

2023 Annual Report to the School Community

School Name: Carnegie Primary School (2897)



- 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 07:59 AM by Karen Roberts (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 22 April 2024 at 07:42 AM by Verity Walker (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

Carnegie Primary School, founded in 1888, is in the south-eastern suburbs, approximately 15 kilometres from Melbourne. Our 2023 enrolment was 588 students (295 female and 293 male) with 33% of students having English as an additional language. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). Carnegie's band level is LOW that represents a low level of socio-economic disadvantage.

Our motto of **Welcoming, Engaging, Achieving** is at the forefront of all we do every day. **'Respect'** is the overarching value we focus on: Respecting oneself as a learner and as a unique individual, respecting others and respecting our environment at school and beyond the school gate. We are implementing School Wide Positive Behaviours that reinforce respectful, responsible, and safe behaviours throughout the entire school community to foster a culture of mutual respect and cooperation.

Our comprehensive curriculum is designed to cater for the individual needs of a diverse range of students. We promote and implement evidence-based learning strategies. Our school's focus is Numeracy and Literacy underpinned by a strong wellbeing strategy. We have 18 teachers trained in the multi-sensory synthetic phonics program (Orton-Gillingham) and we will focus on training additional teachers in Advanced Morphology (the study of complex word structures to understand language intricacies). We were excited to be a part of the Leading Mathematics initiative that involved teachers and leaders investigating, analysing and strengthening our approaches to mathematics learning, teaching and leadership. Our school wide initiatives are based on the science of learning and acknowledge how our brains work and remember things, and the best ways to teach.

Our staff are dedicated, passionate and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students. Specialist programs are offered in Physical Education, Visual Arts, Performing Arts, Science and Japanese.

The percent endorsement indicated the percent of positive responses (agree or strongly agree) from staff who responded to the survey by staff on School Climate, as 70.8, slightly lower than the 78.1% state average.

High expectations are held for every student at our school. We celebrate diversity and advocate and implement intervention to personalise learning and afford opportunities for all our students, making reasonable adjustments always. We offer additional Literacy Intervention and Tutor Learning to support and extend our students. We run a range of 'Student Excellence' programs and challenges as well as providing Education Support Officers in classrooms.

Carnegie Primary School prides itself on recognising the leadership potential of our students and supporting their development in this area. Students are encouraged to participate in a range of additional learning that the school provides in sport, the Arts, high abilities extension opportunities, and caring for the environment.

The school fosters close links with parents and the broader community and recognises the importance of the partnerships to support and extend student learning achievement and growth, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for all staff and students.

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey was 88% compared to a state average of 82.8%.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our commitment to maintaining high expectations of performance in all KLA's, but particularly literacy and numeracy, remains our focus. Our teachers plan collaboratively and teach closely together. In the area of literacy we're putting a spotlight on the science of reading as a research based approach to teaching phonics so that students understand the how's and why's behind reading. Many staff in the junior school have been trained in the Orton Gillingham approach and further training will target middle and upper school teachers moving forward. In the area of Numeracy, there will be a continued focus on seeking out research based curriculum resources to ensure consistency in planning and teaching numeracy across the school and to continue delivering a high-quality curriculum that embeds the proficiencies. Our aim is always to ensure the learning is personalised and catered for individuals at their point of need. Our High Achievers program in the upper school is embedded with the support of the VHAP resource and through the development of the Student Excellence Team, programs that target high ability students in the junior and middle school will also be an ongoing priority. Through the TLI funding a tutor will continue to provide intervention and support where the need is identified and students funded under the PSD/DI program are well supported by staff and Education Support Officers. Individual Learning Plans are written for all students performing 12 months below level and are implemented and reviewed in partnership with families and SSG meetings take place at a minimum of once per term. Our staffing is currently determined to enable lower student teacher ratios

during key learning times, particularly during literacy and numeracy lessons. At Carnegie Primary School we cater well for our students by providing differentiated instruction based on assessment. Informal conversations around knowing our students take place regularly and more 'formal' data conversations are timetabled in our weekly meeting schedule. We are proud of our ongoing efforts to use Peer Observations as means of improving teacher practice and after implementing Teaching and Learning Sprints, this will continue to be our framework for our PLC improvement cycles. To support and monitor this, we are rejuvenating our practice of Learning Walks across the school and look forward to further embedding these, being carried out by leadership and our middle leaders. Our Teacher Judgement data of student achievement showcases some of our successes. In Number and Algebra, 95% of CPS students are working at or above the expected standards. In English, 96% of CPS students are working at or above the expected standards (compared to the state average of 86.3%). Our NAPLAN 'Reading' data reports that in Year 3, 90% of students are in the exceeding and strong proficiencies level and in Year 5, 91%. Students in the exceeding and strong proficiencies in numeracy in Year 3 and Year 5 is 88% (compared to the state average of 67%).

