

2023 Annual Report to the School Community

School Name: Melton Primary School (0430)



- 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 09:57 AM by Vanessa Harrison (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 04 May 2024 at 08:51 AM by Cameron Willey (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

Geographically located in the western suburbs of Melbourne as a part of the Melton Shire, Melton Primary School has a long stranding tradition of education on its present site since 1870. With a heritage overlay Melton State School No.430, Unitt Street, Melton, is significant as a moderately intact example of nineteenth century State School buildings. The original bluestone building at the far end of the school complex is a rare example of one of only seven Victorian Primitive Gothic styled bluestone Common School buildings in Victoria. Department of Education records indicate that the school originally opened on 17th May, 1858 on the site that is now the Melton Girl Guides location on the other side of Little Blind Creek. Fast forward to 2023 and the school is still a significant provider of outstanding education to the fast growing population of Melton Shire.

In 2023, 537 students were enrolled at the school, 48.39% female and 51.61% male. 1.89% of students are non english speakers and 5% were Aboriginal or Torres Strait Islander. The student demographic make up was 66.6% Australian, 6.6% Somoan, 3.41% Indian, 2.34% New Zealand, 2.13% Vietnam, 1.7% Pakistan, 1.7% Myanmar, 1.38% United Kingdom and 1.17% Sudan. 0.95% of students have refugee status and 6.43% of students were funded under the program for students with disability and impairment.

Melton Primary School's current vision is that it strives for our students to become active and independent learners by:

- Encouraging students to become lifelong learners who value themselves, others and learning.
- Promoting a social responsibility, resilience, perseverance and independence.
- Providing a nurturing and challenging environment that promotes an enthusiasm for learning and prepares individuals to become reflective and valued members of society.

In order to deliver this core purpose our school will:

- Demonstrate exemplary teaching and learning with innovative practices
- Build strong partnerships between school, home and the wider community
- Respect and embrace the diversity within our community
- Recognise and celebrate effort and achievement
- Promote a safe and caring environment.

Our school values are our School Agreed Behaviours and all that they encompass which are:

- We are active learners
- We respect others
- We are safe
- We are supportive

Over the last 5 years, there has been an enrolment decline each year, in particular from 2021 to 2023 when the school boundaries were adjusted to reduce the catchment area due to new Government Schools opening. Within the local community, Melton Primary School has a positive reputation and each year a select number of enrolments are approved for families wishing to enter the school, but live outside the school boundary. The school SFOE index rating is within the medium band ranking. The 2023 staffing profile, consisted of 1 Principal, 2 Assistant Principals, 33.6 full time equivalent Teacher Class and 20.29 full time equivalent Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, Melton Primary School staff worked with students and their families to provide high quality teaching and learning opportunities for all of the students. The school continually reviewed their curriculum plans and teaching practices in order to enhance student outcomes, school performance and assessment towards the goals and targets of the Annual Implementation Plan and School Strategic Plan.

The revised school instructional model was implemented in all classrooms to continue to build consistency, routine and predictability of lesson structure for the students. From the model the expectations of the instructional practice that should occur in all classrooms is clear.

Utilising Essentials assessment data, PAT results, Fountas and Pinnell results, Teacher Judgement Data, Naplan results and student attendance data, students were identified to participate in the school's learning catch up and extension programs throughout the year. These programs occurred in both Reading and Numeracy. Highly dedicated staff work closely together to set goals for the students and provide them with small group instruction to further their skills, knowledge and confidence in the area the students

were assigned to. Several students in Grades 5 & 6 were identified by the Department of Education based on their Naplan results to participate in the Victorian High Abilities Program (VHAP) in either Literacy or Numeracy.

In Literacy, the school continued to implement Spelling Mastery, Guided Reading and the school developed a Phonics Scope and Sequence. The Phonics Scope and Sequence - letter identification and sounds, letter blends, digraphs, phonological and phonemic awareness, decoding, concepts about print, word meaning and structure and comprehension was fully implemented F-2 for the first time in 2023. Our reading program involves implementing evidence based reading practices that are a blended phonics and whole reading/language experience that met the needs of our community. Extensive work was completed in enhancing reading resources, increasing staff knowledge and implementing effective reading practices. Routinely, staff engage in Fountas and Pinnell assessments so that they can not only determine a child's ability to decode words, but also their acquisition of comprehension of what they have read. Teachers use this data not only for moderation purposes, but also to determine the next teaching points for students in their reading.

