



FOR RUDOLF STEINER EDUCATION LTD.

**2023 ANNUAL REPORT
EDUCATIONAL & FINANCIAL REPORTING**

We, the community of Mumbulla School, acknowledge that this school is situated on the lands of the Djiringanj People.

We acknowledge that this land was never ceded, and we recognise that the Koori Peoples have cared for this country over thousands and thousands of years.

We express our deep respect and gratitude for all the wisdom of the Elders past, present and emerging. We strive to strengthen our relationship with the Djiringanj People in order to further our understandings and connections to Country.

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Mumbulla School for Rudolf Steiner Education Mission Statement:

Mumbulla School is based on the philosophy of Rudolf Steiner, which acknowledges the spiritual nature of human beings. The school community, through the encouragement and co-operation of individuals, sets out to create a harmonious school environment which fosters the balanced development of children, preparing them to act in freedom, with intelligence, creativity and purpose in a changing world.



Mumbulla School for Rudolf Steiner Education is in Bega, NSW. It is non-denominational and inclusive of all enrolled children and their families. Currently we offer classes from Kindergarten to Year six.

Parents bring, rather than send, their children to our school to experience a human-centred education embodying the ideals of goodness, beauty, and truth. Respect for each other and care for the environment are highly valued as is creativity in learning and teaching. All Key Learning Areas are presented in ways that promote students' active involvement and growing confidence. Our School offers a rich and varied curriculum and a caring and personal approach to the teaching of each child.

Message from the Board of Directors

Chair's Report

Reverence, enthusiasm, and a sense of guardianship, these three are actually the panacea, the magical remedy, in the soul of the educator and teacher Rudolf Steiner

It is with great pleasure that I present to you my annual Chair report for Mumbulla School. We gather here on the land of the Djiringanj People with reverence, enthusiasm and a sense of guardianship as we do each Board meeting throughout the year. I don't think I have ever taken for granted the commitment of our Board Directors over the years I have volunteered, and we are truly blessed here at Mumbulla School to have such competent, passionate and hardworking staff. The combination of quality management, teaching and administrative staff along with a strong Board leads to a vibrant and stable school environment where the children are the main focus, and their education experience is exceptional.

Thank you to everyone for attending Mandated group meetings, writing reports, reading the reports and bringing a curious yet cautious approach to all decision making over the last 12 months.

In 2023 a feasibility study was prepared and presented by our Business Manager, Hallie Fernandez to consider whether Mumbulla School could offer education up to Year 7 and 8. The information provided was extraordinarily thorough and Hallie answered questions from the Board to ensure any decision would not put Mumbulla school at risk. Reagan White and Monique Watt guided College through a decision-making process from an educational perspective. The conclusion is that Mumbulla School will not be offering Years 7 and 8. As Chair of the Board I am so grateful for the hard work, attention to detail and passionate objective approach everyone has applied to reach this decision.

Much of the last 12 months is included in the AGM reports where the photos capture moments of intense concentration, activity, creativity and fun. There are so many opportunities to become involved as a parent or guardian and the increased engagement through morning teas, P&F, craft group and well attended working bees is really encouraging.

Thank you to all of you who volunteer your time to be on the Mumbulla School Board, to Viv Arnott who resigned in September last year, Alex Cunningham who stepped in at the time, our expert management team, Reagan White, Hallie Fernandez and Monique Watt with support from Kristy Fontaine and Vickie Goldsmith who coordinates so much behind the scenes.

Ingrid Mitchell
Chair of the Board
Mumbulla School for Rudolf Steiner Education

COLLEGE OF TEACHERS (COLLEGE) EDUCATION REPORT LIVING MUMBULLA SCHOOL'S CORE VALUES: Creativity, Altruism, Wellbeing and Freedom

Creativity: Sparking Curiosity and Imagination

At Mumbulla School, creativity is at the heart of everything we do. We believe in the beauty of learning and in hands-on experiences that encourage students to think outside the box, ask questions, and explore their interests. From building projects in our abundant outdoor play spaces to singing in Winter Festivals and at Spring Fairs students have myriad opportunities to express themselves and develop their unique talents. Our College of Teachers continues to demonstrate creativity and passion for their craft, engaging in professional development to enhance their skills and knowledge. The school continues to have a high retention rate of teachers indicating that they are satisfied working at the school, particularly teacher/student relationships, staff morale, and work recognition and value. Our Steiner curriculum continues to meet the children's needs and to support teachers in their creative processes.

