

2023 Annual Report to the School Community

School Name: Parkwood Green Primary School (5480)



- 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 22 April 2024 at 11:38 AM by Robert Kotevski (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 23 April 2024 at 10:00 PM by Jocelyn Brabin (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

Parkwood Green Primary School is located in the suburb of Hillside, part of the outer growth corridor of the South Western Metropolitan Region of Victoria. The school was established in 2004 and has grown quickly as a result of being part of the urban sprawl. A local neighbourhood Enrolment Policy has guided enrolment numbers since 2014 seeing the student population of 637 students in 2023, 302 female and 335 males. 27% of students had EAL (English as an additional language) and 2% were Aboriginal or Torres Strait Islanders. The schools SFO (Socio-Economic profile) band is: 0.5103 Parkwood Green is structured to have 1 Principal, 1 Assistant Principal with responsibility for curriculum and 1 Acting Assistant Principal with the responsibility of wellbeing. Our school has 3 Learning Specialists, 42 classroom /specialist teachers and 19 Education Support Officers. Parkwood Green Primary School believes in a learning culture which establishes positive relationships based on mutual respect and understanding. The school provides a stimulating student-centred environment and plans experiences and activities that build upon student backgrounds, interests, and achievements.

Parkwood Green Primary School is committed to respecting every person's right and protecting the safety and welfare of all people in our community. All community members abide by child safe standards and the school uses the Respectful Relationships Program initiative and School-Wide Positive Behaviour Support framework to ensure all community members are respected and safe.

The percent endorsement by staff on School Climate (Collective focus on student learning), as reported in the annual School Staff Survey was 85%. This is just below the State average of 88%. A positive is that the 2023 data shows a 5% increase from 2022. The percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Our school result indicates further improvements are required.

The annual School Staff Survey comparative data from 2022 to 2023 is as follows:

Teaching & learning (Practice improvement) up from 70% to 72%

Teaching & learning (Planning) up from 82% to 85%

Teaching & learning (Evaluation) maintained from 73% to 73%

Teaching & learning (Implementation) down from 78% to 77%

School Leadership down from 68% to 59%

School climate up from 63% to 65%

School safety and wellbeing maintained from 62% to 62%

The school's vision: To create a learning community that empowers and supports each student to grow and achieve their own personal best. Every day we are inspired to develop life-long learners, who make positive contributions to their community.

Our values:

We have **respect** for ourselves and others.

We show **empathy**, by understanding, accepting and appreciating ourselves and others.

We encourage **responsibility** by taking ownership of our actions and words.

We build **resilience** by encouraging and supporting.

Our three Key Improvement strategies in our Annual Implementation Plan (AIP) for 2023 are:

Goal 1 (state-wide priority goal)

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

Goal 2

To improve student learning outcomes in Reading and Writing

Goal 3

To improve student learning outcomes in Numeracy

Progress towards strategic goals, student outcomes and student engagement

Learning

The Victorian Teaching and Learning Model (VTLM) is the work of all teachers within the school. The Victorian teaching and learning model bring the framework for improving student outcomes (FISO) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. The Professional Learning at Parkwood Green Primary School is

targeted at the areas where teachers feel improvement is required. During 2023 the professional learning each week focused on improving the implementation and consistency of our writing strategies and on building a common understanding in the implementation of School-Wide Positive Behaviour Support framework. To enable both of these aspects we employed the expertise of external consultants. The Literacy and Mathematics Consultants continue to strengthen the content knowledge of our Learning Leaders to assist them to foster best practice across year levels.

During 2023, our school underwent our 4 yearly School Review. Through this process, a very clear overview of performance and areas for development was created. The 2024 AIP will focus on the implementation of Key Improvement Strategies identified through the school review process.

Our future direction of the next 4 years (Goals and KIS) are as follows.

Goal 1: Optimise the learning growth of every student.

Key improvement strategies

1. Enhance teacher capability to use research informed quality teaching strategies
2. Optimise the tiered response to teaching and learning
3. Strengthen the use of assessment practices
4. Strengthen staff collaborative structures and processes

Goal 2: Empower students to be resilient and engaged learners and leaders

Key improvement strategies

1. Affirm, communicate and enact the shared vision for Parkwood Green PS
2. Enhance staff capability to engage students in learning tasks that are rich and purposeful
3. Expand the toolkit of staff to enhance learner resilience
4. Strengthen collaboration amongst students, staff and families to empower learners

Parkwood Green Primary School continues to ensure that all students learn in an environment where the expectations are high, and teachers believe all students can learn and indeed want to learn.

