

2023 Annual Report to the School Community

School Name: Yarram Primary School (0693)



- 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 09:31 AM by Karen Langdon (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 02:39 PM by Louise Coad (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

Yarram Primary School provides a high-quality educational program focused on building productive, pro-social citizens equipped with the skills needed to navigate the evolving landscape of our world. Our vision is to support individuals to achieve their full potential – academically, emotionally and physically.

Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 was established in 1861. At Yarram Primary School, we are STARS.

Our values are:

S - Strive (We set goals and work towards them. We embrace challenges. We keep trying when things get tough.)

T - Together (We collaborate and connect with others in our school and community. We value diverse perspectives, embracing the strength of our differences. We support and encourage others to succeed.)

A - Achieve (We set high standards for ourselves and our learning. We can all succeed. We take pride when we do well.)

R - Respect (We use kind words and actions towards ourselves and others. We take care of our environment and property. We follow expectations.)

Our school has just conducted a review of our values which involved consultation with students, staff and families to evaluate our values and make necessary revisions. Our new values and value statements reflect clear, succinct, and meaningful beliefs that include the voices of all stakeholders in our school community.

Yarram Primary School has a modern facility with beautifully designed learning spaces. Several of these areas are open learning spaces that facilitate collaboration across classrooms, where students enjoy flexible seating and have opportunities to work with peers in and out of their home groups. Our open learning spaces have built a culture where students see all teachers as "their teacher," and teachers see all students as "their student".

In 2023 our enrolment was 149 students. Students have choice, both academically and socially, while we maintain the many benefits of a close knit small school community. 48% of students travel to school by bus. YPS had 13.48 equivalent full-time staff: 2 Principal class, 7 classroom teachers, 4 specialist teachers, 1 tutor, 2 office administration staff and 8 Education Support Staff. We also employed an Education Support Staff trainee in 2023, mentoring the next generation in the field. We have a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted interventions. Students study core academic subjects as well as four specialist areas, which include physical education, visual arts, performing arts and Auslan.

Yarram Early Learning operate a dynamic after school and vacation care program on the school premises.

Progress towards strategic goals, student outcomes and student engagement

Learning

Much of the data used when designing our School Strategic Plan is no longer relevant due to the changes in the NAPLAN reporting system that came into effect in 2023. As we are unable to track measures that are no longer being used, we must look to other sources of data to assess and plan.

In English, when looking at teacher judgements of student achievement against the Victorian curriculum, 79.5% of our students (Grades Prep to 6) are working at or above age-expected standards. While this indicates commendable effort, it is noteworthy that our percentage slightly trails behind both the statewide average and the average of similar schools. In 2023 we had a designated Literacy Luminary on staff who led professional learning for teachers as well as blocks of coaching sessions. All classroom teachers attended professional learning through La Trobe University's Science of Language and Reading, and we are working collaboratively to refine our practices to best align with current research in the field.

In Mathematics, 81.5% of our students in Grades Prep to 6 are achieving at or above age-expected standards. This aligns closely with the average of similar schools (81.6%). Two teachers took up the role of Numeracy Ninja in 2023, attending in-depth professional learning around the teaching of mathematics and numeracy. This was a purposeful school decision to support deeper professional learning for teachers in this area over the next several years.

When examining NAPLAN results, our students showed excellent performance in both Reading and Numeracy assessments for Year 3. An impressive 78.6% of our Year 3 students scored in the Strong or Exceeding categories of Reading, and 71.4% scored in these categories in Numeracy. These percentages are well above both similar schools and the state average. This trend reversed

with our Year 5 students, whose scores in both areas trailed behind similar schools and the state. This data indicates the need to explore growth for each matched cohort of students (the same students at Grade 3 and later in Grade 5), rather than looking at the numbers only at a point in time. Our data also highlights the need to examine our instructional models for teaching both literacy and numeracy to ensure the strongest possible outcomes for students.

