

2023 Annual Report to the School Community

School Name: Eastwood Primary School (4702)



- 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 17 March 2024 at 09:48 AM by Rukshana Verzijl (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 27 March 2024 at 09:03 PM by Julia Hayward (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

Eastwood Primary School in Ringwood East is a dynamic and inclusive educational institution that is dedicated to providing a challenging, enriching, safe, and supportive environment for its 610 students from Foundation to Year 6. With a vision centered on developing responsible and resilient individuals, the school's motto "Enthusiasm precedes success" sets the tone for a culture of positivity and motivation.

One of the key strengths of Eastwood Primary School is its commitment to catering to students from diverse backgrounds, including those with English as an additional language (EAL). Through a targeted EAL program, the school ensures that all students have the support they need to thrive academically and personally. In 2023 the student community reflects the cultural diversity of the surrounding neighbourhood, including Ringwood, Croydon, Bayswater and Heathmont. Our largest ethnic group are Chin Haka families, but we have representation from many other ethnic groups including, Vietnamese, Indian, Sri Lankan and Chinese. Our indigenous students are well supported by learning mentors and an individualised learning plan. Additionally, the school's Deaf Facility, which caters to 20 students, exemplifies its dedication to inclusivity and accessibility. By fully integrating deaf and hard of hearing students into mainstream classrooms and providing specialized support from teachers of the deaf, Eastwood Primary School creates an environment where every student can succeed.

English and Numeracy form the core of the school's teaching and learning program, which is further enriched by specialist subjects such as Visual Arts, Physical Education, Performing Arts, and LOTE (Auslan). The school's focus on sustainable futures is evident through its environmental sustainability program, including participation in the Stephanie Alexander Kitchen Garden Program. The school dates back to 1950s and consists of learning pods (traditional and open) both Visual and Performing Arts rooms, a full sized gym and many outdoor learning areas. The school is a fully accredited Resource Smart school and is the recipient of the 2023 School of the Year for its sustainability practices and learning programs. By tailoring programs to suit the individual learning styles of students and fostering a strong partnership between home and school, Eastwood Primary School ensures that students have the best opportunity to flourish academically, physically, socially, and emotionally.

The school has a proactive leadership team consisting of a Principal, Assistant Principals in charge of Student Wellbeing and Curriculum, and Literacy and Numeracy Learning Specialists, This model provides stability and structure. The school is divided into eight Professional Learning Communities, seven of them teaching from Prep to Year 6; each team working collaboratively to provide a curriculum that is based on a solid foundation of literacy and numeracy. The Specialist Team delivers comprehensive specialist programs in Visual and Performing Arts (Music and Drama), Physical Education, Digital technology, LOTE – AUSLAN and Environmental studies. The teaching teams represent a balance of experienced and beginning teachers to ensure that new teachers are mentored at the beginning of their careers. Teachers plan in their Professional Learning Communities to deliver a balanced curriculum. They are assisted by Literacy and EAL teachers, Teachers of the Deaf (TOD) and a team of Educational Support Officers (ESO).

Eastwood Primary School is an excellent example of an educational institution that not only prioritizes academic excellence but also values diversity, inclusivity, and holistic development. Through its innovative programs, dedicated staff, and strong community partnerships, the school empowers students to reach their full potential and become responsible, resilient individuals ready to take on the challenges of the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Eastwood Primary School's Annual Implementation Plan focused on the implementation of strategies related to DET 2023 priorities goal: *continue to focus on student learning, with an increased focus on numeracy, and student wellbeing.*

To support the implementation of these goals, our key improvement strategies (KIS) were to:

- Support students who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.
- Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.
- Develop a consistent whole school understanding of student voice, agency and leadership at EPS.

We successfully implemented high-level actions that were undertaken by the school to drive progress against the KIS such as:

- Further building staff capacity in the use of formative assessment to differentiate, in order to identify and meet students' individual learning needs.
- Developing a consistent school wide approach to the assessment and teaching of grammar and punctuation within the

current instructional model.

- Increasing the teacher's curriculum and pedagogical knowledge specifically in the areas of Numeracy and Writing.

