2023 Annual Report to the School Community

School Name: Strathfieldsaye Primary School (1211)

- 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 14 March 2024 at 06:57 PM by Cindi Bruechert (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 24 April 2024 at 07:32 PM by Kim Kohlman (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

At Strathfieldsaye PS, our vision is to empower everyone to learn and grow in an inclusive community. Our values of caring, optimism, respect, and excellence drive our actions, behaviour, and attitudes – they are the 'core' of who we are. They help us to be our very best. Our intention over the 2020-2024 Strategic Plan period is to enable all students to experience improved learning growth and achievement in Literacy; to develop whole-school approaches to activating student leadership, voice, and agency in learning; and to enhance student wellbeing through a focus on positive relationships, student resilience, and individual efficacy. This will be achieved through the implementation of effective teaching practices and through the development of strong partnerships across the school community.
Our student enrollment at the beginning of 2023 was 553 students and our workforce composition of 81 staff was made up of 3 Principal class (Principal and 2 x Assistant Principal), 2 Learning Spcialists (Literacy Learning Specialist and Wellbeing Learning Specialist), 48 Teaching class (34 x Classroom Teacher 2 and 14 x Classroom Teacher 1), 4 Teaching Support staff (Administrtion Team), 19 Integration Aides, 1 Canteen Manager, 1 IT Support staff (1 DET employee), 2 Maintenance staff and 1 Chaplain.
Strathfieldsaye Primary School is situated in the suburb of Strathfieldsaye on the eastern outskirts of the City of Greater Bendigo in Central Victoria. In 2023, our School Family Occupation Index was 0.2689 and our School Family Occupation and Education Index was 0.2485 The families of our students reflect the diversity of the socio-economic profile of our local community. Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The well-being of each student is enhanced through our School-Wide Positive Behaviour Support Program and Respectful Relationships Initiatives and our multi-aged Happy Active Healthy Hour sessions.
Our school's Strategic Plan and its vision and values are aligned with the Victorian Curriculum and the Department of Education's High Impact Teaching Strategies and High Impact Wellbeing Strategies. The learning areas and capabilities that are promoted throughout the school curriculum guide the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. They assist students in building individual ownership of their learning and help them develop a strong commitment to community action and social awareness. Implementation of the High Impact Teaching and Wellbeing Strategies ensure consistent and effective teacher practice throughout the school, in a context of high expectations with a focus on personalised learning objectives and success criteria. The school is ultimately committed to providing a calm, orderly and inclusive learning environment and an innovative and engaging curriculum that offers the best learning experiences for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, the Strathfieldsaye PS community worked together to achieve our learning key improvement strategy to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...
Learning Outcomes:

- Throughout 2023, we began our transition to a Science of Reading approach to the teaching of literacy. Our Learning Specialist completed additional professional learning around the Science of Reading and visited both Quarry Hill PS and Epsom PS to learn from their successes. All teaching staff were trained in the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.
- The decision to adopt the InitiaLit program from F-2 in 2024 was made. Our Foundation team had been following the evidence-based whole-class literacy program for a number of years and this has provided all children with the essential core knowledge and strong foundations to become successful readers and writers. Our Assistant Principal, Learning Speciailst, Grade 1 and 2 team members, attended Quarry Hill PS to view and discuss their InitiaLit 1 and InitiaLit 2 programs. The Grade 1 and 2 team leaders attended the InitiaLit trainings sessions and then shared their learning with their teams.
- We facilitated successful Professional Learning Community (PLC) inquiries focusing on various elements of the numeracy instructional model, including number talks, fluency, and rich task selection. Our ongoing commitment to enhancing teacher knowledge and skills has been instrumental in embedding evidence-based instructional practices in all classrooms throughout the school.
- The participation of both Principal class and Primary Mathematics and Science Specialists (PMSS) in the professional

learning opportunities offered through the Primary Maths Science initiative has empowered the PMSS team with the necessary knowledge, skills, and capabilities. This collaborative effort has enabled the instigatation of sustainable improvements in the learning and teaching of mathematics.

- To further enrich our understanding and implementation of this new approach to the teaching of mathematics, we dedicated time to visit schools that are more advanced in their journey, including Maiden Gully PS, Eaglehawk PS, and Spring Gully. These visits provided valuable insights, and our observations of their practices informed strategic decisions tailored to our unique context. Subsequently, we introduced our new mathematcis instructional model to our staff, with PMSS leaders actively engaging in collaborative planning with other departments.
- In the second semester, a team of four staff members undertook the "Rethinking Assessment to Build Agency in Learning" course through the Academy. This course reinforced that there were positive initiatives taking place in relation to student voice and agency. However, it also highlighted that there is still progress to be made in fully implementing a school-wide approach to fostering student leadership, voice, and agency in our school's learning and assessment process.

