

2023 Annual Report to the School Community

School Name: Deans Marsh Primary School (1642)



- 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 08 March 2024 at 09:58 AM by Russell Taylor-Shaw (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 10 March 2024 at 12:40 PM by Liza Bush (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

2023 was a highly productive year of exciting opportunities for all students at Deans Marsh Primary School. The school values of respect, responsibility, and resilience were continually on display by students as we worked together to take our learning further and deeper. Our school remains an important part of a cluster of small schools, and we work together, meeting regularly to ensure our students have all the opportunities (if not more) of larger schools. In 2023, our enrolment went from 40 students to 37 to start the new year, but it was pleasing to have a larger cohort of 8 Preps join us. We also received an additional 2 enrolments during the year to bring us up to 39. We are noticing a current enrolment trend where more students are being drawn from the township of Winchelsea and surroundings due to population growth there, as well as positive word of mouth about our school. Our transition program remained a very thorough one, with kinder visits, formal transition days, and two small schools, big connections days with other year 6 students to support the move to secondary school. These were all especially useful, with our bigger cohort of Preps transitioning to school, and a big cohort of Year 6s leaving at the other end of the school. Despite continued decreasing enrolments, we are pleased that we maintained our 3-classroom structure. We had a fairly new-look staff workforce in 2023, with a variety of changes taking place, but our school was very settled, and staff were able to create many very positive opportunities for students. I would like to acknowledge, congratulate, and thank our School Council, who in 2023 continued to lead the way through their hard work, positive attitudes, and promotion of the school. All fundraising efforts went towards our new Super Shed Project which came close to completion and will be an ongoing asset to the school. 2023 will also be remembered as the year where our SC established solar power for the school, including a battery setup to maintain power in a bushfire emergency. DMPS plays an important role in the local community, with close connections formed and deepened in 2023. Some examples of this are our new highly successful partnership with the Cows Create Careers program, our continuing partnership with the River Detectives Program, hosting a local history chat, performing at the Music & Movement Festival, our School "Christmas" Concert, Graduation events the fourth year of the School Yearbook, and the return of the Bambra Wetlands day. A major highlight of our community involvement in 2023 was our school Harmony Day celebration, with many families joining us and helping to run a variety of terrific activities including dancing, singing, and cooking to show the importance of celebrating our different backgrounds. DMPS continues to exceed all small school expectations, as we provide our students with a memorable education.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our staff continually reflected together in 2023 on the many programs and supports we offer and how we can broaden and improve these. 2023 was our second year working with our new 4-year Strategic Plan. The overarching goal was around our Professional Learning Community (PLC), which is the structure for which all whole school teaching and learning change is driven. The next layer of goals were our 3 key learning goals of English, Maths, and Wellbeing, with each of these goals tagged to a Professional Learning Leader. These leaders drove the work in our school via weekly PLC meetings and Curriculum Days. Lastly, our AIP was supported by a fifth underpinning goal around supporting students most in need, through tutoring, mental health support, and intervention at point of need. In 2023, our teachers worked hard to know their students well, and we achieved this by regularly unpacking learning together. School curriculum days were used to drive AIP goals, and these were again scheduled during long weekends, to further support more regular school attendance. Our staff had access to even more relevant data to drive classroom directions, including regular Cold Writes, PAT Maths & PAT Reading testing, and the Resilient Youth survey. Our staff continued to highly value professional learning to aid in their own career journeys. Our staff recognize that the key to real growth is enthusiasm, and we strive to focus on student effort, rather than results. English and Maths remained the core subjects at DMPS, with staff striving to cater for the diversity in our student learning abilities. In English, we remained focused on Daily 5 as our reading lesson structure, VCOP for our writing focus, and Soundwaves as our program for spelling. We aimed to use these programs even more efficiently so we could cater for the range of student abilities. Our second year as part of a Maths COP (Community of Practise) in partnership with other schools, saw more opportunities to reflect on the way we teach Maths. A focus of this has been asking good "polling" questions where all students can answer, experience success, and can always change their minds by learning a new way of thinking. Staff have seen that teaching via questioning, rather than telling, can nurture genuine curiosity in our students. A highlight was when our Year 2-4 students hosted an "earn and learn" day for the school, where they ran shops designed to reinforce our skills and knowledge with money. Our 2023 Naplan data was overall at a 5-year high due to consistency in teaching and deep reflection on learning outcomes. In 2023, classroom learning was again supported by a dynamic tutoring program, led by our school tutor. This not only supported students in English and Maths but provided confidence and a love of learning. We also continually seek to

identify students with the capacity to be stretched, with extension activities in differentiated classrooms and offered through our tutoring program in term 4. Our tutoring program also benefits classroom teachers, with a successful partnership that informs our planning and assessment processes.

