

2023 Annual Report to the School Community

School Name: Deepdene Primary School (3680)



- 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 25 March 2024 at 04:15 PM by Tim Green (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 03:55 PM by Sara Balfe (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

Deepdene Primary School is a highly effective learning community providing challenging and varied learning opportunities. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all students achieve success, engendering a high sense of self-confidence and a love of learning.

Deepdene Primary School has a stable enrolment of approximately four hundred students who are primarily drawn from the surrounding suburbs of Balwyn, Camberwell, Canterbury and Kew. Enrolments are taken based on a neighbourhood entry policy.

At Deepdene Primary School we believe:

- Students, parents and teachers work in strong supportive partnership within the school community.
- Students work in a safe, secure learning environment and are actively encouraged to be self-motivated, independent life-long learners.
- Students work and play cooperatively.
- Students make responsible decisions for their behaviour and actions.
- Students are challenged, extended, motivated and supported in their learning through high quality instruction.

Deepdene Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between students, parents and all staff members are key features of life at our school.

The teaching staff work collaboratively in curriculum planning and delivery reflecting a strong commitment to teamwork. Equally, parents and teachers work in partnership to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling.

The whole school approach to student welfare focuses on the values of:

- **Care and Compassion** -care for self and others.
- **Doing Your Best** -try hard and pursue excellence.
- **Honesty and Trustworthiness** -be honest, sincere and seek the truth.
- **Integrity** -ensure consistency between words and deeds.
- **Respect** -treat others with consideration and respect another person/s point of view.
- **Responsibility** -contribute to the school community and take care of the environment.
- **Understanding, Tolerance and Inclusion** -show understanding of others and their Cultures, treating all people fairly.

Our school is proud to offer an extensive range of facilities designed to support and enhance the learning experience for our students. We have sixteen well-resourced classrooms, each equipped with SMART TVs, providing an interactive learning environment. Additionally, we have specialist rooms dedicated to the teaching of Visual Arts, French, STEM, and Music/Performing Arts. Our well-resourced Computer Laboratory, three class sets of notebook computers, and a class set of iPads further support our commitment to integrating technology into education.

The Outside School Hours Club (OSHClub) is housed in a spacious room and provides an onsite care program administered by a private provider. This program offers before and after school care as well as school holiday programs, ensuring our students are well-cared for beyond regular school hours. Our campus includes synthetic grass courts, colourful playground equipment suitable for all primary age groups, shade ports, a full-sized grass oval, access to Linear Park, and a Sensory Garden/Passive Play Area. Our indoor hall/gymnasium is equipped with heating and cooling, making it a versatile space for various activities throughout the year. Central open learning areas, a Performing Arts Centre, a Library Resource Centre, and designated areas for Physical Education further enrich the learning environment. Each classroom is also equipped with at least six desktop computers, ensuring that all students have access to the technology they need for their studies.

In addition to our outstanding facilities, we offer a variety of intervention, enrichment, and extension programs designed to support and enhance student learning. These include the Tutor Learning Initiative and various Lunchtime Clubs such as STEM, badminton, art activities, gardening, and other interest-based activities. We have a Chess Club and start each year with a Team Building Dance week. Our music program is outstanding with opportunities for students to participate in the Festival Choir, ensemble groups, school band or jazz group. Instrumental tuition is available, and our Student Representative Council allows students of all ages to take on leadership roles.

Our comprehensive extracurricular program includes camps and tours for Levels 3 to 6, excursions and incursions, inter-school sports for Levels 5 and 6, and a Foundation and Level 5 Buddy Program. We also offer a Swimming Program for students and celebrate Book Week, Literacy and Numeracy Week. Whole school events such as House Athletics, Cross Country, and Senior Swimming foster school spirit, while multiage Multicultural Days each term celebrate our diverse community. Each term, we hold student-run Celebration Assemblies and offer a Leadership Program for Levels 5 and 6, ensuring our students develop both academically and personally.

Progress towards strategic goals, student outcomes and student engagement

Learning

Deepdene Primary School prides itself on our high quality and effective approach to teaching and learning. Our staff feel a strong sense of shared responsibility for ensuring that we are providing a comprehensive and differentiated curriculum that meets each child's point of need. Our school has an unwavering commitment to staff working collaboratively to establish what our students already know and identifying what the next step is in their learning journey. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

During 2023, our school successfully completed all planned actions, resulting in significant improvements in teaching and learning. Our teachers confidently and accurately identified the learning needs of their students, ensuring that each student received the appropriate support and guidance. This was facilitated by the consistent and explicit implementation of a whole-school instructional model in Numeracy, providing a unified approach to teaching Maths.

