

2023 Annual Report to the School Community

School Name: Boronia West Primary School (4908)



- 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 11:58 AM by Penelope Harris (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 29 April 2024 at 09:10 PM by Shari Mathews (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

Boronia West Primary School is in the heart of Boronia, at the foothills of the Dandenong Ranges in Melbourne's outer east. Our site is boarded by Knox LeisureWorks aquatic facilities and Tormore Reserve – the home of Boronia Football Club.

Our staff have developed cornerstones that shape and inform how we work as a collective staff group and as individuals, forming the basis for a positive culture of collaboration and teacher efficacy. Our school cornerstones underpin our 'why' with a whole school approach for staff about teaching and learning and wellbeing.

- Collaboration - We all have a voice and contribute, in meetings, in whole-school planning, and using data to create a positive impact.
- Collective responsibility - We are all responsible for every child's growth and development.
- Learning everywhere and all the time - Learning is a constant, complex, interconnected process that is happening everywhere, all the time.

At Boronia West Primary School our values of Be Respectful, Be Safe and Be a Learner are included in our approach to behaviour expectations based on the School Wide Position Behaviour Framework. We promote social responsibility, resilience, perseverance and independence to prepare our students for an ever-changing world and prepare children to be responsible global citizens. Our school motto is "Growing Through Learning" which encapsulates:

- The nourishment of community harmony while maximising the benefits and opportunities derived from social and cultural diversity.
- Sound understandings of the wider global context of which our community is a member.
- The development of each child to their full potential.

Our values sit alongside DET Values to ensure that Boronia West Primary School is an inclusive environment where children are at the centre of everything that we do so that they can grow through learning. Our Mission is: Boronia West Primary School is a place where we develop values, attitudes, knowledge, and skills enabling children to become lifelong learners, embracing their futures as optimistic contributing members of their local and global communities. Boronia West Primary School strives to provide:

- genuine community feeling that encourages lifelong learners in a supportive, safe and happy environment,
- a climate that encourages respect for others, recognition for achievement, responsibility for one's actions and choices, reliability, trustworthiness, resourcefulness and responsible risk-taking,
- an environment where students, parents and staff want to be because they feel valued and encouraged to do their best,
- innovative, excellent, challenging programs across the curriculum,
- a learning community where needs and personal goals are recognised and mutually supported in to encourage each person to reach their potential.

At the start of 2023, there were 4 classes. The school had a total of 14 staff which included the Principal, a Learning Specialist, 6 teachers and 5 educational support staff, and a school chaplain who worked 2 days a week. At Boronia West Primary School, we believe all students can learn and be successful. Our teachers use student achievement data to identify the individual learning needs of all their students and create differentiated programs to address them. The school offers a comprehensive teaching program based on the Victorian Curriculum, with an emphasis on literacy and numeracy. Specialist programs are provided in Science, Technology Engineering and Mathematics (STEM), Visual Arts, Physical Education and Auslan (our chosen language). Our new building project commenced in 2022 and will provide Boronia West Primary School with a new learning space for students, including 4 classrooms, an art room, an open learning space, and external learning nooks to further enhance our learning programs. We continued to have a Before and After School Care program, run by TheirCare. The school follows The Victorian Curriculum and provides specialist programs in Visual Arts, Performing Arts and Physical Education. A significant percentage of students were participants in the Program for Students with Disabilities, with most students funded under ASD and Intellectual Disability. Several Koorie students and students were in Out of Home Care or Kinship care.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Boronia West Primary School, we endeavour to develop confident readers, writers and mathematicians who are valued members of our community. We deliver curriculum in a safe, respectful, and positive learning environment with differentiated tasks to ensure all students are successful so they can improve their academic, social and emotional outcomes. The importance of student wellbeing reinforces our high behavioural expectations and our acceptance of individual differences and diversity.

In 2023 Boronia West Primary School appointed a new school principal which provided the school with a detailed analysis of the school's performance over the past years and set the direction for future focus.

In 2023 Boronia West Primary School focused on the Department's Learning and Wellbeing Priorities goals, which were to continue to focus on student learning, with an increased focus on numeracy, and student wellbeing through the 2023 Priorities Goal, including a learning Key Improvement Strategy and wellbeing key Improvement Strategy. Learning Key improvement Strategy: Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Throughout 2023 a key area of focus was creating orderly learning environments to provide all students with an opportunity to learn. This involved identifying a whole school Multi-Tiered System of Support (MTSS), initially focusing on Tier 1 supports embedded with fidelity in all classrooms.

