

# 2023 Annual Report to the School Community

School Name: Osborne Primary School (2655)



- 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 19 April 2024 at 07:57 AM by Brett Miller (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 24 April 2024 at 09:39 AM by Rachael Crosbie (School Council President)

## How to read the Annual Report

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### 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.

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### 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').

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## 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

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## School context

Osborne Primary School (OPS) which is located in Mount Martha, around 50 kilometres south east of Melbourne on the Mornington Peninsula, has a rich history dating back to 1873. The school's student enrolment has fluctuated from low to mid 600s over the past five years. In 2023 enrolment averaged 612 students. Class structure for 2023 consisted of 27 straight grade level classes.

The school's vision prioritises fostering a nurturing environment that instills values, knowledge, and skills for students to thrive in a dynamic world underpinned by core values of respect, confidence, cooperation, responsibility, and resilience underpin the school's ethos, supported by initiatives like Restorative Practices, Osborne 5Rs and respectful relationships.

OPS has developed a culture which highly values the partnership between the school and home. Parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs and events. Strong lines of communication between home and school operate effectively through the Compass electronic communication system. Weekly newsletters/bulletins keep families informed about what is happening at school. Our enthusiastic "Friends of Osborne" (FOS) group aim to actively engage students, staff, parents and community in a range of social and fundraising activities.

Governance is overseen by a dedicated School Council, pivotal in implementing the school's strategic and annual plans. Teaching programs adhere to the Victorian Curriculum, emphasising high expectations and differentiated instruction to meet individual student needs. Strong literacy and numeracy initiatives, including "Point of Need" teaching, STAR problem solving model in Mathematics, CAFE reading, 6+1 Writing Traits, the Writing Process, the Lexile reading comprehension program, Jolly Phonics and the STAR problem-solving model, underscore strong academic achievement.

The school's instructional model ensures consistency in lesson structure, promoting engaging learning experiences across subjects. Staffing comprises a mix of experienced and early-career educators, contributing to a positive school climate reflected in surveys. Due to a dedicated staff working collaboratively in providing a viable curriculum and a strong collective focus on student learning, our positive school climate results are reflected in our 2023 school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

Facilities at OPS are extensive, including a dedicated and purpose-built Science, Music, Art Rooms and a Gymnasium. As well, there are literacy and numeracy support rooms and 2 large shared learning space in the BER. The Library is centrally located and available to students at lunchtime, as well as class time. The school has a full functioning school canteen. Our Outside School Hours Care program, managed by Osborne PS, is accommodated in its own dedicated building. OPS makes excellent use of the ample range of quality facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

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

### Learning

In 2023, Osborne Primary School conducted a thorough review of its direction, pinpointing numeracy as a priority focus based on comprehensive data analysis. The FISO improvement initiatives and Priority Goals recommended to our school by the Department of Education for 2023 were:

(1a) Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

(1b) Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

School goals were:

(2) To improve literacy outcomes for all students with a focus on Reading and Writing.

(3) To improve numeracy outcomes for all students.

(4) To improve student engagement in learning with a focus on student voice and agency.

Osborne Primary School is extremely proud of our results in student learning outcomes. In 2023, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy and numeracy.

Teacher judgment data of students from Foundation to Year 6 working at or above the expected age level in English (reading) is very high at 95% and Mathematics (number and algebra) at 93% which is above like schools.

Osborne Primary School's 2023 NAPLAN achievement data in the exceeding and strong proficiency bands is well above like schools and state in Reading, Writing, Numeracy and Grammar and Punctuation and Spelling for Year 3 and 5 students.

In 2023, saw the implementation of the Mathematics Daily Review initiative. Students and staff celebrated great success with implementing the Maths Daily Review school-wide. This teaching approach aims to build students' automaticity with different maths concepts.

Regular assessments were completed as per the assessment schedule throughout the year and areas for improvement and achievements were highlighted in year level scope and sequences. The principal team meet with year level teams each term to discuss achievement data.

The school also worked to align English teaching and continued to embed a whole school approach for the CAFÉ Reading framework with a focus on student conferencing and goal setting. The continued work to embed the 6+1 Writing Traits framework with a particular focus on sentence structure and sentence cohesion was prioritised through whole staff professional development sessions.

The strategic plan for intervention and support through the TLI (Tutor Learning Initiative) program continued at a reduced capacity. In 2023 we also focused on challenging students mathematics learning by running small groups that focused on problem solving and taking on challenges through multi-step and word problems.