Teachers adhered to the agreed assessment schedule, ensuring a systematic and thorough evaluation of student progress. This consistent implementation allowed for the collection, analysis, and responsive use of assessment data, enabling teachers to make informed decisions about their instructional strategies. By providing students with opportunities to work at their level through differentiated teaching, teachers ensured that all students, regardless of their starting point, could engage meaningfully with the curriculum.

Students in need of targeted academic support or intervention were promptly identified and supported within the classroom. The collaborative efforts of teachers played a crucial role in this process, as they worked together to support and extend students' learning experiences.

Deepdene Primary School's NAPLAN targets were set prior to the new NAPLAN standards of achievement, therefore we are not able to evaluate those targets.

In Number and Algebra, 40% of L3 students were in the Exceeding Level, while 38% of L5 students were in the Exceeding Level. Direct comparison to previous years is not accurate as Exceeding Level does not map perfectly onto 'top 2 bands'.

Other academic highlights include 98% of our students achieving at or above level in English, 3% higher than similar schools and over 10% higher than the state average. We also had 97.9% of our students achieve at or above level in Mathematics, 2.9% higher than similar schools and again over 10% higher than the state average.

Wellbeing

Following on from the impact of Covid and the ensuing instability, it was very pleasing to have all students back onsite for another whole year. Although it did take time still for some children to readjust and connect with school life and learning expectations, overall, it was a very positive year with great gains made in the area of student wellbeing. Both staff and students have certainly demonstrated resilience over a long period of time. In relation to supporting student learning, many students have individual education plans which ensure that our students are both supported and extended in their academic, social, and behavioural goals. A differentiated curriculum is provided for all students, focusing on the relative growth in their learning.

During 2023, our school successfully completed several planned actions aimed at enhancing student well-being and academic

support. Teachers, leaders, and the school community established a common understanding of our whole-school approach to well-being. This unified perspective enabled us to integrate social-emotional learning into our school practices, policies, and programs effectively.

Our dedicated teachers continued to embed the Rights, Resilience, and Respectful Relationships Program into the curriculum, promoting a supportive and respectful school environment. We maintained regular communication with families of at-risk students, ensuring they received the support they needed from the school. Additionally, we connected students and families at-risk to allied health services, providing essential resources and assistance.

Students requiring targeted academic support or intervention were identified and supported through classroom assistance, targeted small groups, and the tutor program. Teachers also reviewed and discussed the Child Safe Standards during staff briefings, reinforcing our commitment to student safety and well-being.

These efforts collectively strengthened our school's ability to support the well-being and academic success of all students.

The Student Attitudes to School data for 2023 indicates mixed results. Our goal was to decrease the percentage of students with low resilience from 21% in 2022 to 17%. Unfortunately, the percentage of students with low resilience increased to 25%. However, it is worth noting that the percentage of students with high resilience also increased, from 11% to 15%.

A detailed analysis of the data reveals that the overall increase in low resilience is primarily attributed to the Level Four cohort of students. To address this, we are implementing the Resilience Project across all levels in 2024 to further support and enhance student resilience.

Not experiencing Bullying was a particular highlight from the survey with a third year of successive increases. 90% of students reported no experiences of bullying, 6% higher than Similar schools.

Engagement

In 2023. Student engagement was once again one of the top priorities for our school, ensuring that both staff and students were supported in the transition out of the extended remote learning period. Relationships were again strengthened and positive connections between students, staff and families were rebuilt. Student engagement was managed carefully, acknowledging that stamina levels for sustained learning was challenging for some students, but by the end of term 1, everyone was working well. Students also enjoyed being able to participate in the range of additional activities such as swimming, excursions, camps and many other programs which have returned to our school.

Student Attitudes to School data for 2023 indicates that Stimulated learning remained the same even though a number of programs were implemented including lunchtime clubs, RRRR program, multi-age days, well-being days, incursions and excursions.

The survey also showed only minor improvement in the students' attitudes to 'Student voice and agency'. This was despite teachers incorporating strategies to encourage greater engagement in learning and interest in units of work through giving students opportunity to take on responsibility for their own learning. Students have more input into future learning and therefore teacher planning. Units of work have been modified by teachers to engage students interests and cater for all students' needs. There is still some work to be done on common language related to student understanding of their voice and agency.