Wellbeing

Throughout 2023, the Strathfieldsaye PS community worked together to achieve our wellbeing key improvement strategy to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...

Wellbeing Outcomes:

- Our processes around the Disability Inclusion (DI) rollout have continued to adjust and improve. The maturity of our DI processes has ensured we are able to support students with additional 1:1 ES support as required across the year. The continued employment of an Inclusive Education Coordinator ensured we were able to continue to manage the DI initiative.
- Professional Learning has been undertaken by our Disability Inclusion School Improvement Team and our wider teaching and education support staff in regard to the 31 education-based activities evident in the DI profile and we are beginning to see a common knowledge of the DI initiative emerge amongst our staff. The body of knowledge surrounding Disability Inclusion amongst staff has grown considerably this year and staff are aware of how Tier 2 and 3 funding is managed and possibles using within our school context. A Strathfieldsaye Primary School Multi-Tiered Systems of Supports guide was developed by our DI SIT and wider staff which identifies the initiatives we use at Strathfieldsaye PS to cater for and support all of our students, every day.
- During the year we explored staff's understanding of student mental health and wellbeing and the processes utilised within classrooms. Our Strath Stars Positive Behaviour Program was rolled out in 2023 with great success. A review of our behaviour chart and SWPBS Expected Behaviour Matrix has completed and new version of these are being finalised for the beginning of the 2024 school year. A SPS conflict resolution strategy, known as The SPS Choice Chart, has been designed and implemented during Semester 2.
- We conducted student focus groups throughout the year, including our School Captains, Junior School Council, Healthy Active Happy Kids and Young Aboriginal Student Leaders. Student groups meet regularly and contributed towards school activities including Assemblies, Morning Greetings and Strath Stars. The BSEM and Respectful Relationships programs were used to elevate students' understanding of student voice and agency in wellbeing and the importance of developing personal wellbeing goals.

Engagement

Throughout 2023, the Strathfieldsaye PS community worked together to achieve our engagement key improvement strategy to support both those who need extra support and those who thrive to continue to extend their learning. We addressed the following outcomes throughout the year...

Engagement Outcomes:

- Time was allocated for the Assistant Principal and Learning Specialist to participate in schoolwide mental health professional learning sessions. We continued to implement the Berry St approach, including upskilling new staff who have not completed Berry St training. We trained our Wellbeing Learning Specialist in leadership components of the Berry St Education Model, allowing us to train any future new staff on our own and with fidelity to our implementation of the BSEM at Strathfieldsaye Primary School. Throughout the course of this year, we identified areas of improvement in our implementation of the BSEM model and have plans to provide additional professional learning to staff next year to adjust and refine our implementation.

- A teacher survey was completed which identified the engagement and mental health strategies currently being used in classrooms. These included strategies such as Morning Circles, Positive Primers, and Greetings. Data collected in this survey will inform professional learning and our refined engagement and wellbeing approach in 2024.
- Our Dogs Connect Accreditation was maintaned and we will continue to train staff in this mental health initiative.
- A Wellbeing and Engagement Teacher Handbook was created to complement our existing Teaching and Learning Handbook. The Strath Stars Positive Behaviour Program, SPS Behaviour Chart and SWPBS Expected Behaviour Matrix documentation was also updated, and this information was included in the Wellbeing and Engagement Teacher Handbook.
- Dedicated time was allocated on our Term 2 Curriculum Day to work with staff in regard to student attendance and a school-wide approach to manage absenteeism. A Strathfieldsaye PS Attendance Process was developed to outline the roles and responsibilities of each level of school staff regarding supporting the attendance of our students.
- During the first part of the year, opportunities were provided to students, staff, and our local community to continue to grow their knowledge regarding Cyber Safety. This continued in the second part of the year with some additional community sessions occuring throughout terms 3 and 4. In conjunction with this approach, our school commemorated Do It For Dolly Day – a day dedicated to bringing the community together, spreading kindness and uniting all in helping break the silence around bullying. This day was based around concerns that cyber bullying can raise.

