

2023 Annual Report to the School Community

School Name: Woodlands Primary School (5319)



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

Attested on 26 March 2024 at 09:51 AM by Matthew Gallagher (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 28 March 2024 at 12:34 PM by Lisa Meddings (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

Woodlands is located in a beautiful treed enclave on the fringe of Langwarrin, 40 kilometres to the south of the Melbourne CBD. The school enrolment numbers have now stabilised, reaching the 888 student mark in 2023. A Department of Education directed cap of 900 students has been placed on the school and enrolment numbers are expected to remain stable around this figure for the foreseeable future.

The School Leadership Team is made up of the Principal, who is supported by one Assistant Principal, one Leading Teacher, who assumes the role of overseeing curriculum development and teacher training for all areas of the curriculum, a psychologist, who oversees the school's Student Wellbeing programs and procedures and a Business Manager. The School Leadership Team, along with three Learning Specialists, form the School Improvement Team, who have the responsibility of driving school improvement as informed by the School Strategic Plan and Annual Implementation Plan. The school's Student Wellbeing Team has grown in numbers and now includes a psychologist, speech pathologist, Disability Inclusion Leader and an Inclusive Education Network Leader. The Woodlands teaching staff is made up of 56 teaching staff, 44 full time and 12 part time. Year Level Leaders lead curriculum development in their areas and, along with the School Improvement Team, form the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators Group. Non-teaching staff include the Business Manager, four office clerical staff, two grounds and maintenance staff, a library technician and eleven integration aides.

There are 38 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, STEM and LOTE (Auslan). In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including Woodlands FM and Woodlands TV, swimming, choir, camps, inter-school sports, excursions, school based activities and performances.

Our school vision of 'BE YOUR BEST' was identified and has become an important guide in every aspect of school life at Woodlands. This vision has developed into a belief, attitude, philosophy and way of thinking which encompasses everything that we do and at every level. Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged to live by the values reflected in our school house names; Loyalty, Friendship, Endeavour and Perseverance. We are committed to working with the broader school community to provide a supportive and innovative learning environment where students' individual needs, skills and talents are catered for. Our aim is for our students to leave Woodlands as responsible, confident and caring students who have high self-esteem, self-discipline and respect for others and to be well-informed members of their community. Woodlands actively encourages a partnership with parents. Parent involvement in the school is welcomed and includes an active Parent and Friends Group, parent representatives on School Council and many opportunities for parent involvement in the classroom programs.

The school is an active member of the Central Peninsula Network and has close relationships with other Langwarrin schools, forming the Langwarrin Wellbeing Network with a focus on Positive Education. The local secondary school is Elisabeth Murdoch College and Woodlands works closely with the college to support the transition of students into this and other secondary schools. Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bush land setting. Many of the 38 classrooms can operate as open double rooms to enable a flexible learning environment. All classrooms have interactive white boards or televisions, the middle & senior school incorporates a 1-1 laptop program and our junior school utilise iPads for small group use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media, and art rooms; a Stadium with a basketball court, change rooms, kitchen and STEM room; two synthetic sports fields and two outdoor basketball courts; a learning centre, conference room, staff and administrative facilities. The local community also enjoys the school's facilities with clubs and sporting groups holding training sessions before and after school. Team Kids operate Out of Hours School Care from the school Stadium.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw our school continue to strengthen teaching and learning, with our ultimate goal of best outcomes for all students. Teaching and learning was focused around evidence based teaching strategies with the science of learning continuing to be a focus for all improvement in our school. We continued to refine our teaching, with a particular focus on gaining more consistency with the delivery of daily reviews in mathematics. We have been pleased with the success of this and have seen that we have consistency across all classrooms with our daily reviews. We also focussed on extending students in mathematics by utilising an online teaching and learning program 'Maths Online'. This allowed for greater differentiation for students in Years 2 to 6. Our data indicates that all

students in the online program are working either above or well above 'level'. The average growth that students involved in the Maths Online program are as follows: Year 2 1.26 years, Year 3 1.3 years, Year 4 1.1 years, Year 5 1.2 years and Year Six 1.1 years. Our student feedback also highlighted the positive effects of the program with students reporting: that they are feeling adequately challenged and motivated in their learning (data via student exit survey). Our tutor learning program also assisted with the differentiation for teaching and learning for both those who need extending and those who need greater support.