Class 3 Building Project



Winter Festival – Zarathustra Play



Altruism: Building Strong Bonds and Giving Back

Our aim is that our school community is like a big family, where parents/carers, teachers, and students support each other and work together for the greater good. From class picnics to fundraisers for local causes, we come together to make a positive impact both inside and outside the school gates. Through initiatives like our Reconciliation Action Plan and [Anti-Racism Statement](#), we strive to create a welcoming and inclusive environment where everyone feels valued and respected. We were nominated for a Narragunnawali Award in 2023 and although we were unsuccessful in receiving an award, we could not be prouder of the nomination which acknowledged our ongoing dedication to reconciliation.

Classes 5 & 6 Bike-a-Thon to raise money for the homelessness



Wellbeing: Nurturing Body, Mind, and Spirit

The happiness and health of our students are top priorities. We aim to provide a safe and nurturing environment where children can learn and grow, both academically and emotionally. Our outdoor play areas and natural surroundings not only promote physical activity but also encourage a sense of wonder and connection with the world around us. With dedicated support from our School Psychologist and a commitment to Child Safe Standards, we are helping to ensure that every child feels supported and cared for. We actively and unashamedly aim to keep technology out of our lower primary classrooms, reserving its use solely for assistive purposes to ensure equitable access to the curriculum, particularly for students with disabilities. When evaluating the impact of technology on young developing minds we believe we will be on the right side of history in our choice to limit its exposure.

Planting trees in Kindergarten and with Class Buddies on Tree Day



Freedom: Encouraging Exploration and Individuality

We believe in giving students the freedom to be themselves and pursue their passions. Whether it's through art, music, play or a diversity of rich learning experiences we offer, we hope that every child has the opportunity to discover what makes them unique and explore their interests.

Class 5/6 ensemble performing at the Spring Fair



As we look to the future, we remain aware of strategic issues shaping and changing the landscape of education, from teacher workforce dynamics to student wellbeing and academic outcomes. For our school, the past year has been one of growth, resilience, and commitment to Steiner education. As we navigate the complexities of modern education, we do so with a deep sense of purpose, guided by our school's core values of Creativity, Altruism, Wellbeing and Freedom. Together, we celebrate the achievements of our students, the dedication of our staff, and the support of our broader community. Together, we celebrate the joy of learning and the endless possibilities that lie ahead.

Reagan White
Education Manager

OUTCOMES AND RESULTS

In 2023, only four children in Class 5 participated in NAPLAN testing due to parents withdrawing the rest of them from the assessments. Due to the small number of participants, there is no comparison data available. See all available data on the [MySchool Website](#).

Mumbulla School maintains a comprehensive system of assessment and reporting to parents:

- Completed Main Lesson books are sent home at the completion of each Main Lesson with the teacher's comments attached. Feedback from parents and carers is invited.
- Diagnostic Assessment in Key Learning Areas are undertaken in every class on an ongoing basis and informs both semesters reporting.
- Written reports are distributed electronically to families at the end of Terms 2 and 4.
- Parent-teacher interviews are offered and encouraged in Terms 2, 3 & 4 or when requested by the parents/carers.
- Needs-based interviews are sometimes requested by the class teacher, learning support teacher, specialist teachers or the parent.
- Class meetings are held throughout the year in which learning outcomes, teaching methods, and child development are discussed and the school's overriding educational philosophy is presented.

This information is also provided in hard copy for parents who cannot make the meetings or in the case where meetings are held online.

- Class articles are prepared by the teachers for the school’s weekly Bulletin with information about present and forthcoming class activities and the pedagogy behind the work being done.
- Independent Learning Plans (ILPs) are developed for children considered by the class teacher and the Learning Support teacher as having additional learning needs. Parents are consulted in the development of these plans.
- Behaviour Support Plans (BSP) are developed for children who need support with their behaviour at school to ensure that they, and their peers, experience a safe and happy learning environment. These are developed in line with the school’s Social Welfare and Behaviour Management procedures and in consultation with parents/carers.

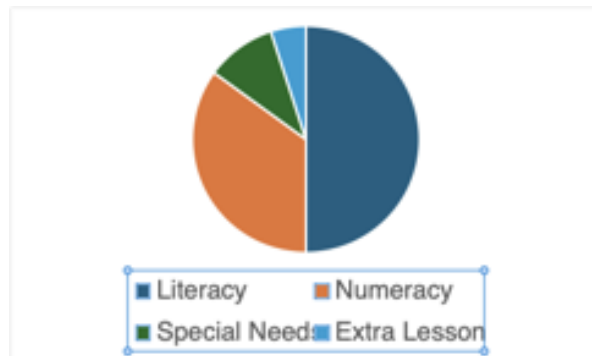
Report from Learning Support: Literacy & Numeracy

Jane and Lucy, our dedicated learning support teachers work alongside a team of fourteen caring, enthusiastic and capable classroom assistants who work with students at Mumbulla School with disabilities and additional needs every day.