Differentiated Learning increased above the school's target with an increase of 5%. Teachers are working collaboratively and planning for all students needs. This included teacher conferencing in reading and writing, therefore targeting individual needs. Small group focus in most subject areas and staff PD related to differentiating Numeracy activities and catering for a variety of abilities on the classroom.

Absences increased during 2023 to an average of 17.5 up from 15.4 in 2022. This has been rising since the Covid years where absence rates were 11.4 in 2020 and 14.2 in 2021. The increase in absences are due to the number of students taking overseas trips with families now that international travel has opened up again. The 2023 average of 17.5 is on par with the similar schools average of 17.3 and still well below the state average of 20.5 due to high engagement levels and families understanding the value of their children's education.

Financial performance

Strong parental support through Student Contributions and local fundraising enables Deepdene to purchase excellent curriculum and classroom materials and to maintain buildings and grounds to an excellent standard. Continued strategic financial management in 2023 has allowed Deepdene to continue to maintain and improve the 100-year-old main building, continue to support a strong ICT program and fully fund approved program budgets. Extensive work has taken place to form a Deepdene Primary School Masterplan. This Masterplan has prioritised future spending in the identified areas of Architecture Projects, Landscape Projects and Educational projects.

Projects which were completed in 2023 included:

- The installation of a new Prep playground at a cost close to \$100k
- New carpeting of the 4 classrooms in the ELC building and in the STEM and French classrooms
- Four new air conditioners installed in classrooms
- Five outdated Interactive Whiteboards were replaced with new TV's in classrooms
- A set of 25 iPads were purchased for the use of the junior classes
- A new sprinkler system was installed to help maintain the school oval

Our operating statement for the period ending 31st December 2023 indicates we are in a strong position financially with a Net Operating Surplus of \$339,803. This surplus is a combination of credit which is held by the department and locally raised funds which we have managed to maintain as surplus over several years. These funds include staffing, Building Development, Parents' Association funds, Library funds and funds held in surplus for other unforeseen major works.

For more detailed information regarding our school please visit our website at
<https://deepdeneps.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 386 students were enrolled at this school in 2023, 182 female and 204 male.

36 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).

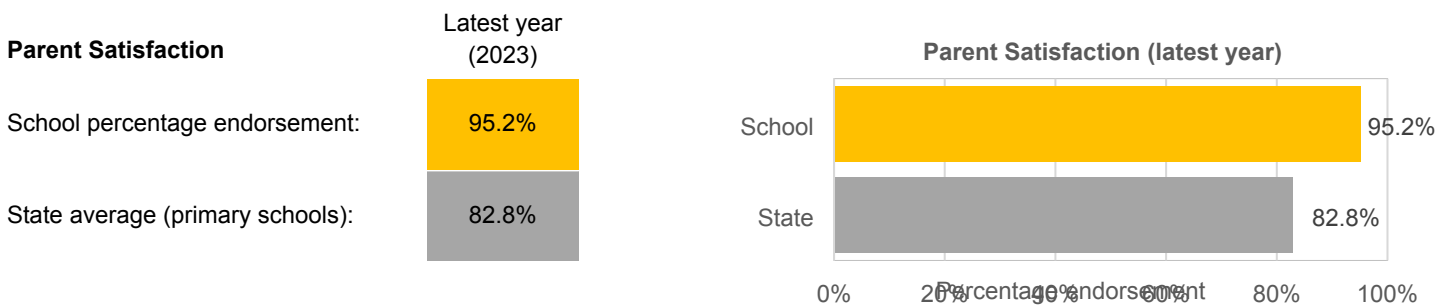
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