English results for 2023, F-6, indicates, the school's percentage of students at or above age expected standard in Teacher Judgement was as follows:

Reading and Viewing: 80%.

This is 3% lower than 'similar schools', 2% higher than our 'network schools' and 6% lower than the state.

Speaking and Listening: 86%

This is 4% lower than 'similar schools', same percentage as our 'network schools' and 6% lower than the state.

Writing: 65%

This is 9% lower than 'similar schools' 6% lower than our 'network schools' and 16% lower than the state.

In 2023, the school continued to access the support of the Learning Specialists and Literacy consultant to assist teachers with their curriculum knowledge in writing through professional development.

Mathematics results for 2023, F-6, indicates, the school's percentage of students at or above age expected standard in Teacher Judgement was as follows:

Measurement and Geometry: 80%

This is 3% lower than 'similar schools', same as our 'network schools' and 6% lower than the state.

Number and Algebra: 78%

This is 5% lower than 'similar schools', same as our 'network schools' and 8% lower than the state.

Statistics and Probability: 85%

This is 2% higher than 'similar schools', 3% higher than our 'network schools' and 1% lower than the state.

NAPLAN data

In 2023, the Australian Curriculum Assessment and Reporting Authority (ACARA) has introduced new standards to NAPLAN reporting.

Four proficiency standards will replace the previous 10 numerical bands and national minimum standard used in previous years' reporting:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

With these new standards the drawback is that there is no comparison with past year, no cohort growth and no valid way of comparing bands with the new proficiency levels.

Our 2023 data indicates:

Year 3

Reading

Exceeding:10%, Strong:40%, Developing:30%, Needs Additional Support:14%, Exempt :7%

Writing

Exceeding:4%, Strong:52%, Developing:27%, Needs Additional Support:10%, Exempt:7%

Spelling

Exceeding:11%, Strong:32%, Developing:28%, Needs Additional Support:21%, Exempt:7%

Grammar & Punctuation

Exceeding:6%, Strong:32%, Developing:35%, Needs Additional Support:20%, Exempt :7%

Numeracy

Exceeding:9%, Strong:40%, Developing:36%, Needs Additional Support:9%, Exempt :7%

Year 5

Year 5 Reading

Exceeding:16%, Strong:50%, Developing:20%, Needs Additional Support:14%, Exempt :1%

Writing

Exceeding:10%, Strong:60%, Developing:18%, Needs Additional Support:12%, Exempt :1%

Spelling

Exceeding: 17%, Strong:49%, Developing:21%, Needs Additional Support:12%, Exempt :1%

Grammar & Punctuation

Exceeding: 9%, Strong: 45%, Developing: 28%, Needs Additional Support: 17%, Exempt: 1%

Numeracy

Exceeding: 12%, Strong: 52%, Developing: 25%, Needs Additional Support: 10%, Exempt:1%

Wellbeing

Parkwood Green Primary School is committed to providing a safe, secure and stimulating environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning.

The school has a proactive wellbeing team, consisting of an educational psychologist, social worker, speech pathologist and wellbeing coordinator. This team focuses on building teacher capacity to support students across the school. Parkwood Green Primary School uses the School-wide Positive Behaviours Support (SWPBS) framework to create a safe learning environment for all students. Behaviours are explicitly taught through the Respectful Relationships Program. Students, staff and families at Parkwood Green continue to work in partnership for an effective learning environment that is safe, inclusive and harmonious.

The school focuses on creating a positive climate for learning to increase student engagement through the activation of student voice to empower students and enhance learning outcomes.

The school continues its strong commitment to building a safe, strong, and welcoming culture through the teaching and implementation of our School Values of Respect, Empathy, Responsibility, and Resilience. Acknowledgement and celebration of exemplar modelling of school values occurs through Student of the Week and Principal Awards presented to students.

The school will continue to build student self-efficacy and self-regulation strategies through the use of the SWPBS framework, Behaviour Support Plans and through analysing data from COMPASS Chronicle entries.

Engagement

The school's average number of absence days measured 23.7 days in 2023. This is a decrease from 26.5 days in 2022. 2023 data shows that this is higher than the 4-year average of 18.5 days. In comparison to similar schools, we are similar as the average number of absences for Similar Schools which measured 21.5 days. The State average of absence days was 20.5%.

