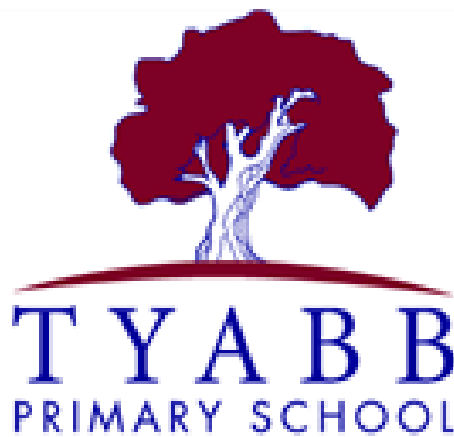


2023 Annual Report to the School Community

School Name: Tyabb Primary School (3129)



- 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 18 March 2024 at 10:52 AM by Carole Howden (Principal)

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

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive, respectful relationships with others. We focus on the development of these personal skills as well as a student's academic achievements in Literacy, Numeracy, and the eight learning areas of the Victorian Curriculum. As a Professional Learning Community, Tyabb P.S. continues to use a personalised and differentiated approach that focuses on an individual student's interests, strengths and capabilities. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts. Our successes are a result of an extremely positive school culture. We work hard to develop strong relationships with students, parents and teachers and encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional well-being of our students.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment surrounded by the natural bushland of Oliver's Creek Reserve. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield and prides itself on its reputation as a school that reinforces strong values and provides outstanding teaching practices and specialist programs including Art, Music, PE, Auslan and Science. In addition, we have a variety of extra-curricular activities such as Excursions, Camps, Swimming, Water Safety, Sporting Schools Program, Instrumental Music, Human Powered Vehicles and a Grade 5/6 electives program.

In 2023, we started the year with a student enrolment of 415 (213 female and 202 male) which created our 18 classes. Of our 44 staff members, we had 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 21 range 2 Teachers, 6 range 1 Teachers, 1 part time Business Manager, 1 full time and 2 part time Office Education Support Staff and 8 part time ES Integration Aides. The majority of our teaching staff are full-time with part-time positions provided for flexible work arrangements for classroom teachers, specialist teachers and Education Support Staff.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students, providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our Vision - All students are empowered to learn and achieve their personal best through high-quality teaching and the best environment for learning which equip them with the knowledge, skills, values and positive mindset to become active, engaged and productive members of the local and global community.

School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers use a variety of school-based formative and summative assessments to make teacher judgements against the Victorian Curriculum and to provide learning experiences that target a student's individual point of need and ensure learning growth. Our student achievement data in 2023 was extremely positive. Teacher judgement of students in grades P- 6 data showed that our students performed better than similar schools and the state average in 2023 with 91.3% of students at or above the age expected standards in English in prep to grade 6 (compared to 88.1% of similar schools and 87.2% for the state average). 94.6% of students performed at or above age-expected standards in Mathematics (compared to 88% of similar schools and 86.4% for the state average).

Our students performed extremely well in NAPLAN. For Year 3 Reading, 78.9% of our students performed in the top 2 proficiency levels of 'Strong' and 'Exceeding' (compared to similar schools 71.1% and the state average of 69.6%). Please note that there will not be a 4-year data trend average available until 2026 due to the change in Naplan reporting from bands to proficiency levels. Year 3 Numeracy data also showed results above similar schools and state averages with 84.2% in the top 2 proficiency levels (similar schools scored 68.6% and the

state average 67.4%). In Year 5 the NAPLAN data is also positive with 78.8% of students in the top 2 proficiency levels for reading (similar school average was 78.4% and state average was 76.9%) and 73.1% in the top 2 proficiency levels for numeracy (similar schools average was 69% and state average 67.9%). These percentages are above both similar schools and state averages as per the diagrams provided.

These pleasing results have been achieved by providing ongoing high-level programs, best practice in teaching and intervention and quality resources for all students. A whole school PLC (Professional Learning Community) approach ensures that teachers work in teams together to focus on student learning, learning growth and intervention. Teachers share teaching practices and consistent strategies to target students at their point of need. We have continued our use of ongoing formative assessments to ensure learning growth is maximised and we track our student data regularly using a variety of assessments across the school.

