North Primary School's objective is for our students to leave our school with the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Values

At Carlton North Primary School, our values of Respect, trust, Inclusion and Resilience provide opportunities for everyone to learn and feel safe in a respectful school environment.

Respect - At CNPS, we show respect for people, culture, property, and the environment. We are polite to everyone and care for each other, ur school and our community.

Trust - At CNPS, we have trust in each other. We take responsibility for our own actions and learning. We act with integrity and honesty.

Inclusion - At CNPS, we include everyone and do not leave anyone out. Everyone is different and we welcome and celebrate all children, families and staff.

Resilience - At CNPS, we have high expectations of ourselves and each other. We are ambitious, resilient and persistent when faced with challenges and change. We believe we can learn and will always try our best.

Carlton North Primary School offers a guaranteed and viable curriculum that meets the needs and interests of our students whilst reflecting a core focus on developing Literacy and Numeracy skills. The curriculum also includes priority areas in Science, Wellbeing/Respectful Relationships, Inquiry, STEM, Italian, The Arts and Health and Physical Education. Teachers use the Victorian Curriculum Framework for planning and utilise other frameworks such as the Australian Curriculum and Department Initiatives - Framework for Improving Student Outcomes (FISO) 2.0, High Impact Teaching Strategies (HITS), Amplify, High Impact Wellbeing Strategies (HIWS) and the Teaching Principles. Teaching and Learning programs enable students to apply and transfer their learning to new and different situations in preparation for lifelong success within and beyond their community. Teaching and learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond the community. CNPS Students are provided many opportunities to develop their skills in various ways. Carlton North Primary School promotes a positive approach to student wellbeing based on the rights and responsibilities of all and is incorporated in the curriculum and the implementation of the Department of Education's Schoolwide Positive Behaviour Supports and Respectful Relationships Curriculum. There is an accepted expectation that all students, staff and parents/carers work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual education plans, regular communication of weekly learning and student learning goals, and open and regular communication and opportunities to celebrate learning.

Classrooms are technology rich with LCD screens and iPads throughout the school. The students in Years 3 to 6 are engaged in a BYOD Program and school funded class set devices are funded for students in Foundation to Year 2. As highly competent educators, we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learning.

The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents/carers to ensure student progress is closely monitored and address the needs of individual students. The communication between home and school include weekly year level overviews, Compass and Seesaw posts, newsletters, assemblies, meetings, forums and information sessions.

The 2023 staffing profile reflects the strong commitment at CNPS to develop the capacity of our staff. The staff consists of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 1 Business Manager, 11.2 Full Time Equivalent (FTE) Generalist Teachers, 2 FTE Specialist Teachers, 4.59 FTE Education Support Staff (consisting of 1.01 FTE Office Administration Staff and 3.58 FTE Education Support Staff in the Classroom), 0.37 FTE Literacy Intervention Support, and 0.59 Library technician. No staff employed at CNPS identify as Aboriginal or Torres Strait Islander.

1 in 15 Families (6.67%) receive the Camps Sports and Excursions Funds. 10% of students come from a background where English is not the primary language spoken at home and 1% of students are Aboriginal and/or Torres Strait Islander. No overseas students enrolled at CNPS in 2023.

The school is a true partnership with the community and are all extremely proud of every aspect of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continues to perform at or above similar schools with regard to Teacher Judgements of student achievement with 95.7% of students at or above the expected standards in English and 94.1% of students at or above the expected standards for Mathematics.

The school continues to perform above similar schools with regard to Year 3 and Year 5 NAPLAN Reading and Numeracy. In Reading 91.4% of students in Year 3 achieved Strong or Exceeding and in Year 5, 91.7% of students achieved Strong or Exceeding. In Numeracy 80% of students in Year 3 achieved Strong or Exceeding and in Year 5 83.3% of students achieved Strong or Exceeding.

The strong performance in student learning can be attributed to the consistent application of the instructional model and the implementation of teaching strategies to complement this model. Focusing on individual student achievement where differentiation is critical to meeting student learning needs. Our professional staff strive to support every student to be the best they can be. This is

well documented with Individual Education Plans and programs such as the Student Excellence Program, Tutor Learning Initiative, MiniLit and MacqLit Intervention and the partnership with home that supports student learning.

Professional Learning for staff focused on Mathematics to enhance differentiation through the use of open ended problem solving, thorough assessment and responsive planning. Professional Learning Communities (PLCs) commenced across the school with an initial focus on Mathematics.