Other highlights from the school year

In 2023, Strathfieldsaye Primary School was honoured to celebrate it's 150th anniversary. We held a number of special celebrations throughout the year including celebrating the official opening of our school in March and the unveiling of a time capsule that was buried by students and staff in 1998. We also held a school reunion in September and buried our own time capsule in October. In addition to our current families and staff, we welcomed over 500 guests to our special anniversary celebrations throughout the year.
Parental support and involvement continued to be an important priority for our school. We received excellent support for classroom programs at all levels from parents, School Council, Parents and Friends, and the wider school community. We continued to provide an open friendly atmosphere that welcomed parents and families to the school and treated their concerns seriously.
We supported our students along their journey to become thoughtful, caring, considerate and compassionate human beings when interacting with others. We also encouraged our students to become active citizens within their local community. Throughout 2023, our students were able to broaden their knowledge and develop their community spirit through participation in the following activities...

- **School Camps** - Wyuna, Roses Gap, Weekaway, Campaspee Downs.
- **Excursions / Incursions** - The Zone, Bendigo Pottery, Melbourne Zoo, Wakakirri, Let's Get Moving, The Blurbs, Vardos Harmony Day Performance, Tabloid Sports, Mandurang South, Kung Fu Incursion.
- **Sporting Events** - Swimming, Basketball, Football, Soccer, Cricket, Netball, Cross Country, Athletics
- **Community Events** - Colour Fun Run, 150th Anniversary Celebrations, Community Fair, Easter Raffle, Mother's Day Stall, Father's Day Stall, Grandparents and Special Persons Day

Financial performance

Strathfieldsaye Primary School maintained a sound financial position throughout 2023. The Strathfieldsaye Primary School Financial Performance Summary shows that the school ended 2023 with a surplus of $105,100. The 2020-2024 School Strategic Plan, and the 2023 Annual Implementation Plan, provided a framework for school council allocation of funds to support school programs and priorities. The school's surplus included the following carried forward commitments related to the 2023 school year - $4923 Provision Accounts; and $50,073 Capital - Buildings and Grounds Funds. Works on our Inclusive Schools Grant funded playground were completed throughout 2023 and the playground was finally opened to students in Term 4.
State Government equity funding of $41,273 was received in 2023 and was used to employ an additional Education Support staff member to enhance student engagement and well-being. In 2023, a total of $41,613 profit was made through our school council approved fundraising events including the Colour Run, Community Fair, Community Market and other smaller Parents and Friends fundraising events. These funds were used to upgrade our school grounds, to purchase new sports equipment, and to purchase new literacy, mathematics, phyiscal education, technology, performing arts, visual arts and STEM resources.
All funds received from the Department, or raised by the school, have been expended to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, school council approvals, and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at http://www.strathps.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 553 students were enrolled at this school in 2023, 260 female and 293 male.

2 percent of students had English as an additional language and 2 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.

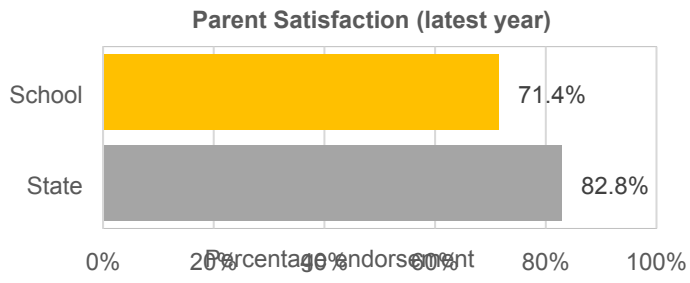
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	71.4%
State average (primary schools):	82.8%



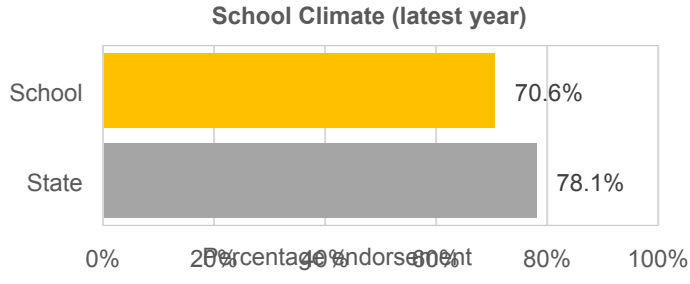
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	70.6%
State average (primary schools):	78.1%