A concerted focus on conducting high quality conferences, working with students on setting and monitoring their learning goals, and building tools within the classroom to build students' ability to track their own progress have been important strategies supporting success.

Wellbeing

We continue to work on rebuilding our students' sense of connectedness to school in a post-lockdown environment. With only 58.3% of our students in Grades 4-6 reporting positive feelings of connectedness to school, it is clear that a continued focus on student wellbeing is required.

Every member of staff at Yarram Primary School participated in professional learning in the Berry Street Education Model, beginning in 2023, around using a strengths based, trauma-informed approach in our school to meet this need. Our work focused around designing clear and consistent procedures for building positive classroom communities using strategies such as daily positive circle times, reset plans and a pro-active approach to setting all children up for success. In 2023 we revised our school values, using extensive student interviews, staff research, and family input to ensure that all stakeholders had a voice.

Pleasingly, 86% of students in Grades 4-6 reported on the 2023 Attitudes to School Survey that they have a positive sense of inclusion at our school, and 78% reported positive endorsement of their emotional awareness and regulation, which is above both similar schools and the state. 86% of students reported that they know they have an advocate at school - an adult that has unwavering confidence in their ability to succeed. We continue to have a percentage of students concerned about the management of bullying at our school, with only 64.3% positive endorsement. This is an area for ongoing focus.

In 2023 YPS began gathering, analysing and responding to real time behaviour and wellbeing concerns using new computer software which has aided us in targeting specific areas of need, responding quickly and effectively, and monitoring progress. As part of this work we expanded student options during play times in the yard, providing a wide range of rotating activities that promote students to explore diverse interests. We also launched our Friday activity clubs, which built cross age connections amongst students and built strong family and community relationships.

YPS had two Mental Health Maestros on staff in 2023, who worked in the space of promoting positive mental health for students.

They facilitated small group social skills groups, ran professional learning sessions with staff around student mental health, and took the lead in developing our whole school positive approaches to student wellbeing.

Engagement

Student engagement at our school takes a hand in hand approach, where learning and wellbeing work together to promote positive student engagement. Student average attendance in 2023 was 88.7% across the school, which continued to be impacted by changing behaviours as a result of Covid-19. At our school, families are supported to value attendance. Daily contact is initiated to investigate any unexpected absences, and further supports are implemented when we identify patterns of poor attendance, addressing the reasons behind it.

Our workshop models have deepened student engagement in literacy by offering choice to students regarding what they read and choose to write about. Students are used to participating in regular 1:1 conferences about their learning, where they discuss their goals, receive feedback, and make plans for improvement. Our focuses on tiered success criteria and "bump it up walls" were designed to help students see themselves within a learning progression and see their own next steps, building their agency as learners.

Ensuring each child receives instruction at their point of need is critical to student engagement. Each term we have several students participate in the Victorian High Abilities program, which provides extension to high performing students. We improved our system for developing Individual Education Plans in 2023, and many students who have individual plans are contributing their thoughts and ideas when goal setting. In 2023 YPS maintained intervention programs for students in need of extra support, with Macqlit and Minilit Sage available to students for literacy and the tutor learning initiative for numeracy.

2023 saw an expansion of opportunities for student leadership at YPS and a deepening of the voice students have within the school. We launched a student School Improvement Team, giving our school captains a platform to contribute. We created and used surveys regularly in classrooms to seek feedback from students and shared whole school data with students to engage them in the problem solving process. In addition to our House Captains and Junior School Councillors, we also began a School Crew, who lead activities and positive lunchtime games, and have Cultural Diversity Ambassadors, who help plan for events such as NAIDOC Week and Harmony Week.

Other highlights from the school year

In 2023 we launched Yarram Primary School's news broadcast, the Pelicam. We moved from a paper/digital newsletter to a full video production each fortnight of roughly 5-6 minutes that includes video clips and photos of learning, special events, and important information. Students read the voice overs for all of the components of the broadcast and are acknowledged in the credits.

