

2023 Annual Report to the School Community

School Name: Koondrook Primary School (2265)



- 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 27 March 2024 at 04:51 PM by Amanda Bradford (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 30 April 2024 at 05:03 PM by Steven Ralston (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

Koondrook Primary School is a small, rural school located in Koondrook on the Victorian/ NSW border. The school is nestled in a bush setting, on the banks of the Murray River and serves the town of Koondrook and its nearby farming communities. It is located in the rural shire of Gannawarra, 300 km north of Melbourne. The school was established in 1880 and its buildings were upgraded under the BER program.

In 2023 Koondrook Primary had a total enrolment of 104 children. This comprised 47 female and 57 male students.

There is a dedicated team of 1 principal, 5 classroom teachers, 0.8 Learning Specialist and Disability and Inclusion teacher, 0.6 LOTE/ Tutor Teacher, 0.2 PE, 0.2 Marc and 0.2 MACC teacher and five educational support staff ranging from part time to fulltime and .4 business manager that work together with the school community to provide positive educational outcomes for all students.

Koondrook Primary School's vision is to

- Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Provide high quality programs that engage our students in their learning and instill the essential skills that will enable them to reach their full potential supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Koondrook.

At Koondrook Primary we promote the values of-

- Respect - Accepting differences and treating everyone with kindness
- Responsibility - Making the choices that will lead to positive outcomes
- Resilience -The ability to cope and bounce back when faced with a challenge

We tie the values into the life of our learning community. As a community we use our values when dealing with students and adults on an everyday basis – displaying our values in all we do.

The classroom structure, supplemented by various programs such as the MARC Van, MACC Van, PE, and LOTE/AUSLAN, enriches the curriculum and provides students with opportunities to explore a range of subjects and interests beyond the core curriculum. In 2023 students were grouped into five classes, we had a Prep, Year 1/2, Year 2/3 Year 4/5 and Year 5/6 classroom structure. Our curriculum at Koondrook Primary reflects the Victorian Curriculum framework. We run an intensive swimming program, a fitness program which comprises of a whole school run each morning.

Overall, Koondrook Primary School is a vibrant educational institution dedicated to providing a well-rounded education that prepares students for success in both academic and personal endeavours.

Progress towards strategic goals, student outcomes and student engagement

Learning

The educational program offered at Koondrook Primary is based on the Victorian Curriculum. Which offers a common set of knowledge and skills required by the students for lifelong learning, social development and active and informed citizenship. The Literacy and Mathematics programs emphasised explicit teaching and focused group activities planned from data gained from ongoing assessment and monitoring. Students explored Science, Performing Arts (Drama and Music), Design and Technologies through Integrated Studies. Physical Education was supported by grants obtained through the Sporting Schools Program.

The notable NAPLAN results reflect the effectiveness of the teaching strategies employed, particularly in literacy and numeracy. NAPLAN results include Year 3 Reading, with 71% of students being in the top 2 bands and Year 3 Numeracy, with 78.6% of students in the top 2 Bands. Year 5 Reading 83.3% % of students being in the top 2 bands and Year 5 Numeracy, with 94.4% of students in the top 2 Bands. As a teaching team NAPLAN results, together with our own testing, play a key role in determining the strategies used to improve the learning growth of each student and forms part of the individual learning plan for students.

The focus on ongoing assessment, individual learning plans, and targeted support through programs like the learning tutor program demonstrates a commitment to student growth and achievement.

Learning tutor program gave support to students in need. Our Tutoring program continued to progress from strength to strength, with an experienced teacher in the role for the second year. Students were selected as per the Departmental requirements.

Staff continued to work in their Professional Learning Communities (PLCs) to analyse data, build their capacity in assessment and

differentiation as well as engage in reflective practice The School Staff survey reflected this with 73% of staff agreeing on the Academic Emphasis and 96% on the Collective Focus on Student Learning. As part of our continued journey with PLC we conducted learning walks each term. All teaching staff were able to participate in a learning walks led by our Literacy Consultant.

The coordination of disability inclusion initiatives and support for Student Support Group (SSG) requirements underscores a commitment to inclusivity and meeting the diverse needs of all students.

Professional learning communities (PLCs) play a significant role in supporting staff development and fostering a culture of collaboration and continuous improvement. The emphasis on numeracy and literacy as whole-school focuses highlights a strategic approach to addressing areas of need and enhancing teaching practices.

