

2023 Annual Report to the School Community

School Name: Ascot Vale West Primary School (4025)



- 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 18 April 2024 at 02:03 PM by Olivia Atanasovska (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 19 April 2024 at 07:15 AM by Tamara Popovich (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

Ascot Vale West Primary School is situated in Melbourne's inner north-west in the city of Moonee Valley. The school is bordered by residential housing on two sides with the Ascot Vale Leisure Centre and Victory Park on the third. The Royal Melbourne Showgrounds are located directly opposite the front entrance to the school. The school was established in 1923. The school population reflects the characteristics of the Ascot Vale community with its diversity of socio-economic and cultural backgrounds. A key strength of the school is the value placed by the school community on its multicultural mix. The school continually strives to build connections with its diverse communities by providing a range of opportunities for families to participate in school life through parent programs and social activities. Students at Ascot Vale West Primary School have vastly different living circumstances. Approximately a third of students reside in social housing, being of families who are more recent arrivals where English is not the main language spoken at home. This is largely due to families being offered permanent housing outside the local area as the planned redevelopment of the Ascot Vale Housing Estate proceeds.

The values embraced by the school community are: Be a Learner, Be Respectful and Be Safe. These values together with a set of guiding principles provide a framework for the way we work towards achieving our vision. The school has a clearly defined learning framework based on the Gradual Release of Responsibility Model. Through this learning framework teachers scaffold students to support learners as they develop their understandings.

Whilst developing Literacy, Numeracy, Social and Emotional Wellbeing are our key focuses, we believe that the development of the whole child is critical to successful outcomes for our students. The Wellbeing Team and Curriculum Team support staff and monitor students, and their families to ensure they remain connected and engaged in learning. The school is also committed to its Specialist Program where the Specialist Team implement Visual Arts, Performing Arts, Physical Education and Spanish programs. Staff work collaboratively in Professional Learning Communities led by Instructional Leaders. Professional Learning Communities use inquiry cycles to challenge current practices to drive and deepen their knowledge by responding to student data. This enhances the tracking and monitoring of individual students and sub-groups to more effectively personalise and scaffold learning; ensuring challenge and progress for every student. Working as part of the School Improvement Team, Assistant Principals, Professional Learning Community Leaders and Wellbeing & Disability Inclusion Leaders work to support consistent practices across the school.

The school provides a caring and supportive environment for students using a mix of composite and straight year level classes. The number of classes was 13 in 2023. Staffing profile in 2023 was 2 principal class officers (2 EFT) 13 classroom teachers, 3 part-time specialist 0.6 and 1 at 0.8, Tutors 0.4 (0.8 EFT), 1 Primary Welfare Officer (0.8) (18.2 EFT), and 8.8 Education Staff, including 0.8 Multicultural Education Aide. The School Improvement Team consists of 2 principal class officers and 4 teachers.

Enrolments remained static with 301 students enrolled. The gender breakdown is 55.8% males and 44% females. The Student Family Occupation Education Index (SFOE) indicates a low-medium socio-educational disadvantage. The average number of equity funded students stands at 91 representing 31% of the student population. The number of students funded through the Program for Students with Disabilities program Disability Inclusion has remained relatively the same over recent years with a small proportion of students are funded through the Program for Students with Disabilities, and some receive Tier 3 Disability Inclusion funding in 2023.

The school is a member of the Moonee Vale Instrumental Music Program (MVIMP). This program is a long-standing collaboration between four local primary schools to offer affordable user pay in school instrument music tuition for student from Years 3-6. In 2023, the school put on an outstanding school production. It was held at held at the Moonee Ponds Clocktower. A number of student leadership roles are available through an election process. Apart from traditional student leadership roles, the school also offers ambassador roles for students who exhibit an interest or talent in the specialist programs. These students assist in promoting specialist programs, being ambassadors for the program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, learning at Ascot Vale West Primary School focused on 'strengthening teacher content knowledge of the writing curriculum to support teaching and learning decisions' as per our latest SSP. Building on our understanding of how to teach readers, we began this work by unpacking what it means to teach writers, how the Writer's Notebook supports this and the instructional practice of conferencing within the Writer's Workshop. Teachers collaborated in their Professional Learning Communities (PLCs) to develop

learning intentions and success criteria that responded to needs identified in student work samples and conferences. Whole school moderation sessions against the Victorian Curriculum standards, in combination with planning undertaken and professional discussions in the PLCs, strengthened teacher content knowledge of the writing curriculum. This has had a positive impact on teacher confidence to teach writers despite a decrease in the percentage of Prep - 6 students above age expected level for writing from 46% (2022) to 42% (2023) in teacher judgements. This is the result of teachers having a greater understanding of the writing standards and expectations for each year level compared to previously, as evidenced by an increase in the School Staff Survey item 'Teaching and Learning - Planning: Understand Curriculum' from 83% in 2022 to 86% in 2023.