Our Friday activity club offerings included: gardening, drawing, knitting, quilling, bike riding, exploring the local community, origami, iMovie claymation, board games, upcycling, dancing, Minecraft Education, soccer, cooking, Lego, bushcraft, yoga, STEM, photography, learning about the SES and natural disasters, skipping rope, chess, pilates, tennis, felting, footy skills, crafting, T-Ball, card games, Pixton, car washing, drama, and melty beads. Students have connected with the local community and community services, parents have engaged with the school, and students have explored new interests and deepened passions.

We continued participation in athletics, cross country, swimming and winter sports events and hosted specialist coaches at our school to support students in learning gymnastics and hockey. Our school camping program involved our P-2 staged camping experience as well as trips to Canberra and Forest Lodge Farm, and we were very fortunate to receive a Positive Schools Start booking that allowed an additional camp for our Grade 5/6s at Stringybark Camp. We hosted a workshop with the Australian Ballet, welcomed Healthy Harold and Life Education, and ran first aid sessions for students with St. John's Ambulance team. We sent student leaders to the Wellington Student Leadership conference in its inaugural year.

Thanks to our dedicated Parents and Friends Club we hosted a glow disco in 2023, had a lucky jars stall at the Yarram Show and participated in the Yarram Christmas market. Participation in local community events is a YPS commitment, and students all performed in items as part of the Yarram Eisteddfod, with many students also performing in the school choirs and in solos, duos and trios. We once again showed an incredible array of artwork at the Yarram Show, students exhibited work at the Yarram Courthouse Gallery in the "Picasso's Children 3" exhibition, and all students participated in re-planting our school nature strip in collaboration with the Wellington Shire. We maintain a strong relationship with the Wulgunggo Ngalu Learning Place and host them annually for NAIDOC celebrations and a smoking ceremony. We are incredibly proud of our participation in school and community events that enrich the school experience for all.

Financial performance

The YPS annual financial performance produced a net operating deficit of \$4,084. The impact of the statewide change to parent payment arrangements has continued to have a significant impact on our cash budget. Careful management of funds in collaboration with the finance subcommittee of the School Council saw us able to manage the operating deficit, maintain high quality programs, and end the year with a balanced budget. Total funds available at the end of the year were \$109,459, of which \$77,012 were committed. Equity funding enabled the school to continue to progress its strategic goals and helped to fund our Macqlit and Minilit Sage reading intervention programs and additional in classroom support for students. Funding through the Tutor Learning Initiative enabled us to employ a tutor initially one day per week, and later two days per week, to support students identified as needing extra support in the area of numeracy. Several building projects were completed, including plumbing work on our art room and the BER multipurpose building. We designed, built and launched a new school website and leased 56 new laptops for student use. Grants received during the year included a Speech Pathologists in Schools grant which enabled classroom teachers to attend training through La Trobe University's Science of Language and Reading course and Sporting Schools Grants that allowed us to bring gymnastics and hockey coaches to the school. We utilised funding through the Mental Health Menu to resource a wellbeing team with two Mental Health Maestros to deliver proactive social skills programs and work on whole school wellbeing supports. We used a portion of the Mental Health Fund money to engage the Berry Street Education Model to deliver whole staff training in strengths based, trauma-informed practice. Eligible families were also entitled to CSEF which was held for students to access sports and camping programs.

For more detailed information regarding our school please visit our website at <https://www.yarram-ps.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 149 students were enrolled at this school in 2023, 62 female and 87 male.

NDP percent of students had English as an additional language and 7 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).