They support students with dyslexia, dyscalculia, specific language and number disorders, speech delays, developmental delays, Anxiety, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, and mild intellectual disability.

Whilst this appears a multitude of needs, when working within an inclusive classrooms framework this is enriching and achievable, led by dedicated teachers who model patience and acceptance of all. Mumbulla School stands out nationally as an exemplary Steiner school for this model having taught children with extensive difficulties for over 15 years. Tolerance and warmth are shown by our students who kindly accept diversity as a natural way of being.

Lucy and Jane both teach 3 days per week and their time is allocated as shown below.



Including the time of our three generous staff members, Belinda, Nick and Reagan who contribute to our reading program, we are able to offer explicit small group or 1-1 intervention for 54 students. This amounts to approximately a third of our student body and is consistent with targeted whole school values for Tier 2 and Tier 3 intervention support.

We use the quality Macquarie University synthetic phonics programs including MINI-LIT Sage, MULTI-LIT, MAC-LIT, and support teachers to implement Initia-Lit (Classes 1 and 2). Most recently we introduced one of Macquarie University’s latest programs SpellEx in Class 4.

Our Numeracy Intervention program offers support for students from Classes 2 – 6, in small group sessions. Each group receives between two and three targeted sessions each week, with programming and assessments tailored to the specific needs of individual students. Programming and planning are guided by the well-recognised and highly regarded National Centre for Excellence in the Teaching of Mathematics (NCETM) UK Maths Hub Mastery programs, alongside the NSW Mathematics Syllabus, Australian Curriculum and National Numeracy learning Progressions.

With the transition to the new NSW Curriculum Framework this year, a review and update of the numeracy resources across the school was conducted in Semester Two, 2023. As a result, additional equipment was purchased to support teachers with the effective implementation of the numeracy syllabus in their classroom.

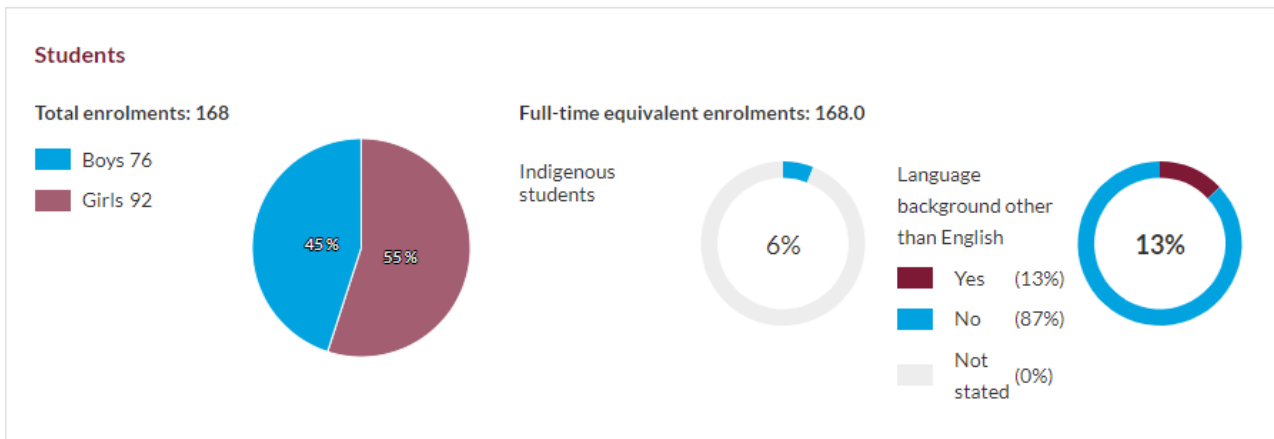
With a Wednesday crossover day, Lucy and Jane are able to work collaboratively to plan for and manage their shared case load of students, good communication being at the core of providing consistent and well targeted teaching activities.

This day also enables Jane to offer Extra Lesson sessions to three students in Class 1 and 3. Using movement is a vital methodology to reach underlying physical barriers to learning and co-ordination. Teachers at Mumbulla value the on-going therapeutic value of these lessons.