Koondrook Primary has a comprehensive educational program based on the Victorian Curriculum, with a strong emphasis on literacy, mathematics, and integrated studies. The use of data-driven teaching methods, such as ongoing assessment and monitoring, ensures that instruction is tailored to meet the needs of individual students.

Wellbeing

Koondrook Primary School prioritizes the holistic well-being of its students and maintains a strong focus on community involvement. The continuation of programs like Zones of Regulations, Mindfulness, Respectful Relationships, and SWPBS demonstrates a commitment to nurturing both the emotional and social development of students.

The well-being team responds to all parent and staff concerns in a timely manner. Families are referred to outside agencies when this response is required.

Through the Disability and Inclusion Program, we have been able to access funding for students. Our Out of Home Care students are supported through SSG's each term.

Our Buddies Program runs with the Year 5/6 and Prep students and helps develop a strong foundation of community spirit and a sense of belonging for the students. Behaviours and activities, which reflect our school values, are encouraged and promoted by the whole school and our school community and students consistently use the language of our values. We run Teacher Buddy Lunch each week where students meet in a small cross age group with their teacher buddy.

Student Leadership has been important at Koondrook Primary School for many years, with Grade 6 students attending the Grip Leadership program in Bendigo. Leadership tasks also occur through School Captain, Sports Captains Roles as well as Student SRC which has representatives in each class and meets monthly. This emphasis on building leadership skills and student agency will continue in 2024.

In the ATOSS, students at the school report high levels of endorsement for Sense of connectedness (85%) and Managing bullying (87%), Voice and agency 79% and Sense of inclusion 95%.

Staff received professional learning on the Respectful Relationships program and CUST The school regularly partners with external providers both through the Swan Hill Network and through NDIS to support student learning and wellbeing, such as speech pathologists, social workers, occupational therapists and psychologists.

Child Safe standards have been implemented and communicated to the whole school community. Professional learning sessions were run for school staff and School Council.

All new families into the school receive our information booklet giving a comprehensive outline of our school ethos and organisational structures. Families of new Prep students also receive a starter pack explaining the transition to school process and to make their children feel welcome.

We actively seek to broaden options for secondary education and facilitate smooth transitions for students and families. By establishing partnerships with local secondary schools in Barham and Kerang and involving parents in the decision-making process, the school ensures that students can make informed choices about their educational pathways.

We have a very strong relationship with the local community and receive marvellous support from them but this is never taken for granted. The maintaining and deepening of this connection, in particular the involvement of the students' families in school life, is always an important focus for the school. We continue to ensure that our families receive school messages and information via various media forms including Facebook, newsletter, email, SMS and class dojo has enhanced our contact and increased our parent response in many areas.

Engagement

Koondrook Primary School implemented a comprehensive approach to improve school attendance and student engagement in 2023. Monitoring attendance data, identifying at-risk students, and following up with parents are crucial steps in addressing attendance issues. Despite facing challenges such as absences due to Covid, flu, and family holidays, the school managed to reduce the average days of absence compared to the previous year.

Koondrook Primary continued to focus on student transitions to support student engagement in 2023, both from Preschool to Prep

and from Primary to Secondary. We have strong links with the local state secondary school in Kerang and with Barham High School. Pre-school children in the area have access to centres at Kerang, Koondrook and Barham with the majority attending in Koondrook and Barham. The extensive and broad transition programs we offered at both ends of the school, well supported students as they made the transition into Preps and Secondary School.

The school's focus on student engagement through differentiated lessons, leadership opportunities, extracurricular activities, and student voice initiatives seems to have yielded positive results. The high levels of endorsement in the Attitudes to School Survey, particularly in areas like sense of connectedness, management of bullying, and differentiated learning challenge, reflect the effectiveness of these strategies.

Moreover, achieving 100% positive endorsement in the Parent Opinion Survey demonstrates high levels of parent satisfaction with the school's efforts. However, it's noteworthy that staff satisfaction, although slightly below the state average, is still relatively high. It might be worthwhile for the school to explore areas where staff satisfaction could be further improved to ensure the well-being and effectiveness of the school community as a whole.

Other highlights from the school year

Koondrook Primary School offers its students throughout the year a diverse range of extracurricular activities and events. These activities not only enhance students' academic learning but also provide opportunities for social interaction, personal development, and community engagement.