In 2023, we again have placed great importance on exposing students to a range of curriculum areas. All students again have had opportunities to be immersed in a wonderful hands-on kitchen garden program with opportunities to harvest, cook and consume healthy food at school. A highlight of this program in 2023 was our senior students helping to host and cater for a community lunch at the hall. English and Maths were supported through our Inquiry Learning units and complimented by our specialist programs. Areas such as Science, Technology, History, Geography, Sustainability & Indigenous Perspectives were integrated into the learning through our Inquiry Learning through-lines. One highlight would be the 5-6 students hosting a "ticket around the world" day for families and other students to vista a range of country displays. Art, Library, PE, Indonesian, and Music remained as specialist areas in 2023 as we sought to continue to provide teachers with the correct amount of non-face to face time. Indonesian moved to weekly for two terms per year (instead of fortnightly) and this change led to the introduction of a new subject, Design Construction for the terms when Indonesian wasn't on. This subject was STEM-based and provided multi age groups of students with time to plan and create based on a set design brief.

Wellbeing

The wellbeing of our students remained a priority in 2023. At DMPS we try to support our kids to be kids, by having regular breaks outside to play, and by modelling having fun at school and not taking ourselves too seriously. We pride our school on being a safe place for discussion, where everyone is welcome. Using mental health funding, we were able to appoint a school mental health leader who underwent training to support our school. Our important partnership with the Resilience Project continued for a sixth straight year, with students continuing to build on their knowledge and skills around the importance of showing Gratitude, Empathy and Mindfulness (GEM) at school, at home, and in the community. This program, combined with RR (Respectful Relations), which we are part of a school cluster, and the school values, formed the majority of our health and wellbeing learning programs. We also ran puberty sessions through Colac Area Health for our Year 5-6 students as well as healthy eating sessions for our whole school. For students deemed at risk with mental or social health, we again ran our Making Connections program, where these students could choose an adult at school to have a regular 1:1 check in with to help provide strategies. 2023 also saw a commitment to meet each month with our SSS (School Support Services) key contact, to discuss individual students who may benefit from additional support. Darwin and Aslan, our school support dogs, were also available most days to support students across the school and warmly greeted students throughout each day. Collecting student opinion data is one way we monitor student wellbeing. In 2023 we participated in the Resilient Youth Survey (Year 3-6) and created our own "How are we travelling" survey (P-6). These are all areas that will continue to be priorities for DMPS students beyond 2023.

Engagement

Supporting student attendance was an important action in our 2023 AIP (Annual Implementation Plan). At DMPS in 2023, we aimed to give our students a lot of reasons to come to school each day. Student voice remained important to guide our school's directions. Our two student captains attended a leadership day to upskill them for the year ahead, and then successfully coordinated meetings with the JSC (Junior School Council) throughout the year to drive change. Of note, JSC coordinated a very successful end of year celebration excursion which included surfing and kayaking. Senior students continued to be valuable buddies to Preps as well as look after the sports shed, bins, and breakfast program. These students also sourced and purchased the gifts that they then sold for the Mother's Day and Father's Day stalls. In 2023, we prioritized hosting student teacher placements to provide students with more support, and to also support this important part of university studies. Via a generous donation, all students were gifted a skateboard in 2023, and our Year3-6 students attended a skateboarding session to upskill them to use their new board. All of these strategies are behind the scenes ways in which we are supporting students to want to come to school each week, to boost overall attendance, and to make as many milestone events as possible so our students take treasured memories with them when they depart for secondary school.

Other highlights from the school year

2023 featured some wonderful events aimed at strengthening student connections to school as well as deepening their learning connections to the world beyond school. These events provide highlights for students and opportunities to live and learn together in our community. Some events to highlight include:

Camp: The 3-6 camp was a unique educational urban camp to Melbourne which was very successful, with students from Years 3 to

6 joining our fellow CARS schools and having some wonderful highlights to share and learn from. We then ran a Grade 1-2 sleepover at school as a way of supporting our junior students to prepare for future camps.