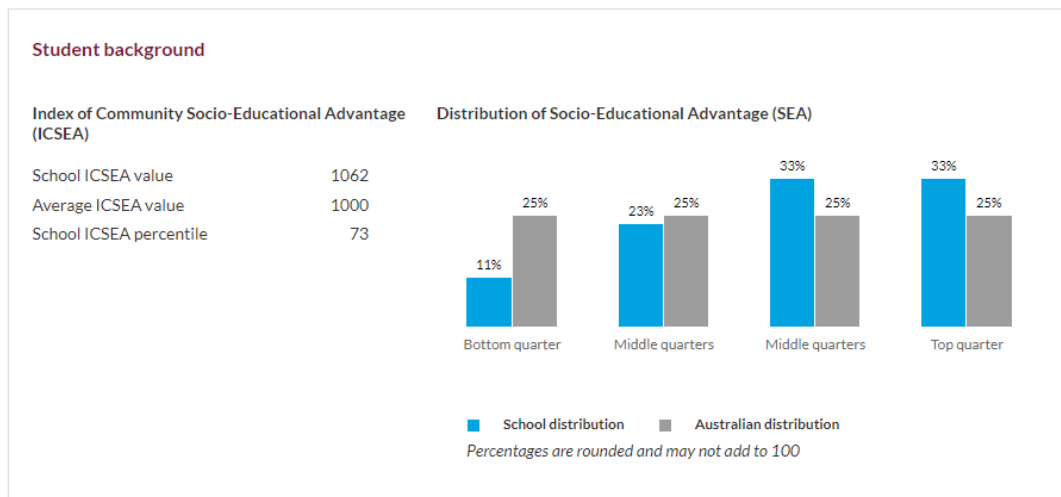
We invited Karen Foster to deliver Eurythmy to both students and teachers for eight weeks during first term of 2024. In eurythmy therapy, specific movements and gestures are taught. They are intended as expressions of music, speech, and soul through the whole body. Sessions were given to seven lucky students from Classes 3 & 4 and for staff before College meetings for 30 minutes. Being a very grounding and relaxing process that enhances mindfulness of breath and body control and it contributed to overall staff well-being.

Jane Andrew
Learning Support Teacher

STUDENTS 2023



STUDENT BACKGROUND 2023



Reference: [MySchool Website.](#)

STAFFING

Workforce Composition

As reported on the Commonwealth Census reports, the Mumbulla School workforce composition is:

Category	Number of Staff
Teaching staff – head count	24
Full time equivalent teaching staff	13.4
Non-teaching staff – head count	26
Full-time equivalent non-teaching staff	14.2

During this period there were no members of teaching or non-teaching staff who declared they are Aboriginal or Torres Strait Islander but we strongly encourage applications from First Nations teachers and other staff.

Teacher Accreditation 2023

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient	15
Highly Accomplished	0
Lead Teacher	0

Teacher Qualifications 2022

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	15
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Teacher mentoring and observations are an integral part of our professional commitment. All teachers have a mentor, are observed regularly by their mentor and given written feedback, which is kept on teachers' employee files. Formal appraisals are performed by the Education Manager, and they are scheduled yearly or as requested and/or needed.

PROFESSIONAL LEARNING (PL) AND CONFERENCES FROM JUNE 2023 TO MAY 2024

We continue to prioritise professional learning. It helps teachers and staff to develop their skills and improve their practices, creates a positive school culture, improves retention rates, boosts student achievement, and supports innovation. By investing in professional development, we believe we create a more effective and engaging learning environment for all. This list summarises the professional learning activities, workshops, conferences, and mentoring sessions undertaken by many educational staff members. Each activity contributes to the professional development and growth of all educators within the school community.

Teacher/Staff Professional Learning 2023/24

Steiner	Mainstream
<ul style="list-style-type: none"> • Primary Steiner Education Teaching through Melbourne Rudolf Steiner College. • Steiner Early Childhood Association meeting, focusing on strategic planning and vital years conference preparation. • Webinar briefing on the Australian Steiner Curriculum Framework. • Workshop on Inclusive classrooms in Steiner schools. 	<ul style="list-style-type: none"> • Anita Chin: Mathematics. • Allison Davies: Neurodiversity and Neurodivergence. • Gender Dysphoria online workshop. • Healthy Screen Time webinar. • Digital Technology in Children and Young People webinar. • School Refusal and Attendance Improvement webinar. • AI in Education online conference.