The Canberra camp for Year 5/6 students is a valuable experience that not only exposes them to the nation's capital but also fosters independence, teamwork, and cultural understanding. Similarly, the Cluster Camp and excursions for other year levels provide hands-on learning experiences outside the classroom, connecting students with nature, history, and cultural activities.

Incorporating cultural experiences such as the Stomp Dance incursion and Billy Tea Bush Band incursion adds richness and diversity to the school's curriculum, promoting appreciation for different forms of art and expression.

The Well Being Cluster Day and activities like the Tree Planting in Gunbower Forest demonstrate the school's commitment to holistic student development, emphasizing physical health, mental well-being, and environmental stewardship.

Participation in sporting events and programs not only promotes physical fitness but also instills values like teamwork, resilience, and sportsmanship. The progression from local to regional competitions provides students with opportunities to challenge themselves and showcase their skills on a larger stage.

Collaborating with other schools for events like the Book Week Parade strengthens community ties and fosters a sense of belonging among students.

Financial performance

Koondrook Primary School's financial management in 2023 has maintained a strong position with careful allocation of funds to support various school programs and priorities. The surplus at the end of the year indicates efficient financial planning and stewardship.

Investments in school facilities demonstrate a commitment to providing a conducive learning environment for students, with upgrades ranging from infrastructure improvements to technology and resources. The inclusion of accessible facilities reflects a dedication to ensuring equal opportunities for all students. There was significant investment in school facilities such as: new necking and disable toilet, refurbishment of old Preschool building to become the Prep classroom with new carpet and a fresh coat of paint. New accessible decking leading to the portable classroom, a new shade structure was installed, tree removal works; upgrading of the fence at the chicken coop; furniture upgrades; laptop upgrades for the Senior School and iPads for the Junior School; Reading resources and Maths resources across the school.

Significant investment in support services, particularly for students with disabilities and additional needs, underscores the school's commitment to inclusivity and providing tailored support to individual students. This investment in staff and resources aligns with the school's vision of fostering a supportive and inclusive learning community.

Effective budget management, including careful monitoring of expenses and adherence to budgets, contributes to the school's financial stability and ability to provide ongoing support and resources for students and staff.

Overall, Koondrook Primary School's financial report for 2023 reflects a responsible and strategic approach to financial management, prioritizing investments in student learning and well-being while maintaining a healthy financial position.

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 104 students were enrolled at this school in 2023, 47 female and 57 male.

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

Overall Socio-Economic Profile

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

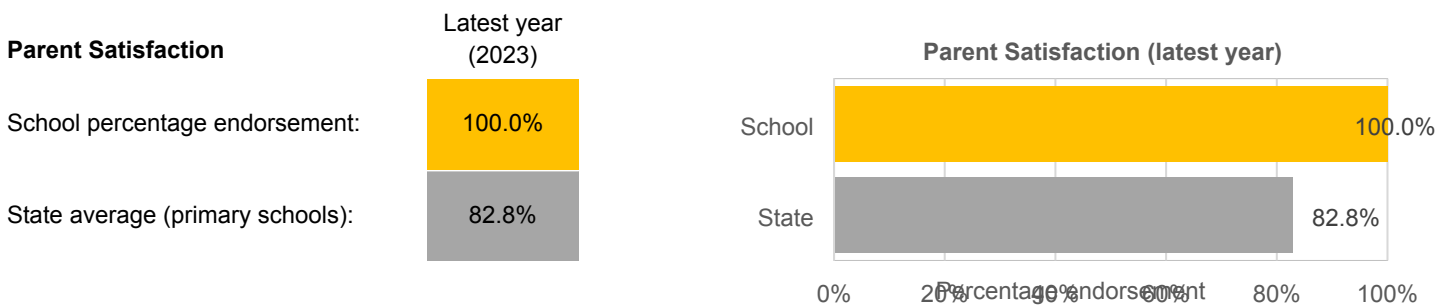
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