Boronia West Primary School also strengthens the capacity of teachers to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students. Interventions were put in place to support students who did not make 12 months of growth in 2022 or those who were more than 12 months behind their expected benchmark. The Tutor Learning Initiative focused on supporting students in Literacy, focusing on phonemic awareness and reading. The focus on the use of assessment data created an explicit assessment schedule, focusing on formative and summative assessments, tools for assessment and why the assessment was important. This provided teacher judgements to be more consistent and data to accurately reflect student outcomes.

Boronia West Primary School is a learning organisation. We are committed to using the Framework for Improving Student Outcomes (FISO) improvement cycle to ensure that we are continually examining our practice, policies and procedures and making improvements based on the needs of our students and their community.

Wellbeing

In 2023 our Wellbeing Key Improvement Strategy: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. In 2023 this Key Improvement Strategy focused on implementing an agreed approach to teaching, monitoring, and responding to student health and wellbeing.

At Boronia West Primary School, we use the School Wide Positive Behaviour Support framework to help all community members understand the school values of Be Respectful, Be Safe and Be a Learner. Strategies are implemented across the school and are supported through consistent visuals (posters/signage) and the explicit teaching of expected behaviours. SWPBS promotes student voice and community engagement and is embedded in school policies and procedures. The tiered nature of the School Wide Positive Behaviour Support framework enables a systematic approach to provide support to students at Tier 1 (universal), Tier 2 (small group) and Tier 3 (individual) levels.

Students enjoy the token system and earning class and whole school rewards for demonstrating positive behaviours. Staff use positive language to explain why a student is receiving a token, the value they demonstrated and the explicit action or behaviour they are being rewarded for. In class rewards are based on filling a tube. Students collaborate to decide on their reward for filling one tub or can vote to bank the reward for a 2 tube or three tube rewards. Our whole school rewards are earned by filling our school tree and have included a pizza day and a colour run.

The positive impact of SWPBS can be seen across all aspects of the school environment and is reflected in student behavioural data, wellbeing and learning outcomes. Our data has shown positive trends in relation to attitudes to attendance, students not experiencing bullying and student motivation and support.

From the start of Term 4 Boronia West Primary School employed a Learning Specialist with a portfolio focus on staff and student wellbeing. This role ensured that all students had access to an engaging learning environment that meets their individual needs. The role also implemented a range of engagement and wellbeing initiatives across the school, including Disability Inclusion (formerly known as the Program for Students with Disabilities), Respectful Relationships and Zones of Regulation. The ongoing work of the school Chaplain continued to support vulnerable students in individual, small group, and classroom-based sessions.

Engagement

At Boronia West Primary School, we value parent/carer input and feedback and aim to build a strong sense of connectedness and community. At the start of the 2023 school year, there was a significant change in leadership and our teaching staff. Therefore, student engagement was a key enabler of both student learning and wellbeing. Teachers prioritise student and community relationships and engage in actions that support student learning, participation, and a sense of belonging. There was a specific focus on building strong relationships and active partnerships between the school and families, to strengthen students' participation and engagement in school.

A range of resources, strategies and initiatives are in place to ensure that every student feels welcome, included and engaged in learning. At Boronia West Primary School, we continue to value all of our Grade 6 students as leaders. Every Grade 6 student were given the opportunity to have input into school programs and our school community. This encompassed organising and running

school assemblies and representing the school as student leaders within the school and the wider community. Student voice and agency has been a consistent area of focus at Boronia West Primary School. Key enablers have included: a greater focus on building student leadership capabilities from Foundation to Year 6, particularly through the Start Up program and formalising the student leadership program, including Year 6 Leadership roles and responsibilities. Additional school initiatives that enhance student voice, leadership and agency include Start up program, Respectful Relationships program, School Wide Positive Behaviour, 3-way conferences with students, parents/carers and teachers and feedback tools.

Student attendance is closely monitored. School attendance was a feature of both newsletters and relevant parent meetings. Our 2023 school attendance data shows a reduction in the percentage of students experiencing 20+ days absent.

