

# 2023 Annual Report to the School Community

School Name: Movelle Primary School (5139)



- 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 20 March 2024 at 01:42 PM by Karen Wood (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 23 April 2024 at 02:40 PM by Dawn Simovic (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

Movelles Primary School is a small boutique school nestled away in a quiet area of Kings Park, within the City of Brimbank in the Western Suburbs of Melbourne. We are a government primary school providing education for students from Prep to Year Six, and our population is drawn from a wide range of cultural and socio-economic backgrounds. In 2023, Movelles has an enrolment of 150 students and staff. During the 2023 school year we also catered for International Students.

Movelles Primary School prides itself on making a difference to each student's educational and social capabilities. In 2023 Movelles was awarded with GOLD in School Wide Positive Behaviour (SWPBS). In the state of Victoria only 2 schools were awarded with back to back gold awards which demonstrates that Movelles is a stand out of choice for student wellbeing and academic achievement. Movelles staff are approachable and committed to assisting all students in reaching their full potential. We work alongside all families to assist all students to achieve success whatever their ability.

Our School's vision is underpinned by the 'Four R' core values of: Respect, Responsibility, Resilience and Relationships. These values are a fundamental part of who we are as a people and as a community. We live, embrace and use these values to talk to our students about their emotions, behaviour and the choices they make in a positive framework. We believe that values have a major influence on a person's behaviour and attitude; and the lifelong implications of developing pro-social behavioural habits. These core values our school has chosen serve as broad guidelines in all situations in guiding us in the choices we make and the actions we take.

Movelles Primary School's ICT infrastructure is an important asset. 1:1 iPads are provided for Prep -2 and 1:1 laptops for all students in 3-6. Students use iPads and notebooks as a leaning tool and part of our Digital Technologies classes and to support our general curriculum. We also are set up with an ICT lab with 30 desktop computers, complete with touch screens. There are many accessories installed throughout Movelles, such as wireless technology, TVs in every classroom, an Interactive Touch Learning Table, network printers and intranet services.

In 2023 playgrounds and produce gardens were upgraded. This was possible through fundraising and strategic financial management. A large percentage of our families received the Camps, Sports, Excursions Fund allowing a greater proportion of our families to attend organized camps, sporting events, and excursions throughout the year.

Our 2023 SFO was 0.7314 and our SFOE was 0.5866. In 2023, 7 students accessed the PSD funding and additional applications were submitted. Several of our students are receiving NDIS funding for and many more students receive NDIS funding. No additional funding is given to the school to support students with additional needs. The school advocates for all students and is inclusive in its education. Our equity credit component of our School Resource Package of \$440,394.40. Equity funding supported us in having extra classes with a smaller number of students. Additional Education Support was employed across the school to assist in student engagement and wellbeing support.

Our 2023 structure was as follows. The school operated with 9 classes: 1 X Prep, 2 X Year 1&2, 3X Year 3&4, 2 X Year 5/6. Our staffing profile included 24 staff members consisting of: 1 Principal, 2 Assistant Principals (Class Curriculum and Student Mental Health/Wellbeing, 11 teachers and 10 Education Support Staff which included local and centrally paid employees working in and out of the classroom. We have 0% of staff employed on local or central payroll that are Aboriginal and Torres Strait Islander.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

We are proud to share our school's journey of growth and achievement with the community. Our commitment to excellence in education has been persistent, guided by the principles of the Framework for Improving Student Outcomes (FISO). FISO has been helpful in shaping our strategies and initiatives, ensuring that every student receives the support they need to thrive academically, socially, and emotionally.

One of the key supports of FISO is students are placed in the heart of learning, and we have embraced this in our approach. By placing students at the centre of their own learning, we have seen progress and enthusiasm in our classrooms. Through individual learning plans, differentiated instruction, and intensive teaching approaches through our instructional model, we have been able to cater to the very diverse needs and interests of our students, fostering a culture of inclusivity and empowerment.