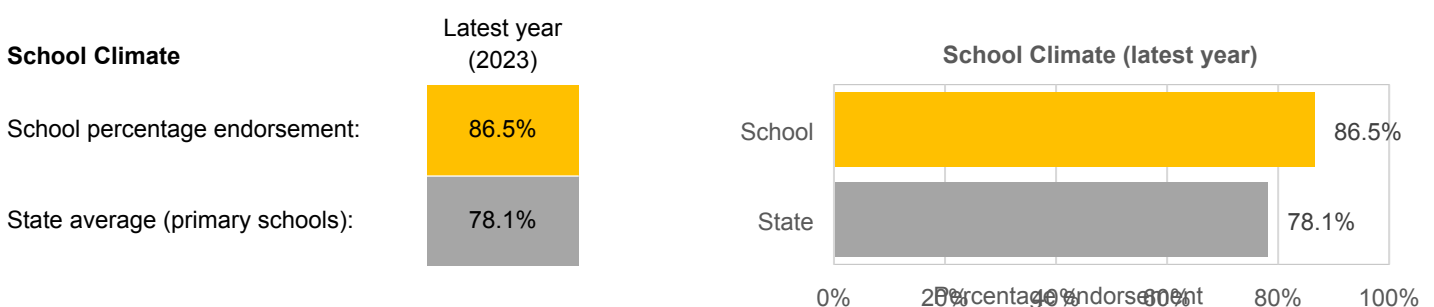


School Staff Survey

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:

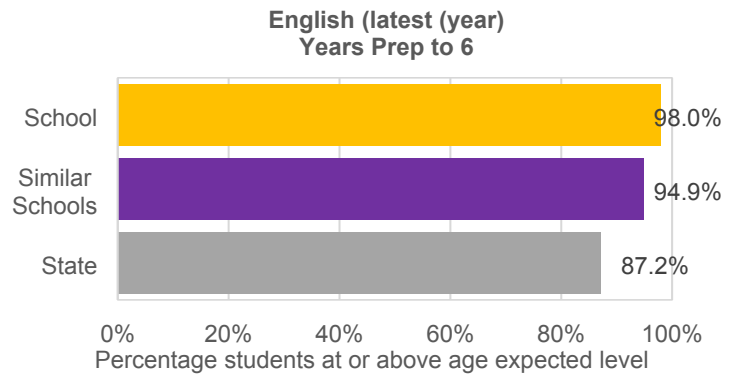
98.0%

Similar Schools average:

94.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

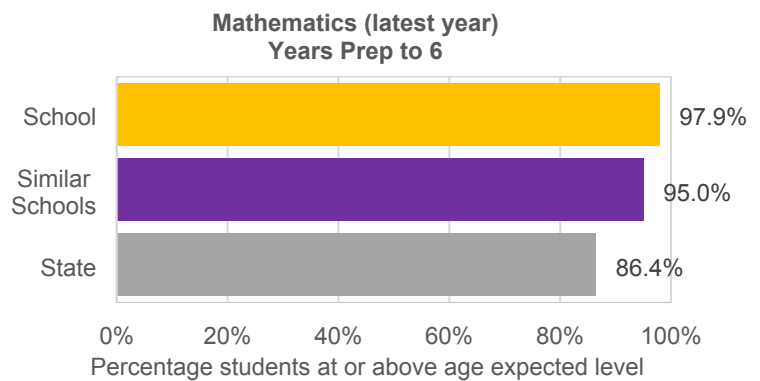
97.9%

Similar Schools average:

95.0%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

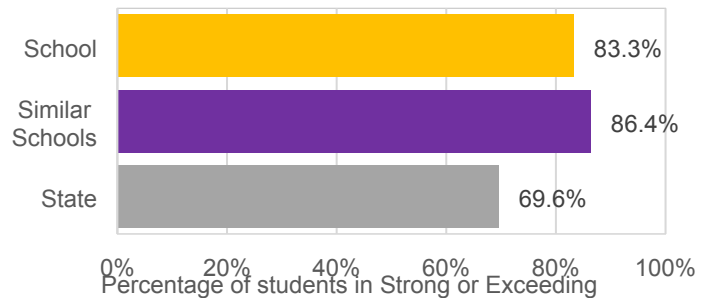
Similar Schools average:

86.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.4%

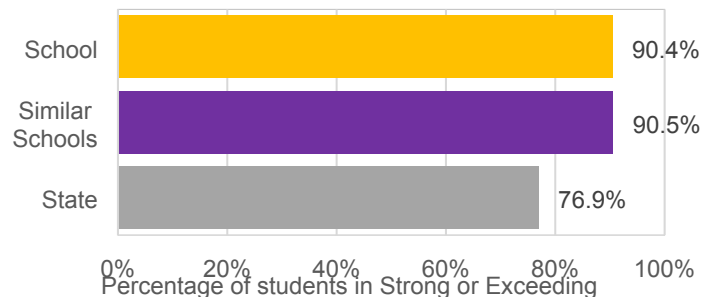
Similar Schools average:

90.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.7%

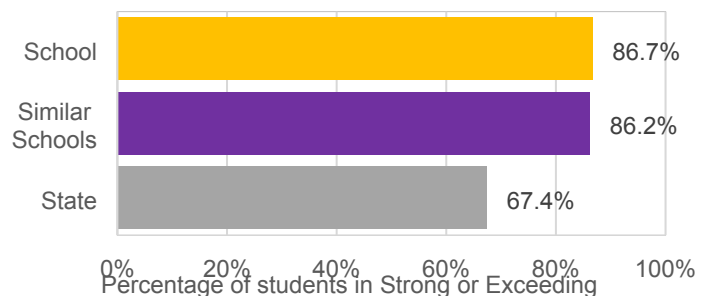
Similar Schools average:

86.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.8%

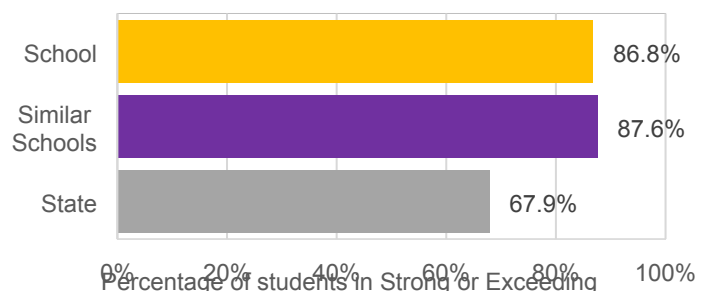
Similar Schools average:

87.6%

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:

82.7%

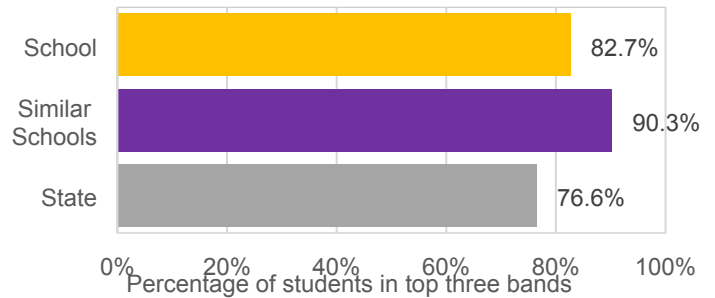
Similar Schools average:

90.3%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

85.7%

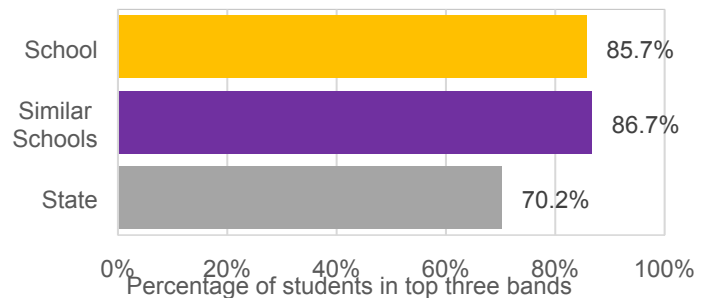
Similar Schools average:

86.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.8%

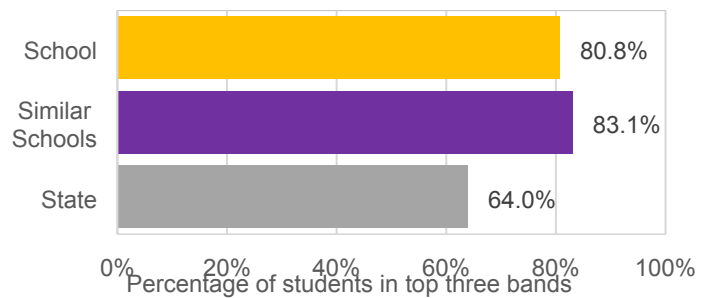
Similar Schools average:

83.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

82.3%

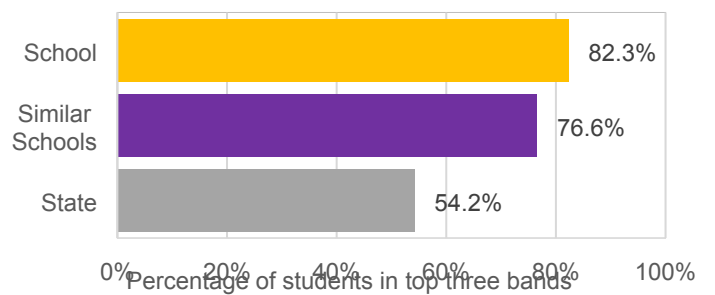
Similar Schools average:

76.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

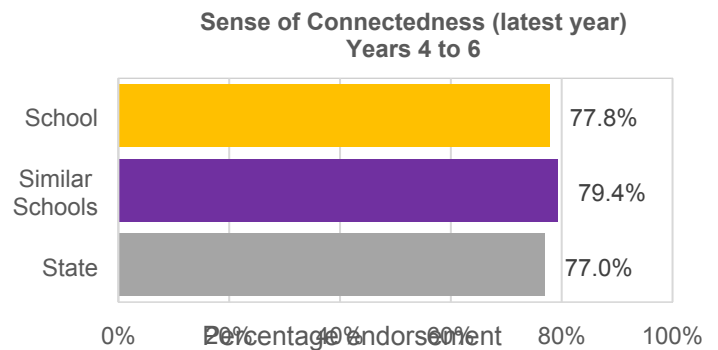
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.8%	81.5%
Similar Schools average:	79.4%	80.9%
State average:	77.0%	78.5%

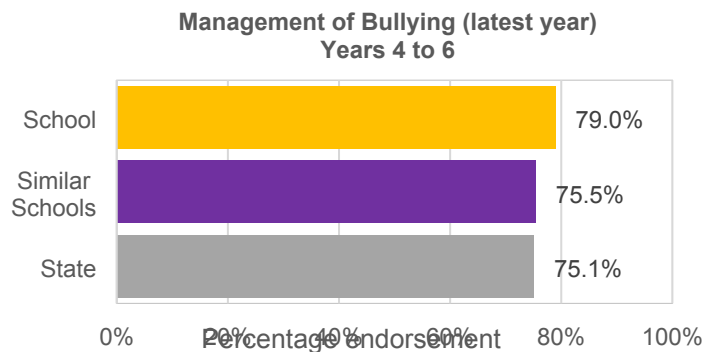


Student Attitudes to School – Management of Bullying

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:	79.0%	77.7%
Similar Schools average:	75.5%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

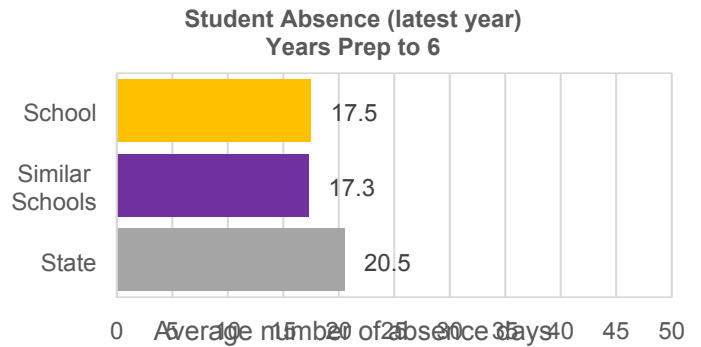
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.5	14.5
Similar Schools average:	17.3	14.0
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):	91%	91%	93%	91%	91%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,478,526
Government Provided DET Grants	\$394,864
Government Grants Commonwealth	\$2,836
Government Grants State	\$0
Revenue Other	\$23,463
Locally Raised Funds	\$586,176
Capital Grants	\$0
Total Operating Revenue	\$4,485,865

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,310,467
Adjustments	\$0
Books & Publications	\$464
Camps/Excursions/Activities	\$240,643
Communication Costs	\$7,659
Consumables	\$73,101
Miscellaneous Expense ³	\$31,970
Professional Development	\$13,055
Equipment/Maintenance/Hire	\$75,798
Property Services	\$86,683
Salaries & Allowances ⁴	\$147,799
Support Services	\$83,866
Trading & Fundraising	\$38,652
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$102
Utilities	\$35,804
Total Operating Expenditure	\$4,146,062
Net Operating Surplus/-Deficit	\$339,803
Asset Acquisitions	\$154,111

- (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	\$390,896
Official Account	\$40,577
Other Accounts	\$47,994
Total Funds Available	\$479,467

Financial Commitments	Actual
Operating Reserve	\$128,329
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$47,936
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$71,380
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,900
Capital - Buildings/Grounds < 12 months	\$130,000
Maintenance - Buildings/Grounds < 12 months	\$63,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$468,046

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.