Wellbeing

Student wellbeing at Carnegie remained a priority and a source of celebration. Staff are positive role models for students and provide a safe, positive and nurturing environment for all. The school values a whole school approach to social emotional learning and adopts the 'Resilience, Rights and Respectful Relationships' (RRRR) program as its foundation. We use a restorative, proactive approach to behaviour management, giving students agency and responsibility in the decision making process. We continue to ensure time and resources support the social and emotional learning focus across the school. There is a dedicated Wellbeing Team with representation from across the school, including leadership. We participated in the Bayside Peninsula Area RRRR Network as a lead school and supported 5 local schools beginning their journey in the program.

The Leading Teacher at Carnegie Primary is dedicated to student wellbeing, welfare and inclusion. Maintaining relationships with all our students and families is a priority as we navigate a change in staffing and leadership within the school. We use effective communication tools to disseminate information to our families and stay connected with our community. Our Newsletter, the Compass portal and parent information session are examples of this. We focus on the academic needs of students, but parallel to this is their mental and physical health and wellbeing. The strong relationships between students, staff and our community is reflected in the Sense of Connectedness reported in AToSS which was 85% in 2023 with the state average being 77%. This was also an increase in positive responses up 4% since 2022. We also noted the management of bullying data was 80.9% with the state average being 75.1%. Again, this showed an increase of 1.9% in positive responses from 2022.

In 2023, the leading teacher spent significant time applying for and successfully gaining funding through the creation of Disability Inclusion Profiles for 10 students. Staff were also given professional learning around protocols and processes when developing student IEPs, supporting teachers in creating SMART goals and the leading teacher facilitated SSG meetings and parent teacher meetings.

We had a strong transition program that facilitated onsite programs for 2024 Prep students, transitioning between year levels as well as students moving to high school. We had strong working relationships with our local kindergartens and secondary schools that enabled smooth handovers for our community.

Engagement

The Carnegie Primary School 'Start Up' program occurred at the beginning of the year enabling students and teachers to get to know each other and build positive relationships. Each team develops a set of rights, responsibilities and expectations based on the common theme of respect and encourages a sense of belonging. We believe that students who feel safe, happy and secure are more likely to be motivated to excel. The school focuses on developing a learning environment for students that promotes independence, self-confidence, resilience and respect for self and others. Time was given to modifying expectations, providing purposeful feedback and the provision of appropriate learning materials. Significant time was dedicated to enhancing this program and staff participated in professional learning prior to the school year beginning.

The 2023 Staff Opinion Survey showed a 70.8% positive endorsement on School Climate. We are celebrating the increase in the Parent Satisfaction factor, as reported in the annual Parent Opinion survey to 88% (compared to the state average of 82.8%). Student absence was recorded as 16.9 days, less than the state average of 20.5 days. Attendance rate at each level was also high with an average of 90% across the year levels. Common reasons for non-attendance included illness and extended family holidays. The importance of attendance is regularly stressed to students, parents and the wider community and communicated in the fortnightly school newsletter. Student absences are monitored, and processes are in place to track absences. Absences are followed up with a phone call and personalised support is extended (dependent upon level of need). Attendance/absence is recorded in student written reports.

Other highlights from the school year

2023 was the beginning of a new chapter at CPS under the leadership of a new principal, Karen Roberts. The camping program continued to provide a multitude of benefits for our students. Many staff supported camps. Year 6 students attended camp in Mt Eliza early in term 2. The students came together and created bonds that tied them together for the remainder of the year. Year 3 / 4 camp was held in Mt Evelyn in Winter, allowing for different outdoor experiences. Sovereign Hill was the destination for our year 5 students. The 2 night camp provided strong links with curriculum and enabled students to delve deeper into history. The year 2 team developed a Year 2 fun evening, held at school, that was extremely successful.