Overall, we were very pleased with our NAPLAN results with strong results in both Year 3 and Year 5. Our Year 3 NAPLAN data showed that: in Year 3 we had 84% strong or exceeding in reading, 94% strong or exceeding in writing and 81% strong or exceeding in numeracy, in Year 5 we had 88% strong or exceeding in reading, 88% strong or exceeding in writing and 84% strong or exceeding in numeracy.

Our 2023 targets were:

Increase students in the top 2 NAPLAN bands:

Numeracy:

Year 3: 48% (2016) to 53%.

Year 5: 42% (2016) to 47% and increase benchmark growth in numeracy:

Numeracy high benchmark growth from 33% (2019) to 35%.

Due to the change of dataset, we cannot directly compare our results to our targets, however we were very pleased with our school's overall performance in NAPLAN 2023. We also noted that we wanted to increase teacher judgement of students 'above level' by 10% in mathematics. We note that we did not increase the number of students above level (teacher judgement) by 10%, however we have seen improvement (6% in Year 2 and 2% in Year 4).

In 2024, we look forward to continuing our work with the science of learning and how to best educate students to achieve their best.

Wellbeing

Woodlands continues to offer multiple wellbeing initiatives, overseen by a qualified psychologist, to support student connection and engagement. We utilise evidence based programs, interventions and supports, and monitor progress to ensure that what is in place is having the desired impact. We continue to focus on developing and maintaining positive student/teacher/family relationships supported by the THRIVE positive psychology program that takes a proactive approach towards student mental health and wellbeing. The continued use of THRIVE diaries for every student has kept THRIVE front of mind for everyone as these are utilised several times throughout the day, and go between home and school – making THRIVE more visible to the parent community. Diaries include an updated student code of conduct, student goal setting, child safety information and opportunities to facilitate student voice.

A significant investment has been made into the Berry Street Education Model - a trauma informed approach to supporting student wellbeing. This training has now been completed, with all staff having completed 4 days of training over the past two years.

Improving student attendance has been a priority area of focus in 2023. Staff have been increasingly vigilant around absences by maintaining contact with home in response to days absent, with an aim of minimising time away from school. Family holidays continue to be the cause of a high number of absences, however, absences in general have significantly decreased as a result of the whole school focus on attendance.

We continue to utilise Tier 2 Disability Inclusion funding to consolidate and broaden initiatives, programs and supports for students throughout the school. Our Wellbeing Team includes an Inclusive Learning Specialist (part time 0.6), a psychologist (part time 0.6), and speech pathologist (part time 0.4). This enables our school to access psychological assessment, language assessment as well as establishing group interventions. Targeted intervention for wellbeing and academic reasons (including TLI, extension programs, integration literacy intervention and wellbeing programs) have been delivered to over 50% of Woodlands students in 2023 - with some students accessing multiple interventions.

We have invested significant time into pursuing Tier 3 Disability Inclusion funding for students who we have required increased levels of support in the classroom and have experienced a high level of success in this. By the end of 2023, 19 students were accessing DIP Tier 3 funding. As a result of this, by the end of 2023, our integration team had expanded to 11 staff, which has meant timetabled classroom support has been provided in 21 (of 38) classrooms.

Engagement

Woodlands Primary School students are engaged and connected to their school and we are proud of the programs and structures that support our student community. We continue to develop students who are self-motivated and confident learners and able to live up to the school vision 'Be Your Best'.

Student absence continues to be a focus for Woodlands. In alignment with our School Strategic Plan, we have been aiming for an average of 15 days of absence per student (across the year). In 2023 the school wide average absence was 18.4 days which was a

positive decrease from 20.7 in 2022. This year as part of a PLC cycle our Specialist Team tracked students who had been displaying an increase in non attendance. The data gathered allowed specialist teachers to play a support role for the classroom teachers whilst also identifying common trends and reporting any concerns to leadership and wellbeing teams.

The school continued to develop protocols for school staff to follow up absences. This included messages sent daily from the office if a child was absent, follow up phone calls from the teacher and if required contact made by the principal class. The school Wellbeing Team worked closely to support chronic absences and return to school processes for any students having difficulty attending school.