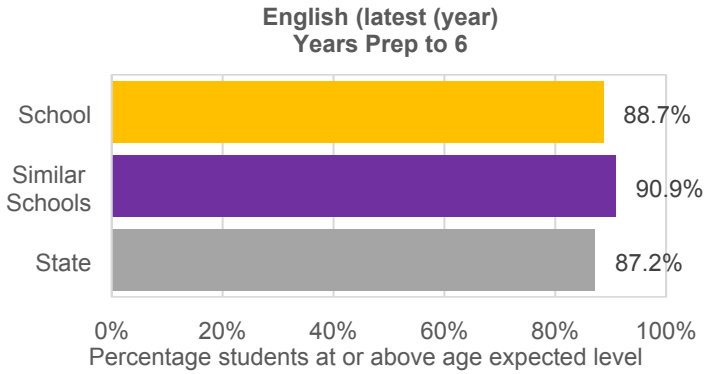
LEARNING

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.***

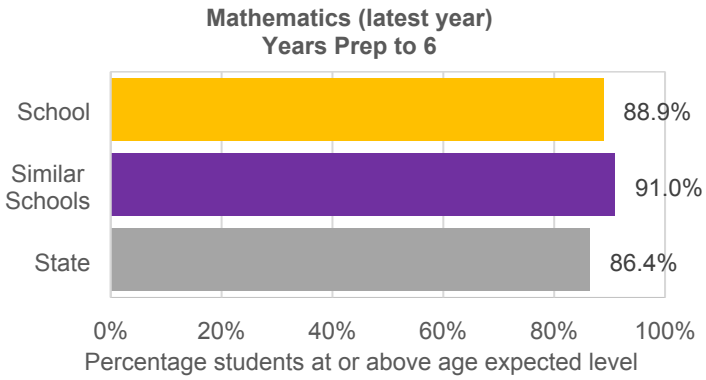
Teacher Judgement of student achievement against the Victorian Curriculum

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:	88.7%
Similar Schools average:	90.9%
State average:	87.2%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	88.9%
Similar Schools average:	91.0%
State average:	86.4%



LEARNING (continued)

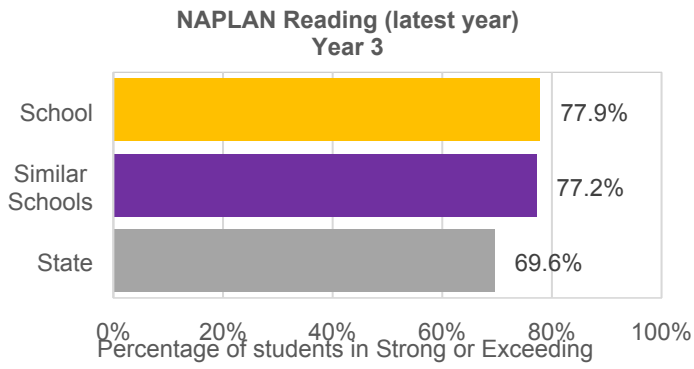
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

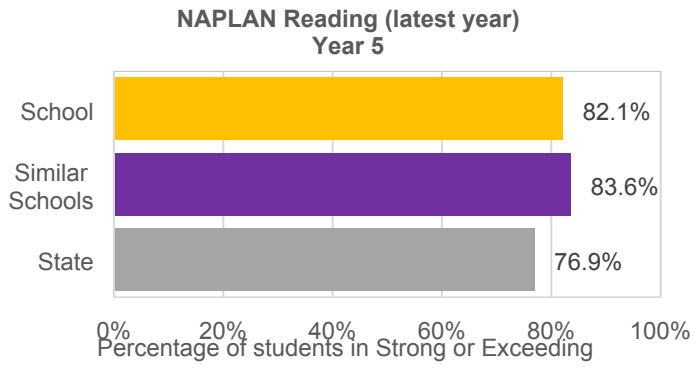
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

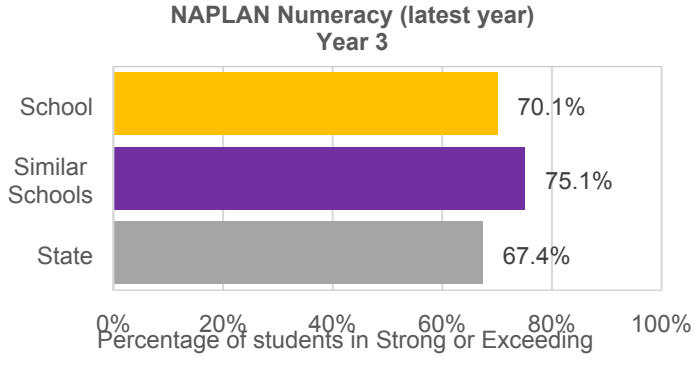
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	77.9%
Similar Schools average:	77.2%
State average:	69.6%