<ul style="list-style-type: none"> • GLaM conference and Business Manager Forum at Chrysalis Steiner School. • Planned attendance at the Vital Years Conference in Hobart. • Robyn Brown, Curative Training. • SEA Delegates meetings at Armidale Waldorf (NSW) School and Willunga (SA) Waldorf School. • Steiner Pedagogical Teacher Intensive Workshops 	<ul style="list-style-type: none"> • Initia-Lit Workshop 2-day conference online. • Various online courses including teacher accreditation procedures, autism spectrum support, supporting students with challenging behaviours, and school governance modules. • Webinars on dyscalculia and fun math games for mastery. • Leadership PD for implementing the 3-6 Maths Curriculum. • Proficient Teacher Accreditation process with supervision. • Staff participated in structured professional learning days covering topics such as structuring high-quality lessons and understanding neurodiversity and neurodivergence. • Presented to Playability staff on creating developmentally appropriate play spaces. • Staff First Aid and Annual CPR training • Compass Training (moved to new Student Management System)
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Total (approx) from end May 2019 to end May 2020	Total = \$14,935 Course costs = \$13,050 Travel costs = \$1,279 Accommodation costs = \$606
Total (approx) from end May 2020 to end May 2021	Total = \$13, 486 Course costs = \$13,226 Travel costs = \$220; Accommodation costs = n/a
Total (approx) from end May 2021 to end May 2022	Total = \$14,750 Course costs = \$14,610 Travel costs = \$140; Accommodation costs = n/a
Total (approx) from end May 2022 to end May 2023	Total = \$20,416 Course costs = \$18,332 Travel costs = \$2,084
Total (approx) from end May 2023 to end May 2024	Total = \$38,376 Course costs = \$23,342 Travel costs = \$15,034

STUDENT ATTENDANCE RATES

Routine and rhythm are an essential part of the school day at Mumbulla School, and punctuality is considered important. The school’s [Student Attendance Policy and Procedures](#) clearly sets out the expectations of attendance and guidelines for following up unexplained absences. Pleasingly, attendance rates are up by 4% from last year.

Attendance is monitored daily by class teachers, the Front Office and the Education Manager. Parents/Carers are contacted by SMS in the morning to provide an explanation for any unexplained absence. This includes children who arrive late to school without an explanation from a parent/carer.

Student Attendance 2023

Student attendance rate	Percentage
All students	88%
Indigenous students	85%
Non-Indigenous students	88%

Reference: [MySchool Website](#)

Student Attendance by Class 2023

Year group	2020 Attendance %	2021 Attendance %	2022 Attendance %	2023 Attendance %
Class 1	89.81%	92.07%	83.32%	86.06%
Class 2	91.50%	89.88%	84.43%	86.84%
Class 3	90.51%	92.31%	83.34%	85.70%
Class 4	94.10%	89.12%	84.67%	86.24%
Class 5	90.54%	92.41%	81.06%	89.62%
Class 6	90.02%	87.34%	84.24%	87.49%
Whole School (classes 1-6)	91.08%	90.58%	83.36%	87.00%

There was an increase in attendance across all classes. The rate of attendance have not yet returned to our pre-covid attendance rates, but it is pleasing to see this upward trend.

SCHOOL POLICIES

Policies are regularly reviewed in consultation with individuals or groups who have a special interest in the policy under review. Updated policies are ratified by the Board of Directors.

All policies are available from the Front Office and public facing policies are on the school's website, www.mumbullaschool.com.au, for parents and other interested parties to read, including those listed below.

[CHILD SAFE POLICY](#)

[ENROLMENT POLICY AND PROCEDURES](#)

[ATTENDANCE POLICY AND PROCEDURES](#)

[BULLYING PREVENTION AND INTERVENTION POLICY](#)

[STUDENT DISCIPLINE POLICY AND PROCEDURES](#)

[COMPLAINTS HANDLING POLICY AND PROCEDURES](#)

SCHOOL DETERMINED IMPROVEMENTS

Achievement of priorities for 2023 as identified in the school's 2022 Annual Report:

Priority areas for improvement in 2022

Area	2022 Priorities		2023 Priorities	
Teaching & Learning	<ol style="list-style-type: none"> 1. Fostering and Rebuilding School Community after COVID-19 2. Foster leadership opportunities in students 3. Build on teachers' interest in and commitment to teaching Sustainability 	<ol style="list-style-type: none"> 1. Achieved 2. Ongoing in the upper classes 3. Was not achieved – focus was on PL below 	<ol style="list-style-type: none"> 1. Fully implement and embed Child Safe Standards across all aspects of the school. 2. Review curriculum documents in preparation for new syllabus implementation 3. Build on teachers' interest in and commitment to teaching Sustainability. 	<ol style="list-style-type: none"> 1. Achieved 2. Achieved 3. Ongoing
Staff Development	<ol style="list-style-type: none"> 1. Continue to prioritise and maintain commitment to quality PL in Aboriginal and Torres Strait Islander history, culture and awareness 2. Encourage and facilitate NESA accredited PL – prioritise PL in the new K-2 Maths and English Syllabuses 	<ol style="list-style-type: none"> 1. Focus was maintained throughout 2022 2. Achieved and K-2 Syllabuses implemented in 2023. Positive feedback via registration 	<ol style="list-style-type: none"> 1. Child Safe Standards 2. Support teachers to achieve their Professional Learning Plan goals 	<ol style="list-style-type: none"> 1. Achieved and ongoing 2. Ongoing yearly
Facilities and resources	<ol style="list-style-type: none"> 1. Complete landscaping and install play equipment for the new Kindergarten playground 2. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built. 3. Complete a Feasibility Study for Classes 7/8 at the school 	<ol style="list-style-type: none"> 1. Completed 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built. 2. Complete a Feasibility Study for Classes 7/8 at the school 	<ol style="list-style-type: none"> 1. Ongoing into 2024 2. Achieved. School not proceeding with expansion