Excursions and Incursions: We started the year with an interactive visit from the Royal Flying Doctor Service, which included time in a plane simulator. We then had tours at two local water reservoirs as part of our Inquiry Learning work. Later in the year, our students had a walking tour of Birregurra before attending a shadow puppet performance. As part of Book Week, all students attended an author's festival in Colac, and we also were pleased to re-start our annual wetland excursions in Bamba.

Sports: Whole school swimming, athletics and cross country were again important events for our P-6 students to stay active and involved. We also ran a mini-Olympics in 2023 to prepare for the athletics competition. In 2023, many of our senior students made the most of a range of sporting opportunities to represent our school at events. This included tennis, football, netball, badminton, cricket, and basketball where we often joined with fellow Polwarth schools; Beaac, Carlisle River, Forest, Lavers Hill, & Alvie to ensure we had enough players. Our senior students ran a P-4 activities day, and we had a whole school excursion to the Birregurra Golf Day for the second year running, which was supported by golf members. Most pleasing was that all our Year 5-6 students attended a lawn bowls day to form our school team. With all sporting events, our emphasis is on skill development, participation, and enjoyment rather than winning. It is great to see our school pride on display on the sporting field.

I would like to take this opportunity to thank all those involved in our school in 2023. You helped to make our school year exceptional.

Financial performance

In many ways, 2023 was a year of capital project completions. A permanent shade structure was installed outside the musical kitchen area, creating a new space for learning and congregating. Parts of the main building including windows, doors, and decking were retrofitted as per bushfire preparedness measures. We continue to be ever mindful of our special, yet at times, vulnerable location. Our overall school's financial position remained stable in 2023. With lower enrolments, we again ensured we budgeted well. In 2023 we relied on our previous surplus funds to ensure we could run our current staffing model whilst not going into financial deficit. This surplus carried over from previous years, will also ensure that we can maintain our staff workforce across 3 classrooms into 2024. External funding sources, including equity, tier 2 disability inclusion funding, and the schools Mental Health Fund were used strategically to support our various intervention programs to ensure students who needed support received it. Various other grants were therefore sought and utilized effectively, including Sporting Schools funding, for swimming and golf. Bushfire preparedness funds were put to good use with our solar battery, ensuring power at school during emergencies. We also used the shade grant to establish a fantastic new shaded kitchen garden learning space. Fundraising by parents was expanded to include another car boot sale and a new raffle, raising funds towards the school Super Shed. Opportunities for our students and families remained extensive in 2023, despite budget restraints, and we continued to make DMPS the best school it can be.

For more detailed information regarding our school please visit our website at
<https://www.deansmarshps.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 37 students were enrolled at this school in 2023, 13 female and 24 male.

0 percent of students had English as an additional language and 0 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).

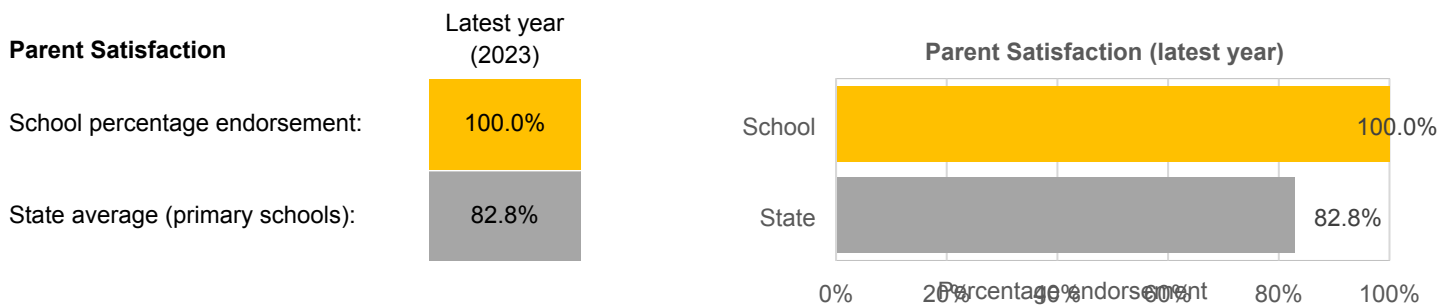
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