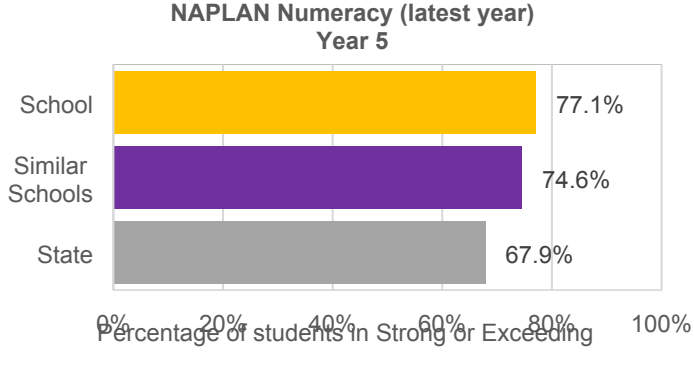
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	82.1%
Similar Schools average:	83.6%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	70.1%
Similar Schools average:	75.1%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	77.1%
Similar Schools average:	74.6%
State average:	67.9%



LEARNING (continued)

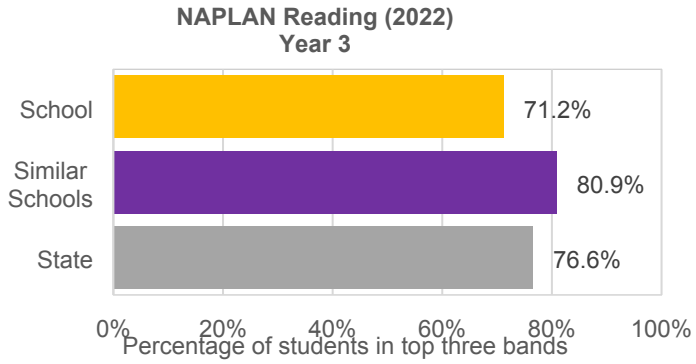
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

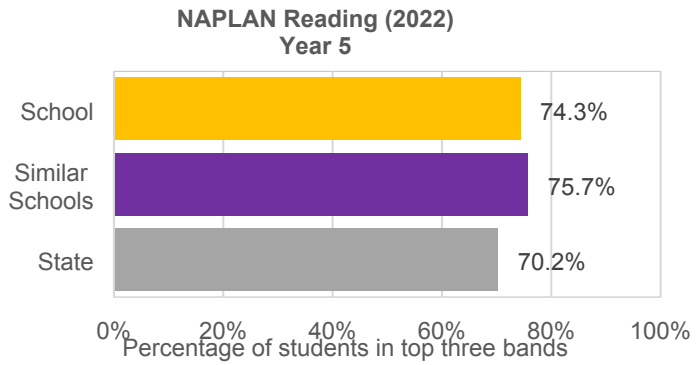
Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

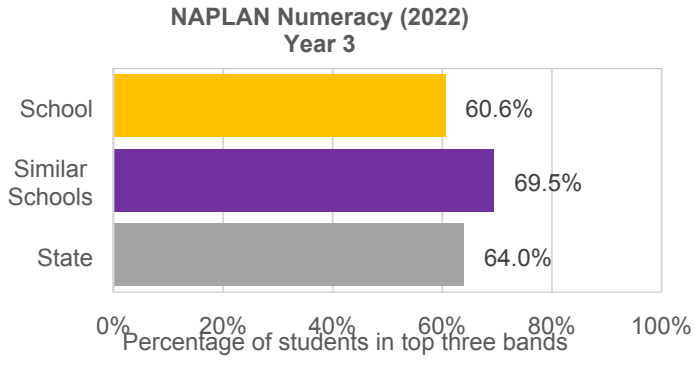
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	71.2%
Similar Schools average:	80.9%
State average:	76.6%



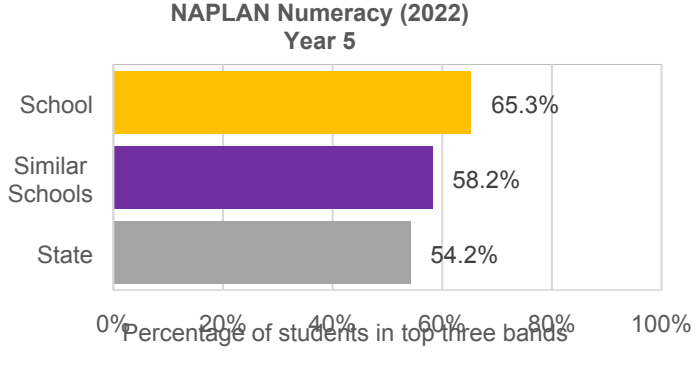
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	74.3%
Similar Schools average:	75.7%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	60.6%
Similar Schools average:	69.5%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	65.3%
Similar Schools average:	58.2%
State average:	54.2%