The Education Department's PLC (Professional Learning Communities) initiative was fully implemented in 2023.

## Wellbeing

At Osborne Primary School, a strong ethos promoting school values such as Respect, Confidence, Responsibility, Cooperation, and Resilience are integrated into various aspects of school life. The "Play is the Way" program has been instrumental in teaching social skills and fostering personal development, helping students navigate social challenges and build resilience through group games and teamwork.

OPS's commitment to wellbeing is evident in the results of the DET staff survey, where the school scored well above state, network, and similar schools for school climate. Similarly, the Student Attitudes to School Survey indicated high levels of connectedness, effective bullying management, and student voice and agency.

The school provides additional support for students' social and emotional development through the Primary Welfare Officer, who offers assistance based on referrals from staff or parents. The Assistant Principal of Wellbeing directly engages with families needing extra support, reflecting the school's dedication to student welfare.

Parent surveys highlight high levels of school connectedness, pride, and confidence, showcasing strong partnerships between parents and teachers. Effective communication channels, including Compass, email, phone, and face-to-face interactions, facilitate collaboration between home and school.

OPS implements various initiatives to promote school-wide wellbeing, such as regular assemblies, restorative practice protocols, and relationship-building lunch clubs. The introduction of the Disability Inclusion funding model and the Rights, Resilience, and Respectful Relationships curriculum further enhances inclusivity and social skills development.

Academically, OPS offers tiered support services ranging from targeted differentiation to intervention groups in phonics, reading, and numeracy. Small group interventions, such as phonics groups and the Levelled Literacy Intervention Program, cater to individual student needs and are closely monitored for effectiveness. The Quick Smart Numeracy Intervention Program targets students below expected levels in numeracy, effectively improving number recall and fluency.

Overall, OPS's holistic approach to wellbeing integrates academic support, social skill development, and strong community partnerships, ensuring students thrive both academically and emotionally.

## Engagement

At Osborne Primary School our teaching programs aim to enhance the level of stimulation, motivation and challenge in student learning. Attendance data for OPS over the year was above similar schools and state.

Student engagement was enhanced through Inquiry investigations in the curriculum areas of science, history, geography and the arts. Inquiry planning each term related to one of the "through lines" at Osborne - Diversity, Creating, Understanding and Sustainability.

The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages: Indonesian. These programs aim to tap into every child's interest level and extend students to take on new challenges.

The range of extra curricula opportunities at OPS provides avenues for each child to develop their talents, leadership and personal and social skills. Teachers have developed a repertoire of strategies to empower students to be active in their learning journey. Students are encouraged to take an authentic role in decision making both within the classroom and across all aspects of school life. Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing genuine feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement.

Informed by data, OPS has a strong focus on differentiation and a point of need teaching approach to effectively engage all students. This was reflected in the Attitude to Schools Survey, 'Differentiated Learning Challenge' with a favourably 92% and 'Stimulated Learning' at 94%. Both these results are above State, Network and Similar Schools. There was also a strong focus on student voice in 2023, with the school endeavouring to provide increased opportunities for the students to have greater influence on their learning. A well-structured transition program makes for seamless transition between all areas of the school.

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## Other highlights from the school year

2023 saw the successful completion of a comprehensive school review led by Zenda Clark from Monash University. The review involved a diverse panel including SEIL Stan Szuty, OPS staff, and external principals Matthew Gallagher and Julie O'Brien, alongside School Council President Sarah Lawrence. Delving into school-wide data, classroom visits, and stakeholder meetings, the panel established key focus areas. Positive feedback was received, particularly noting confident student engagement and parental involvement. The culmination was the drafting of a strategic plan for 2023-2026, reflecting achievements and identifying areas for growth. Parental input was integral, shaping future directions for OPS.

The Osborne Community's 150th celebration was a resounding success, thanks to the overwhelming support and participation. The event showcased a myriad of engaging activities, including a historical walk featuring captivating artefacts and photos, diverse food vans, year-level market stalls, and lively entertainment like bush dancing and a silent disco. Attendees enjoyed interactive games like lucky dip jars and guess who. The historical walk emerged as a standout, offering a glimpse into the community's rich heritage through fascinating memorabilia. Gratitude extends to the dedicated staff whose tireless efforts made the event unforgettable. The collective effort of students, parents, and staff fostered a truly memorable and cherished occasion.