Other highlights from the school year

In 2023, under the direction of new leadership, Boronia West Primary School reconsidered the benefits of student excursions and camps and reintroduced them into the yearly schedule. Excursions provided the opportunity to experience a broad range of curricular and extracurricular activities for our students. Highlights from 2023 included:

- Brainstorm incursion
- Camp for Grades 4-6
- Excursions including, a walk to the shops, a visit to the National Gallery of Victoria, ANZAC day ceremonies
- Sports program including, t-ball, netball and soccer and Gecko sports providing explicit instruction each term
- Whole school swimming program
- Book Week dress-up day

Whole school Christmas concert In 2023 our netball team demonstrated sporting excellence progressing through to the district competition, the first team in over 5 years to do so.

Parents/carers and the community have been integral in supporting a range of activities including:

- Mother's/Father's and special persons' day stall (including handmade items from our parents/carers and community businesses)
- Working bees throughout the year
- Special lunch days
- Grandparents and special person's Day lunch.

Community and government partnerships/initiatives have included: -

- Outside School Hours Care service implementation
- Chaplaincy program
- Breakfast Club
- Bedtime Story sessions – promoted to kindergarten children.

Financial performance

The annual result in 2023 was a deficit. This was due to the impact of responding to the needs of all students by deploying staff responsibilities to maximum effect. In 2023 a significant number of students required Disability Inclusion Profiles to be documented to apply for additional funding to support their learning. Due to staffing challenges, many DIPs were not completed, yet staffing was allocated to support students. The completion of DIPs for eligible students will be a 2024 priority to ease the school's financial burden, but to also provide appropriate additional support for students who require it.

The School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for School Council's allocation of funds to support school programs and priorities. Equity funding was received and utilised to provide targeted learning support for students including individual support and Tutoring Program. In 2023, the school once again received federal funding through the National School Chaplaincy Program. Boronia West Primary School is considering ways to seek a broad range of State, Commonwealth, and external sources of revenue beyond the Student Resource Package (SRP) to maximise student outcomes. The school's financial position was boosted through the Boronia West Primary School's fundraising efforts of the School Council. The school expanded its use of facilities to external groups and continued to hire out the general-purpose room on a regular basis.

For more detailed information regarding our school please visit our website at

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 48 students were enrolled at this school in 2023, 22 female and 26 male.

22 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

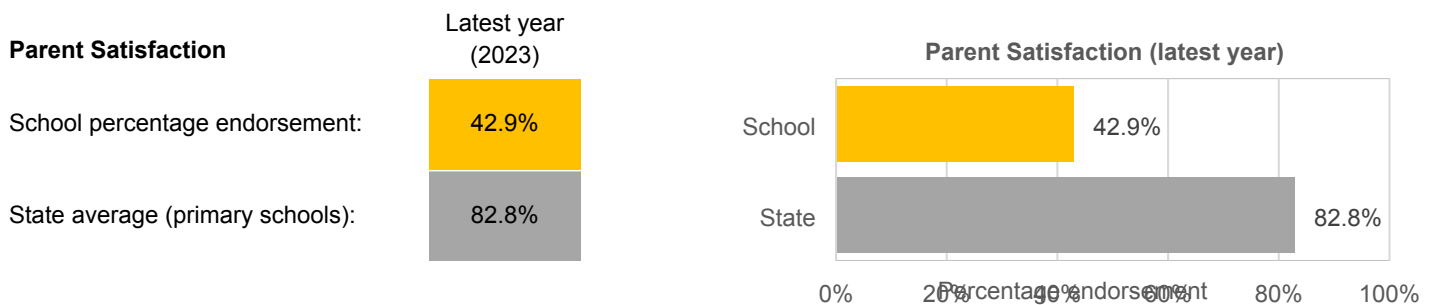
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