Our year 6 students held many positions of leadership and worked hard to complete their roles. All year 6 students supported the prep students through our buddy program. Year 6 students continued their leadership development during our expo in term 2 when we welcomed families looking for prep placement for 2024. Students became tour guides, showing visitors around our school. The prep orientation program was another highlight, the year 5 students made connections with the kindergarten children as they familiarised themselves with school. Several 2023 prep students spoke to the parents during the orientation program where they eloquently shared their prep journey at Carnegie PS. There were many sporting highlights throughout the year in the pool and on track and field for individuals and teams in years 3 to 6. Students participated in either the junior or senior athletics carnivals and cross-country events. Our year 5 / 6 students trained for interschool sporting events and showed great sportsmanship on these occasions.

The broader community shared cultural highlights with a parent driven assembly presentation celebrating Diwali. Parents and carers were involved in 2 inaugural working bees that took place on Friday afternoons. PFA activities were well supported throughout 2023. The year ended with 2 activities that brought our community together. Firstly, the whole school art show, held in our Hall of Champions, where each student had a piece of art on display. For the first time in many years, an online auction of whole class artworks took place. The final event was our school sing along. Each year level sang a song as we shared a high energy afternoon. Many parents and carers supported both events.

Financial performance

Carnegie Primary School maintained a sound financial position in 2023. We had a surplus at the end of 2023. Sound financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were prepared and monitored by the Business Manager with the Finance Sub Committee and School Council reviewing as necessary. Revenue received through government grants was supplemented by a high percentage of parents paying voluntary school contributions.

Our Parents and Friends fundraising efforts raised just over \$15,594 putting those funds back into school projects like new Musical instruments, Reconciliation week, as well as various other small projects. Hiring of facilities includes money from our OSHC provider \$17,160 and McKinnon Basketball Club \$38,570.

For more detailed information regarding our school please visit our website at
www.carnegieps.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 588 students were enrolled at this school in 2023, 295 female and 293 male.

33 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).

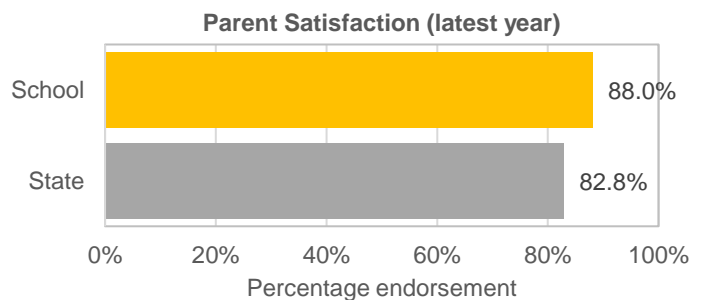
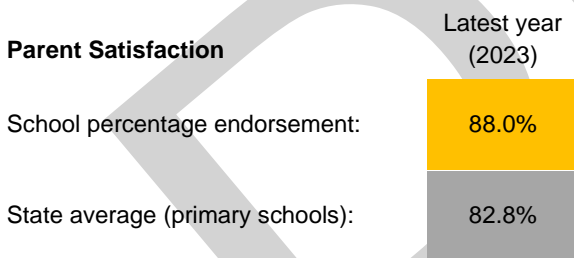
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

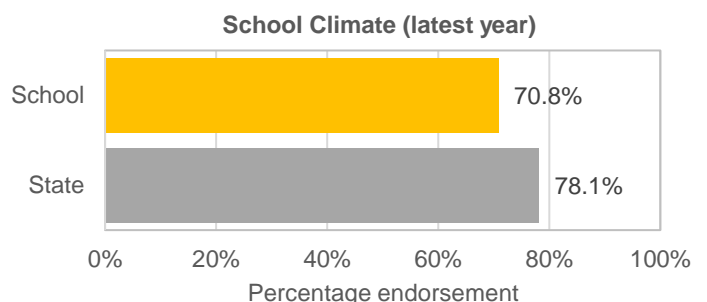
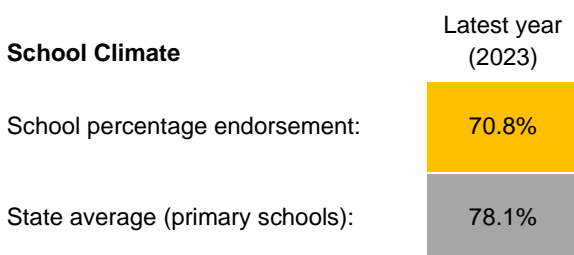