The attendance rate by percentage for each year level is as follows:

Prep: 88%

Year 1: 90%

Year 2: 89%

Year 3: 86%

Year 4: 90%

Year 5: 87%

Year 6: 87%

Our 2023 Student Attitudes to School Survey indicates that 66% of students in Year 4-6 feel a sense of connectedness to the school. This is a 3% increase from 2022. This is under that state average 77% and just under similar schools' average of 74%.

Regarding the percentage of positive responses to managing bullying, our school percentage endorsement was 58%. Below similar school (75%) and state average (72%). Sense of inclusion showed a 83% positive endorsement.

Financial performance

The school aims to maintain a strong financial position. The Financial Management of the school is both sound and effective. The school has clear processes in place for the Financial Management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

In 2023 the school received Equity funding totalling \$177,992 (reduction from \$190,883 in 2022) for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable the building of teacher capacity to improve instructional practice. This funding is also used to employ a social worker, to implement the Positive School-Wide Behaviours Support framework and utilise additional staff to monitor and manage attendance data and individual students' attendance plans.

A breakdown of Expenditure/Maintenance/Hire include:

Repairs to equipment

Purchases of technical equipment

Hired equipment

Leased equipment – leases for iPads, solar panels, photocopiers and telephone

Total Operating Expenditure for the school was \$7,572,600. In 2023 the school ended the year with a deficit of \$208,117.

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 633 students were enrolled at this school in 2023, 299 female and 334 male.

27 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).

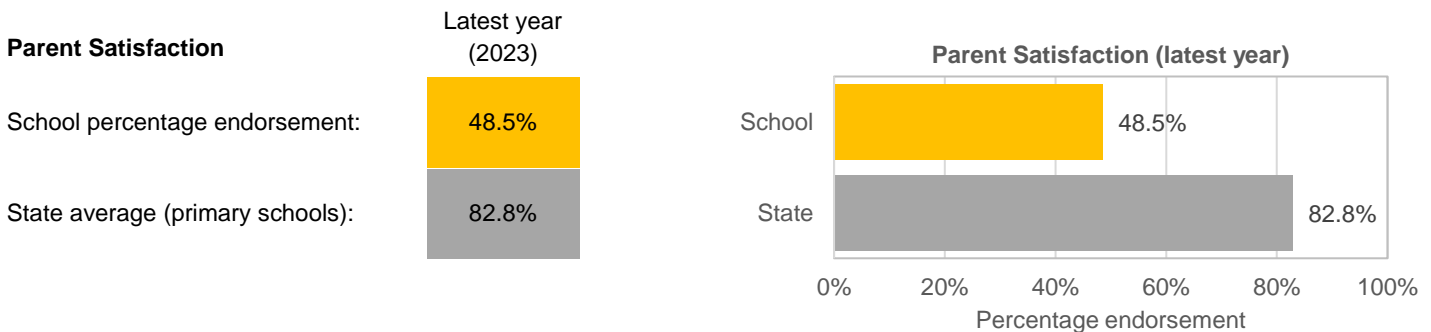
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