Priority areas for improvement in 2024

Area	2024 Priorities
Teaching & Learning	1. Build on teachers' interest in and commitment to teaching Sustainability.
Staff Development	2. Sustainability – closing the waste cycle at school; composting focus.
Facilities and resources	3. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Fostering respect and responsibility is essential for cultivating a positive and inclusive school atmosphere. Here are some initiatives we implement to uphold these values at our school:

Positive Behaviour Support: We prioritize positive behaviour support to proactively encourage good behaviour and mitigate negative actions. Every class actively teaches and reinforces positive behaviours, sets clear expectations, and applies consistent consequences for negative actions according to our Behaviour Support and Bullying Consequences Action Plan Summary Sheet.

Restorative Practices: Rooted in the principles of restorative justice, our restorative practices focus on repairing harm, restoring relationships, and building community. These practices, utilized by both teachers and the school counsellor, include circle meetings, peer mediation, and conferencing to resolve conflicts and foster positive relationships.

Character Education: We educate students about ethical and moral values such as respect, responsibility, honesty, and compassion. This is done through classroom lessons, assemblies, and activities designed to promote positive character traits.

Student Leadership: We provide students with opportunities to assume leadership roles and responsibilities within the school community. This is facilitated through our buddy program, where Class 6 students lead assemblies, and various service projects that promote responsibility and respect. We also have a **My Voice Matters** box in the Front Office where children can make suggestions, air concerns and have a say about things that affect them at school.

Student Welfare: Our student welfare programs, BounceBack! and Smiling Minds, aim to prevent and address mental health issues and disrespectful behaviours by promoting positive attitudes and behaviours. We also have a School Psychologist on campus working with children five days a fortnight.

Promoting respect and responsibility involves a multifaceted approach that includes teaching positive behaviours, setting clear expectations, providing consistent consequences, and fostering a positive and inclusive school culture. By implementing initiatives like positive behaviour support, restorative practices, character education, student leadership programs, and a focus on student welfare, we create a safe and welcoming learning environment for all students.

Respect and responsibility are fundamental values embedded in everything we do at Mumbulla School. Teachers and staff are encouraged and supported to model respect for themselves, others, the environment, and the community. Responsibility for actions, behaviour, belongings, and personal learning is integrated throughout the curriculum and reflected in classroom management. Signs outlining the school's rules are displayed around the campus to remind children, staff, and parents of their responsibilities.

PARENT, STUDENT & TEACHER SATISFACTION

The satisfaction of parents, students, and teachers is a crucial component of a primary school's success. When all three groups are satisfied, it leads to improved learning outcomes, higher teacher retention rates, and increased parental involvement in their child's education.

Our annual Parent Survey is a tool used to gauge parent satisfaction and engage with the parent community. In 2023, we received 50 responses. The survey results were analysed, de-identified, and shared with parents via a link in the Education Manager's weekly Bulletin note and published on the school's website.

Students at Mumbulla School demonstrate their satisfaction through their eagerness to attend school. Anecdotal evidence and feedback from parents and carers, highlighted in the qualitative data from the Parent Survey, reveal a high level of pride, safety, and satisfaction in the school. We experience a relatively low student turnover and maintain waiting lists for most classes.

We actively cultivate a culture of collaboration and open communication among parents, teachers, and students. This includes regular parent-teacher conferences and an open-door policy that encourages parents to visit, volunteer, and participate in their child's education.

The school boasts a high teacher retention rate, indicating staff satisfaction, particularly regarding teacher-student relationships, staff morale, and work recognition. The Steiner curriculum continues to meet children's needs and supports teachers in their creative processes. Access to professional learning, both mainstream and Steiner-based, reinvigorates the teaching staff, as do the supportive and open relationships among the staff.