The completion of the major facility rebuild has allowed Osborne Primary School to provide a contemporary learning environment that utilises both indoor and outdoor learning areas in an effective manner. In Term 3 of 2023 the portable classrooms that currently house the year 2 and 3 classes had an external gallery built, creating a flexible and adaptable learning space which allows for greater student collaboration.

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## Financial performance

Osborne Primary School maintained a sound financial position throughout 2023. The School Strategic Plan, 2023-2027, along with the 2023 Annual Implementation Plan (AIP), continued to provide the framework for school council allocation of funds to support school programs and priorities. Comprehensive budgets were planned and approved by school council to resource the needs of the students and school. All curriculum programs were well resourced, ensuring spending was targeted and prioritised in line with the 2023 AIP.

Financial reports were regularly monitored by the Finance Committee and School Council. The Net Operating surplus was due to careful budgeting, effective fundraising, and well-resourced programs already in place. The addition of 150 new yogas were also installed to complement curriculum programs.

Minor building works continued in the Middle School Building with a majority of the work now complete with new furniture now installed. New garden beds and improvements to our playgrounds have enhanced the outdoor playing areas. A new digital sign was installed to complement our outdoor improvements. Equity funding contributed to the employment of support staff and students requiring additional support.

The school continued to operate an Outside School Care program in 2023.

**For more detailed information regarding our school please visit our website at**  
<https://osborneps.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 612 students were enrolled at this school in 2023, 293 female and 318 male.

1 percent of students had English as an additional language and 1 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).

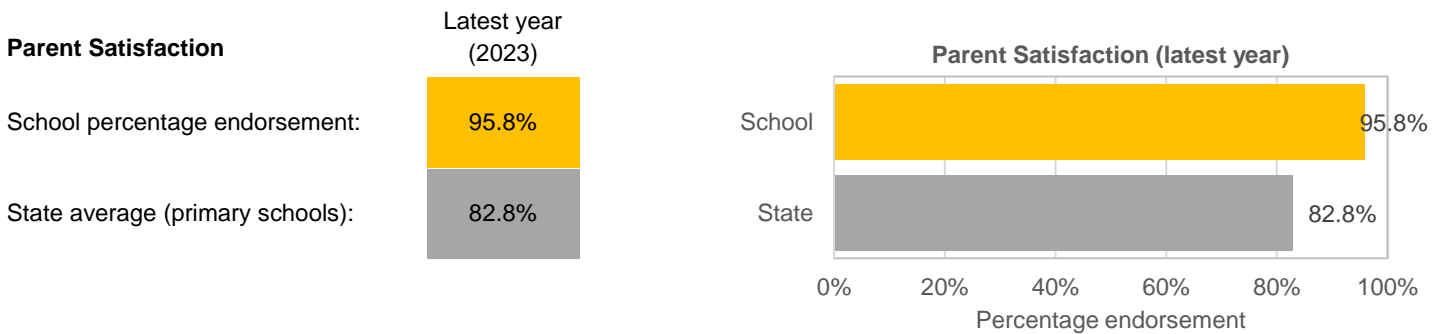
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