We believe that every student has the potential to succeed. It is our responsibility to provide them with the necessary tools and resources to reach their full potential. Through targeted teaching, ongoing assessment, and interventions, we are striving to ensure that our students are prepared for success in an ever changing environment.

Collaboration has also been a large factor in our success. We are fostering strong partnerships with parents, caregivers, community members, and external stakeholders, we have created a supportive system where everyone plays a role in the education of our students. Whether it's through volunteering, mentorship programs, or participation in school events, the efforts of our community have had a impact on student outcomes and overall school culture.

As we look ahead to 2024, we are excited to build upon the foundation laid by FISO and continue our journey. With a shared vision, a dedicated staff, and support from the community, we are striving for the best for our school and its students.

At Movelle our Naplan results indicated that the percentage of students are working above the similar schools benchmarked in the state.

Results showed in Naplan:

Year 3 Reading showed 56% of students in the exceeding or strong; **above the similar schools average.**

Year 5 Reading showed 54.2% of students in the exceeding or strong.

Year 3 Writing showed 71% students in the exceeding or strong; **above the similar schools average.**

Year 5 Writing showed 73% students in the exceeding or strong; **above the similar schools average.**

Year 3 Numeracy showed 52% students in the exceeding or strong; **above the similar schools average.**

Year 5 Numeracy showed 64% students in the exceeding or strong; **above the similar schools average.**

## Wellbeing

We are thrilled to share the remarkable success of our school in promoting student wellbeing and achieving the prestigious Gold Standard in School-wide Positive Behavior Support (SWPBS). This achievement is a testament to our unwavering commitment to creating a nurturing and supportive environment where every student can thrive academically, socially, and emotionally.

At the heart of our approach is the belief that positive behaviour support is essential for fostering a culture of respect, inclusivity, and belonging. Through the implementation of evidence-based practices and proactive strategies, we have created a school-wide framework that promotes positive behaviours, prevents disruptions, and addresses the diverse needs of our students.

Receiving the Gold Standard in SWPBS is a reflection of our dedication to excellence and continuous improvement. It is a validation of the hard work and collaboration of our entire school community – from administrators and teachers to support staff and students. Together, we have embraced the core principles of SWPBS, including defining clear expectations, teaching and reinforcing positive behaviours, and using data to inform decision-making and interventions.

The impact of SWPBS extends far beyond the classroom, shaping the overall school climate and fostering a sense of safety, belonging, and wellbeing among our students. By creating a positive and supportive environment, we have seen a notable reduction in disciplinary incidents, an increase in academic engagement, and a greater sense of community cohesion.

SWPBS has empowered our students to take an active role in promoting positive behaviours and creating a culture of kindness and respect. Through initiatives such as peer mentoring, student leadership opportunities, and restorative practices, our students are not only learning valuable social and emotional skills but also becoming agents of change in their school and beyond.

We remain committed to building upon our success and further enhancing the wellbeing of our students. With SWPBS as our guiding framework, we will continue to prioritise the social and emotional needs of our students, cultivate a culture of empathy and resilience, and empower every student to reach their full potential.

## Engagement

We take immense pride in highlighting the profound impact of student engagement and agency on our school's achievements. At the core of our success lies a commitment to fostering a culture where students active participants in their own learning journey.

Through initiatives cemented in the our approach to student engagement and agency, we have witnessed growth, both academically and personally, among our students.

Student engagement forms the foundation of our educational approach. When our students are fully engaged in their learning, they are more motivated, curious, and invested in their academic success. By providing meaningful and relevant learning experiences that cater to their interests, passions, and aspirations, we have seen a noticeable increase in student enthusiasm and participation in the classroom. Some of our approaches have been project-based learning, hands-on activities, or real-world applications. The majority of our students are actively engaged in the learning process. They are embracing new challenges and opportunities for growth.