The results by Teacher Judgements of students at or above the expected standard in:

- Reading and viewing - 94% (2% above similar schools)
- Speaking and Listening – 95% (1% above similar schools)
- Writing – 89% (1% above similar schools)
- Measurement and Geometry – 95% (2% above similar schools)
- Number and Algebra – 94% (2% above similar schools)
- Statistics and Probability – 96% (3% above similar schools)

NAPLAN results show the percentage of students working in the top three bands:

- Reading Yr 3 – 85.1% (Similar Schools 80.7%) and Numeracy 85.2% (Similar Schools 78.7%)
- Reading Yr 5 - 90.9% (Similar Schools 78.7%) and Numeracy 85.2% (Similar Schools 78.7%)

In 2024 the student learning focuses will be further supported by:

- A consistent peer observation model to be established across all year levels and specialist teams.
- The embedding of consistent collaborative professional learning during all PLC cycles.
- Building teacher knowledge of the new curriculum and its progression points.
- Further building of teacher pedagogical knowledge to ensure all students are challenged, particularly those who are already above level.
- Hosting Teacher/Parent partnership nights for sharing of EPS best practices.

Wellbeing

Eastwood Primary School has a very strong student and family wellbeing focus at its core. We continue to make significant progress in student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School Survey results. Students identify very positively with both Cognitive Engagement (88%) and Emotional and Relational Engagement (79%) being well above both Similar School and Network Schools at 84% and 72% respectively. It is important to note the extremely positive responses to Differentiated Learning and Effective Teaching both in the 90th percentile.

The wellbeing of all our students continues to be of the highest priority in our school and we are proud of the way our staff and students embrace all opportunities provided to them.

In 2023 Eastwood Primary School offered several wellbeing programs that provided opportunities for students to stay connected and engaged. We are fortunate to have a very active team including our school chaplain and mental health and wellbeing coordinators to oversee the student wellbeing programs and protocols. This is key in ensuring the best programs and supports are in place at Eastwood Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us. The whole school focus on student wellbeing is aimed at taking a proactive approach towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services. A goal for 2023 was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. This was achieved through the development and implementation of consistent wellbeing approaches.

In 2023 the student wellbeing focused and was supported by:

- Developing a plan how whole school professional learning on Mental Health & Wellbeing will be implemented and revisited throughout the year.
- Implementing bullying prevention and cyber-safety programs such as the e-Smart school's framework and Think You Know online safety incursion for students in grades 4-6
- Building staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.
- Building relationships and engaging with families of at-risk students.

In 2024 the student wellbeing focuses will be further supported by:

- Revisiting staff understanding of student voice, agency and leadership and some key strategies that can support these areas.
- Continuing the implementation of feedback loops between student forums & leadership.
- Continuing to develop a stronger student voice through our House program & student forums.
- Introducing a 'Spotlight on Learning' section at assembly.
- Introducing our Connect program to build whole school staff/student connections.
- Continuing our focus of identifying students 'at risk' of mental health challenges and seeking referrals to support students and their families.
- Continuing our other wellbeing programs e.g. Breakfast Club, lunchtime Clubs, Fathering Project, and a focus on

attendance.

Engagement

Eastwood Primary School students are engaged and connected to their school, teachers and each other. We are proud to be recognised as a leading school in supporting students and their families in building their resilience, engagement, and relationships. The work undertaken by the school to promote student voice opportunities within the school has strengthened. Student forums have continued to promote increased opportunities for students to have a say in their learning environment. Results in the student survey (AToS) show that our students' sense of connectedness (78.7%) is higher than that of similar schools and their perception of the management of bullying in the school remains higher (81.4%) than similar schools over the last four years.

Attendance in 2023 continued to be a focus. The work in this area is ongoing, intentional and continues being led by our Wellbeing team. Eastwood Primary School continued to develop protocols and expectations for school staff to follow up absences. This included messages sent daily from the office if a child was absent, follow up phone calls from the teacher, and if required contact made by the Chaplain. Parents were also encouraged to contact the school if there were any issues that were present to prevent their child from attending school. The school Wellbeing team worked closely to support chronic absences and return to school processes for any students having difficulty attending.

The Tutoring program continued to be implemented for students that needed Tier 2 and 3 adjustments. Sessions were held both in and outside the classroom. Student Support Group meetings were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Learning Plans were put in place for all these students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities when onsite. School leaders were given responsibilities during the year that were purposeful and positively impacted our school.