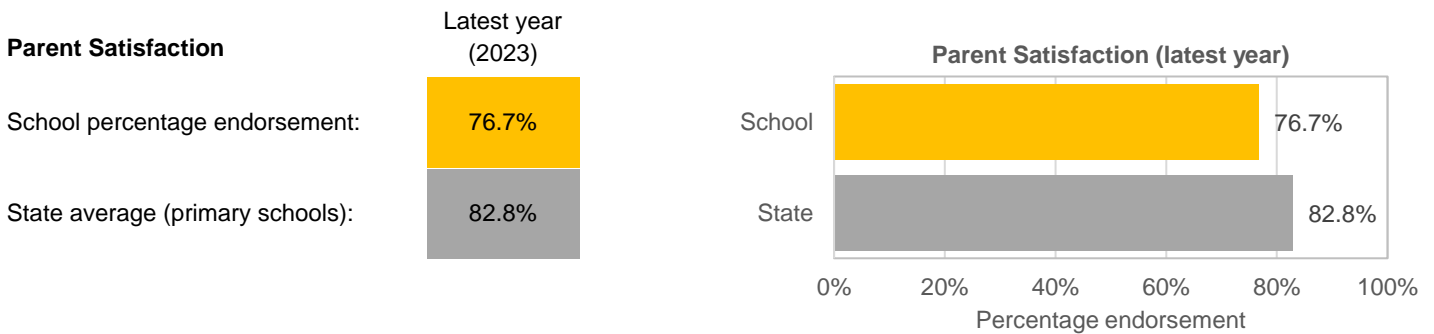
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

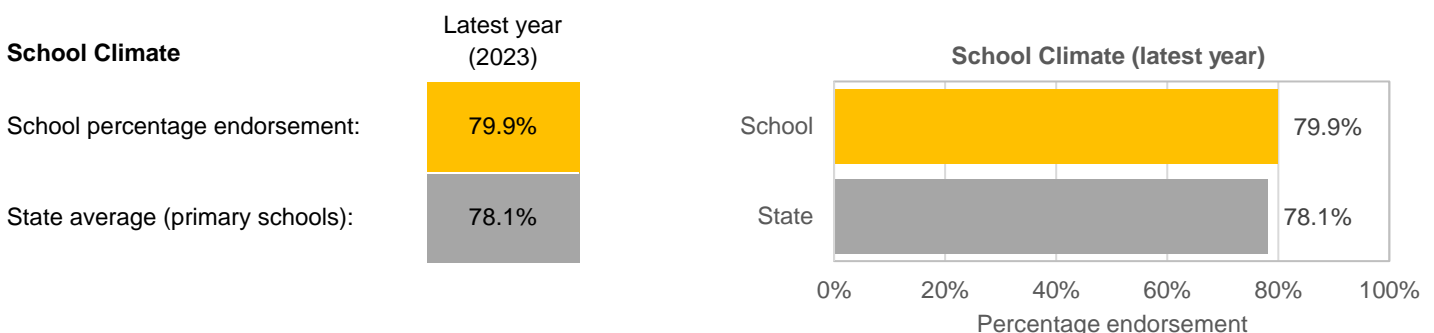


School Staff Survey

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:

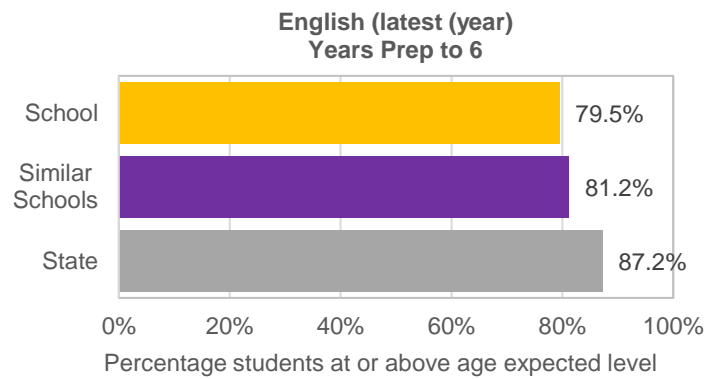
79.5%

Similar Schools average:

81.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

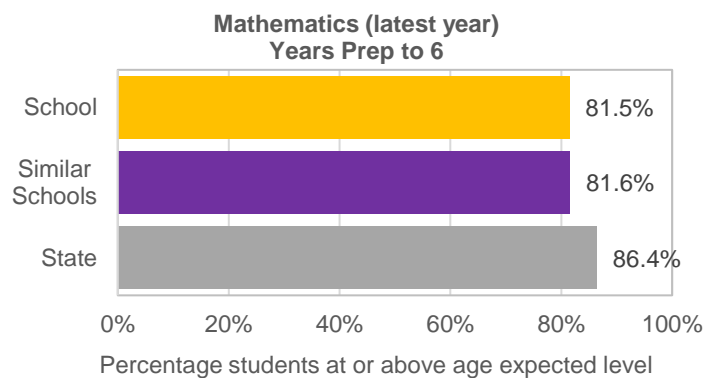
81.5%

Similar Schools average:

81.6%

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:

78.6%

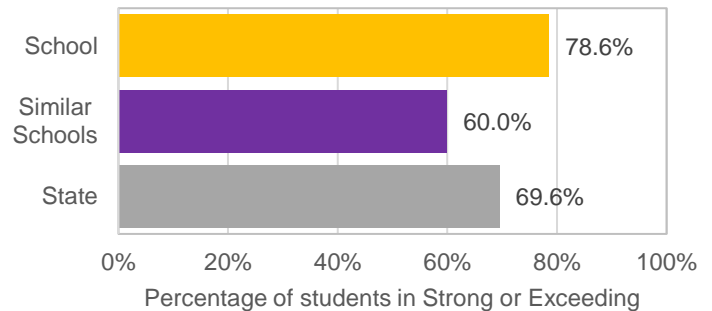
Similar Schools average:

60.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.0%

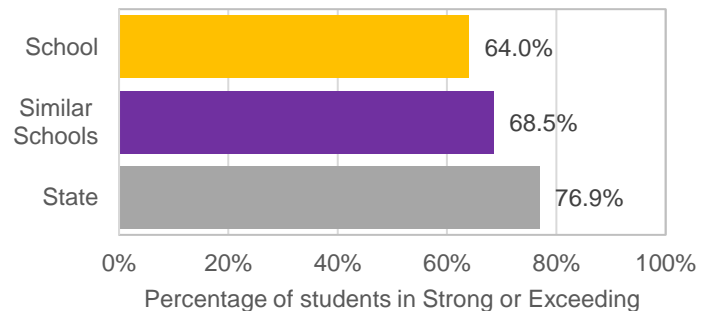
Similar Schools average:

68.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

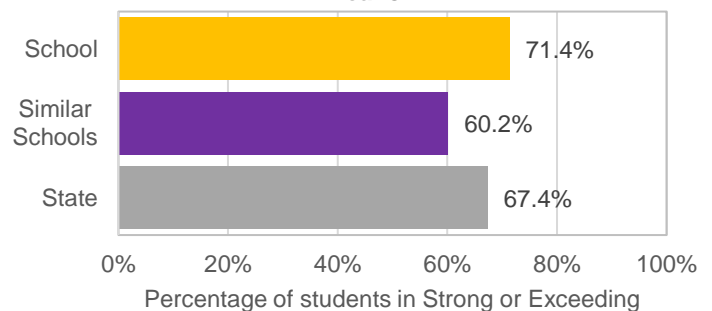
Similar Schools average:

60.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.0%

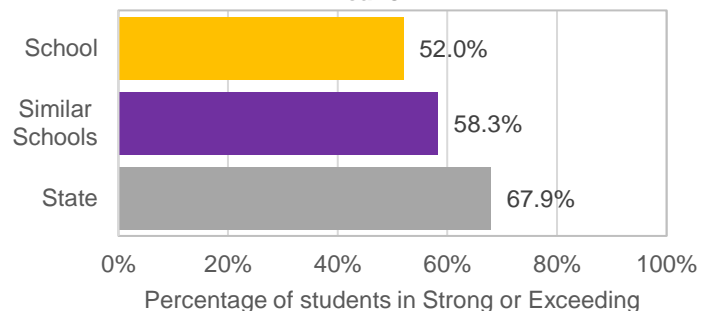
Similar Schools average:

58.3%

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:

74.1%

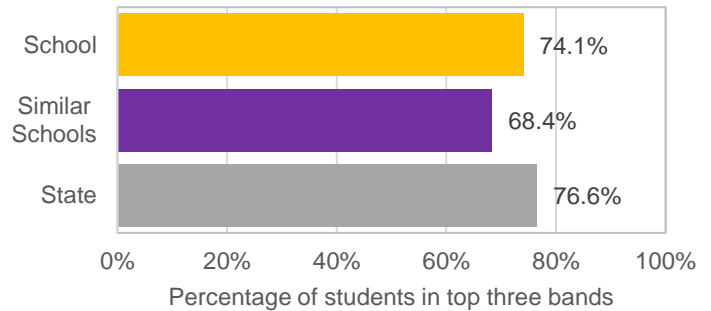
Similar Schools average:

68.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

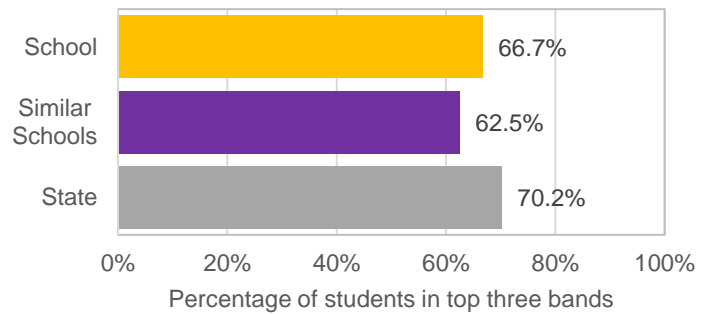
Similar Schools average:

62.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

63.0%

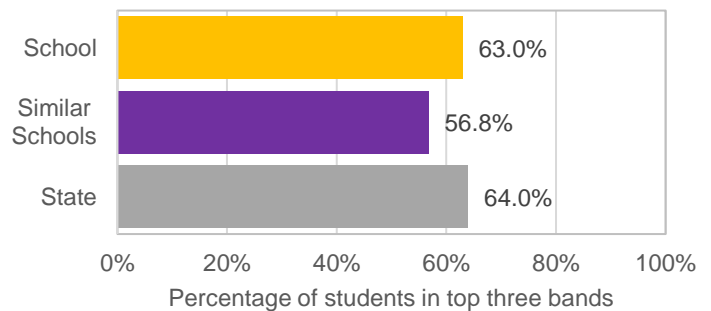
Similar Schools average:

56.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.0%

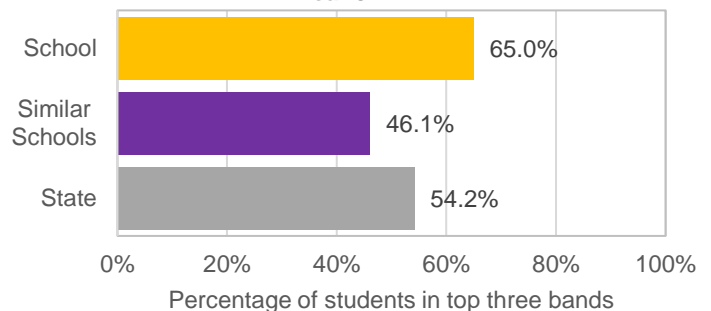
Similar Schools average:

46.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

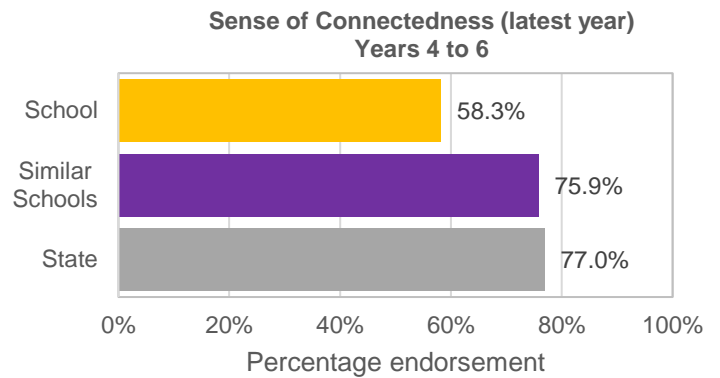
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	58.3%	66.1%
Similar Schools average:	75.9%	78.3%
State average:	77.0%	78.5%

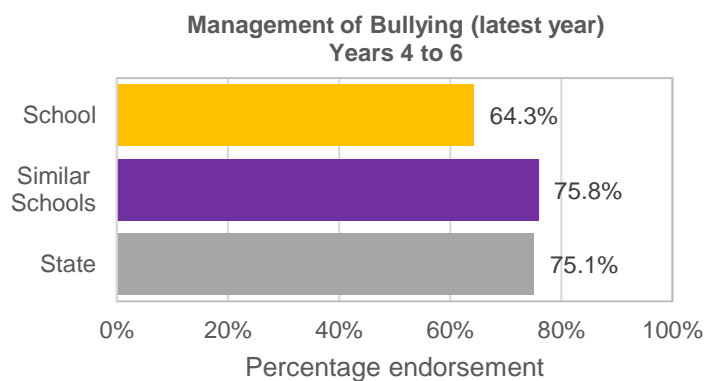


Student Attitudes to School – Management of Bullying

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:	64.3%	70.6%
Similar Schools average:	75.8%	79.1%
State average:	75.1%	76.9%



ENGAGEMENT

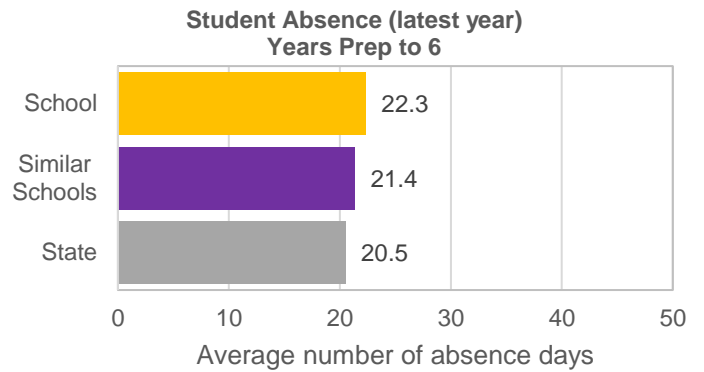
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.3	18.6
Similar Schools average:	21.4	19.6
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):	90%	89%	88%	89%	89%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,645,629
Government Provided DET Grants	\$283,959
Government Grants Commonwealth	\$8,241
Government Grants State	\$0
Revenue Other	\$9,032
Locally Raised Funds	\$55,374
Capital Grants	\$4,982
Total Operating Revenue	\$2,007,217

Equity ¹	Actual
Equity (Social Disadvantage)	\$146,597
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$146,597

Expenditure	Actual
Student Resource Package ²	\$1,619,306
Adjustments	\$0
Books & Publications	\$1,979
Camps/Excursions/Activities	\$41,938
Communication Costs	\$3,718
Consumables	\$40,537
Miscellaneous Expense ³	\$10,398
Professional Development	\$12,409
Equipment/Maintenance/Hire	\$24,753
Property Services	\$70,404
Salaries & Allowances ⁴	\$117,488
Support Services	\$33,964
Trading & Fundraising	\$8,261
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,164
Total Operating Expenditure	\$2,006,319
Net Operating Surplus/-Deficit	(\$4,084)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 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	\$103,661
Official Account	\$5,798
Other Accounts	\$0
Total Funds Available	\$109,459

Financial Commitments	Actual
Operating Reserve	\$60,614
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,399
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	\$77,012

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.