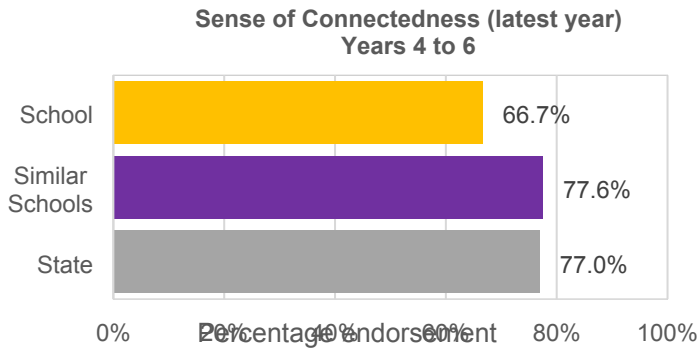
WELLBEING

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).

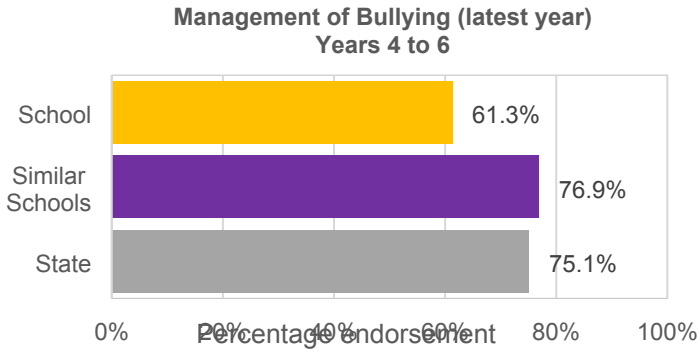
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	66.7%	73.1%
Similar Schools average:	77.6%	79.1%
State average:	77.0%	78.5%



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:	61.3%	74.4%
Similar Schools average:	76.9%	79.0%
State average:	75.1%	76.9%



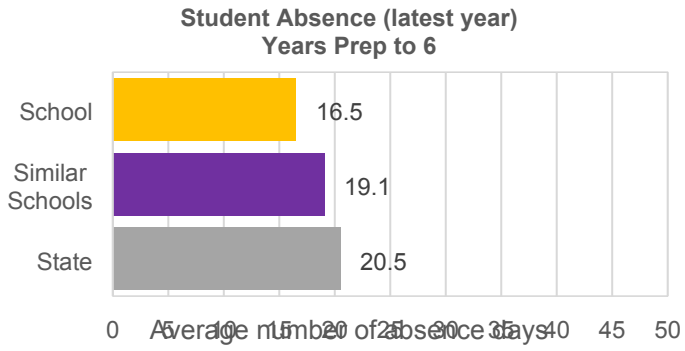
ENGAGEMENT

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:	16.5	13.8
Similar Schools average:	19.1	16.3
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	93%	91%	93%	92%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$5,457,446
Government Provided DET Grants	$698,133
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$94,933
Locally Raised Funds	$434,119
Capital Grants	$0
Total Operating Revenue	**$6,684,631**

Equity [1]	Actual
Equity (Social Disadvantage)	$41,273
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$41,273**

Expenditure	Actual
Student Resource Package [2]	$5,367,692
Adjustments	$0
Books & Publications	$2,707
Camps/Excursions/Activities	$191,995
Communication Costs	$4,012
Consumables	$112,040
Miscellaneous Expense [3]	$9,263
Professional Development	$22,255
Equipment/Maintenance/Hire	$54,094
Property Services	$220,860
Salaries & Allowances [4]	$369,346
Support Services	$51,157
Trading & Fundraising	$128,393
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$45,716
Total Operating Expenditure	**$6,579,531**
Net Operating Surplus/-Deficit	**$105,100**
Asset Acquisitions	**$0**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 18 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	$136,117
Official Account	$47,439
Other Accounts	$0
Total Funds Available	**$183,556**

Financial Commitments	Actual
Operating Reserve	$180,966
Other Recurrent Expenditure	$0
Provision Accounts	$4,923
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$50,073
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$235,962**

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.