2023



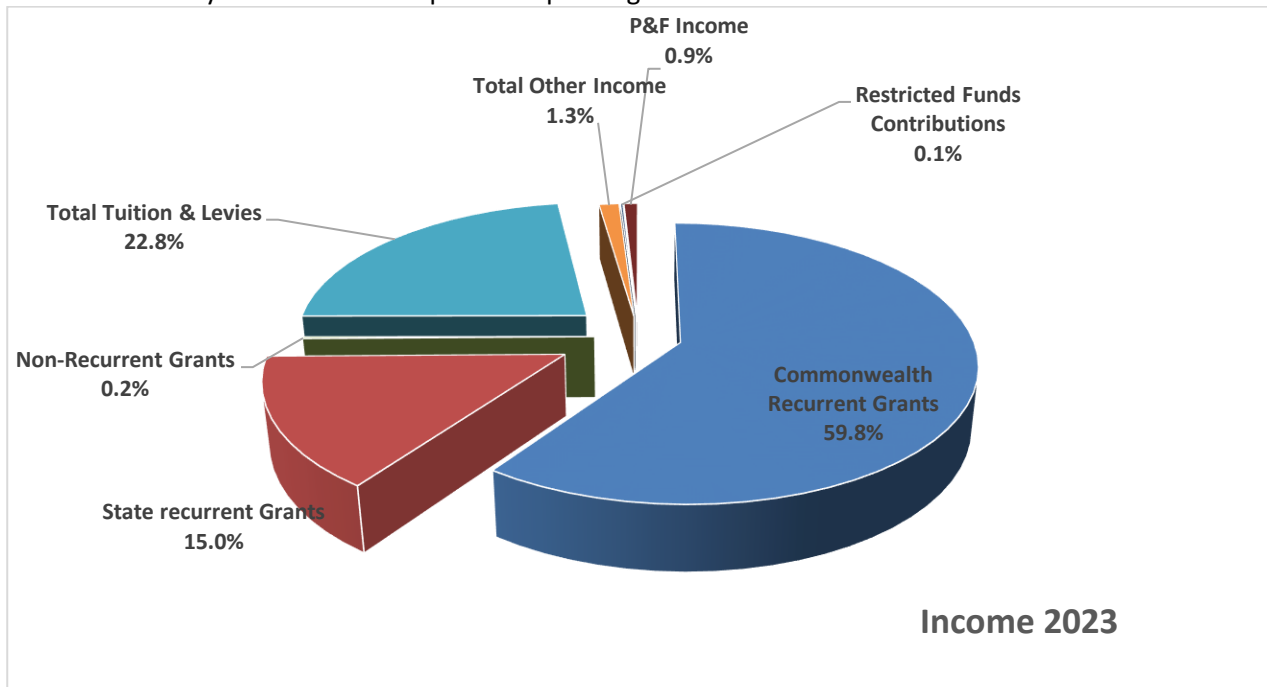
Front Row: Vickie Goldsmith, Jane Andrew, Sophia Wilcox
 Middle Row: Lucy Gollan, Juliet Fitzmaurice, Reagan White, Jade Rosskelly, Lainey Keir, Chrisanthi McManus, Lee Slater, Matt Merrill, Monique Watt, Alli Faulkner
 Back Row: Jason Armstrong, Kristy Fontaine, Annabelle Ciuffo, Tjenka Murray, Claire Garner, Nick Whittock, Jess Wasikowska, Megan Brens, Matt Burke, Ally Madden, Rachel Alves, Dan Scollay, Kate Benedyka, Nancy Mendes dos Santos, Bénédicte Aubert, Niles Farram, Sarah Keeling

Daisy Hill Photography

Photo: Daisy Hill Photography

Financial Information 2023

This is a summary of income and expenses explaining the financial foundation of our school.



The above graph represents Mumbulla School's revenue sources for the 2023 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute to 74.8% of total income sources. *Non-recurrent Grant Funding* is for special programmes that we receiving funding for.