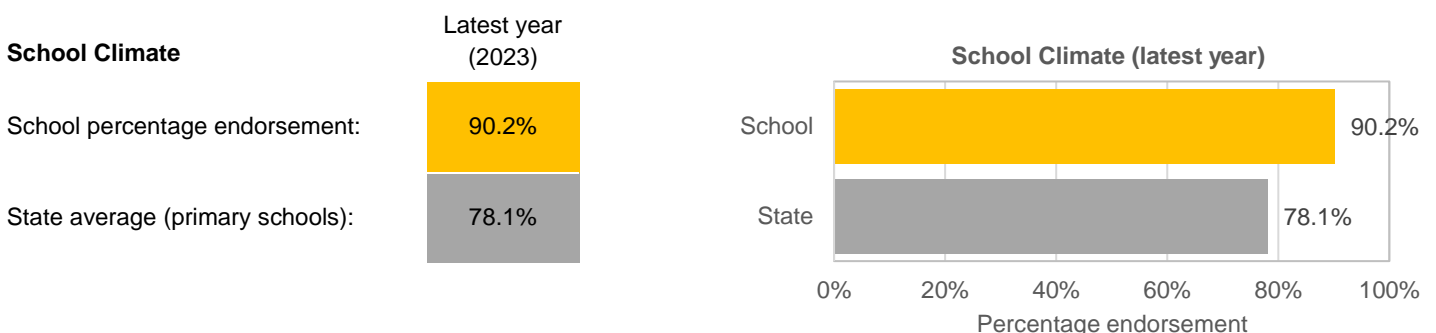


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

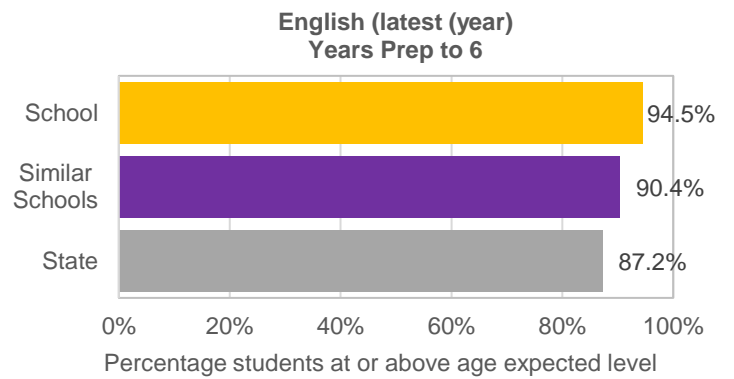
94.5%

Similar Schools average:

90.4%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

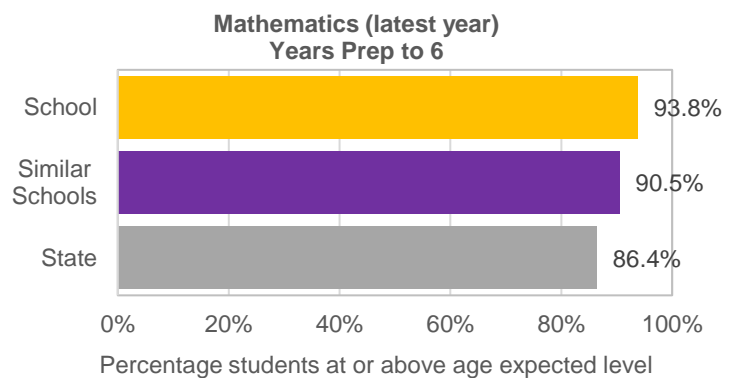
93.8%

Similar Schools average:

90.5%

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:

80.4%

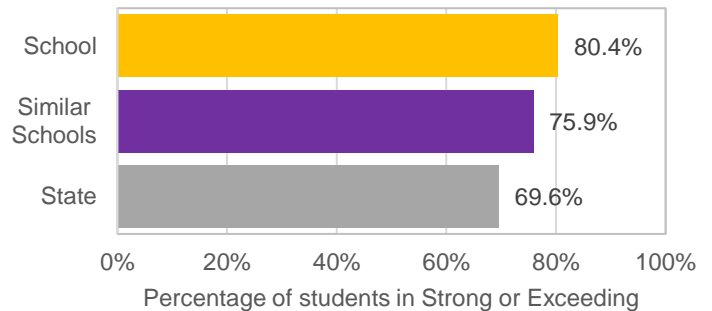
Similar Schools average:

75.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

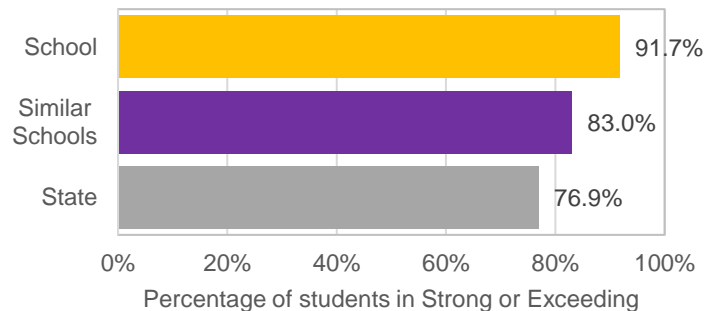
Similar Schools average:

83.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

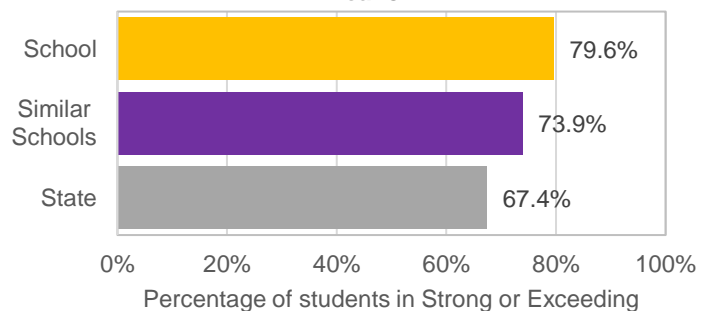
Similar Schools average:

73.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.1%

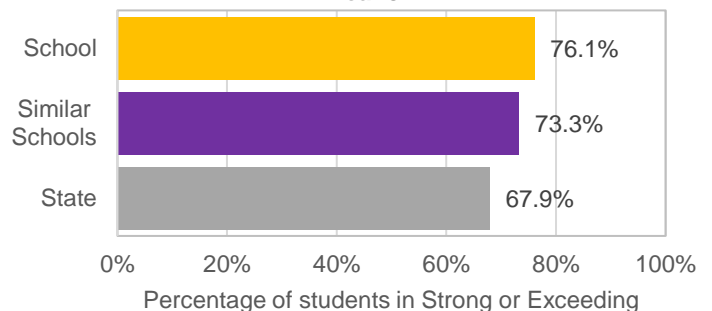
Similar Schools average:

73.3%

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:

85.0%

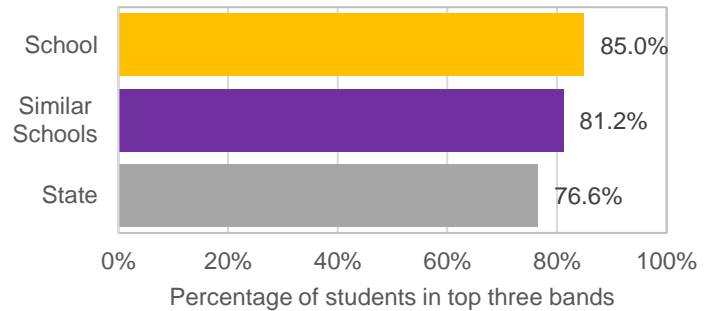
Similar Schools average:

81.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.4%

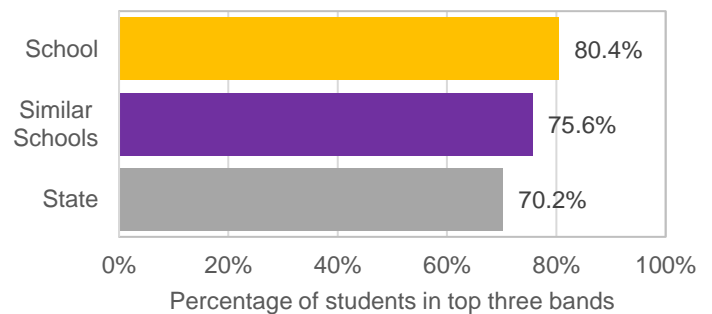
Similar Schools average:

75.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

61.3%

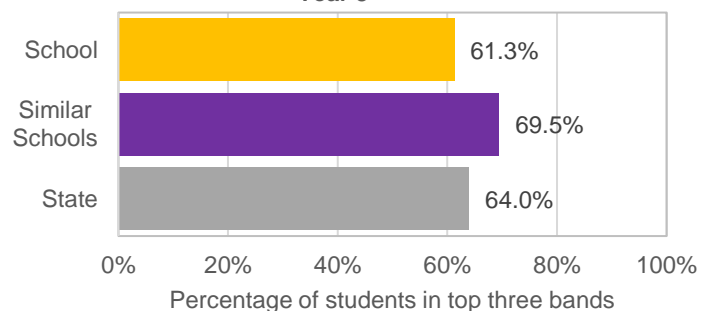
Similar Schools average:

69.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

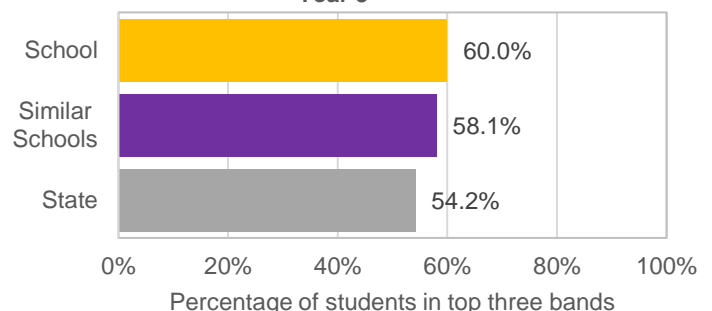
Similar Schools average:

58.1%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

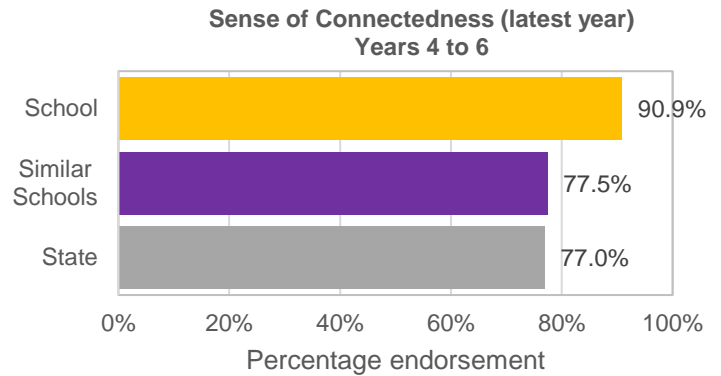
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	90.9%	86.9%
Similar Schools average:	77.5%	79.2%
State average:	77.0%	78.5%

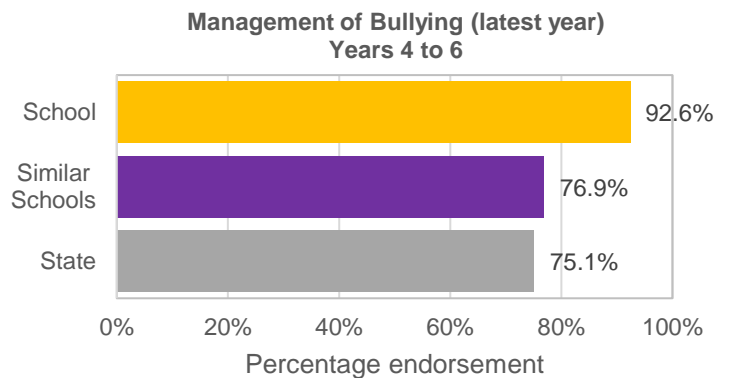


### Student Attitudes to School – Management of Bullying

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:	92.6%	90.4%
Similar Schools average:	76.9%	78.9%
State average:	75.1%	76.9%



## ENGAGEMENT

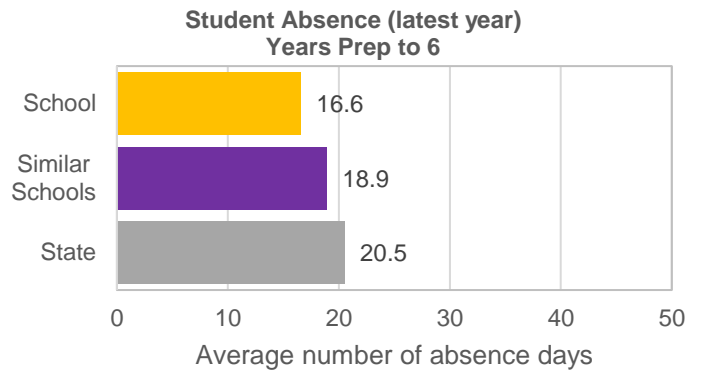
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.6	14.0
Similar Schools average:	18.9	16.1
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):	92%	92%	92%	93%	91%	91%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,423,724
Government Provided DET Grants	\$383,858
Government Grants Commonwealth	\$198,881
Government Grants State	\$0
Revenue Other	\$29,628
Locally Raised Funds	\$655,774
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,691,864</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$55,580
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$55,580</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,591,941
Adjustments	\$0
Books & Publications	\$15,263
Camps/Excursions/Activities	\$281,727
Communication Costs	\$5,046
Consumables	\$117,515
Miscellaneous Expense <sup>3</sup>	\$100,407
Professional Development	\$16,866
Equipment/Maintenance/Hire	\$52,908
Property Services	\$139,764
Salaries & Allowances <sup>4</sup>	\$266,426
Support Services	\$27,100
Trading & Fundraising	\$53,397
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,910
<b>Total Operating Expenditure</b>	<b>\$6,735,270</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$43,406)</b>
<b>Asset Acquisitions</b>	<b>\$37,463</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	\$155,240
Official Account	\$429,159
Other Accounts	\$10,484
<b>Total Funds Available</b>	<b>\$594,882</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$169,982
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,322
Funds Received in Advance	\$6,160
School Based Programs	\$37,395
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$216,860</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.*