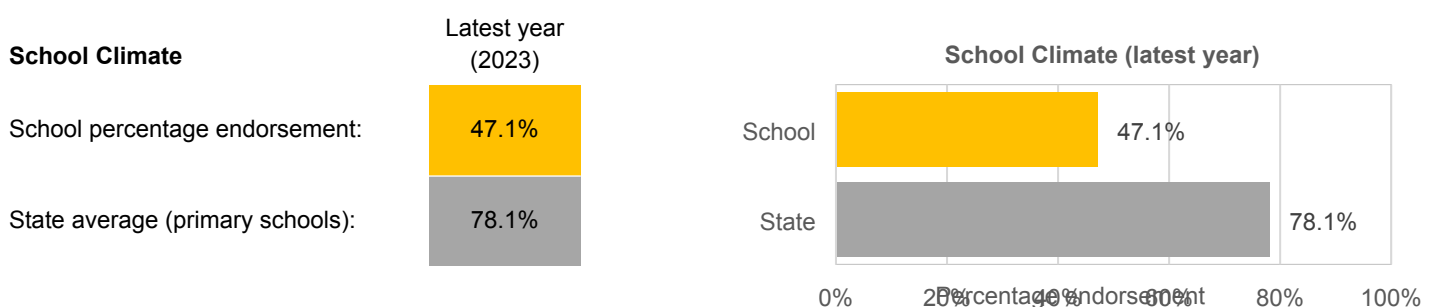


School Staff Survey

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:

NDA

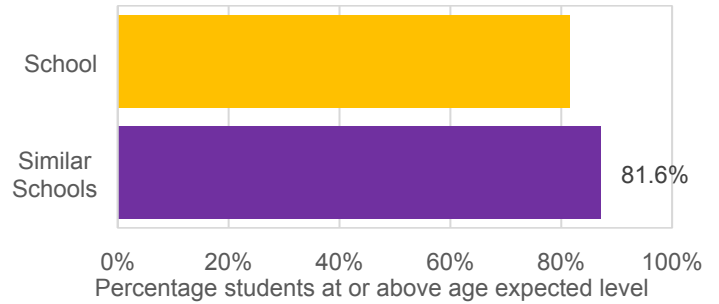
Similar Schools average:

81.6%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

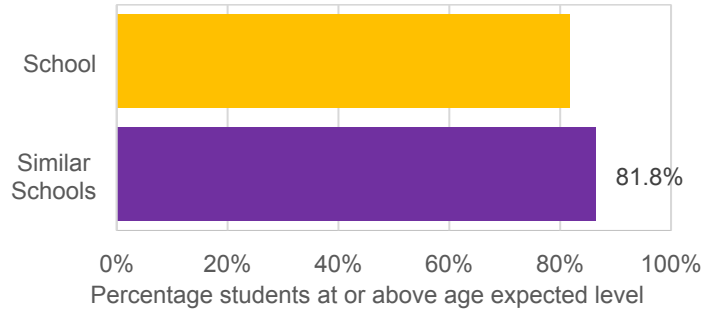
Similar Schools average:

81.8%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

28.6%

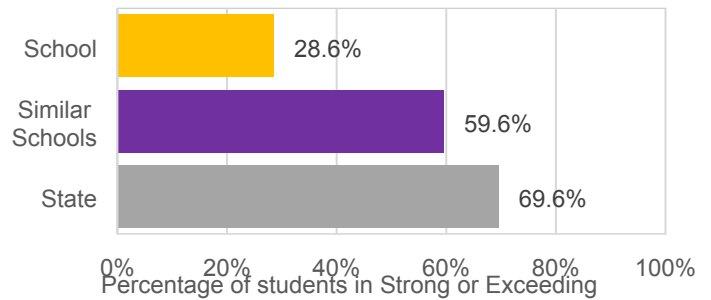
Similar Schools average:

59.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

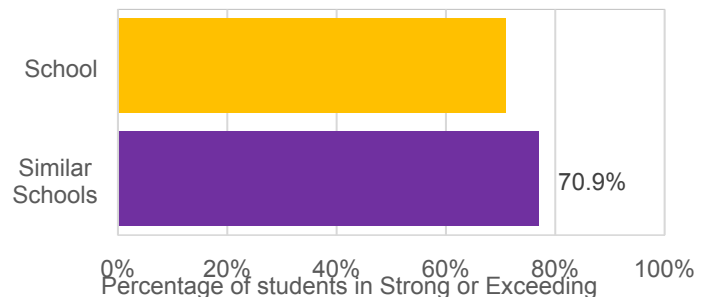
Similar Schools average:

70.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.9%

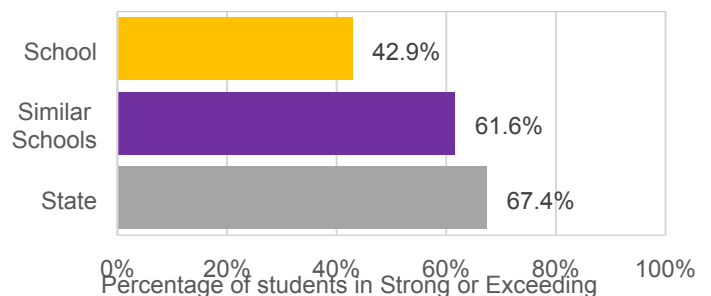
Similar Schools average:

61.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

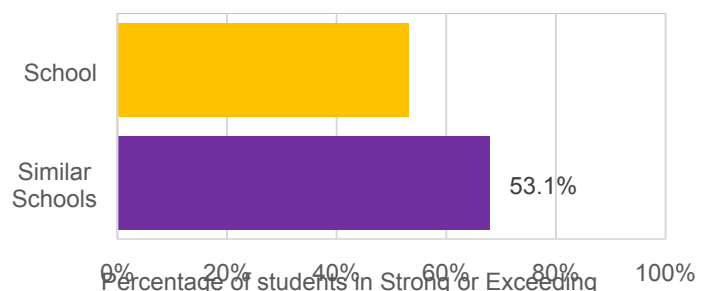
Similar Schools average:

53.1%

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:

60.0%

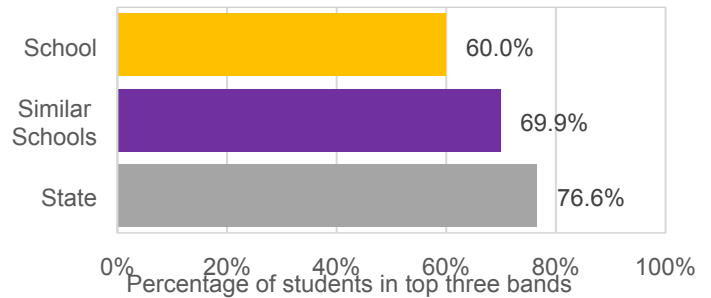
Similar Schools average:

69.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.4%

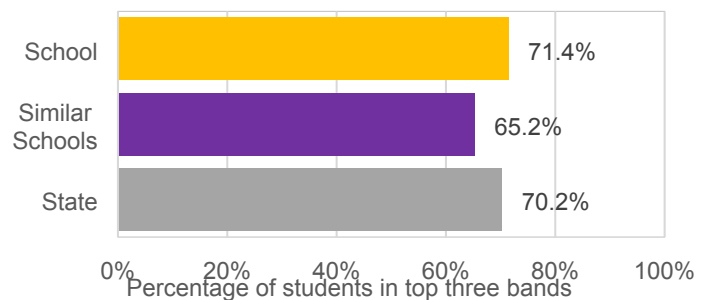
Similar Schools average:

65.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

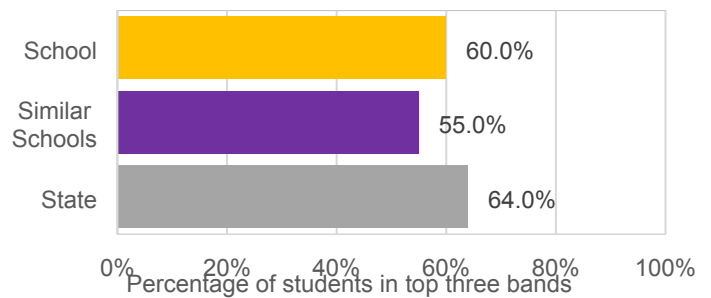
Similar Schools average:

55.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

14.3%

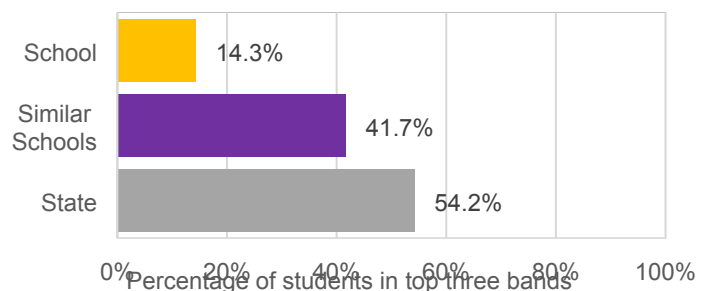
Similar Schools average:

41.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

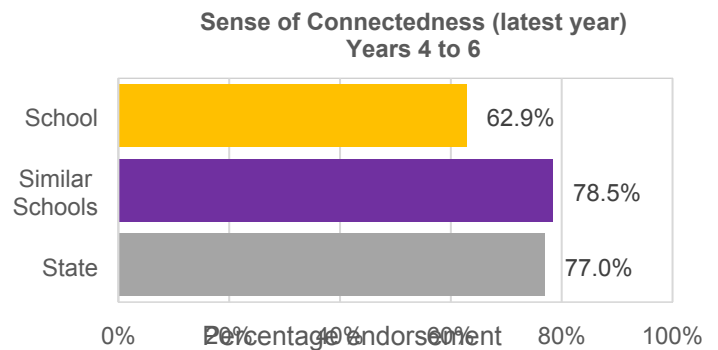
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	62.9%	80.7%
Similar Schools average:	78.5%	79.7%
State average:	77.0%	78.5%

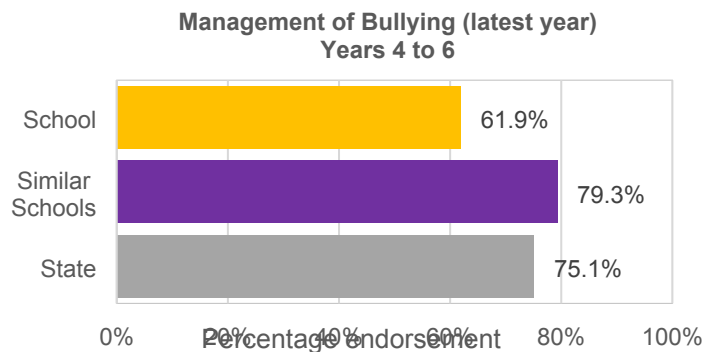


Student Attitudes to School – Management of Bullying

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:	61.9%	83.3%
Similar Schools average:	79.3%	81.3%
State average:	75.1%	76.9%



ENGAGEMENT

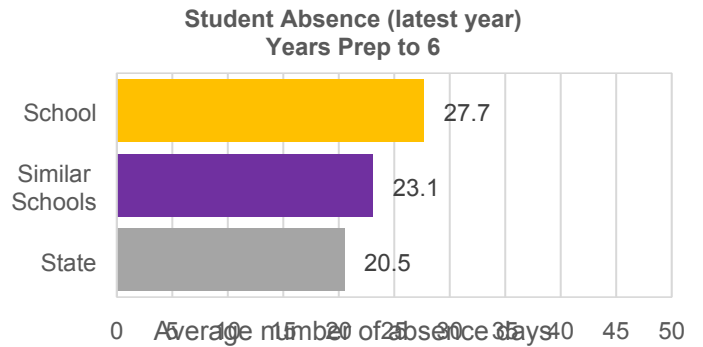
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.7	23.0
Similar Schools average:	23.1	20.7
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%	85%	88%	89%	79%	NDP	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$894,596
Government Provided DET Grants	\$279,107
Government Grants Commonwealth	\$3,900
Government Grants State	\$0
Revenue Other	\$10,018
Locally Raised Funds	\$21,690
Capital Grants	\$0
Total Operating Revenue	\$1,209,311

Equity ¹	Actual
Equity (Social Disadvantage)	\$131,934
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$131,934

Expenditure	Actual
Student Resource Package ²	\$1,010,662
Adjustments	\$0
Books & Publications	\$250
Camps/Excursions/Activities	\$12,911
Communication Costs	\$4,238
Consumables	\$15,968
Miscellaneous Expense ³	\$9,509
Professional Development	\$1,587
Equipment/Maintenance/Hire	\$24,589
Property Services	\$29,428
Salaries & Allowances ⁴	\$58,071
Support Services	\$52,591
Trading & Fundraising	\$44,282
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,180
Total Operating Expenditure	\$1,288,264
Net Operating Surplus/-Deficit	(\$78,953)
Asset Acquisitions	\$5,283

- (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	\$182,190
Official Account	\$32,232
Other Accounts	\$0
Total Funds Available	\$214,423

Financial Commitments	Actual
Operating Reserve	\$43,384
Other Recurrent Expenditure	(\$3,117)
Provision Accounts	\$0
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	\$0
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	\$40,267

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.