Continuing our work towards vertically aligning the school's writing curriculum and ensuring a Guaranteed and Viable Curriculum for all students, the Literacy Working Party reflected on current writing Units of Study and refined these to focus on the different purposes of writing, i.e to entertain, inform and persuade. These refined curriculum maps are being used and further refined by teachers as they plan Units of Study in 2024. Referring to these maps in PLCs as they plan, continues to build a deeper understanding of content and responsiveness to learner needs.

In line with the state-wide goal set by the department, mathematics also became a focus area aiming to 'raise the profile of mathematics to address the learning needs of students and teachers'. A Numeracy Working Party was established to track and monitor progress towards achieving actions and activities of KIS and an additional Assistant Principal (Curriculum/ Teaching & Learning) was recruited to lead and support middle level leaders to implement the numeracy teaching and learning program at the school. The Numeracy Working Party reviewed the school's curriculum maps to identify links to place value concepts across other areas of the mathematics curriculum. In their PLCs teachers collaboratively developed learning intentions and success criteria considering the links to place value concepts. As a result of this work, we saw an increase in the percentage of students performing above age expected level from 35% (2022) to 39% (2023) in teacher judgements, just 1% shy of our target.

Wellbeing

Ascot Vale West Primary School has continued to focus on student health and wellbeing by working to strengthen processes and procedures to support the children, families, and teachers at our school.

The school successfully recruited a Primary Welfare Officer who works alongside the Principal and Assistant Principal forming the Wellbeing Team. The team meet on a weekly basis utilising the Students at Risk Tool to identify students and action interventions to be proactive rather than reactive. The team work closely with the SSSO and other external agencies such as Occupational Therapists, Psychologists, Speech Pathologists, and specialists' services from the Royal Children's Hospital. Communication and documentation have been strengthened by this process.

The AVWPS Staff Responsibilities was developed to provide clarity to all staff of the roles and responsibilities held by those on the Wellbeing Team. This document has enabled staff to access certain staff for different purposes. The Wellbeing Team have continued to provide additional time to all teachers to complete the Student Check-In Tool which is included in the Whole School Assessment Schedule. Each term, week 6 teachers work independently to complete the spreadsheet with the following week teachers meeting in their Professional Learning Communities (PLC) to analyse the data and identify Tier 1 or Tier 2 interventions for those 'at risk' students. The Wellbeing Team meet to share the analysis and provide additional support by way of professional development for teachers and/or physical resources. The flow on affect has been teachers are now planning effective teaching and learning using the Personal & Social Capabilities of the Victorian Curriculum in their PLCs to support those students identified in the Student Check-In Tool.

With the development of the Wellbeing Working Party, time was spent unpacking and understanding the 7 High Impact Wellbeing Strategies and the effect they have on student relationships, engagement, and learning. Teachers in the Wellbeing Working Party were able to take their new learning back to their PLCs and discuss the importance of cultivating ongoing mutual respect and positive regard with all their students.

Another focus of the Wellbeing Working Party was to improve data literacy across all members of the team. A range of data was provided and discussed via Panorama including data sets from Attitude to School Survey (ATS) and Attendance Data. The Wellbeing Working Party utilised data specialists from the Department and together with the Student Engagement Working Party analysed ATS data with a focus on Managing Bullying and Connectedness to schools.

With the move from Program for Students with Disabilities (PSD) to Disability Inclusion (DI), the Wellbeing Team have been actively supporting all staff to develop their understanding of DI and the importance of providing evidence of modifications and adjustments. Whole school professional learning has been provided by the Disability Inclusion Implementation Officers to support all staff to understand how the changes affect them as classroom teachers and the importance of individual work programs. The Assistant Principal works with PLCs and individual teachers to identify potential DIP students and ensure all processes and procedures are followed and implemented.

Engagement

In 2023, we prioritised student engagement as part of our Annual Implementation Plan with a focus on 'building teacher capacity to integrate student voice and agency into teaching and learning'. A middle-level leader with expertise and passion in this area was identified to lead this work. The identified middle-level leader worked with the leadership team to develop a series of professional learning for teachers and ES staff, responding to the data from the 2022 ATS survey.

A Voice and Agency Working Party was also established to support this work and drive conversations and professional learning in PLCs. The team investigated how teachers and students perceived their roles in the learning process as well as their current understandings of what voice and agency looks like in the primary classroom. They audited current practices supportive of voice and agency in students' learning and used the departmental resource Amplify to develop a consistent understanding of student voice and agency.