Net Tuition Fees represent all tuition and levies from parents/guardians including:

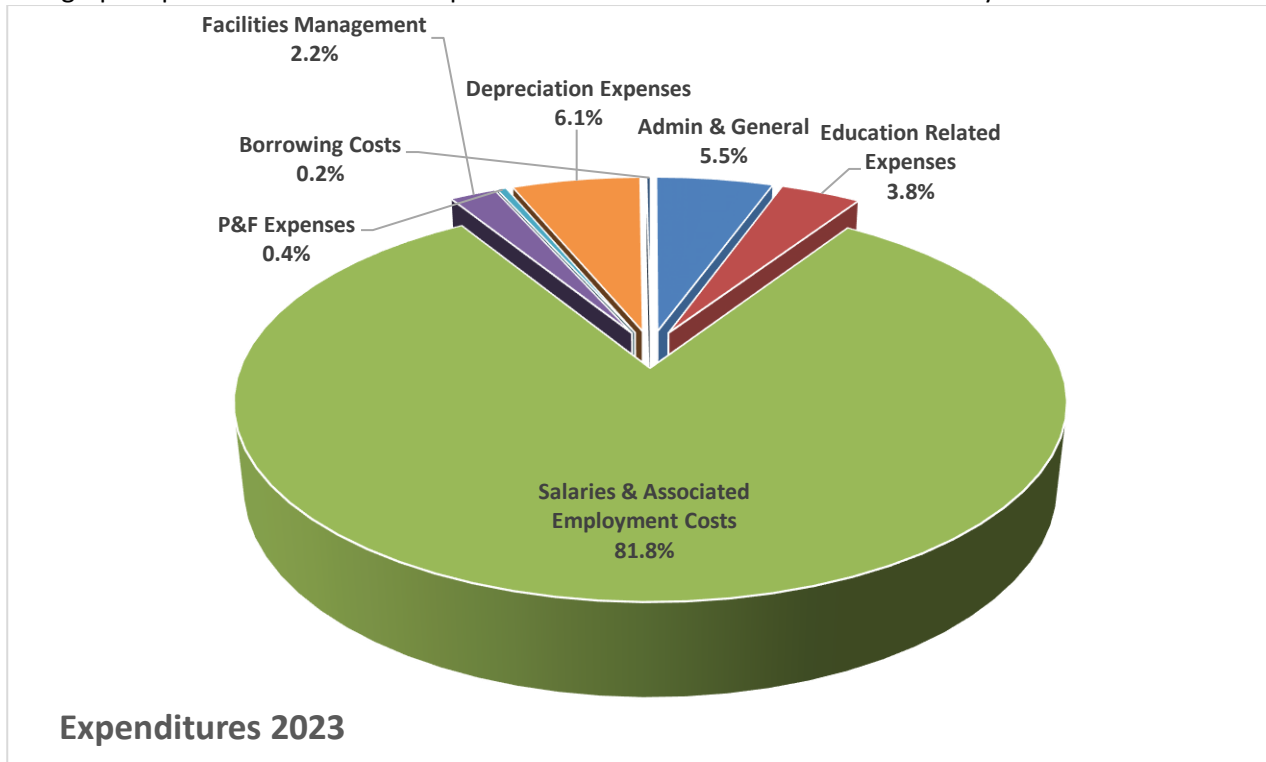
- activities
- excursions
- sport
- music
- performance
- building & grounds maintenance fees
- Discounts on fees for siblings and fee relief for financial hardships

Other Income includes interest, private donations, and sundry income (ie registration fees, facilities hire).

P&F Income relates to sales from the sale of items in the Front Office and special fundraisers, including the Spring Fair.

We have noted the Building and Scholarship Funds donations as the *Restricted Fund Contributions*. They are placed into Deductible Gift Recipient Funds, therefore, separated from general donations.

This graph represents the School's expenditure distribution for the 2023 calendar year.



Salaries and Associated Employment Costs are the greatest expense which includes teachers, specialists, class assistants, management, administration and facility staff. This also includes any expenditure for superannuation, workers' compensation insurance and provisions for Long Service Leave and Annual Leave.

Education related expenses compose all class activities, excursions, sports programmes, music ensembles, class stationery and materials and school wide events like the Festivals.

Facilities Management relates to all costs associated with maintenance, repairs, cleaning and utility costs.

Borrowing costs relate to the interest paid on our school debt.

Administrative & General relate to all administrative, financial, legal costs, insurance, memberships, professional development, travel & Information, Communications and Technology (ICT).

P&F relate to costs of items sold through P&F cupboard and directly related to special fundraisers.

Capital expenditures, not represented in the chart above, are purchases made that become assets for the school eg. library books, new computers, equipment, musical instruments, furniture & fittings, grounds and building improvements. The capital expenditure this year included musical instruments, readers & library books, classroom desks, other educational resources, equipment for students with special needs, playground equipment, and ICT computer hardware.

The School's Board of Directors, in conjunction with the College of Teachers, strives to preserve a quality educational school. Fees are maintained as low as possible. We offer our community a variety of interest free payment options and provide short term fee relief upon request for families who find themselves in need.

Hallie Fernandez
Business Manager