In Numeracy, the school continued to draw on their work with Michael Ymer and George Booker's text, Teaching Primary Mathematics to enhance numeracy practices of building numeracy vocabulary, estimation, building knowledge through the use of materials, recording responses/results before formalised symbols and processes were introduced. Enhanced teaching practices occurred through professional learning, coaching, modelling and building student confidence through processes such as trusting the count were key components to building effective numeracy practices.

Teams continued to implement Professional Learning Communities (PLCs) Inquiry Cycle to engage in investigations into the teaching of various practices across their level. Outcomes involved the staff investigating data, reviewing their own practices, making adaptations to their own knowledge and practices of teaching and utilising evidence-based research to guide them. 2023 is a year of celebration with our Naplan results. It is the first time that we have been equal to or above the State in the percentage of students performing in the Strong or Exceeding proficiencies in 6 out of the 10 assessment areas. Our Grade 3 Naplan Reading results show the school percent 69.6% of students in Strong and Exceeding higher than Similar Schools (58.9%) and equal to the State results of 69.6%. Our Grade 5 Naplan Reading results show the school percent 74.2% of students in Strong and Exceeding higher than Similar Schools (70.1%) and slightly below the State result of 76.9%. Our Grade 3 Naplan Numeracy results show the school percent 66.7% of students in Strong and Exceeding higher than Similar Schools (56.9%) and slightly behind the State results of 67.4%. Our Grade 5 Naplan Numeracy results show the school percent of students 57.3% in Strong and Exceeding higher than Similar Schools (56.5%) and below the State result of 67.9%.

Wellbeing

Throughout 2023, the school utilised fun and engaging classroom and whole school events to build excitement, confidence and opportunities to bring everyone together e.g. Colour Fun Run. Where possible we hosted events, excursions, incursions and camps for students to connect with each other and the community. Teachers utilised resources from the Berry Street model which is purposefully designed to support the sequential development of students' physical, psychological, social, and emotional capacities. It is designed to be responsive to the needs of children and young people as they grow. Staff have utilised a bank of resources and strategies to support the key areas of relationships, body, stamina, character and engagement. Staff implemented different elements of the program into their classroom curriculum e.g. Morning circles, zones of regulation, mindfulness, brain breaks etc. This also tied in with Class Dojo that has a bank of short clips around conundrums and areas that link with Berry Street such as mindfulness. Staff also drew on the Resilience, Rights and Respectful Relationships Program to provide opportunities for students to reflect, share and develop ways of learning in relation to their emotions, strengths, problem solving, help seeking, responses and stress management. Staff engaged in a deep dive into professional learning, student surveys and resources available through the Resilience Project. Students participated in routine Resilience Project lessons that focused on Gratitude, Empathy and Mindfulness (GEM). The data from our 2023 Attitudes to School Survey results, re-enforces the work that the staff did in building relationships with our students as we enhanced their engagement and wellbeing. Ensuring that we had sufficient staff during the teaching shortage was important to building teacher and student connectedness. The percent endorsement on Sense of Connectedness factor from students from Years 4 to 6, as reported in the Student Attitudes to School Survey was 83% which is above the State (77%) and Similar Schools (71.4%). Our percent endorsement on Management of Bullying factor, as reported in the Student Attitudes to School Survey was 77.2% which is slightly down on our four average, but above the State (75.1%) and Similar Schools (69.5%).

Engagement

Throughout 2023, student attendance continued to be a priority with the appointment of an attendance officer to assist in managing individual cases and providing support and assistance to families. In 2023 the average number of days absent for our students Prep to 6 was 21.3 days which is below the Similar School average of 23.1 days but our school average is slightly higher than the State average of 20.5 days. The main reasons/areas cited for absences were medical/illness, family holiday, parent choice, parent choice

unauthorised and unexplained absence.

A number of different tiered approaches were utilised during 2023 to engage students and improve attendance. Our attendance officer tracked our student attendance throughout the year and made contact with families for students with absences that were not accounted for. The school utilised attendance data and routinely tracked student attendance, identifying students who were at risk due to poor attendance and this was cross checked with the regional list. Parent meetings were held for students who were deemed at risk. The school reviewed their process of notification of absences and set clear and consistent guidelines in a flow chart for both explained and unexplained absences outlining key steps to be taken and by which staff. Regional staff were involved in severe cases where students were identified as being at risk and no improvement to attendance had been made. Teachers, education support staff and leadership worked with individual students and their families and adjusted and adapted learning programs to assist with enhancing student attendance on a case by case basis. The school celebrated the students who showed high monthly attendance, by rewarding these students with attendance ribbons and they went into the termly raffle for outstanding attendance. To support our students with onsite learning the school has continued to focus on relationship building, socialisation and strategies to reduce anxiety.