Wellbeing

Carlton North Primary School places a strong emphasis on Wellbeing. The school is a Lead School in Respectful Relationships and has been acknowledged as an exemplar school in Schoolwide Positive Behaviour Support. Significant improvement has been made in student wellbeing over the past seven years and this is reflected in the excellent results in the Attitudes to School Survey results. Student Wellbeing continues to be a focus and reflects the statewide priorities in the Framework for Improving Student Outcomes 2.0 (FISO 2.0). In 2023 the school continued to promote a positive learning environment for all students through Schoolwide Positive Behaviour Supports and Respectful Relationships.

Carlton North Primary School places a strong emphasis in Student Wellbeing with a focus on a positive climate for learning, student voice and agency, empowering students and building school pride. In 2023 there was a strong focus continuing to strive for excellence in Student Wellbeing as outlined within the 2022-2026 School Strategic Plan and 2023 Annual Implementation Plan:

Goal 3 - To empower students to have agency in their learning

Key Improvement Strategy

3. a) To develop and implement a common language, understanding and practice of student learner agency.
3. b) To implement High Impact Teaching Strategies that foster student agency.
3. c) To provide opportunities for authentic student leadership.

Goal 4 – To enhance student wellbeing

Key Improvement Strategy

4. a) Consolidate the implementation of schoolwide wellbeing programs.
4. b) Contribute to system leadership in wellbeing.
4. c) Investigate appropriate tools and data to evaluate and further improve wellbeing practices.

The 2023 Student Attitude to School Survey Results in the area of Sense of Connectedness, is above similar schools at a four year average of 86.8% positive endorsement. The area of Managing Bullying is above similar schools at a four year average of 84%.

Engagement

Carlton North Primary School's high attendance rate is reflected in the 2023 absence data and is less than similar schools and the state showing a four year average at 14.3%. The school's average attendance rate from Foundation to Year 6 is 90%. This high attendance reflects the school's emphasis on a positive attendance approach communicated through newsletter items and individual communications between teachers and parents/carers when a student is absent. The majority of explained absences are due to either medical illness or family holiday.

The transition initiatives in the Kinder to Foundation Transition Program comprise of formal and informal communications between CNPS and neighbouring kindergarten. These include parent information sessions held at kindergartens and reciprocal teacher visits to kindergarten and childcare centres. These complement the kindergarten transitions reports and the CNPS Transition Program. The school conducts a comprehensive wellbeing curriculum at the start of each year to support students' transition into a new class. This includes the establishing of relationships, class agreements, building teamwork and cooperation and establishing individual and class goals.

Student engagement is further supported through the following initiatives and programs.

- The 4 Rs Program - Rights, Resilience and Respectful Relationships - teaching and learning resources to support the personal and social capability curriculum.
- Schoolwide Positive Behaviour Support Systems.
- School Therapy Dog Program.
- Circle Time - providing opportunities to apply learning and respond to incidents and situations in our daily lives.

CNPS' strong focus on transition across the school continues to be successful with Term 4 activities playing a key role in preparing students for the next year. The usual practice of step up transition days were scheduled in 2023. Students were able to make requests for friendships and staff consider these carefully before classes are formed for the next year. The Year 6-7 transition program comprises of an initial information session, a school visit and transition reports prepared and passed on to secondary schools.

Other highlights from the school year

There are many highlights to celebrate throughout the year at Carlton North Primary School. A few of these are our focus on student voice and how this aligns with school activities, fundraising events, initiatives and celebrations of significant days.

Our excursion and incursion program utilises resources both in and out of the school and sees students building on experiences and furthering their understanding of the wider community.

Our specialist programs celebrate each are of learning with many sporting opportunities throughout the year and opportunities to celebrate The Arts including Visual Art displays throughout the school and an end of year concert.

Our outdoor education program begins in Foundation with a breakfast at school, Year 1 students attend a dinner at school with the Year 2 students who then sleep over at the school. Students in Years 3 to 6 attend camps offsite attending camps in Victoria that provide challenges and opportunities to develop personal skills in a different environment.

A significant event for 2023 was the celebration of the school's 150th Anniversary including an assembly and morning tea with current and past students and staff. The Parents, Carers and Staff also celebrated the anniversary with a decade themed Trivia Night.