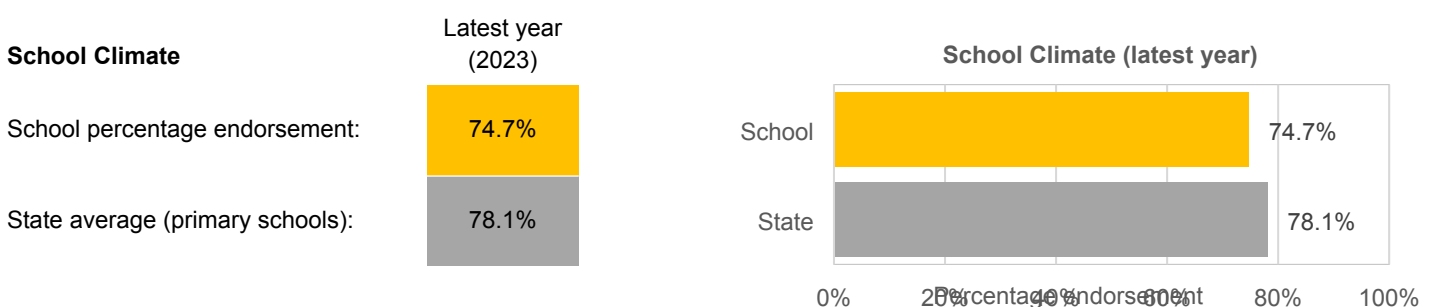


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

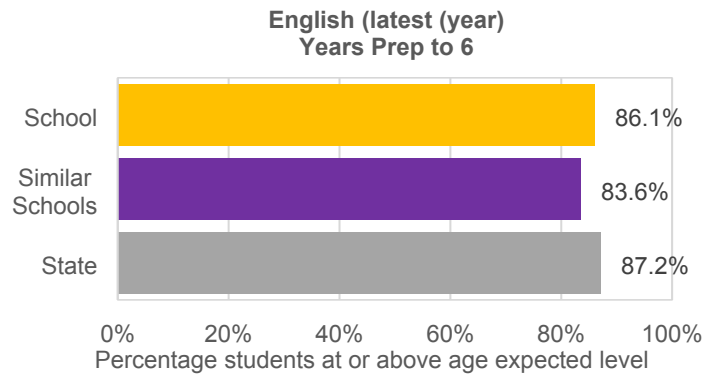
86.1%

Similar Schools average:

83.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

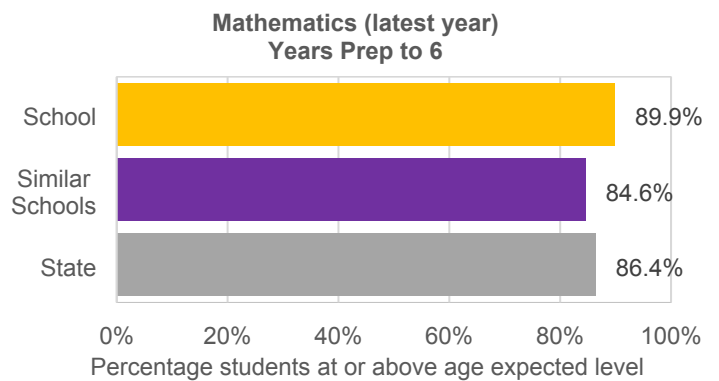
89.9%

Similar Schools average:

84.6%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

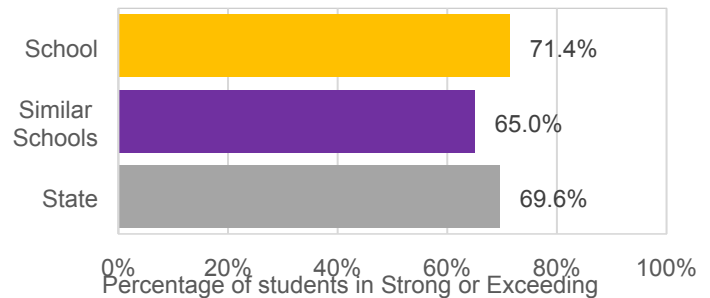
Similar Schools average:

65.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

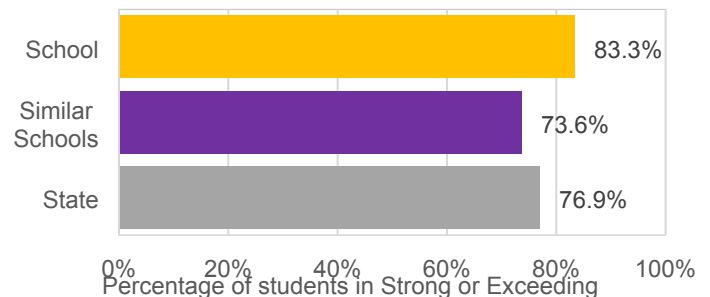
Similar Schools average:

73.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.6%

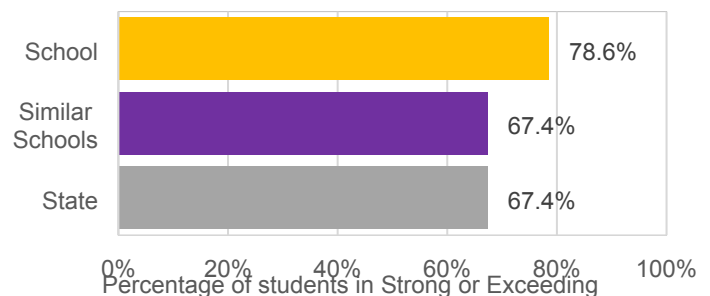
Similar Schools average:

67.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.4%

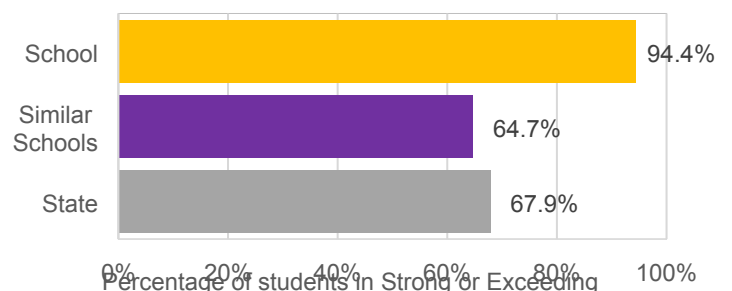
Similar Schools average:

64.7%

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:

66.7%

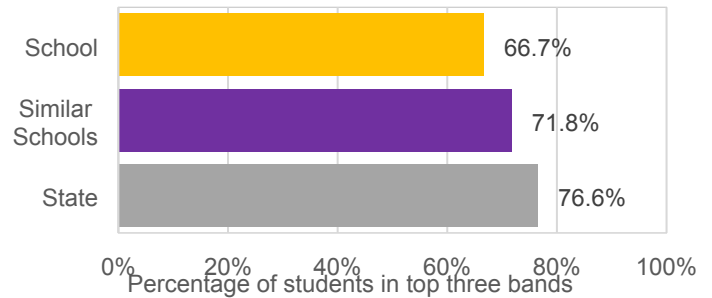
Similar Schools average:

71.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

25.0%

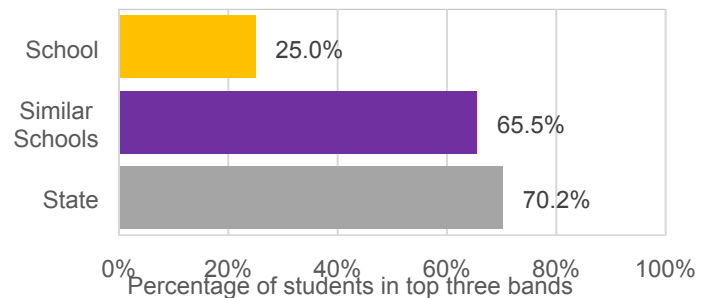
Similar Schools average:

65.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

58.3%

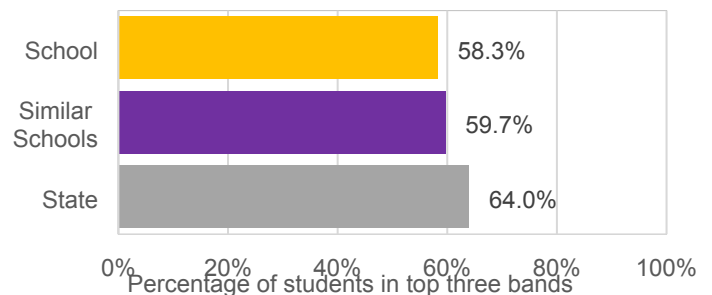
Similar Schools average:

59.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

28.6%

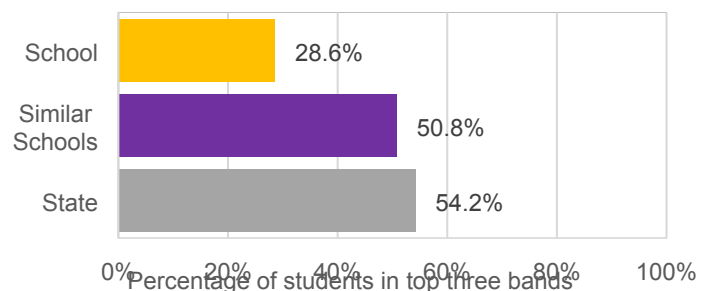
Similar Schools average:

50.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

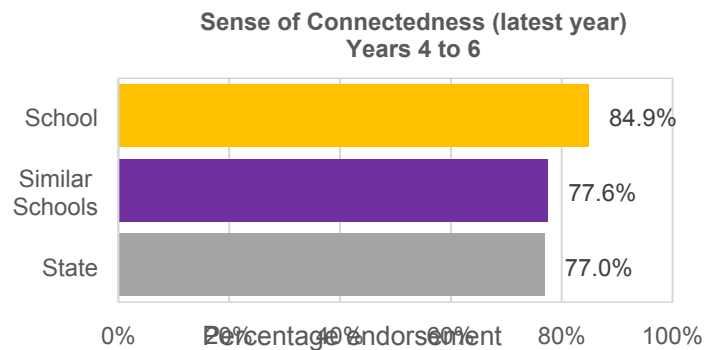
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.9%	84.2%
Similar Schools average:	77.6%	79.4%
State average:	77.0%	78.5%

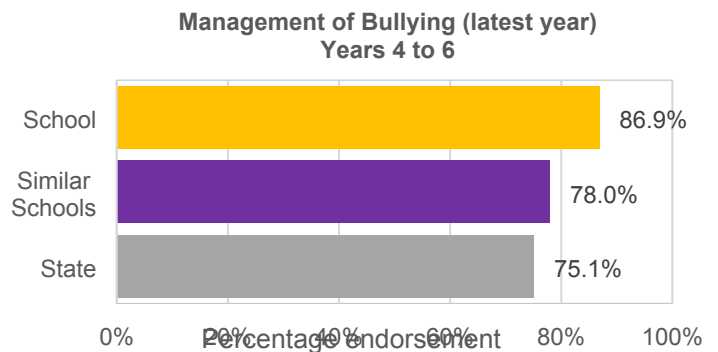


Student Attitudes to School – Management of Bullying

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:	86.9%	87.5%
Similar Schools average:	78.0%	80.1%
State average:	75.1%	76.9%



ENGAGEMENT

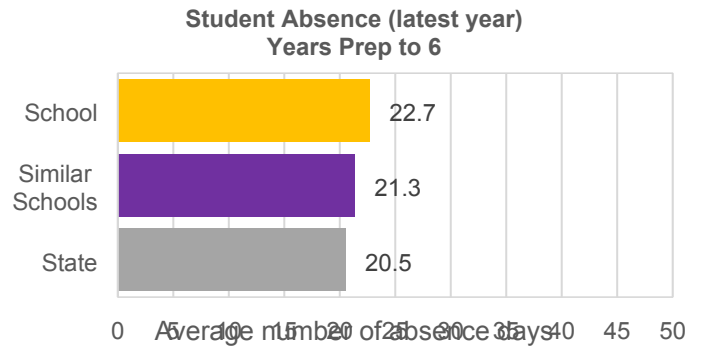
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.7	17.4
Similar Schools average:	21.3	19.1
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):	87%	90%	86%	90%	87%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,302,377
Government Provided DET Grants	\$261,497
Government Grants Commonwealth	\$4,400
Government Grants State	\$3,000
Revenue Other	\$19,499
Locally Raised Funds	\$107,094
Capital Grants	\$0
Total Operating Revenue	\$1,697,866

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,972
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,972

Expenditure	Actual
Student Resource Package ²	\$1,240,206
Adjustments	\$0
Books & Publications	\$741
Camps/Excursions/Activities	\$79,741
Communication Costs	\$1,200
Consumables	\$47,656
Miscellaneous Expense ³	\$3,456
Professional Development	\$7,637
Equipment/Maintenance/Hire	\$53,205
Property Services	\$64,273
Salaries & Allowances ⁴	\$101,967
Support Services	\$0
Trading & Fundraising	\$8,580
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,203
Total Operating Expenditure	\$1,626,866
Net Operating Surplus/-Deficit	\$71,001
Asset Acquisitions	\$11,070

- (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	\$255,216
Official Account	\$18,321
Other Accounts	\$0
Total Funds Available	\$273,537

Financial Commitments	Actual
Operating Reserve	\$57,915
Other Recurrent Expenditure	\$11,441
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$109,361
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$300,717

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.