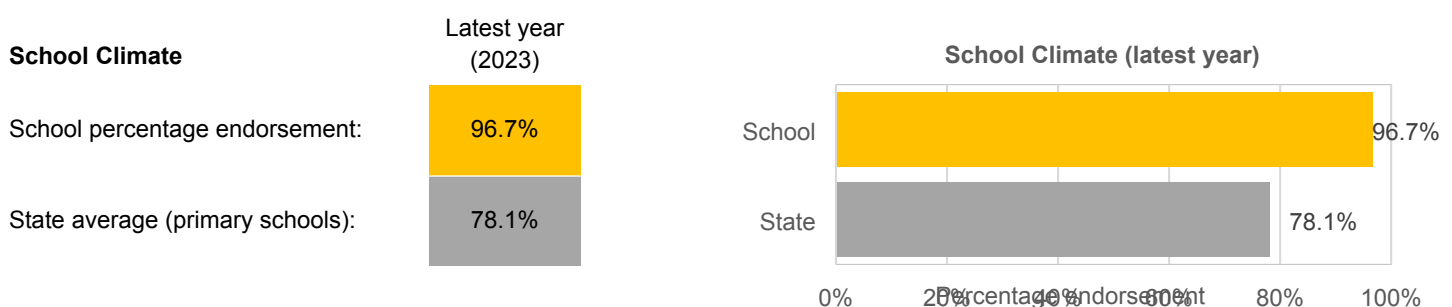


School Staff Survey

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:

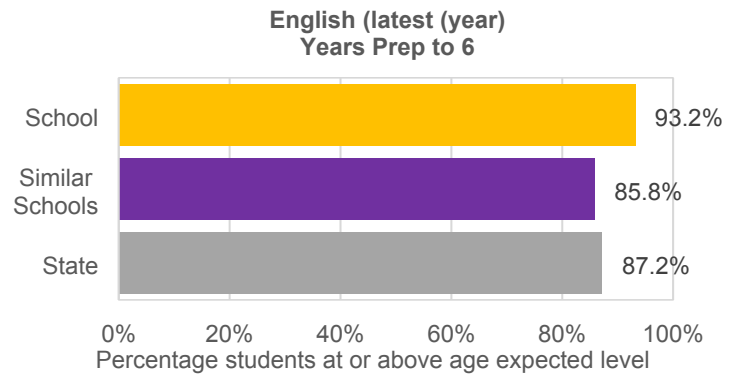
93.2%

Similar Schools average:

85.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

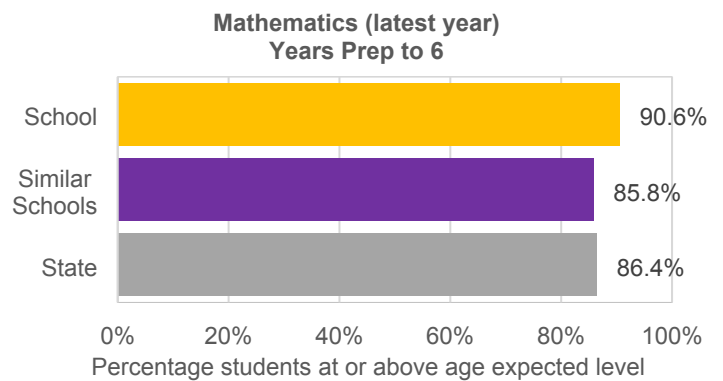
90.6%

Similar Schools average:

85.8%

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:

NDP

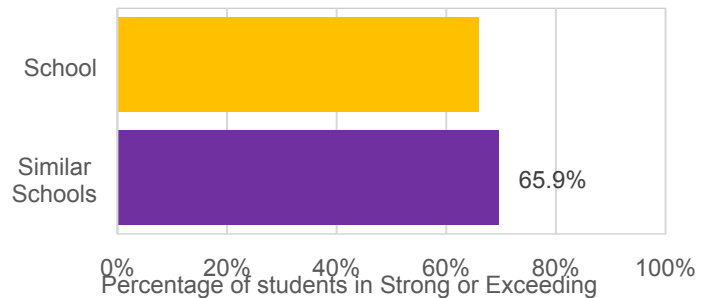
Similar Schools average:

65.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

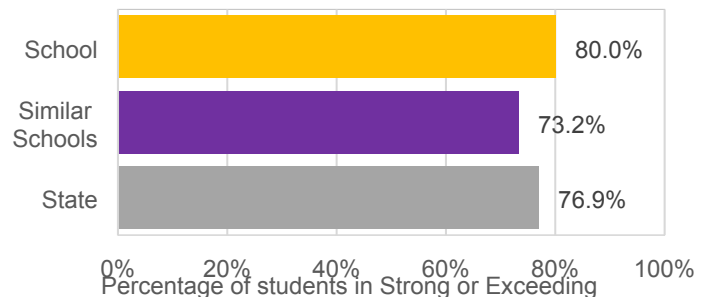
Similar Schools average:

73.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

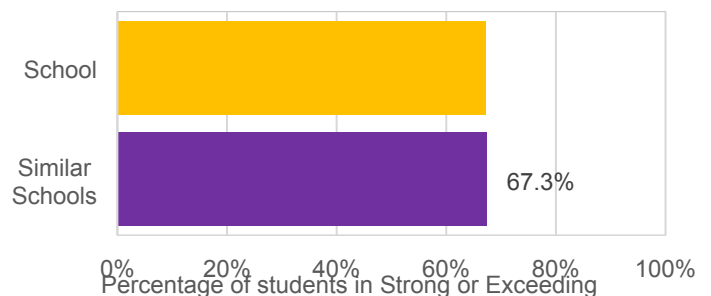
Similar Schools average:

67.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

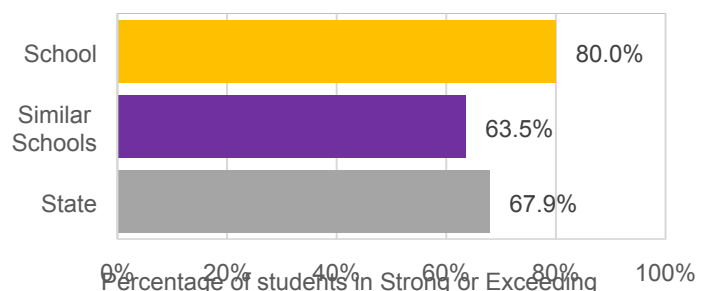
Similar Schools average:

63.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

83.3%

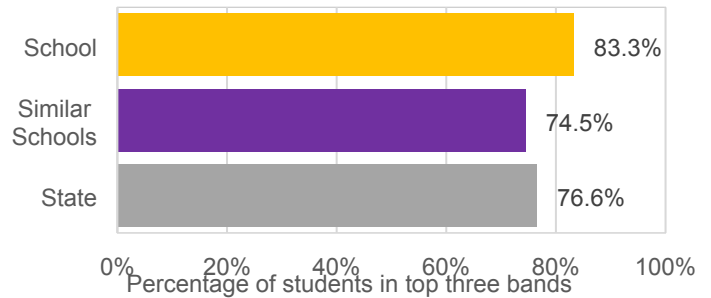
Similar Schools average:

74.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

37.5%

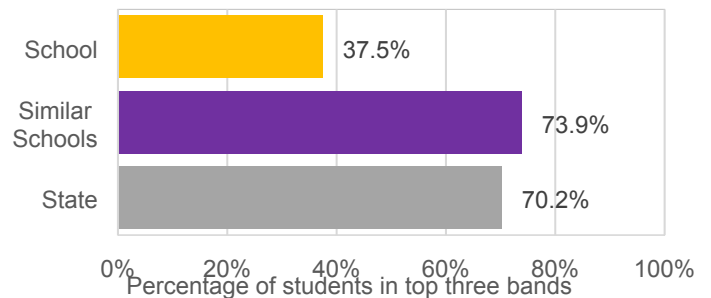
Similar Schools average:

73.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

16.7%

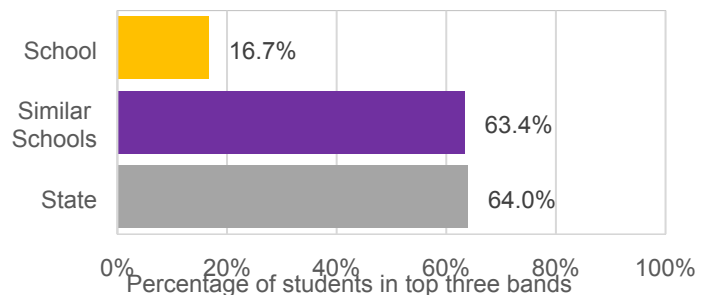
Similar Schools average:

63.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

0.0%

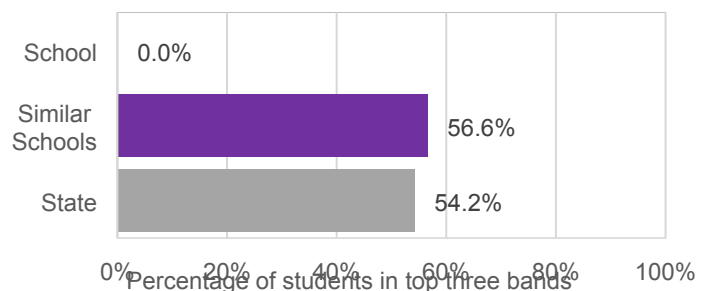
Similar Schools average:

56.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

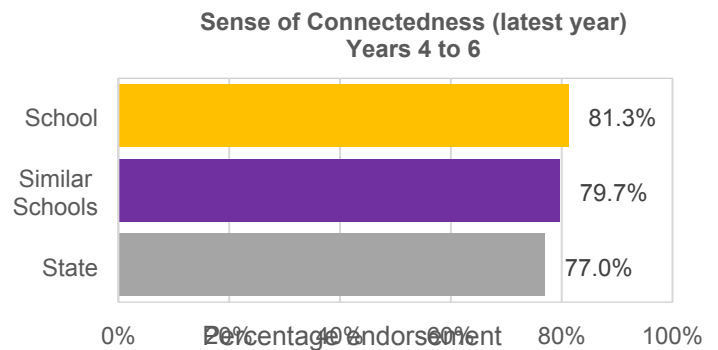
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.3%	78.6%
Similar Schools average:	79.7%	81.3%
State average:	77.0%	78.5%

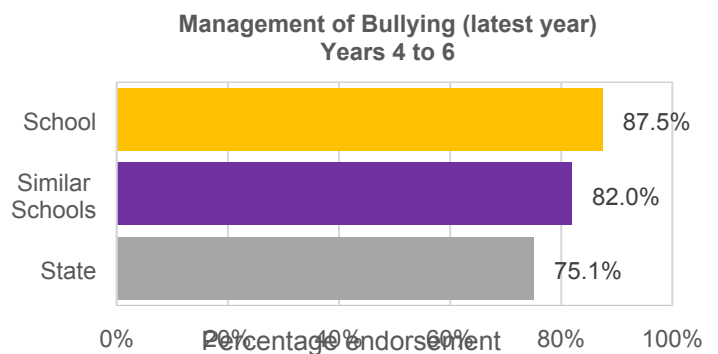


Student Attitudes to School – Management of Bullying

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:	87.5%	83.7%
Similar Schools average:	82.0%	84.7%
State average:	75.1%	76.9%



ENGAGEMENT

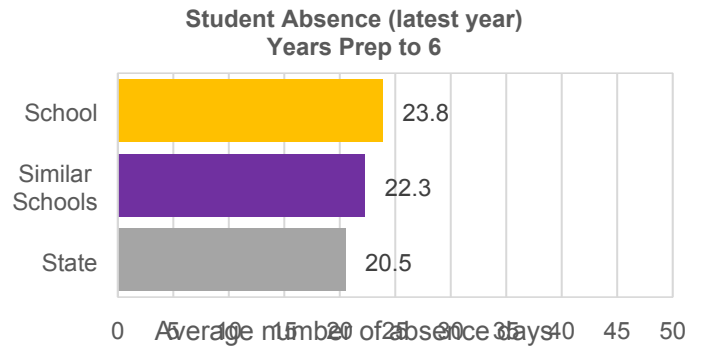
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.8	21.6
Similar Schools average:	22.3	19.6
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):	85%	NDP	88%	NDP	87%	94%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$644,427
Government Provided DET Grants	\$123,534
Government Grants Commonwealth	\$7,343
Government Grants State	\$0
Revenue Other	\$14,604
Locally Raised Funds	\$35,502
Capital Grants	\$0
Total Operating Revenue	\$825,411

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$607,147
Adjustments	\$0
Books & Publications	\$1,120
Camps/Excursions/Activities	\$16,250
Communication Costs	\$1,995
Consumables	\$22,578
Miscellaneous Expense ³	\$6,703
Professional Development	\$3,188
Equipment/Maintenance/Hire	\$6,692
Property Services	\$16,476
Salaries & Allowances ⁴	\$42,547
Support Services	\$5,215
Trading & Fundraising	\$6,050
Motor Vehicle Expenses	\$235
Travel & Subsistence	\$0
Utilities	\$6,568
Total Operating Expenditure	\$742,763
Net Operating Surplus/-Deficit	\$82,648
Asset Acquisitions	\$89,846

- (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	\$114,913
Official Account	\$16,421
Other Accounts	\$0
Total Funds Available	\$131,333

Financial Commitments	Actual
Operating Reserve	\$20,230
Other Recurrent Expenditure	\$1,270
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,368
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,485
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,947
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$65,201

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.