Our school continues to pride itself on our whole school positive school culture. This is something we (staff, students, parents, and community) work very hard at.

Other highlights from the school year

Other highlights for the 2023 year have been the highly successful and extremely well attended Twilight Market. Although let down by poor weather, the school community support ensured a successful and enjoyable night. The school production 'Hit Makers' was a wonderful display of creative skill and talent across the whole school, highlighting and showcasing the performing arts curriculum. The school continued to develop whole school events that included Athletics Day, Cross-Country Day, and our whole school Swim program. Academic and sporting achievements were celebrated at the whole school assemblies where guests, friends and families were invited to join us.

The Eastwood Community are extremely supportive of these initiatives and work closely with the teachers and staff to provide an exceptional learning environment.

Financial performance

Eastwood Primary School is committed to providing an educational experience that supports learning for the 21st century for all students. There is a strategic approach to program budgets, revenue, and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students. Locally raised funds continue to support the delivery of a comprehensive curriculum program. The Finance Committee of School Council, supported by the Business Manager, have shown diligence to, and applied the appropriate governance processes to maximise student learning and engagement opportunities as well as planning for future building and maintenance programs.

There was significant investment in school facilities such as new concreted areas, interior painting of learning areas, tree removal works, ongoing ground maintenance, Kitchen Garden development; furniture upgrades; laptop upgrades for the Senior School, Reading resources and Maths resources.

The Disability Inclusion Profile funding, along with additional funds for Tier 1 and Tier 2 committed by the school, enabled us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers, and resources.

For more detailed information regarding our school please visit our website at
<https://www.eastwood.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 610 students were enrolled at this school in 2023, 301 female and 309 male.

16 percent of students had English as an additional language and 3 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).

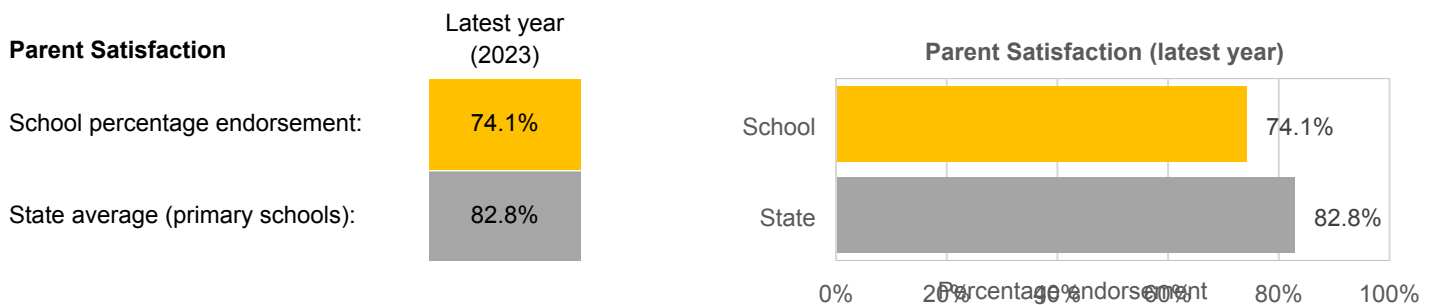
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

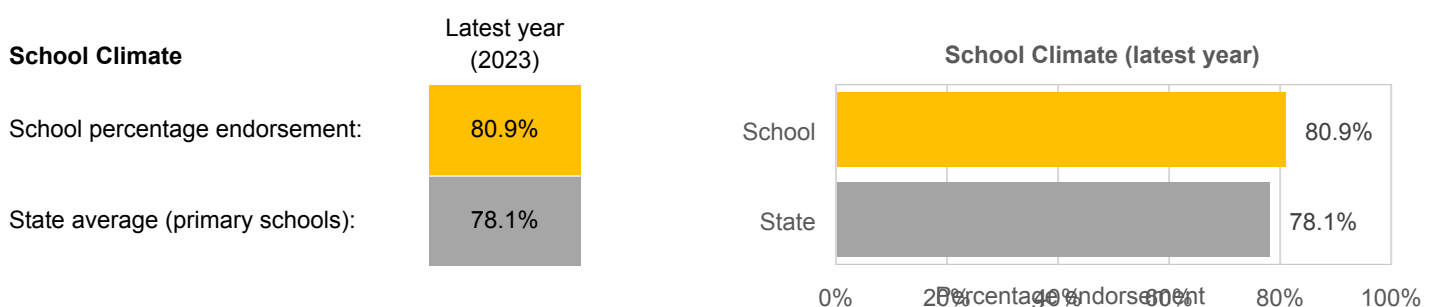


School Staff Survey

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:

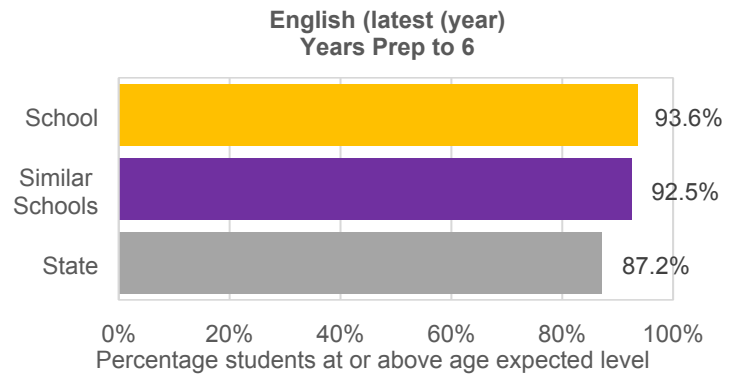
93.6%

Similar Schools average:

92.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

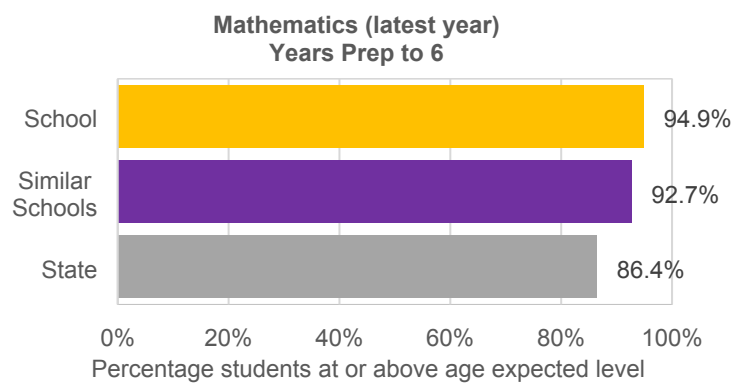
94.9%

Similar Schools average:

92.7%

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:

85.1%

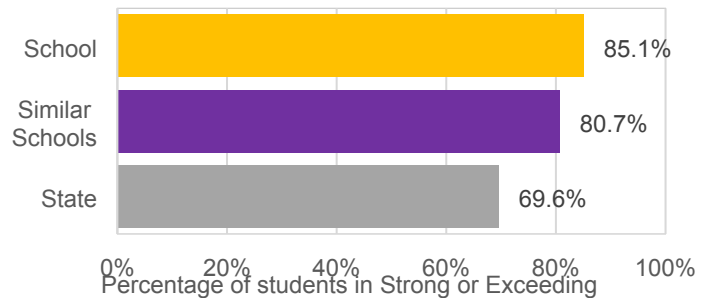
Similar Schools average:

80.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.2%

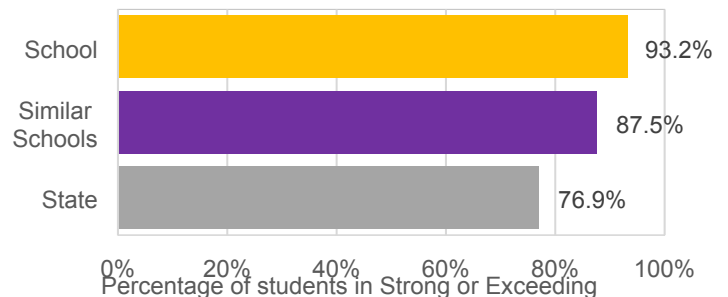
Similar Schools average:

87.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.2%

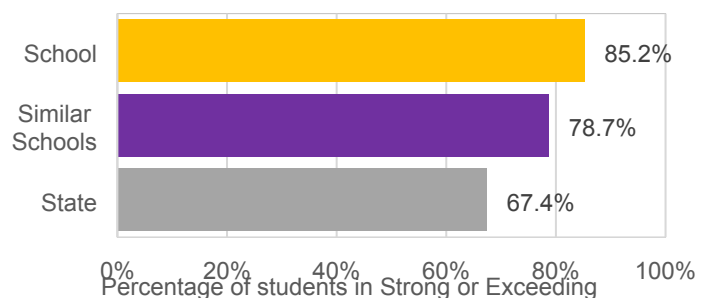
Similar Schools average:

78.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.4%

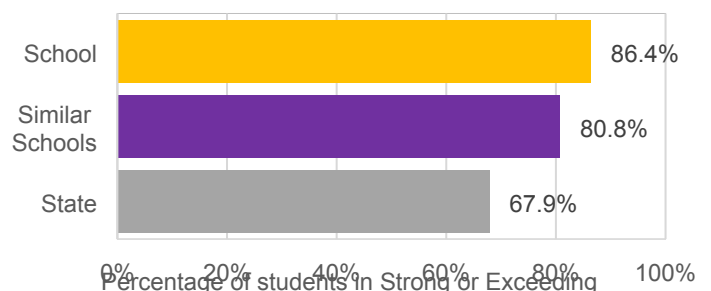
Similar Schools average:

80.8%

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:

81.8%

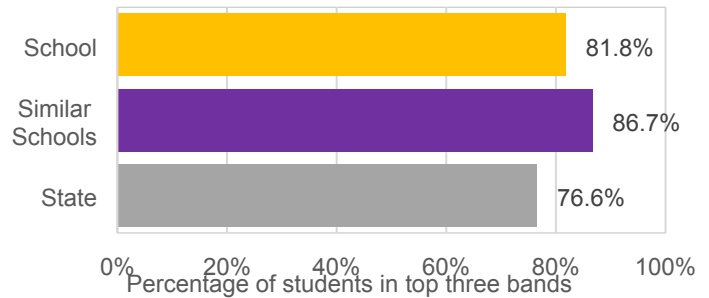
Similar Schools average:

86.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.8%

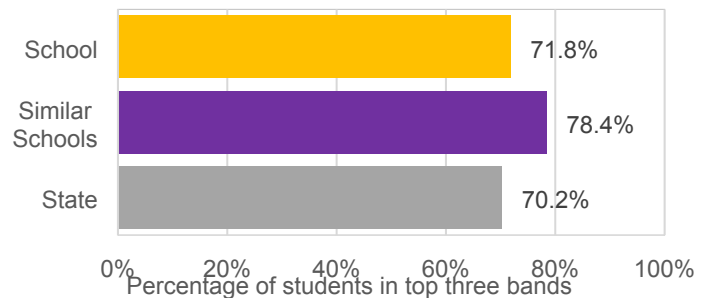
Similar Schools average:

78.4%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

79.3%

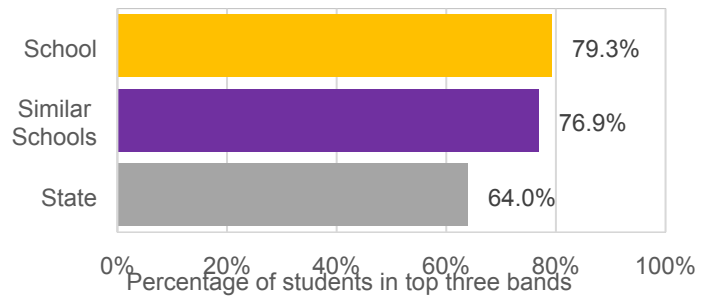
Similar Schools average:

76.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

56.4%

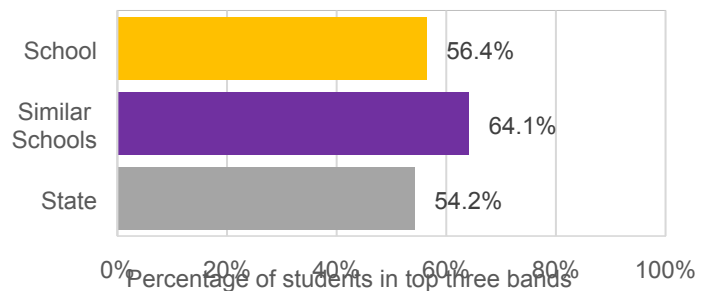
Similar Schools average:

64.1%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

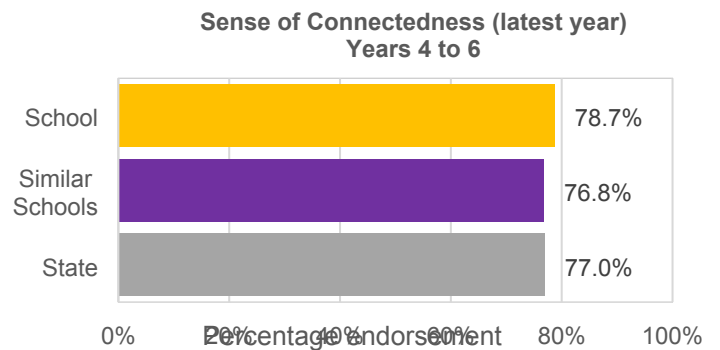
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.7%	78.6%
Similar Schools average:	76.8%	78.9%
State average:	77.0%	78.5%

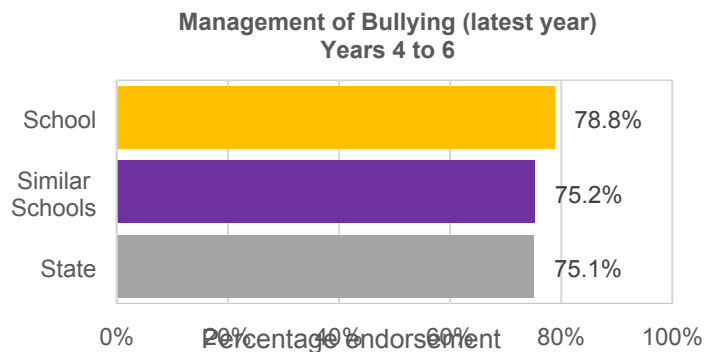


Student Attitudes to School – Management of Bullying

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:	78.8%	81.4%
Similar Schools average:	75.2%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

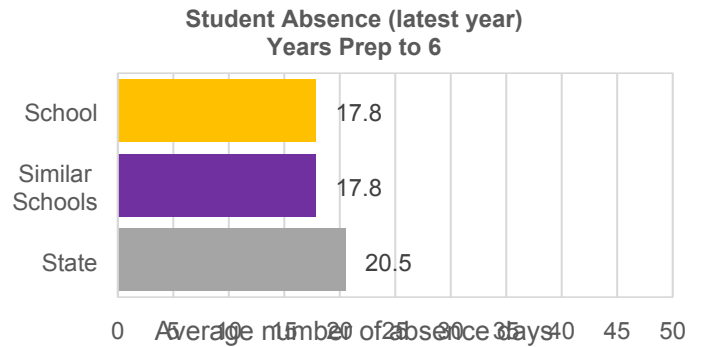
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.8	15.0
Similar Schools average:	17.8	15.2
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%	91%	91%	91%	91%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,217,848
Government Provided DET Grants	\$828,319
Government Grants Commonwealth	\$8,015
Government Grants State	\$8,166
Revenue Other	\$113,503
Locally Raised Funds	\$506,647
Capital Grants	\$0
Total Operating Revenue	\$8,682,497

Equity ¹	Actual
Equity (Social Disadvantage)	\$71,685
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$71,685

Expenditure	Actual
Student Resource Package ²	\$6,691,141
Adjustments	\$0
Books & Publications	\$861
Camps/Excursions/Activities	\$122,632
Communication Costs	\$8,650
Consumables	\$67,226
Miscellaneous Expense ³	\$80,752
Professional Development	\$42,133
Equipment/Maintenance/Hire	\$52,119
Property Services	\$169,779
Salaries & Allowances ⁴	\$131,113
Support Services	\$163,412
Trading & Fundraising	\$90,554
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,526
Total Operating Expenditure	\$7,686,897
Net Operating Surplus/-Deficit	\$995,601
Asset Acquisitions	\$17,273

- (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	\$1,073,974
Official Account	\$66,582
Other Accounts	\$6,339
Total Funds Available	\$1,146,894

Financial Commitments	Actual
Operating Reserve	\$139,131
Other Recurrent Expenditure	\$14,626
Provision Accounts	\$0
Funds Received in Advance	\$135,868
School Based Programs	\$177,820
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$85,300
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$43,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$305,749
Total Financial Commitments	\$901,495

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.