The concept of student agency at Movelle is that we have the belief that students should have a sense of ownership and control over their learning. Empowering students to make choices, set goals, and take responsibility for their academic outcomes. This has led to autonomy and intrinsic motivation among our students. Through individual learning plans, student-led conferences, and

opportunities for self-assessment and reflection, we are equipping our students with the skills and mindset they need to become lifelong learners.

The impact of student engagement and agency extends beyond the classroom at Movelles. It is evident in the extracurricular activities, leadership roles, and community service projects in which our students enthusiastically participate.

As we know through power of student engagement and agency we are shaping not only academic success but also personal growth and impact. We remain committed to nurturing a culture where every student is empowered to take ownership of their learning, pursue their passions, and make a positive difference in the world.

Our attendance data indicated that our students are happy to come to school with an attendance rate on 88.8% **above the similar schools and network average.**

---

## Other highlights from the school year

In our community our school stands as a school of positivity, fostering growth and enrichment. We take great pride in showcasing activities and highlights that have left a mark on our school, students, and community in 2023.

One of our most exciting times are our excursions. They not only provide opportunities for outdoor education but also foster friendships and resilience among our students.

Moreover, our in school concerts and open days showcase the talents of our students but also unite our community.

Our Kinder to Prep transition is another factor of seamless education at Movelles. Our year 5's spend time with our kinder kids at the new Movelles kinder, then once they are preps our link with Alanah and Madeline foundation are seamless from Prep – Year 6 buddy program.

Whole school events and celebrations are another highlight of our calendar, bringing together students, staff, and families. From cultural days, harmony day, colour runs and fundraisers, these events instil a sense of belonging and pride in our school community while fostering inclusivity and cultural understanding and acceptance.

Furthermore, our commitment to community partnerships and environmental programs is unwavering. Through collaborations with local organizations and initiatives, we actively engage in projects that promote sustainability, conservation, and community development. From tree planting to school sustainability programs, our students actively contribute to the betterment of our environment and society and have been highlighted in local papers and presentations.

---

## Financial performance

Movelles Primary School maintained a sound financial position throughout 2023. The school council allocation of funds to support school programs and priorities have been paramount to our success. The school utilised funding from the SRP to allow for smaller class sizes across the school to provide the additional social and emotional support provide. It also allows us to hire more support staff to assist in classrooms with our TLI program. The financial planning also provided professional learning and mentoring for all school based staff. The continuation of SWPBS that is blended with RRRR in 2023 was once again a success due to commitment. This was a key to the success of our wellbeing program. We utilised funds to continue to develop facilities and equipment for the school. All families are using our student management portal and communication portal to ensure they are up to date with daily school information. Movelles is currently operating with a surplus due to sensible and relevant spending across areas of need. This will change in the future with the number of ongoing staff and a decline in enrolments due to families moving out of the school zone to new estates. Equity funding was used to upgrade computers technology resources across all year levels with new netbooks purchased for our year 5&6 students. Funds have been budgeted for the update of school playgrounds and classroom furniture. Movelles ended the 2023 school year in surplus.

For more detailed information regarding our school please visit our website at  
[www.movelles.ps@education.vic.gov.au](http://www.movelles.ps@education.vic.gov.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 149 students were enrolled at this school in 2023, 83 female and 66 male.

58 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).