Financial performance

Carlton North Primary School finished 2023 in a reasonably strong financial position. There were a number of fundraising events throughout the year including the very successful return of the Great Lee Street Fete after a hiatus during 2020-2022. The Equity and Tutor Learning Initiative funding was directed towards small group intervention across the school. The 2022-2026 School Strategic Plan and 2023 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities.

The Financial Performance Position report shows an end of year deficit of \$9531, however, the school prioritised the use of the Tier 2 School Level Funding of \$53463 to be rolled over to 2024. Therefore, the final deficit for 2023 is a total of \$62,994. Carlton North Primary School relies heavily on our school community's fundraising efforts to provide quality teaching and learning for our students. This includes experienced teaching staff and lower class sizes where possible. The school staff profile with a majority of experienced teaching staff significantly impacts the school workforce budget.

For more detailed information regarding our school please visit our website at
<https://www.carltonthps.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 281 students were enrolled at this school in 2023, 137 female and 143 male.

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

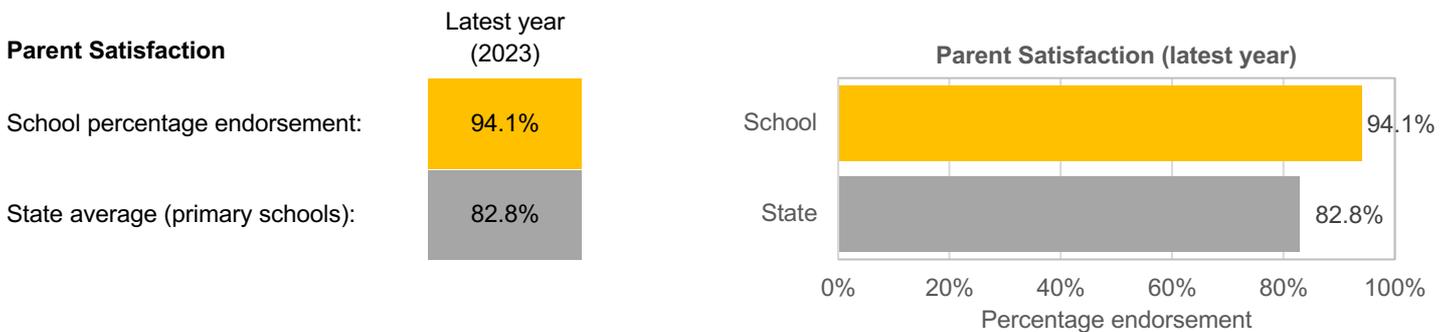
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

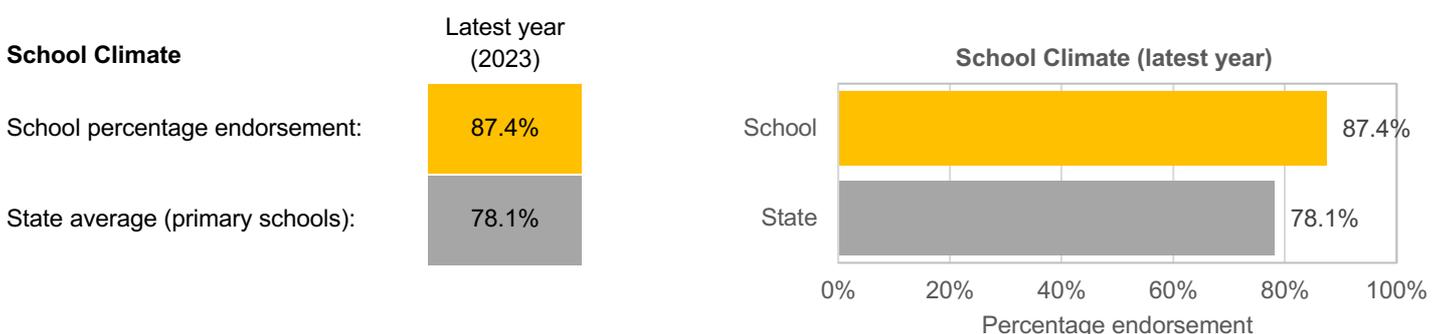


School Staff Survey

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:

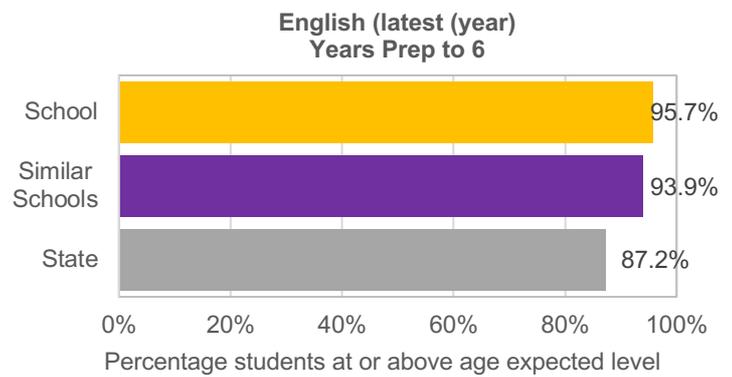
95.7%

Similar Schools average:

93.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

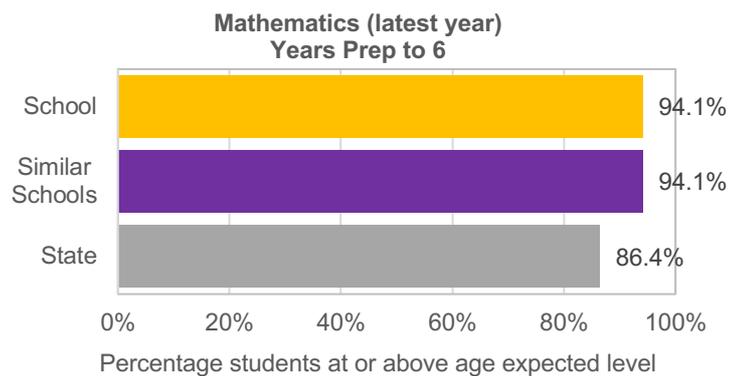
94.1%

Similar Schools average:

94.1%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.4%

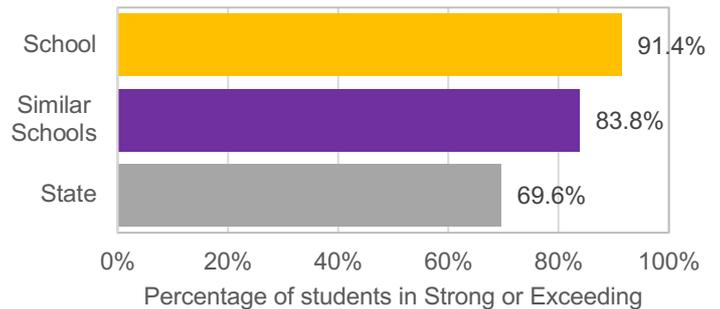
Similar Schools average:

83.8%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.7%

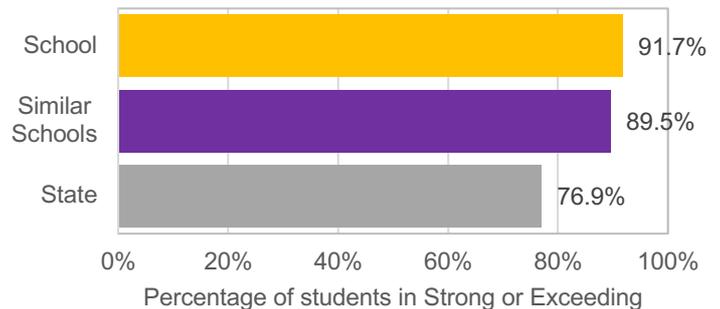
Similar Schools average:

89.5%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

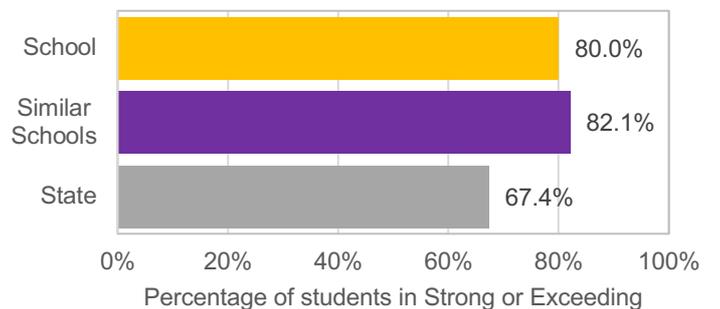
Similar Schools average:

82.1%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.3%

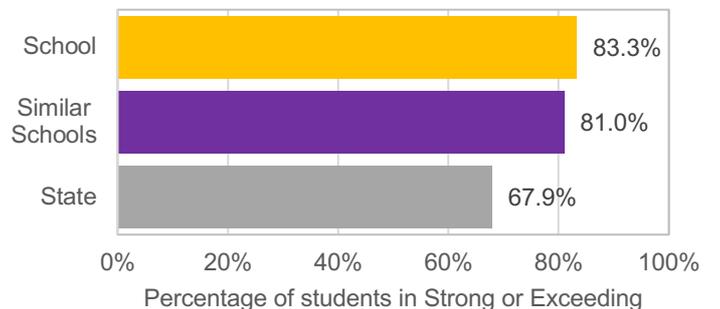
Similar Schools average:

81.0%

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:

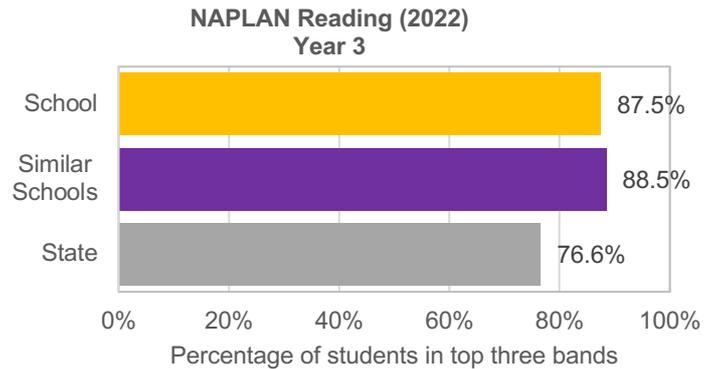
87.5%

Similar Schools average:

88.5%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

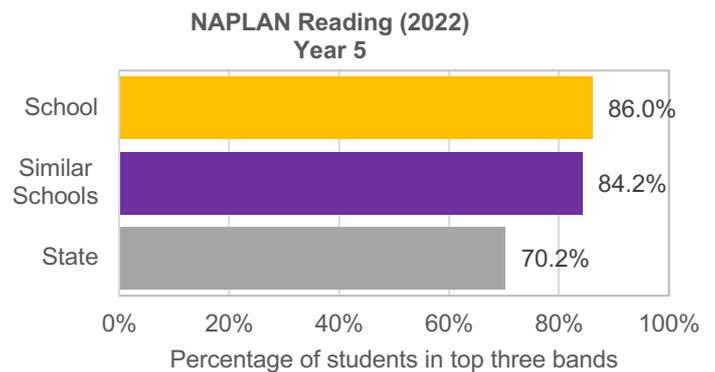
86.0%

Similar Schools average:

84.2%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

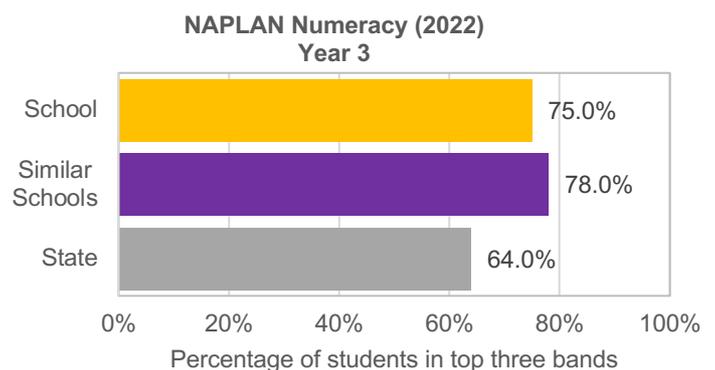
75.0%

Similar Schools average:

78.0%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

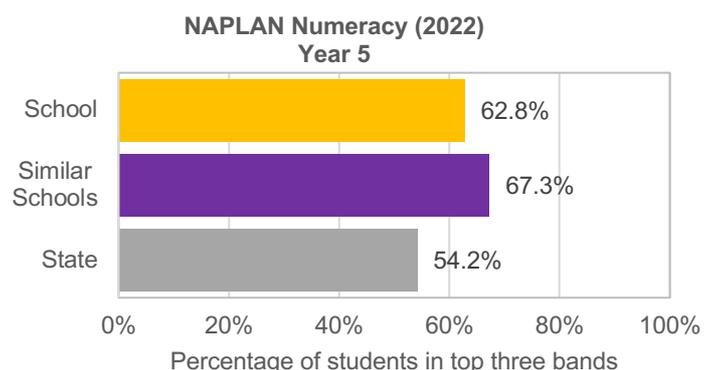
62.8%

Similar Schools average:

67.3%

State average:

54.2%



WELLBEING

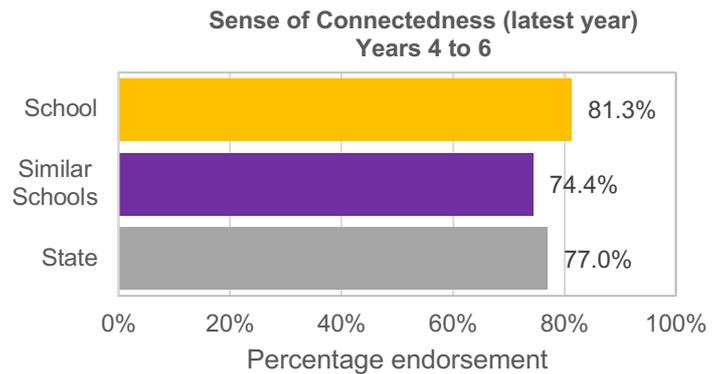
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.3%	86.8%
Similar Schools average:	74.4%	76.8%
State average:	77.0%	78.5%

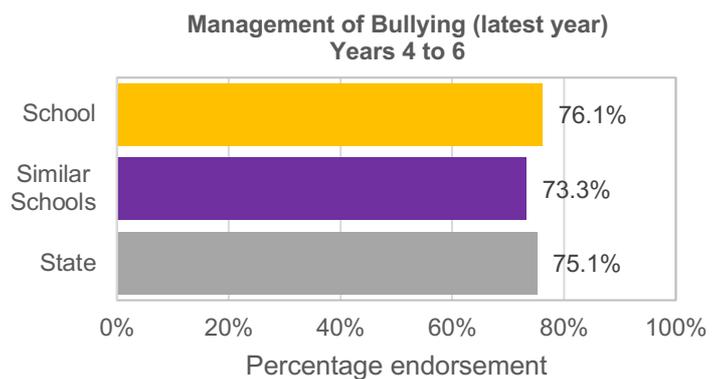


Student Attitudes to School – Management of Bullying

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:	76.1%	84.0%
Similar Schools average:	73.3%	75.8%
State average:	75.1%	76.9%



ENGAGEMENT

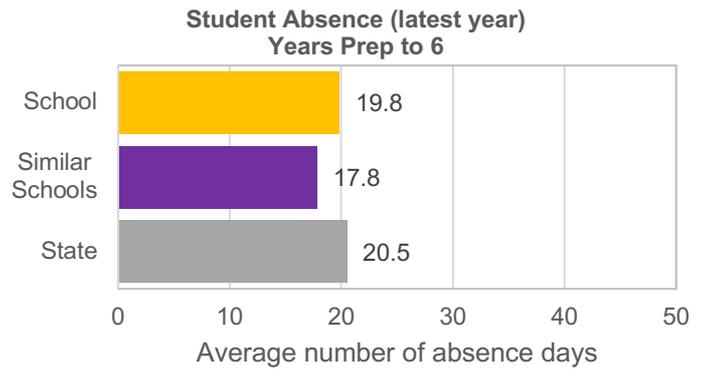
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.8	14.3
Similar Schools average:	17.8	14.6
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%	90%	90%	91%	90%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,705,458
Government Provided DET Grants	\$314,071
Government Grants Commonwealth	\$6,974
Government Grants State	\$0
Revenue Other	\$35,791
Locally Raised Funds	\$419,825
Capital Grants	\$0
Total Operating Revenue	\$3,482,119

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,725
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,725

Expenditure	Actual
Student Resource Package ²	\$2,705,345
Adjustments	\$0
Books & Publications	\$9,461
Camps/Excursions/Activities	\$122,452
Communication Costs	\$9,159
Consumables	\$61,773
Miscellaneous Expense ³	\$20,584
Professional Development	\$9,222
Equipment/Maintenance/Hire	\$52,695
Property Services	\$36,438
Salaries & Allowances ⁴	\$119,690
Support Services	\$111,642
Trading & Fundraising	\$75,129
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,468
Total Operating Expenditure	\$3,356,058
Net Operating Surplus/-Deficit	\$126,061
Asset Acquisitions	\$109,455

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$150,956
Official Account	(\$5,449)
Other Accounts	\$110,451
Total Funds Available	\$255,958

Financial Commitments	Actual
Operating Reserve	\$105,387
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$342,915
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,523
Repayable to the Department	\$500
Asset/Equipment Replacement < 12 months	\$29,621
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$98,106
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$592,052

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.