Other highlights from the school year

Throughout 2023, students were provided with a range of opportunities to engage in school camps, incursions and excursions. Building a child's capacity to branch out beyond their immediate family network was encouraged as students were invited to attend camps at Phillip Island, Tent Camping Program, Camp Wyuna and Lady Northcote.

Excursions, sporting events and incursions consisted of open mornings and afternoons, Melton Minis, Swimming Program, Swimming Carnival, Health and Human Relationships, Colour Run, Sovereign Hill, Cross Country, Soccer Tournament, Education Week activities, 100 Days of School Celebrations, local community walks, Family STEM Night, Responsible Pet Incursion, Book Week Celebrations, Athletics, Foundation Orientation sessions, Basketball Tournaments, Football Dress Up Day, Author Adam Wallace workshops, Maths Games Day, Immigration Museum, Farm Excursion, School Leadership incursion and Grade 6 Graduation and Celebration Day.

Parents/carers were welcomed as partners into the school community and were involved in decision-making activities through mechanisms such as parent associations, parent cyber safety talk, committees, parent surveys and school council.

The school was able to purchase 8 stand alone covered seating areas that teachers are able to utilise for as a part of the outdoor classrooms. Works commenced on the cover between the two portables where the Grade 6 classrooms are and the works on the new entry to the main office commenced.

Financial performance

The school is in a financial surplus situation. During 2023, funds were spent on providing all learning materials for families, to ensure consistency of materials, to reduce the financial burden on families and to assist with equity between students. Existing playground equipment and facilities were repaired or replaced as necessary. In the classrooms, funds were spent on upgrading some of the whiteboards to t.v.s, new ipads and charging stations, the provision of student reader packs and new books were provided to support the classroom teaching and learning programs. Works commenced on the cover between portables and the entry to the main office with these opening at the start of the 2024 school year. In 2023, the school commenced working with the Victorian School Building Authority (VSBA) to project manage the tender process for the oval redevelopment. The financial surplus is committed to the oval redevelopment. School Council continued a contract with OSHClub to provide the before and after school care program.

For more detailed information regarding our school please visit our website at
<http://meltonps.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 542 students were enrolled at this school in 2023, 265 female and 277 male.

18 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

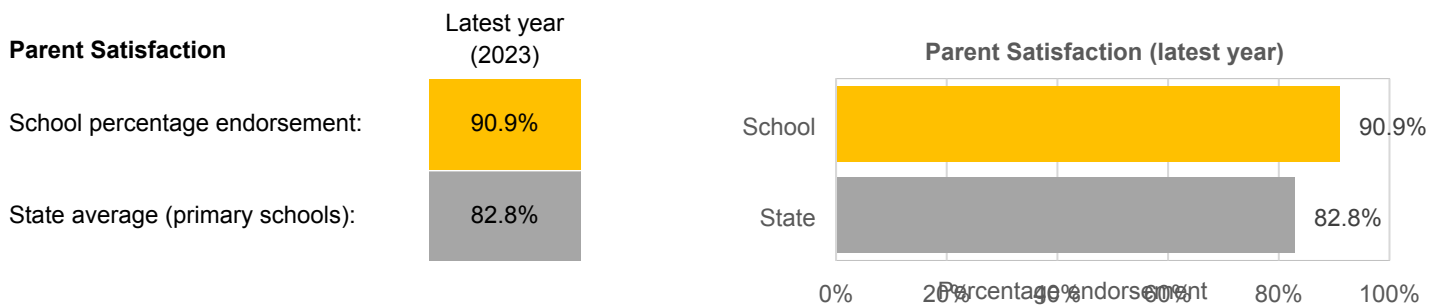
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