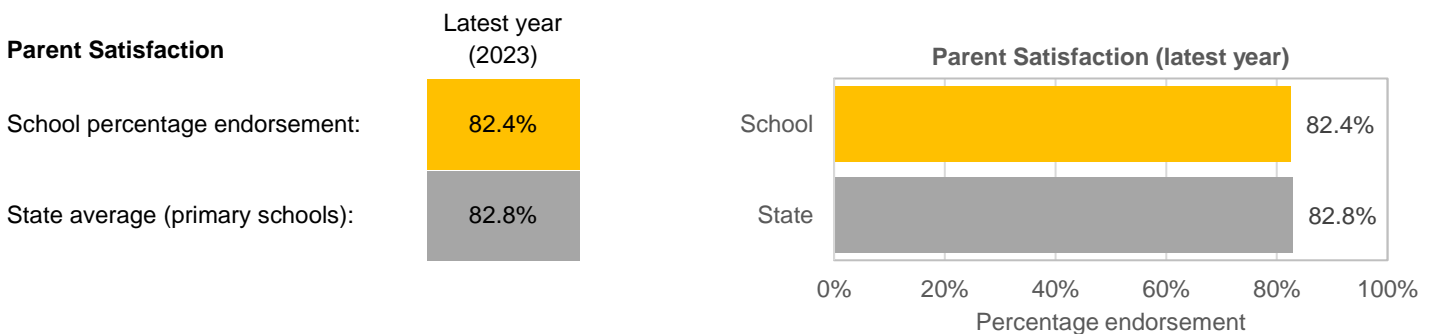
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

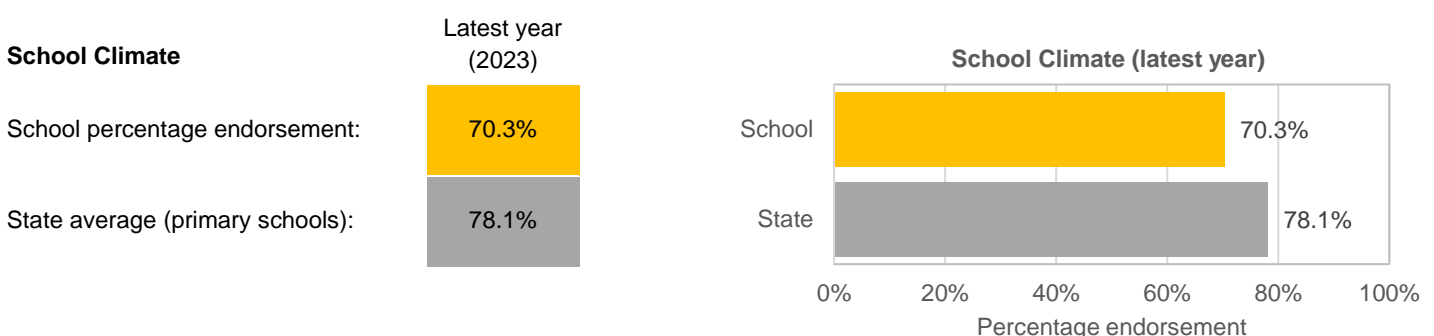


### School Staff Survey

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

Latest year  
(2023)

School percentage of students at or above age expected standards:

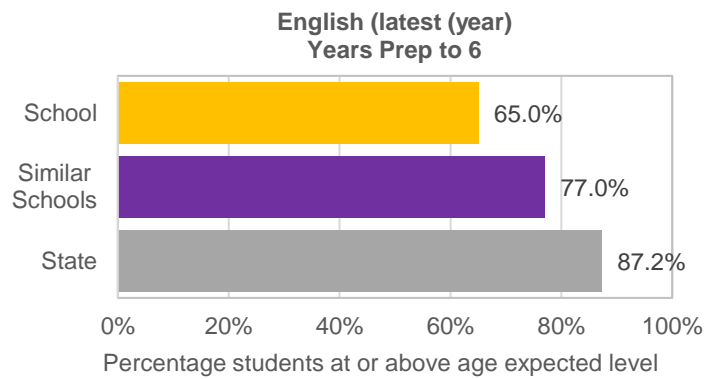
65.0%

Similar Schools average:

77.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

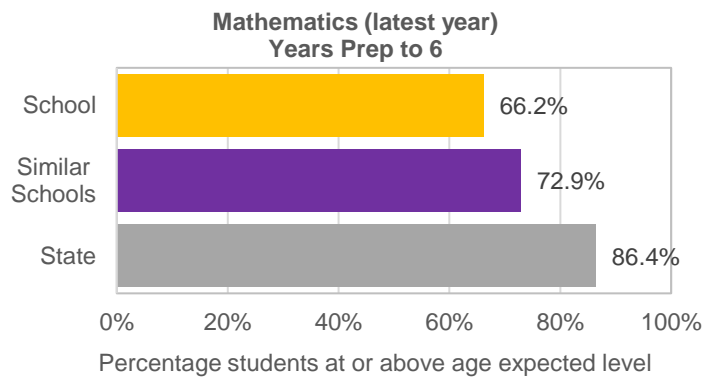
66.2%

Similar Schools average:

72.9%

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:

56.0%

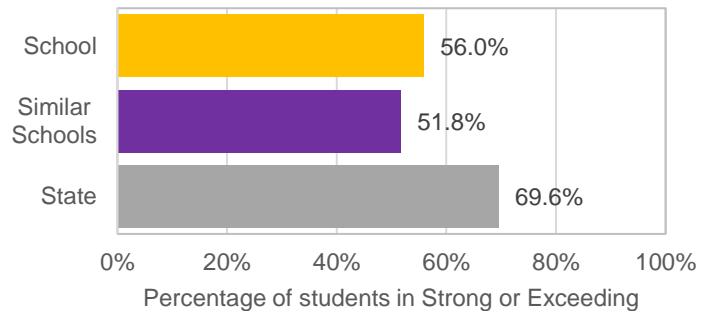
Similar Schools average:

51.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.2%

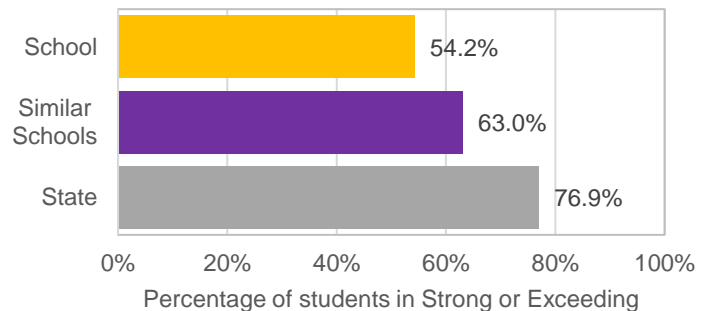
Similar Schools average:

63.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.2%

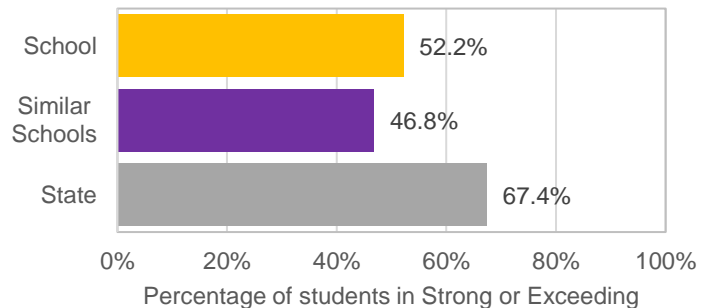
Similar Schools average:

46.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

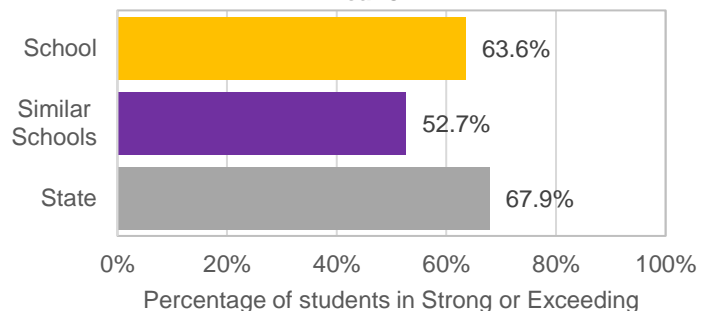
Similar Schools average:

52.7%

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:

62.5%

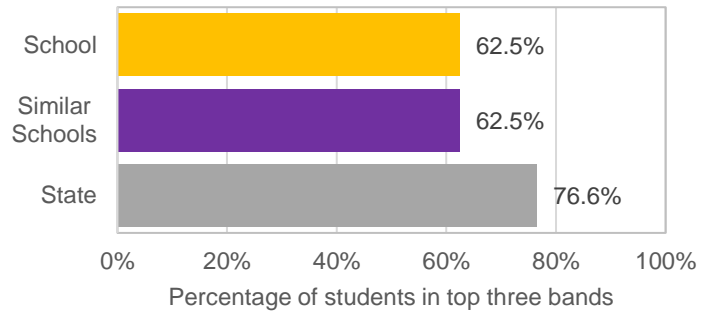
Similar Schools average:

62.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

41.7%

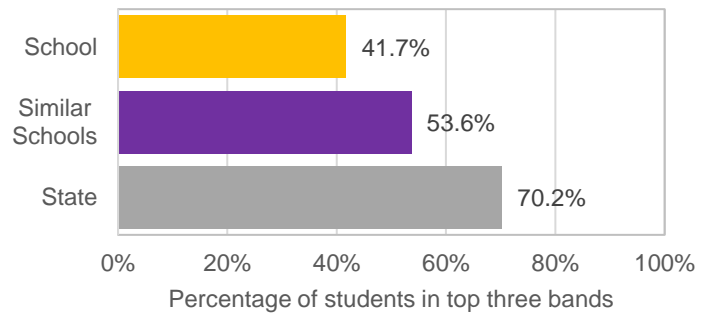
Similar Schools average:

53.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

41.7%

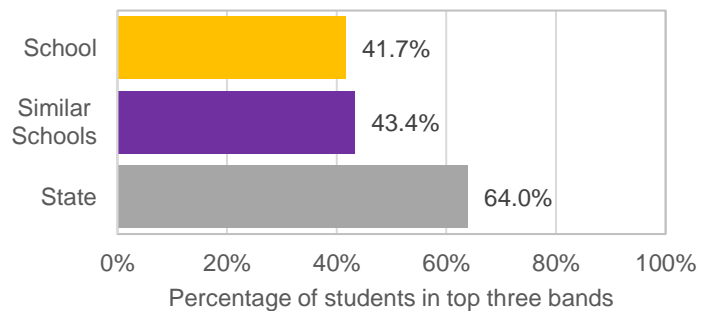
Similar Schools average:

43.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

27.3%

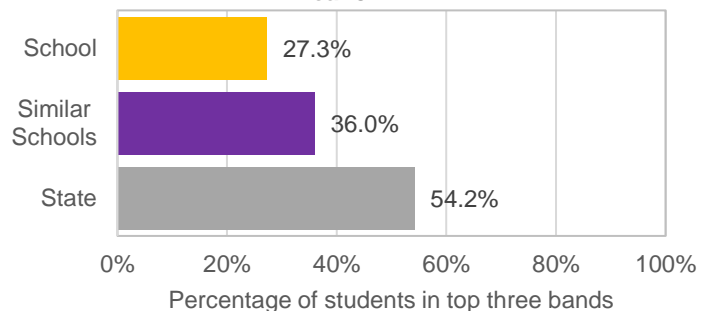
Similar Schools average:

36.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

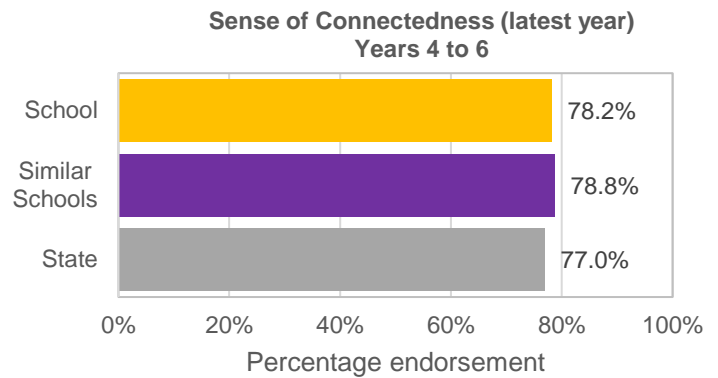
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	78.2%	84.8%
Similar Schools average:	78.8%	80.6%
State average:	77.0%	78.5%

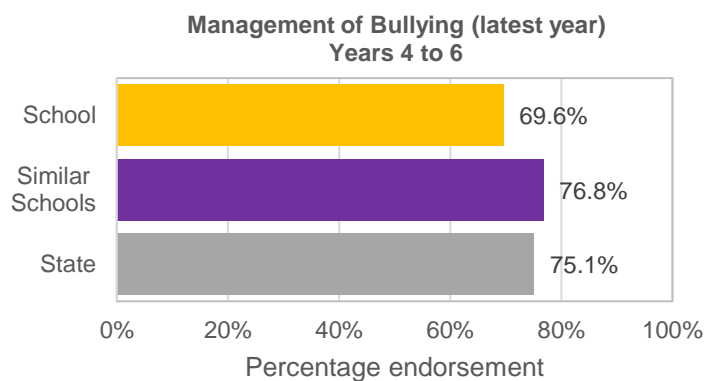


### Student Attitudes to School – Management of Bullying

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:	69.6%	80.7%
Similar Schools average:	76.8%	78.8%
State average:	75.1%	76.9%



## ENGAGEMENT

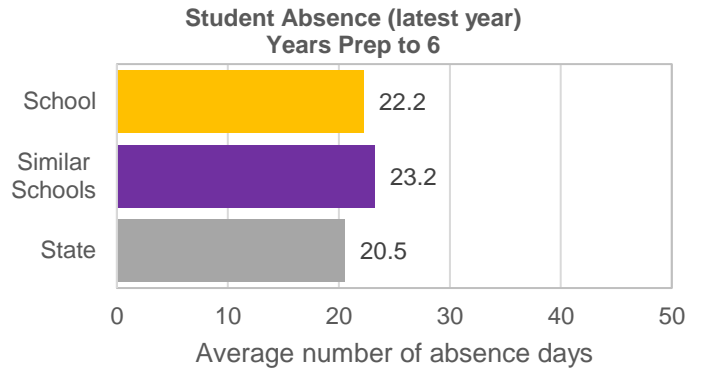
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.2	20.2
Similar Schools average:	23.2	22.1
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):	88%	84%	90%	90%	89%	89%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,365,699
Government Provided DET Grants	\$450,825
Government Grants Commonwealth	\$12,150
Government Grants State	\$0
Revenue Other	\$37,120
Locally Raised Funds	\$105,616
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,971,409</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$440,394
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$440,394</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,230,519
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$27,938
Communication Costs	\$10,792
Consumables	\$58,817
Miscellaneous Expense <sup>3</sup>	\$18,080
Professional Development	\$3,719
Equipment/Maintenance/Hire	\$56,008
Property Services	\$145,525
Salaries & Allowances <sup>4</sup>	\$73,674
Support Services	\$55,801
Trading & Fundraising	\$23,351
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,604
<b>Total Operating Expenditure</b>	<b>\$2,729,829</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$241,581</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$829,191
Official Account	\$25,753
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$854,945</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,602
Other Recurrent Expenditure	\$0
Provision Accounts	\$10,093
Funds Received in Advance	\$15,760
School Based Programs	\$66,343
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$67,985
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$635,161
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$854,945</b>

*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.*