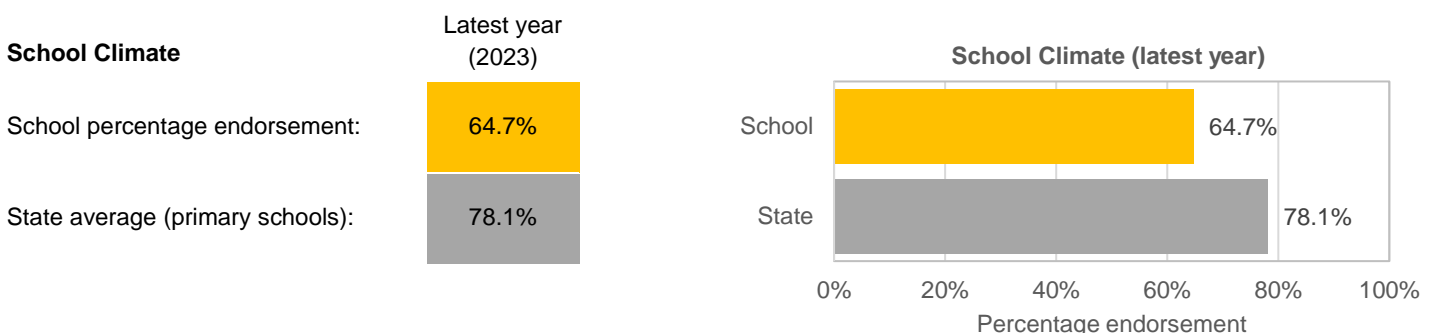


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

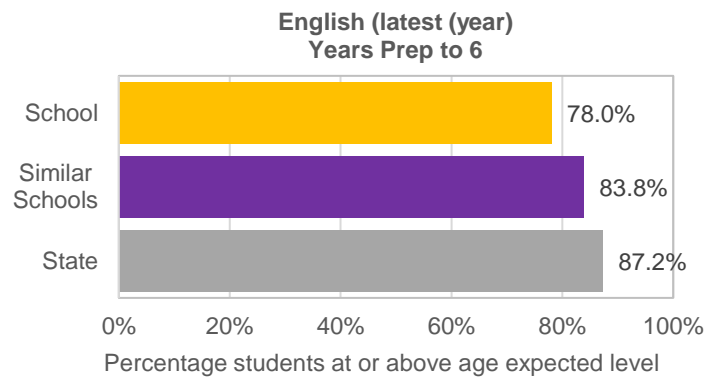
78.0%

Similar Schools average:

83.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

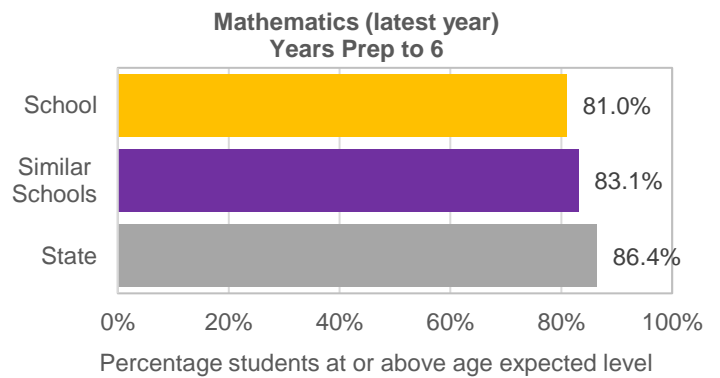
81.0%

Similar Schools average:

83.1%

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:

49.4%

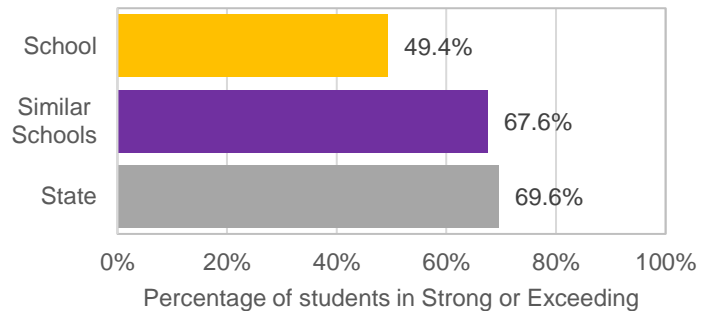
Similar Schools average:

67.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.6%

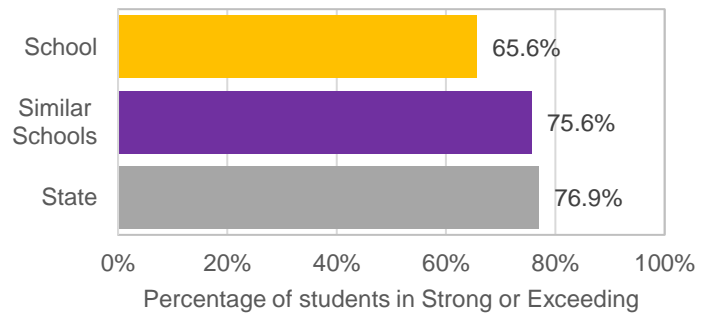
Similar Schools average:

75.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.1%

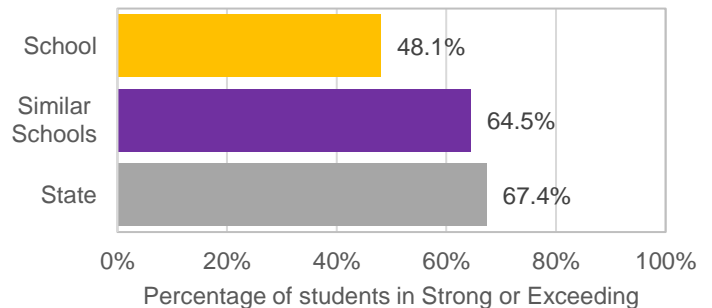
Similar Schools average:

64.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.1%

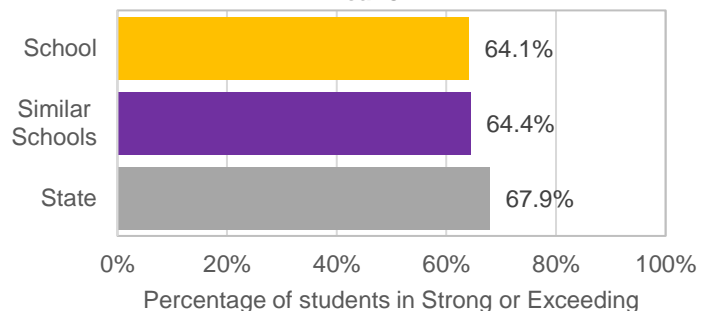
Similar Schools average:

64.4%

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:

69.2%

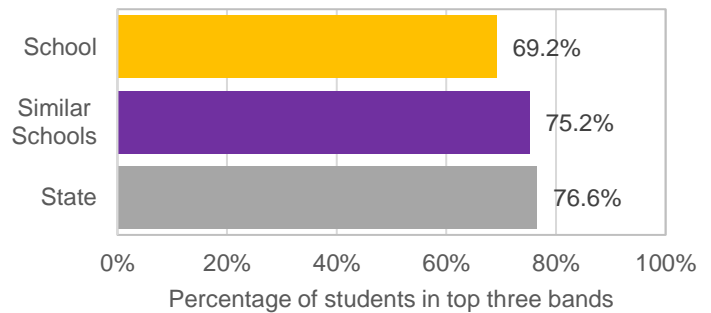
Similar Schools average:

75.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.8%

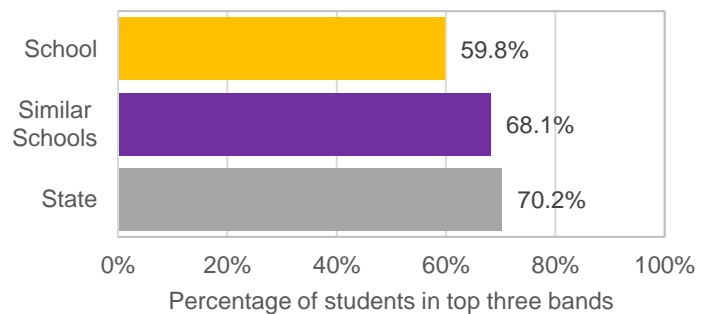
Similar Schools average:

68.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

47.3%

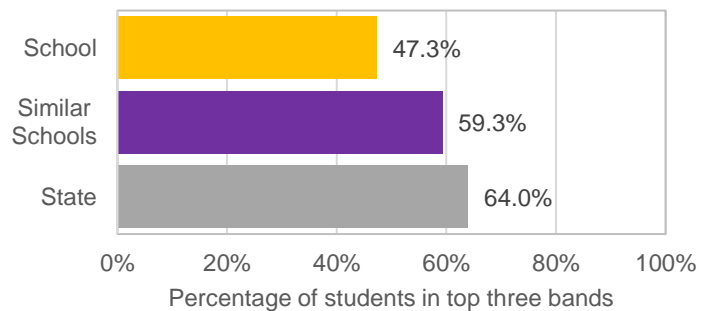
Similar Schools average:

59.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

44.0%

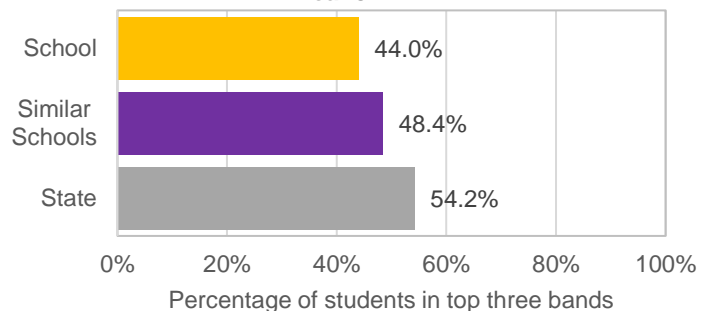
Similar Schools average:

48.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

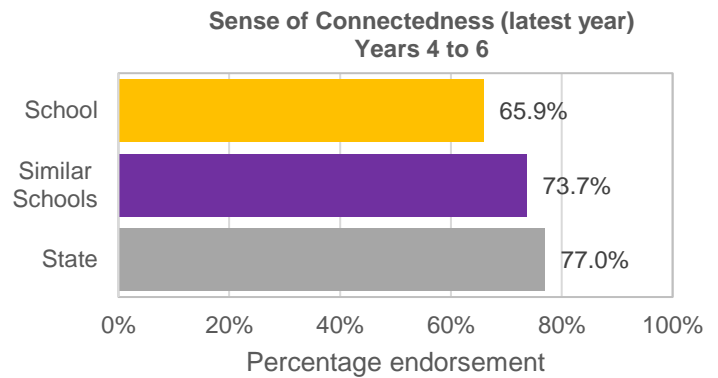
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	65.9%	68.7%
Similar Schools average:	73.7%	77.0%
State average:	77.0%	78.5%

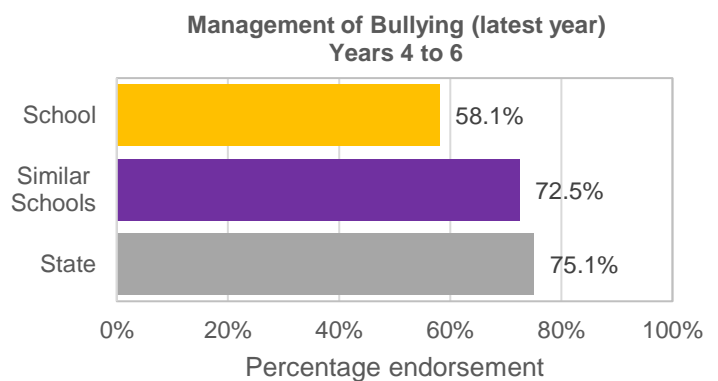


Student Attitudes to School – Management of Bullying

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:	58.1%	61.3%
Similar Schools average:	72.5%	75.7%
State average:	75.1%	76.9%



ENGAGEMENT

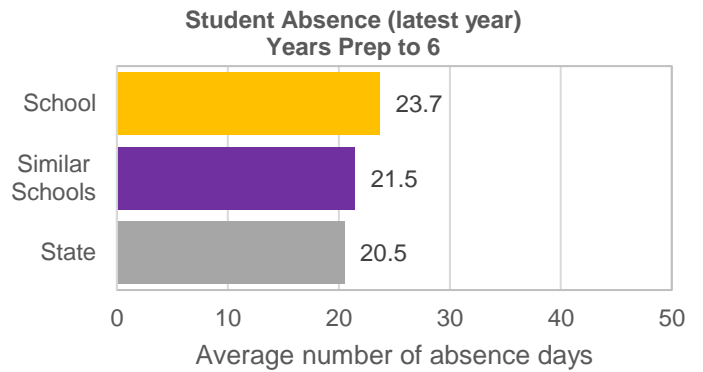
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.7	19.5
Similar Schools average:	21.5	18.9
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):	88%	90%	89%	86%	90%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,244,508
Government Provided DET Grants	\$630,838
Government Grants Commonwealth	\$14,003
Government Grants State	\$5,000
Revenue Other	\$101,032
Locally Raised Funds	\$369,102
Capital Grants	\$0
Total Operating Revenue	\$7,364,483

Equity ¹	Actual
Equity (Social Disadvantage)	\$177,992
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$177,992

Expenditure	Actual
Student Resource Package ²	\$6,389,177
Adjustments	\$0
Books & Publications	\$211
Camps/Excursions/Activities	\$219,162
Communication Costs	\$10,183
Consumables	\$102,809
Miscellaneous Expense ³	\$62,559
Professional Development	\$19,196
Equipment/Maintenance/Hire	\$83,544
Property Services	\$128,690
Salaries & Allowances ⁴	\$232,045
Support Services	\$170,716
Trading & Fundraising	\$41,823
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$218
Utilities	\$112,268
Total Operating Expenditure	\$7,572,600
Net Operating Surplus/-Deficit	(\$208,117)
Asset Acquisitions	\$79,022

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$325,556
Official Account	\$20,410
Other Accounts	\$0
Total Funds Available	\$345,966

Financial Commitments	Actual
Operating Reserve	\$177,691
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,228
School Based Programs	\$62,889
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,053
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,370
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$367,232

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.