At Tyabb Primary School we have a consistent instructional model which follows a gradual release of control from explicit teacher instruction to small group and independent learning activities. Teachers use assessment data to set whole class, group and individual learning goals and target students from their individual point of need. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to Year 6, an Inquiry Learning approach, grade 5 /6 electives program and student-led conferences. Teachers continually reflect on their teaching practices and learn from each other or through whole school professional development. Our professional development focus for 2023 was to learn about and implement rich learning tasks in Mathematics. This will continue to be a focus in 2024 along with a focus on individual goal setting and learning growth in writing.

As a school we continue to analyse our results, reflect on our practices, and look for new ways to ensure the very best learning opportunities for our students.

Wellbeing

Our student's sense of connectedness, as shown in our Attitudes to School Survey in 2023, is strong, with students feeling connected to and safe at school. Over the past four years, 83.1% of students have given a positive rating for their sense of connectedness with an 88.2% endorsement for 2023. Our results are significantly higher than similar schools 77.1% and the state average of 77.0%. Results for our management of bullying are extremely positive, with an overall result of 90.9% compared to similar schools 75.1% and a state average of 75.1%. Tyabb Primary School explicitly teaches the school values of Respect, Safety, Optimism, Responsibility and Integrity and embeds these expected behaviours into our daily interactions with each other. A number of activities/learning opportunities are used regularly to promote these across the school and as a result, the overall behaviour of our students and the culture of our school is extremely positive.

In 2023, we started the year with our 'Start Up' program to reinforce our school values, establish classroom expectations and teach important social skills such as 'getting along'. We continued to implement strategies such as those in the School-Wide Positive Behaviour Support Program, Respectful Relationships Program and Zones of Regulation. In term 1 of each year, our AP conducts classroom lessons on bullying prevention, resilience and respectful relationships to develop a consistent understanding of the behaviours expected. These include what bullying is, what a bystander is and a reinforcement of our school values and expectations. Resilience has been included in these lessons in 2023 as this was identified in our 2023 Whole School Review as a focus area. Regular newsletter articles are written for parents with regard to our expectations and cover a range of welfare topics. Our AP dedicated to welfare also provides ongoing support to students with welfare and behaviour issues, conducting restorative conversations with students and developing health and behaviour plans when required.

The whole school management system Sentral is being implemented across the school, with the Wellbeing module utilised to monitor yard behaviours to ensure there is a follow-up, a restorative conversation and related consequences. Our AP has an 'open door' to parents and will have regular and open communication with parents to discuss any welfare and attendance concerns and develop plans to support students in positively moving forward. This support to students and their families has contributed to the positive feedback received from our Attitudes to School Survey and Parent Opinion Survey. We continue to have the services of a counsellor weekly at the school to further support students' social and emotional wellbeing. We look forward to 2024 and continuing the work we have been doing to support the health and wellbeing of our students.

Engagement

The key to engagement is having a positive school culture where children feel happy, safe and secure in their learning environment and are excited by the opportunities provided to them. Tyabb Primary School has an extremely positive school culture and is committed to providing innovative and engaging programs, inclusive practices and high-quality teaching and resources for all students. We offer engagement activities such as camps, excursions, electives, inquiry units, specialist programs and exciting learning opportunities provided face to face by classroom teachers each day. We have a focus on building strong values and developing personal qualities, social skills and respectful relationships so that students look forward to coming to school each day. This is evident in our student attendance figures which are always extremely high thanks to our positive culture and a shared understanding with parents of the importance of a strong education and regular attendance. In the past, our attendance rates across the school, from Prep to Year 6, have been above 90%. In 2023 we once again achieved high attendance rates (prep 93%, Year 1 92%, Year 3 92%, Year 4 91%, Year 5 91% and Year 6 91%). Our average absence rate was 16.3 days which was better than similar schools (19.4 days) and state average of 20.4 days absent. Our absence rates are consistently below state and similar schools which is a reflection of our positive school culture.

Our school has maintained a strong focus on student engagement, regular attendance and punctuality. We emphasise to our school community that 'every day counts' and there is a direct connection between attendance and student learning. Parents of students with an unexplained absence are contacted daily to determine the reason for the absence. Individual attendance figures are highlighted with parents through semester reports. Parents of those students with high absence rates are contacted and individual support plans are established where necessary. Families who have regular late arrivals are also communicated with and offered support to assist with their child arriving on time. Tyabb Primary School prides itself on its excellent attendance rates and strives to maintain the positive culture that encourages our students to love school and want to come each day.