School Staff Survey

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

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

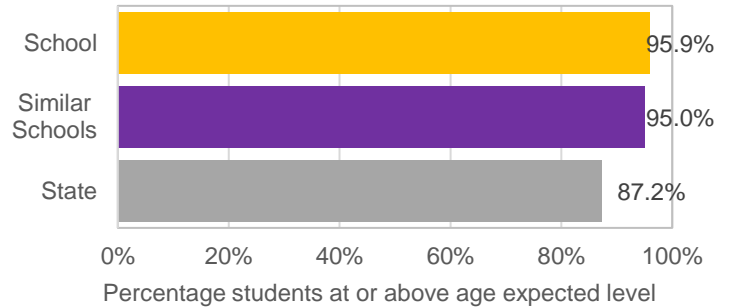
Latest year
(2023)

95.9%

95.0%

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

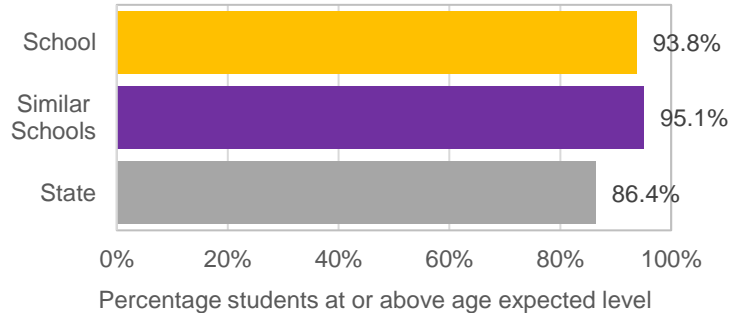
Latest year
(2023)

93.8%

95.1%

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.2%

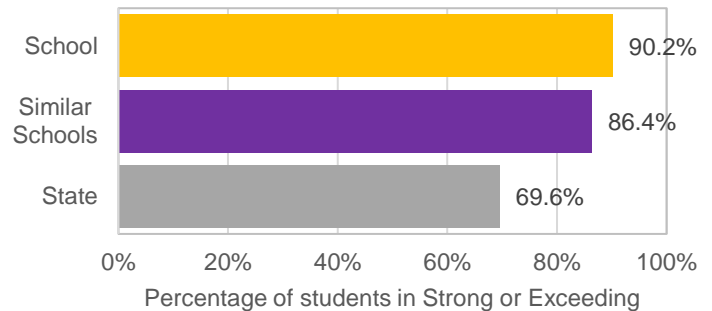
Similar Schools average:

86.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.7%

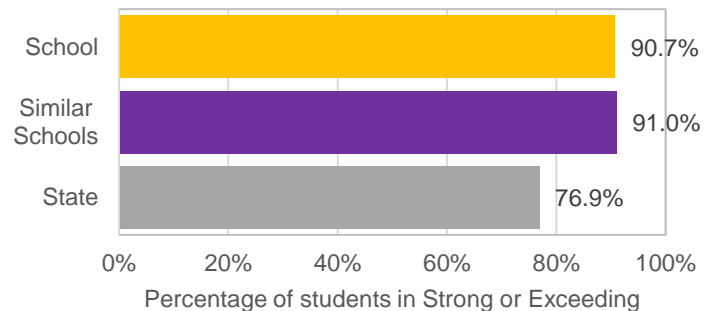
Similar Schools average:

91.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.2%

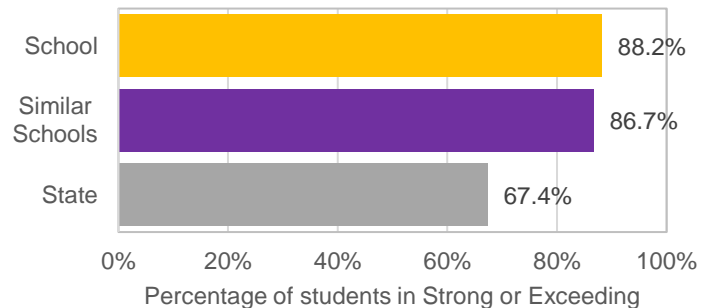
Similar Schools average:

86.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.0%

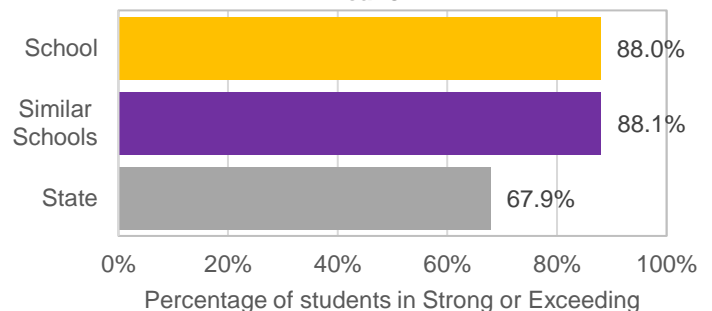
Similar Schools average:

88.1%

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:

91.7%

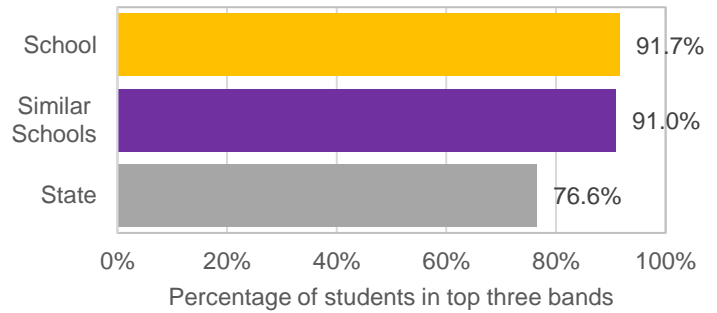
Similar Schools average:

91.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.0%

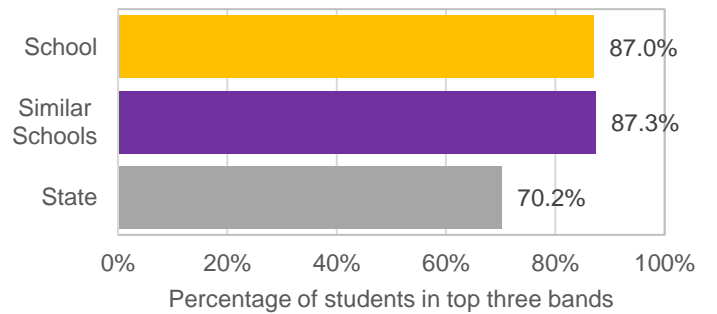
Similar Schools average:

87.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

92.9%

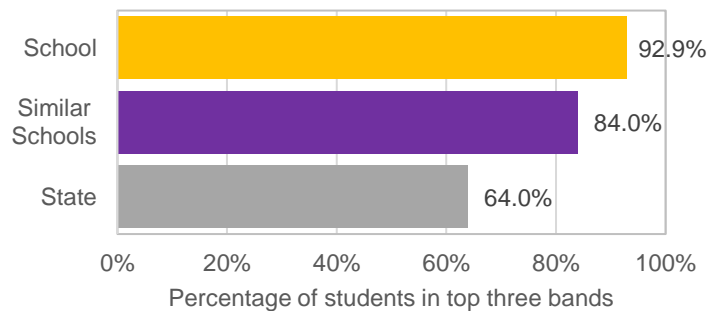
Similar Schools average:

84.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

77.1%

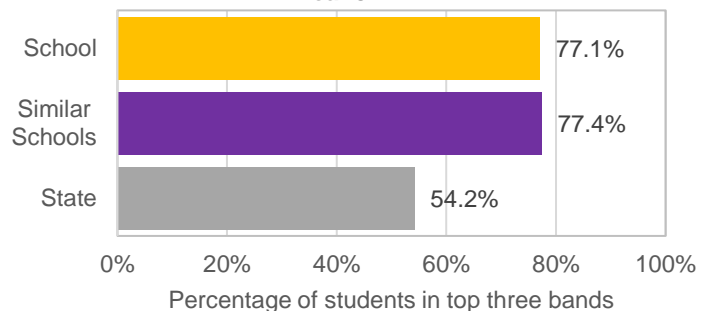
Similar Schools average:

77.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

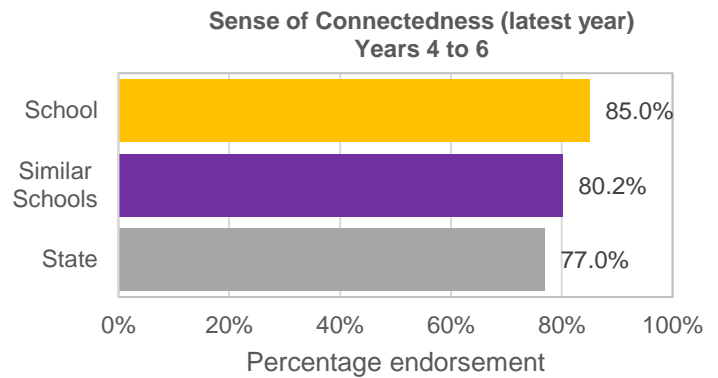
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	85.0%	85.4%
Similar Schools average:	80.2%	81.4%
State average:	77.0%	78.5%

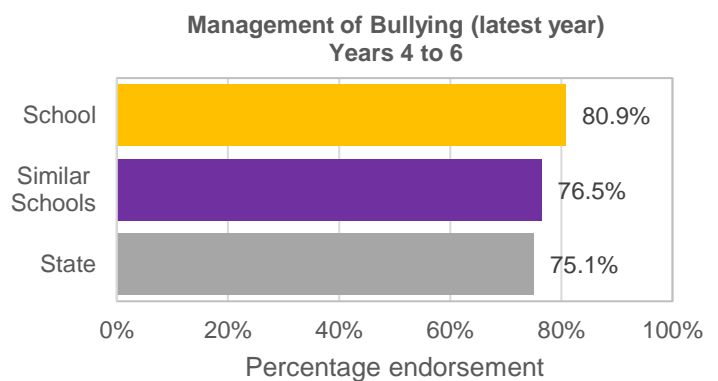


Student Attitudes to School – Management of Bullying

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:	80.9%	81.9%
Similar Schools average:	76.5%	78.1%
State average:	75.1%	76.9%



ENGAGEMENT

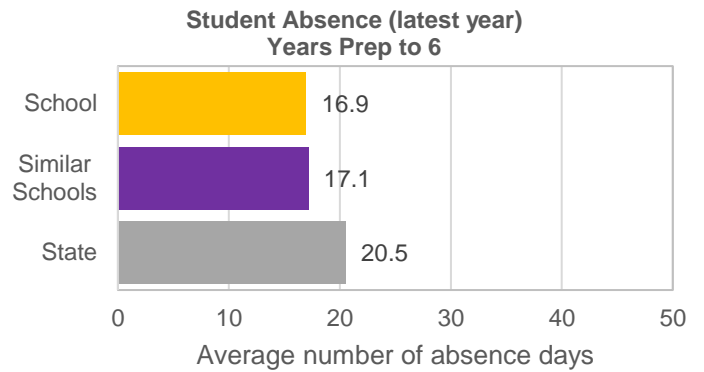
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.9	13.8
Similar Schools average:	17.1	13.9
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):	90%	93%	93%	91%	91%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,427,885
Government Provided DET Grants	\$679,900
Government Grants Commonwealth	\$9,027
Government Grants State	\$7,500
Revenue Other	\$34,998
Locally Raised Funds	\$516,408
Capital Grants	\$0
Total Operating Revenue	\$6,675,718

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,591
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,591

Expenditure	Actual
Student Resource Package ²	\$5,137,937
Adjustments	\$0
Books & Publications	\$1,408
Camps/Excursions/Activities	\$198,718
Communication Costs	\$14,587
Consumables	\$141,681
Miscellaneous Expense ³	\$23,329
Professional Development	\$36,798
Equipment/Maintenance/Hire	\$65,230
Property Services	\$126,768
Salaries & Allowances ⁴	\$395,881
Support Services	\$49,829
Trading & Fundraising	\$50,023
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,489
Total Operating Expenditure	\$6,283,677
Net Operating Surplus/-Deficit	\$392,041
Asset Acquisitions	\$0

- (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	\$338,805
Official Account	\$29,563
Other Accounts	\$0
Total Funds Available	\$368,368

Financial Commitments	Actual
Operating Reserve	\$175,469
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,453
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$276,921

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.