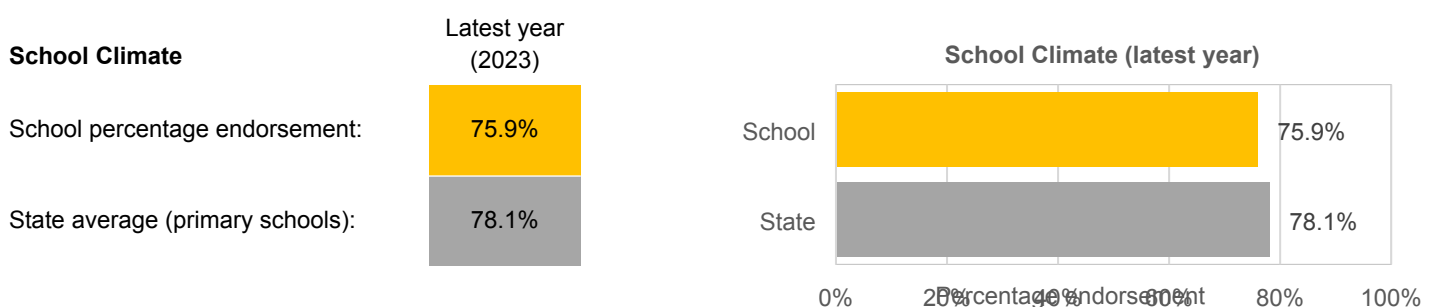


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

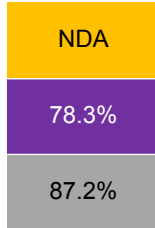
English Years Prep to 6

School percentage of students at or above age expected standards:

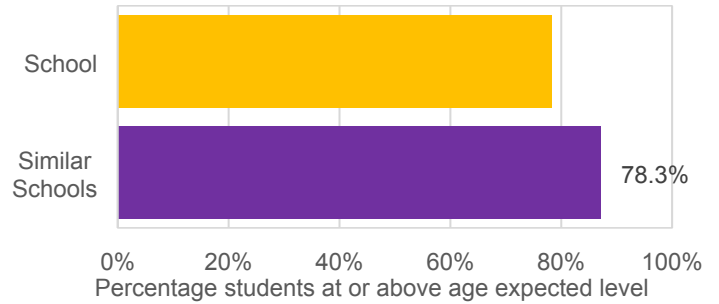
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



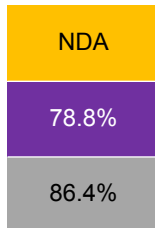
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

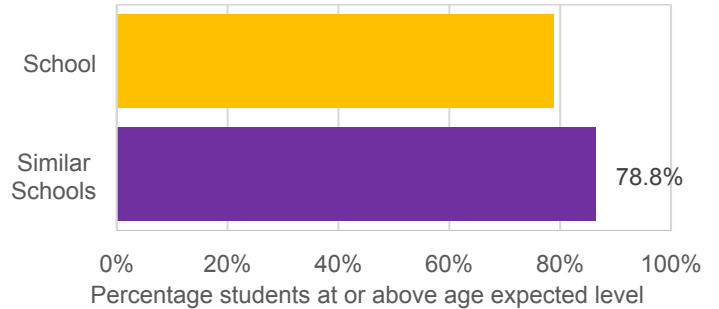
Similar Schools average:

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:

69.6%

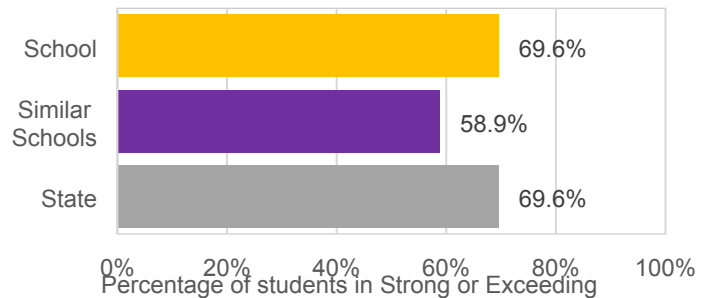
Similar Schools average:

58.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.2%

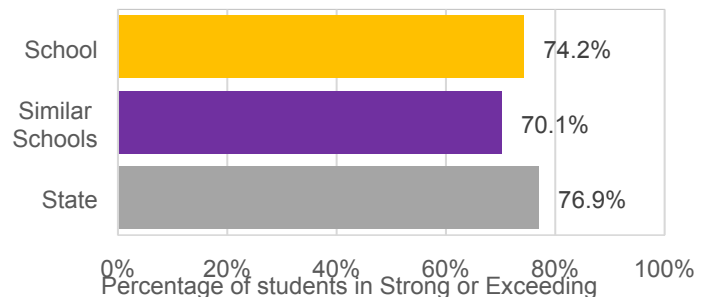
Similar Schools average:

70.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

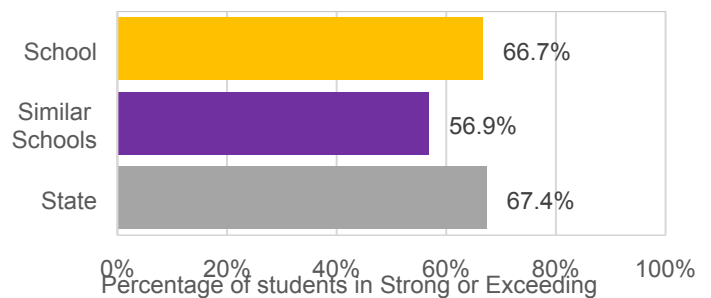
Similar Schools average:

56.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.3%

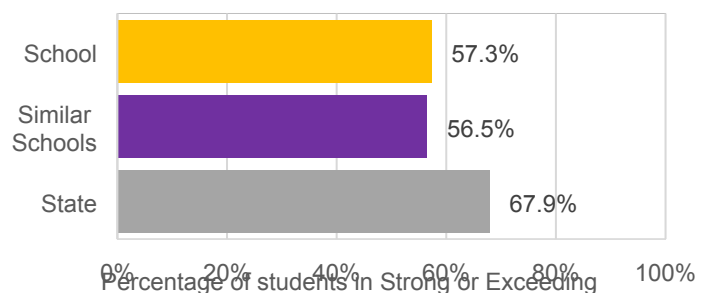
Similar Schools average:

56.5%

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:

55.0%

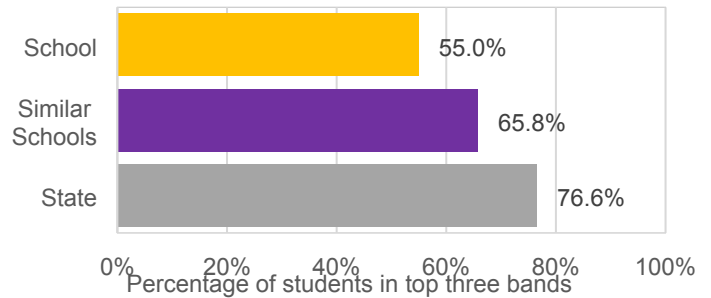
Similar Schools average:

65.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.9%

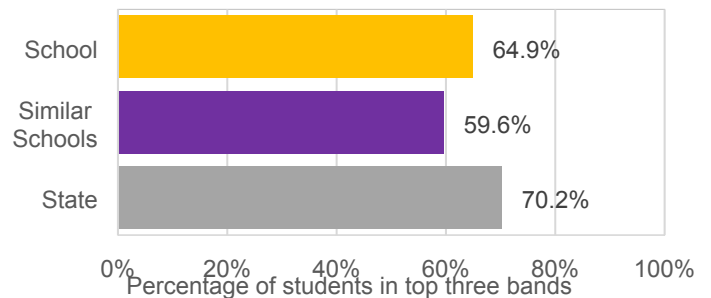
Similar Schools average:

59.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.7%

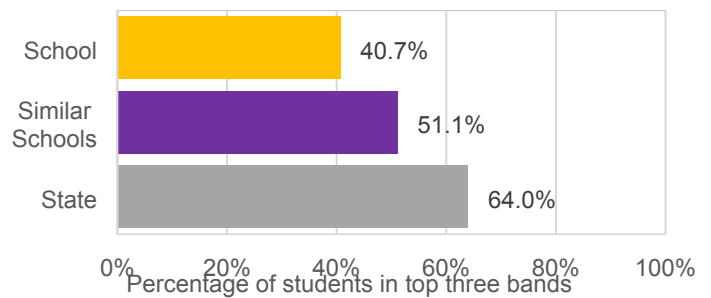
Similar Schools average:

51.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.2%

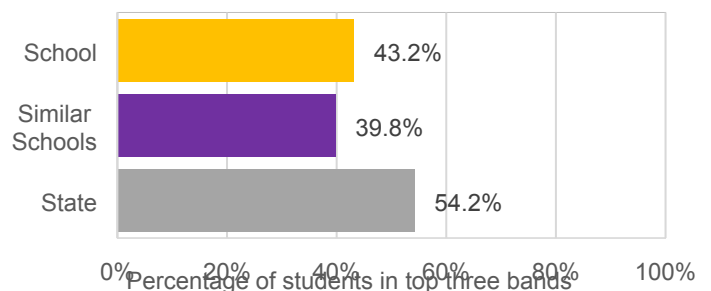
Similar Schools average:

39.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

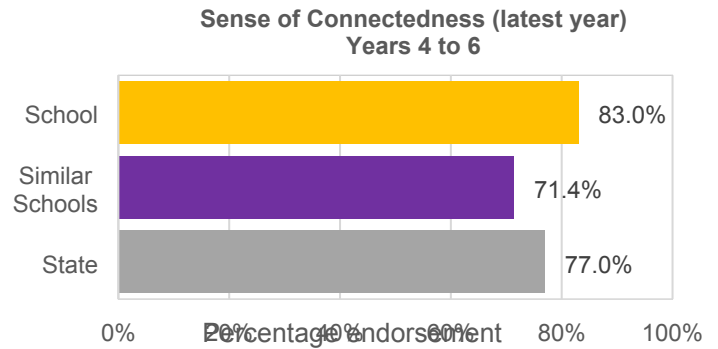
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	83.0%	83.1%
Similar Schools average:	71.4%	75.2%
State average:	77.0%	78.5%

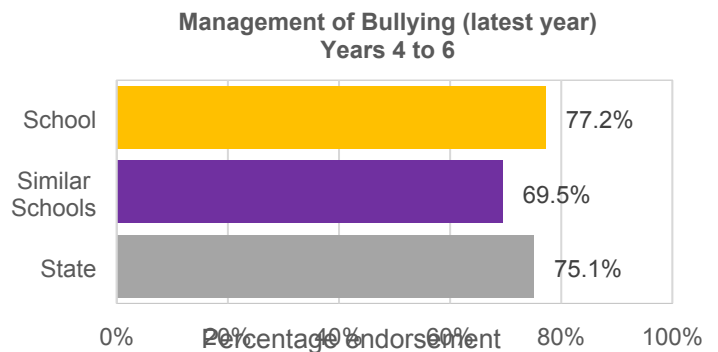


Student Attitudes to School – Management of Bullying

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:	77.2%	81.8%
Similar Schools average:	69.5%	73.4%
State average:	75.1%	76.9%



ENGAGEMENT

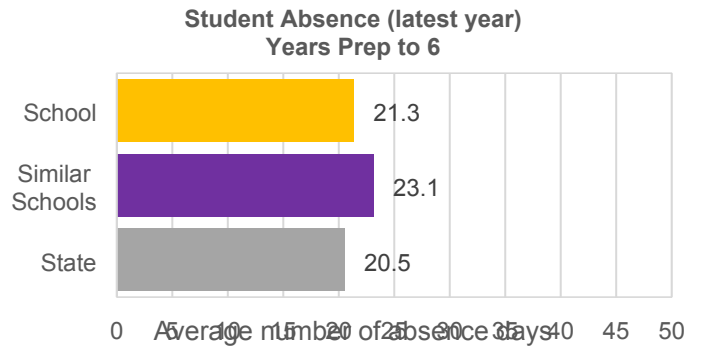
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.3	19.2
Similar Schools average:	23.1	20.3
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):	88%	90%	88%	87%	91%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,619,233
Government Provided DET Grants	\$942,708
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$266,430
Locally Raised Funds	\$544,031
Capital Grants	\$0
Total Operating Revenue	\$8,372,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$651,333
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$651,333

Expenditure	Actual
Student Resource Package ²	\$6,390,165
Adjustments	\$0
Books & Publications	\$22,217
Camps/Excursions/Activities	\$187,207
Communication Costs	\$12,682
Consumables	\$142,039
Miscellaneous Expense ³	\$218,140
Professional Development	\$35,351
Equipment/Maintenance/Hire	\$179,695
Property Services	\$269,037
Salaries & Allowances ⁴	\$170,458
Support Services	\$40,968
Trading & Fundraising	\$55,278
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$201,356
Total Operating Expenditure	\$7,924,591
Net Operating Surplus/-Deficit	\$447,811
Asset Acquisitions	\$203,665

- (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	\$1,648,849
Official Account	\$76,596
Other Accounts	\$14,170
Total Funds Available	\$1,739,615

Financial Commitments	Actual
Operating Reserve	\$218,933
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$559,615
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,958,548

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.