Financial performance

Tyabb Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2023 school year in a sound financial position. This has helped the school to meet the current and future needs of all students, providing an engaging, nurturing environment, which promotes personal growth and academic achievement. The main source of funding for our school is delivered through the Student Resource Package from the Department of Education and parent contributions. All funds received from the Department, 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.

The annual result for Tyabb Primary School was a net operating surplus of \$356,564 which included a surplus in our SRP credit (staffing) of \$273,864 and \$82,700 in our cash component. Whilst our staffing profile remains extremely stable, funds have accumulated over the past few years due to a couple of unexpected staffing changes. It is anticipated that our staffing profile will change over the next few years as our staff increase in experience and progress further up the salary classification range. A healthy surplus will help us to manage these additional costs in the future. The remaining operating surplus is in the cash component of the SRP, the majority of which is committed for 2024. The cash surplus was a result of the remaining funds accumulated over several years. Added to this was a significant increase in bank interest as a result of the Department's requirement to change to a specific bank and fees paid by our school care provider, Camp Australia.

Tyabb Primary School is well-resourced to provide educational experiences that support the individual learning needs of each child. Revenue received through government grants, for example, the Tutor Learning Initiative and Disability Inclusion Initiatives have enabled the school to employ additional support staff and resources/equipment that enable all children to access the curriculum and achieve greater success academically, socially and emotionally. Our PFA also successfully raised funds through a variety of events and activities raising over \$19,851 to build on our resources and improve our buildings and grounds. Our SFO provides us with a small amount of equity funding, \$39,292, to employ support staff to run a literacy intervention program for junior school students experiencing difficulty with their reading and writing.

At Tyabb Primary School we maximise the use of our Student Resource Package to ensure that resources (staffing and cash component) are used to provide high-quality teaching and programs that maximise the learning opportunities for our students. **For further information regarding our school please visit our website at <https://www.tyabbps.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 415 students were enrolled at this school in 2023, 213 female and 202 male.

0 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

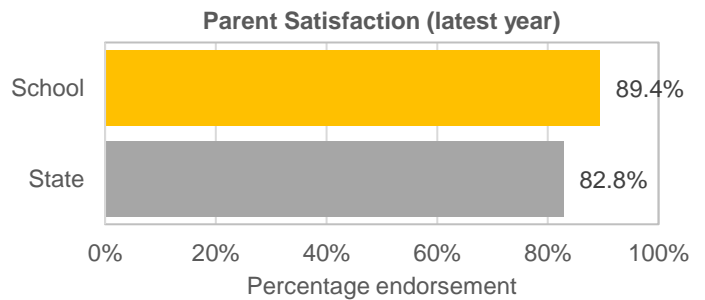
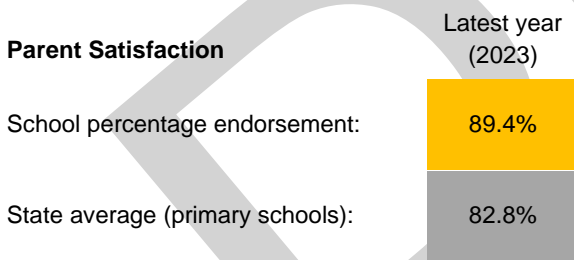
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

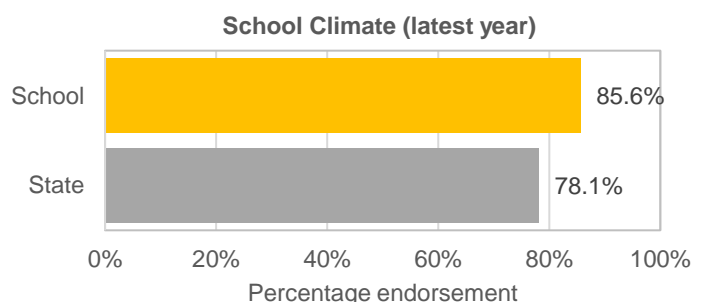
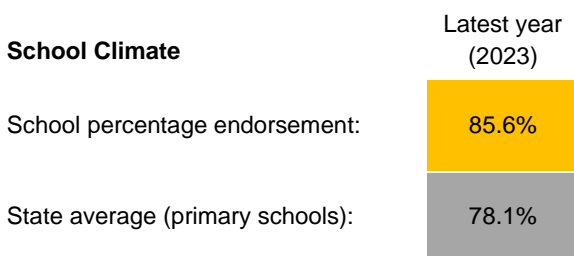