Student Engagement continued to develop and is led by Learning Specialists. A range of wellbeing & student voice opportunities occurred during the year for students to engage in; this included the Play Leaders Program, Student Representative Council, Senior School Leadership Program, Lunch Clubs and Woodlands Got Talent along with our continued THRIVE curriculum focus. This year our year six Student Leadership Team have further developed their leadership skills through a 2023 Langwarrin Student Leadership network program. This program has allowed our students to expand their leadership skills through a number of forums and professional development workshops.

Student Agency has been explored throughout 2023 with senior school surveys to gauge students' understanding of Student Agency and in turn how it could be improved. The data indicated over 80% of students were achieving their personal goals for each unit of work when a clear and direct goal was set. In 2023 several teachers and a Year 4 class trialed Student Led Conferences at half year. The feedback from the teachers involved, parents and students was positive and we look forward to developing the Conferences in 2024 with our Years 3-6.

Financial performance

Woodlands Primary School has maintained its sound financial position throughout 2023 with the school operating within the 2023 Programme Budget ratified by school council. The 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and the continued improvement of the educational outcomes of all students. The school's surplus shown on the 2023 Commitment Summary contains funds allocated for a new student playground which was 50% funded by the Parents and Friends organised Colour Run. In 2023 significant investment was made to upgrade the school's facilities with the \$1,613,736.84 administration area extension and upgrade. The school extended its agreement with Team Kids to run Out of School Hours Care out of the school Stadium. This continues to be a valued service for the community whilst creating a significant revenue stream for the school.

For more detailed information regarding our school please visit our website at
<https://woodlandsps.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 892 students were enrolled at this school in 2023, 439 female and 453 male.

1 percent of students had English as an additional language and 1 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).

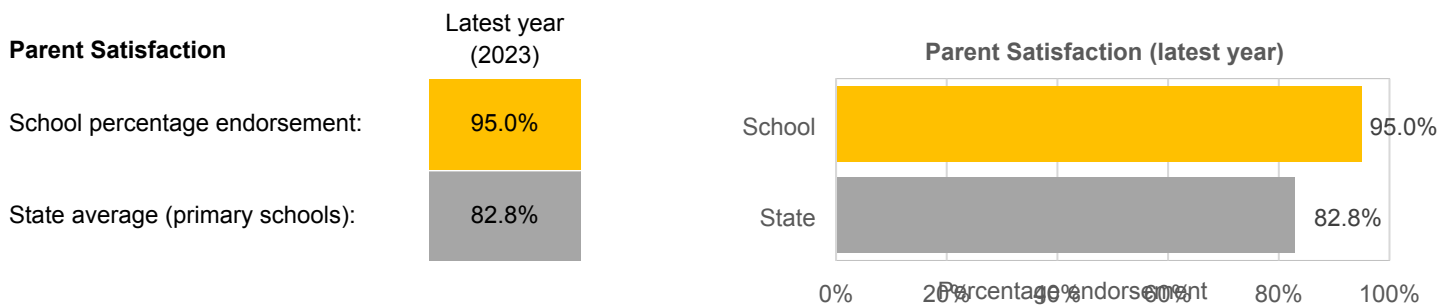
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

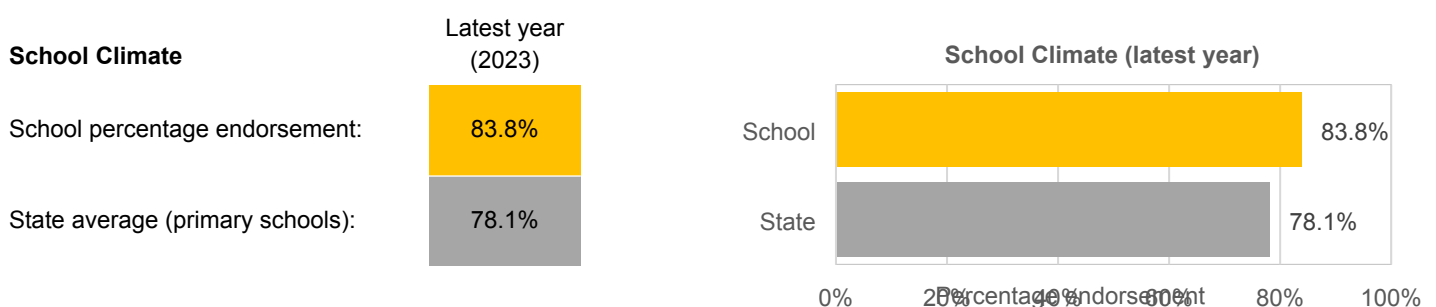


School Staff Survey

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:

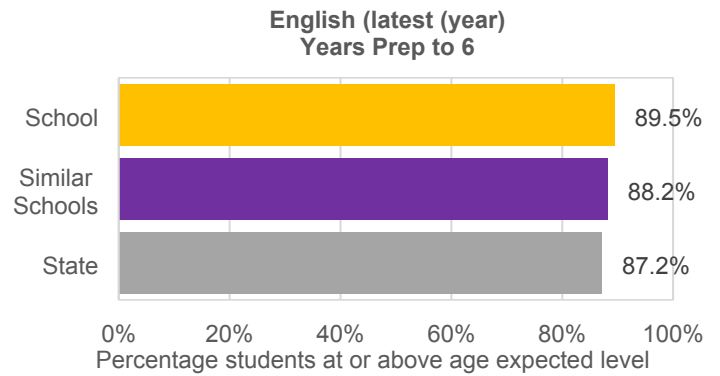
89.5%

Similar Schools average:

88.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

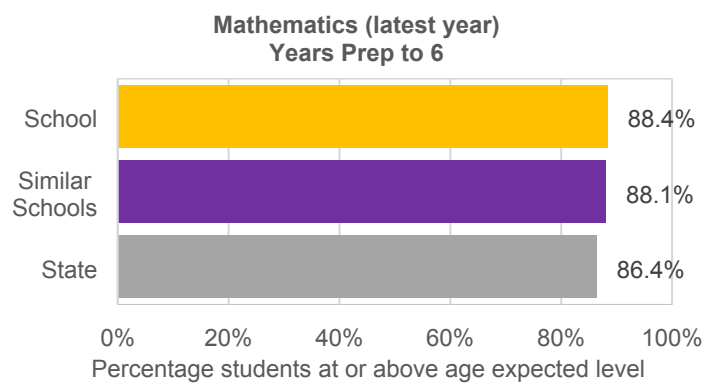
88.4%

Similar Schools average:

88.1%

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:

84.5%

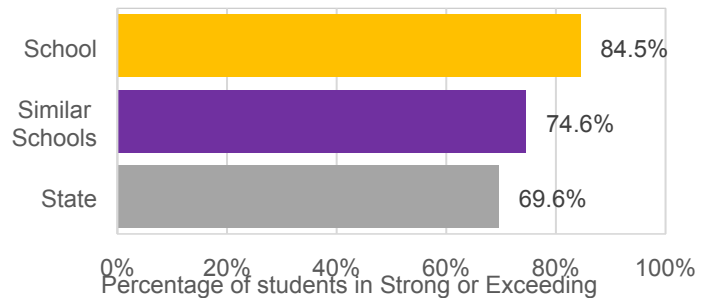
Similar Schools average:

74.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.6%

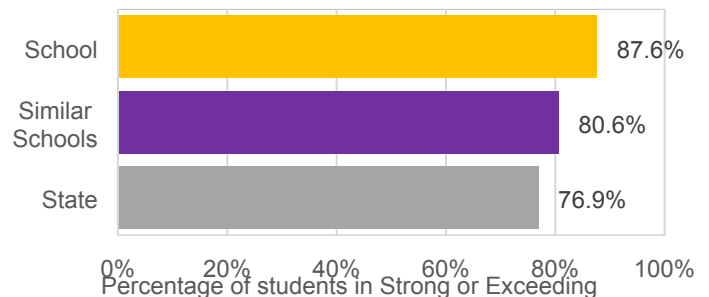
Similar Schools average:

80.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.4%

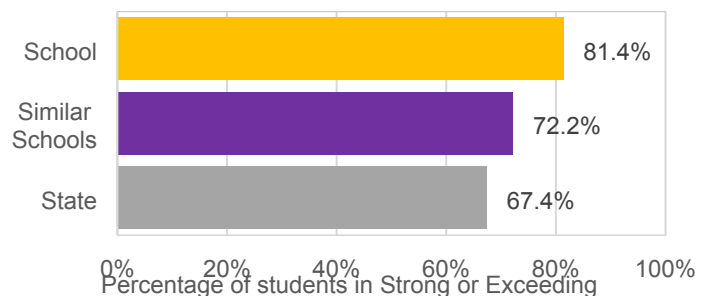
Similar Schools average:

72.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.5%

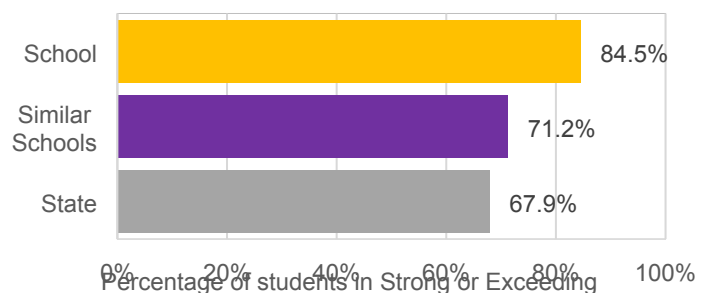
Similar Schools average:

71.2%

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:

91.3%

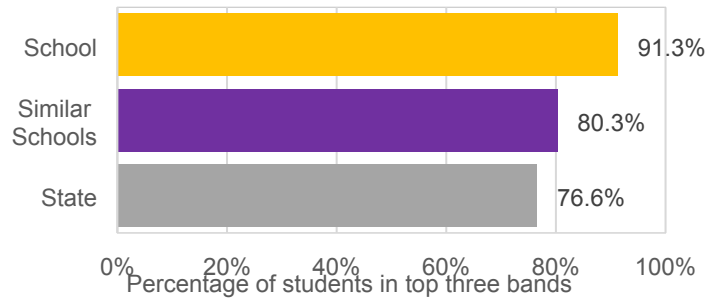
Similar Schools average:

80.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.9%

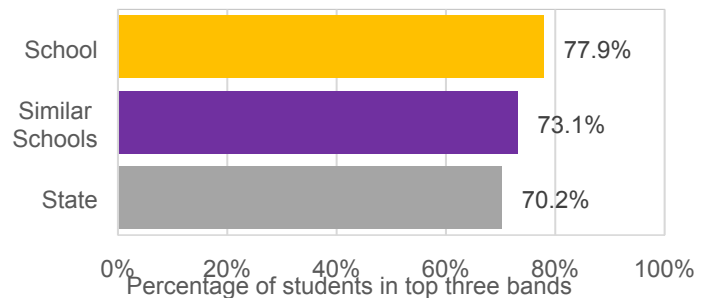
Similar Schools average:

73.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

84.3%

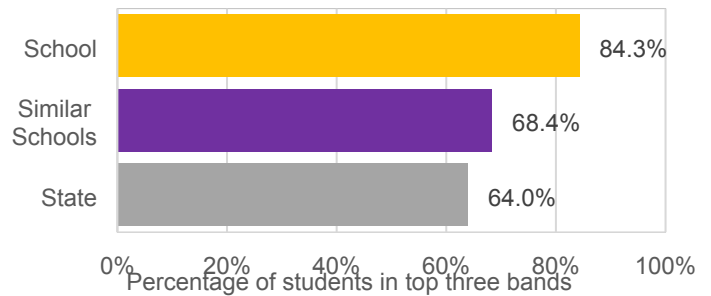
Similar Schools average:

68.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.6%

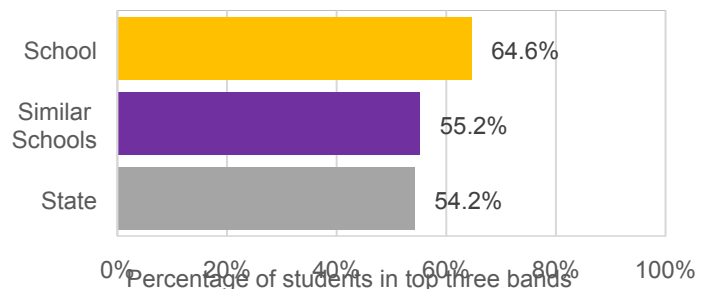
Similar Schools average:

55.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

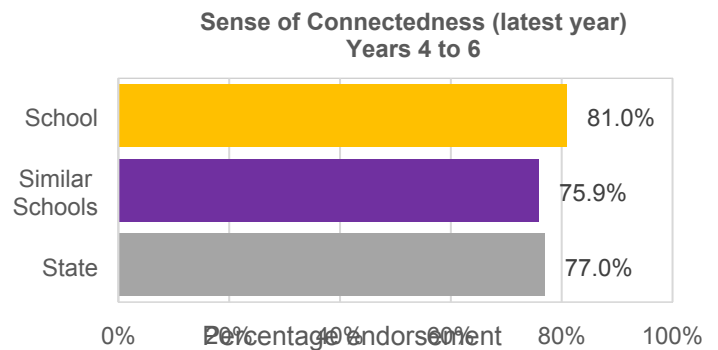
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 81.0% | 85.5% |
| Similar Schools average: | 75.9% | 78.7% |
| State average: | 77.0% | 78.5% |

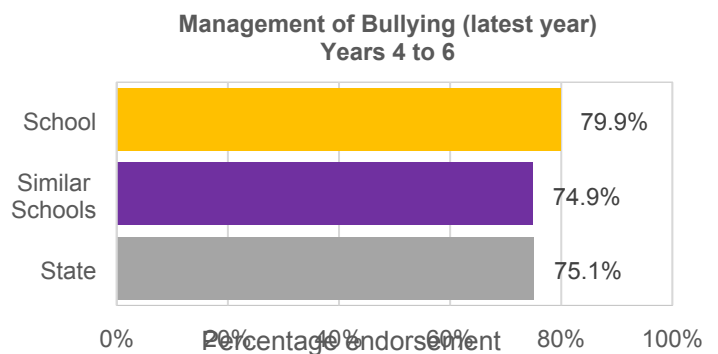


Student Attitudes to School – Management of Bullying

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: | 79.9% | 84.2% |
| Similar Schools average: | 74.9% | 77.9% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

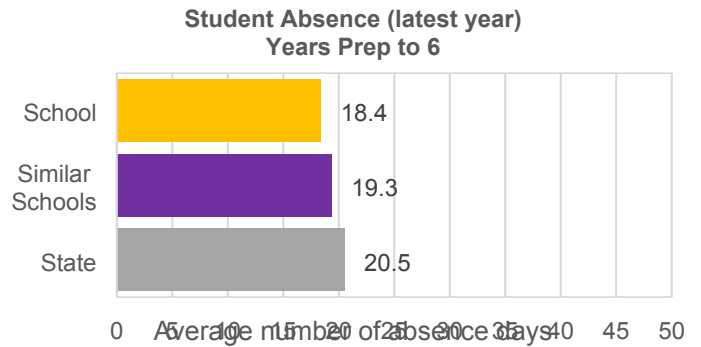
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 18.4 | 15.0 |
| Similar Schools average: | 19.3 | 16.8 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

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

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 93% | 91% | 92% | 90% | 90% | 90% | 89% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$8,348,974 |
| Government Provided DET Grants | \$1,042,594 |
| Government Grants Commonwealth | \$6,312 |
| Government Grants State | \$0 |
| Revenue Other | \$48,604 |
| Locally Raised Funds | \$685,956 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$10,132,439 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$65,007 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$65,007 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$7,781,202 |
| Adjustments | \$0 |
| Books & Publications | \$5,037 |
| Camps/Excursions/Activities | \$302,593 |
| Communication Costs | \$10,724 |
| Consumables | \$205,212 |
| Miscellaneous Expense ³ | \$1,568,454 |
| Professional Development | \$26,177 |
| Equipment/Maintenance/Hire | \$133,891 |
| Property Services | \$236,553 |
| Salaries & Allowances ⁴ | \$0 |
| Support Services | \$365,916 |
| Trading & Fundraising | \$50,772 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$51,392 |
| Total Operating Expenditure | \$10,737,922 |
| Net Operating Surplus/-Deficit | (\$605,482) |
| Asset Acquisitions | \$27,180 |

- (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 | \$807,476 |
| Official Account | \$65,859 |
| Other Accounts | \$0 |
| Total Funds Available | \$873,335 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$457,429 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$5,925 |
| 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 | \$28,418 |
| Capital - Buildings/Grounds < 12 months | \$100,000 |
| Maintenance - Buildings/Grounds < 12 months | \$278,421 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$870,193 |

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.