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

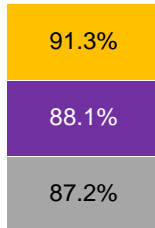
English Years Prep to 6

School percentage of students at or above age expected standards:

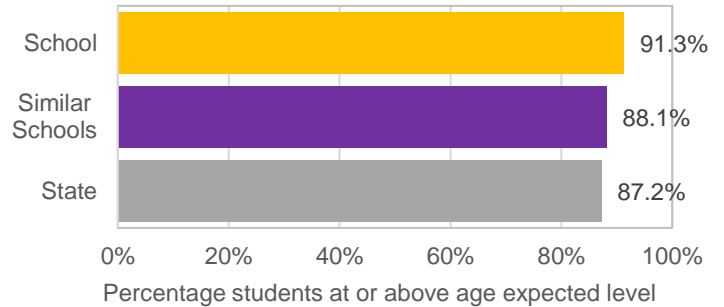
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



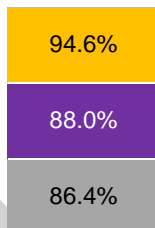
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

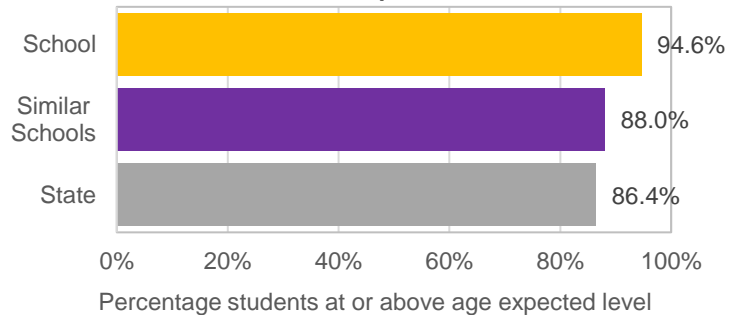
Similar Schools average:

State average:

Latest year
(2023)



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:

78.9%

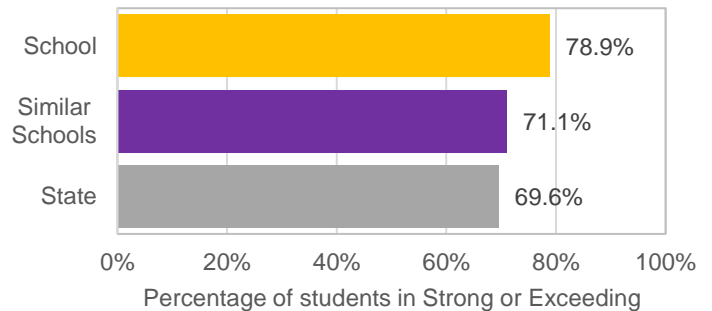
Similar Schools average:

71.1%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

78.8%

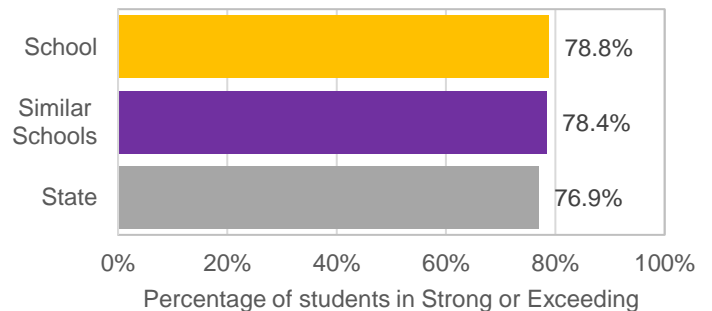
Similar Schools average:

78.4%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

84.2%

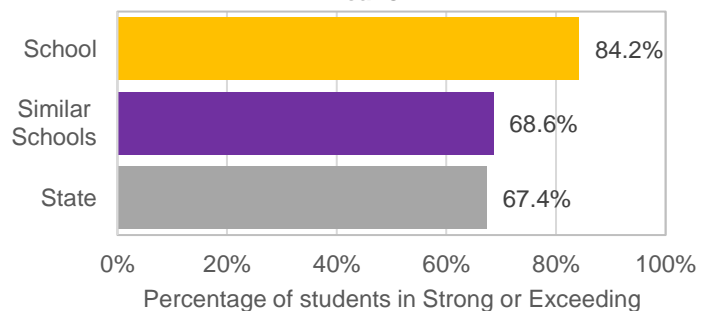
Similar Schools average:

68.6%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

73.1%

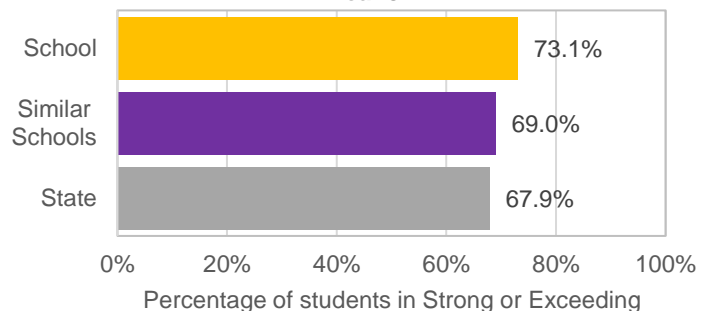
Similar Schools average:

69.0%

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:

85.9%

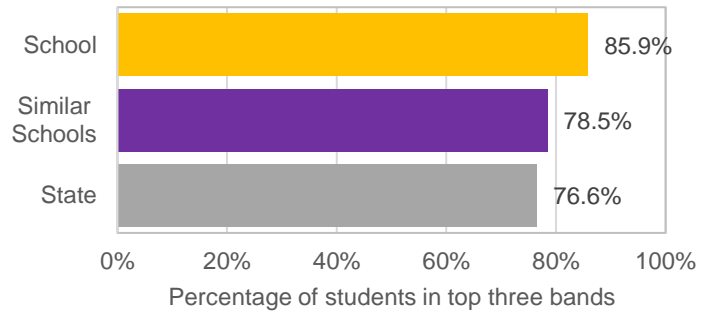
Similar Schools average:

78.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

76.7%

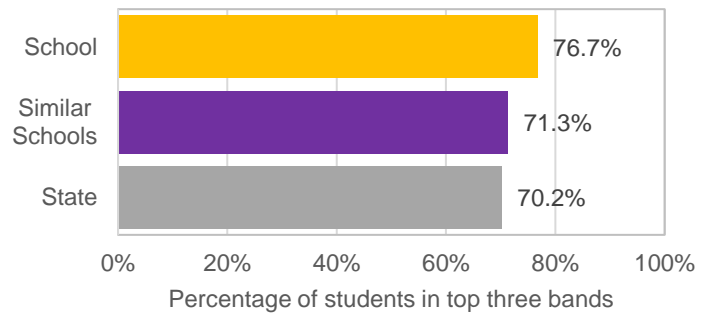
Similar Schools average:

71.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

73.4%

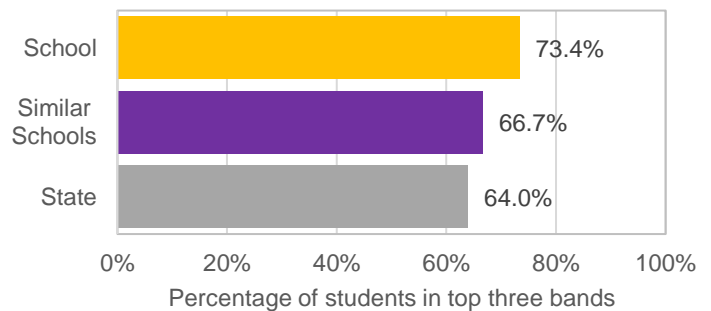
Similar Schools average:

66.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

62.8%

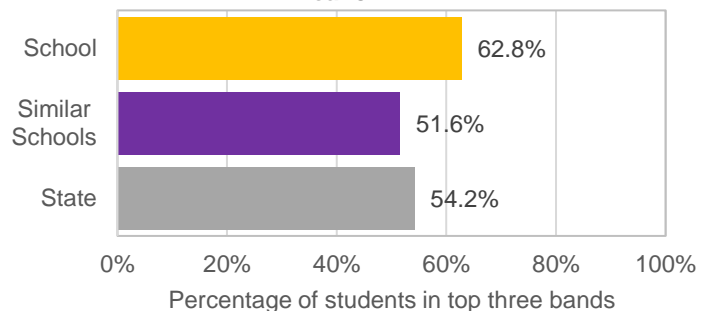
Similar Schools average:

51.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

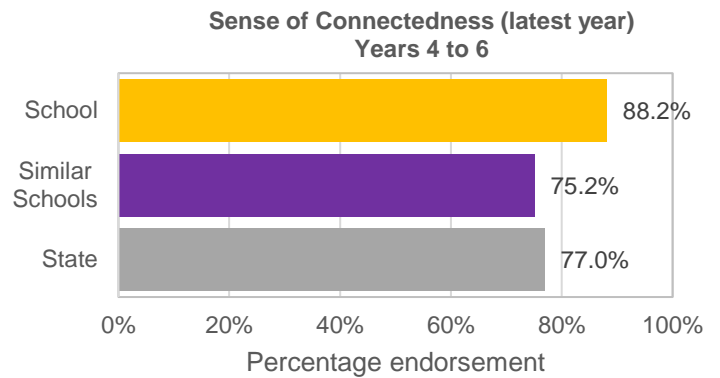
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	88.2%	83.1%
Similar Schools average:	75.2%	77.1%
State average:	77.0%	78.5%

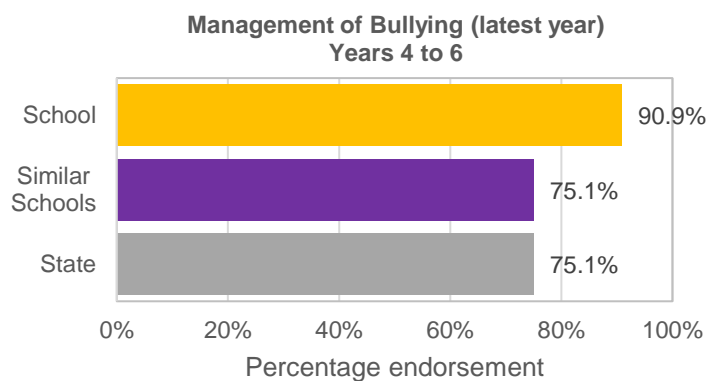


Student Attitudes to School – Management of Bullying

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:	90.9%	87.2%
Similar Schools average:	75.1%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

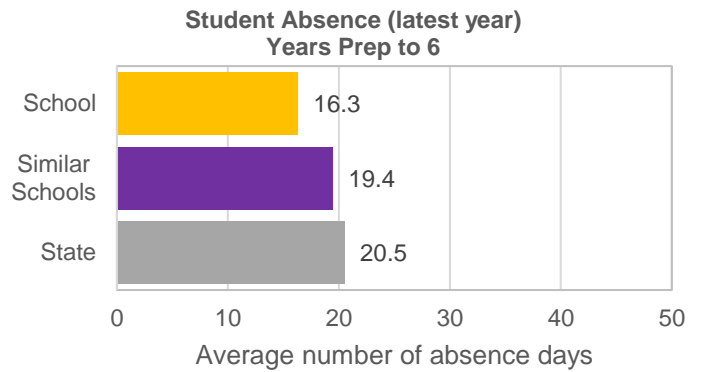
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.3	14.5
Similar Schools average:	19.4	17.5
State average:	20.5	18.1



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,185,443
Government Provided DET Grants	\$519,323
Government Grants Commonwealth	\$16,252
Government Grants State	\$0
Revenue Other	\$25,189
Locally Raised Funds	\$357,078
Capital Grants	\$0
Total Operating Revenue	\$5,103,285

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,292
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,292

Expenditure	Actual
Student Resource Package ²	\$3,897,524
Adjustments	\$0
Books & Publications	\$774
Camps/Excursions/Activities	\$144,388
Communication Costs	\$4,941
Consumables	\$95,560
Miscellaneous Expense ³	\$14,998
Professional Development	\$13,840
Equipment/Maintenance/Hire	\$63,865
Property Services	\$194,188
Salaries & Allowances ⁴	\$208,101
Support Services	\$4,500
Trading & Fundraising	\$76,369
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,671
Total Operating Expenditure	\$4,746,720
Net Operating Surplus/-Deficit	\$356,564
Asset Acquisitions	\$22,719

- (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	\$508,800
Official Account	\$31,368
Other Accounts	\$27,396
Total Funds Available	\$567,564

Financial Commitments	Actual
Operating Reserve	\$111,079
Other Recurrent Expenditure	\$8,802
Provision Accounts	\$0
Funds Received in Advance	\$180,281
School Based Programs	\$87,233
Beneficiary/Memorial Accounts	\$2,200
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	\$48,219
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$107,207
Total Financial Commitments	\$545,021

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.