Time was allocated on curriculum days and after-school meetings for teachers to engage in professional learning about evidence-based approaches to embed voice and agency in teaching and learning. In addition, teachers made observations within their classrooms to contextualise the learning. Working collaboratively teams discussed and identified key factors, considered current practices and identified what supported student voice and what needed to be tweaked or added. Plans were developed including evaluating strategies to monitor implementation and evaluate effectiveness. Strategies and tools for individual subjects were considered, such as the Writer's Notebooks in writing, as well as more general strategies, such as conferencing and classroom meetings were employed to empower students in their learning. This has had a positive impact on our Attitudes to School Survey results, with 70% of our Year 4-6 students positively endorsing student voice and agency.

The school also continued to run a well-supported student leadership program, including the Student Representative Council and extensive leadership roles for senior school students. Underpinned by democratic principles, all senior students had the opportunity to present for leadership positions and teachers mentored these leaders. Student leaders continued to organise and present school assemblies and use this platform to project the school's values to the school community. The SRC had input in selecting and planning whole school events to raise awareness about different issues, such as neurodiversity.

The Wellbeing Team shared best practice for monitoring attendance in School Improvement Team, including unexplained absences, ongoing absences and punctuality. As a result, our school's average attendance rates remained high. The 5-year school average absence days was 16, lower than both the similar schools and state averages.

Financial performance

In 2023 we did not exceed expenditure to our revenue. The surplus was \$143,492.45. With the reintroduction of Show Parking, there was a profit of \$120,395.00. The trust funds, Fred Tongue Trust and Anne Harding Trust, are accessed annually to provide awards to students. We hold \$29,855.72 in fundraising from Parents and Friends. The school expended its equity funding to support families in need by providing Breakfast Club, lunches and assisting with costs associated with essential and non-essential items. Additional education support staff were also employed to assist students in their learning. We continue to invest in the professional development of staff to address the goals and targets in the school strategic plan, (2022-2025), and the 2023 Annual Implementation Plan by providing additional non-face to face release for Professional Learning Community Leaders to plan, present professional learning for staff and support the implementation of the AIP. We continued to make improvement to our facilities, grounds and monitoring defects caused by the completion of the new Capital Works.

For more detailed information regarding our school please visit our website at

<https://avwps.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 294 students were enrolled at this school in 2023, 129 female and 165 male.

41 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).

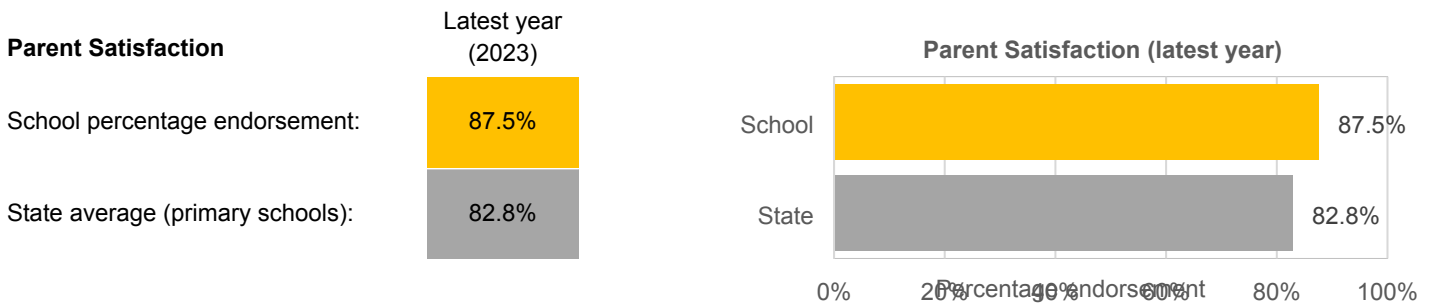
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

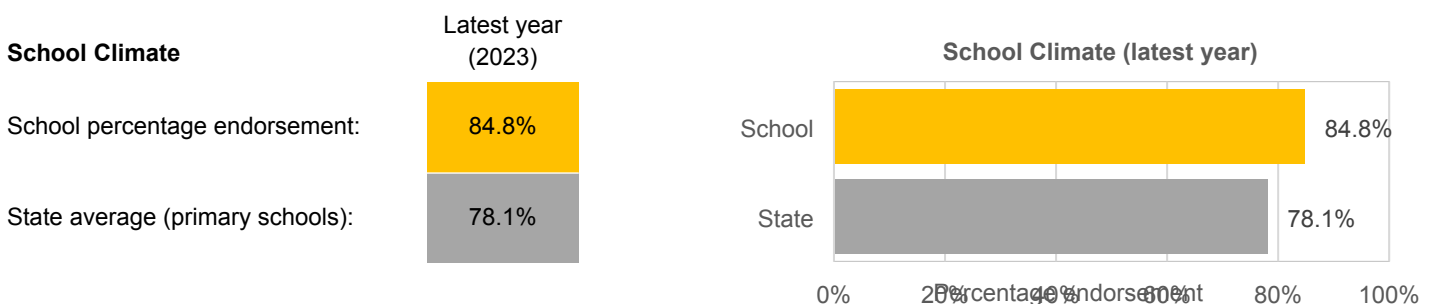


School Staff Survey

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:

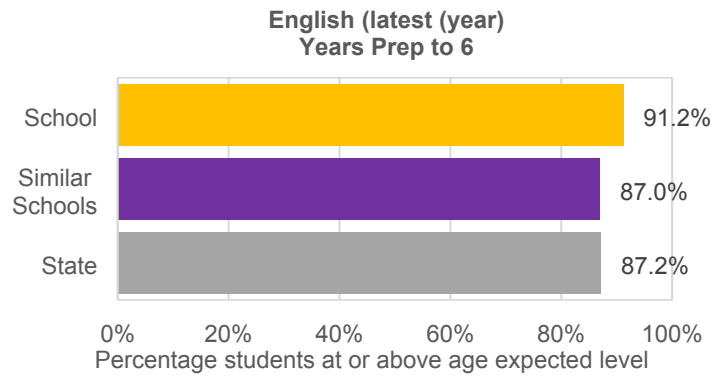
91.2%

Similar Schools average:

87.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

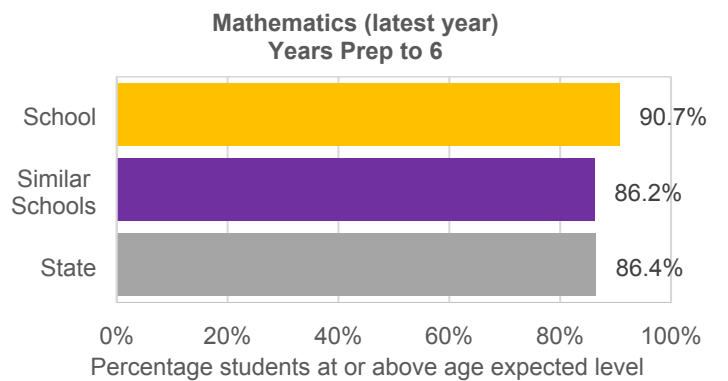
90.7%

Similar Schools average:

86.2%

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:

75.0%

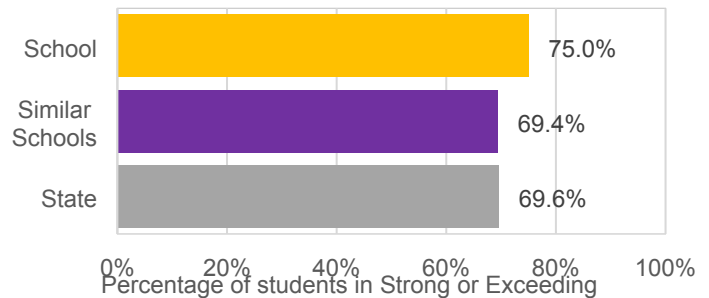
Similar Schools average:

69.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.4%

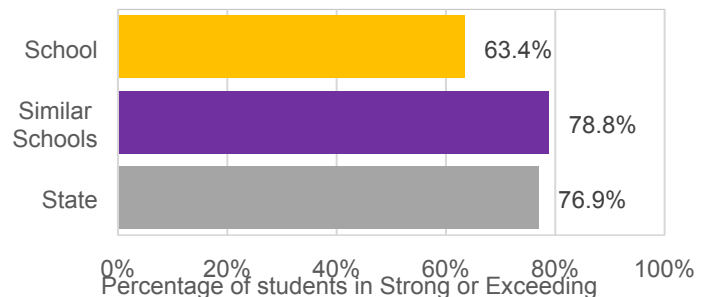
Similar Schools average:

78.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.5%

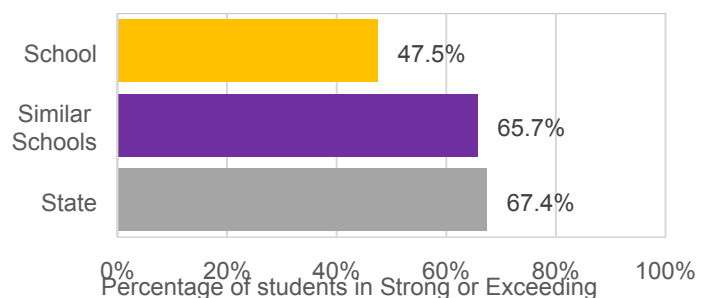
Similar Schools average:

65.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.3%

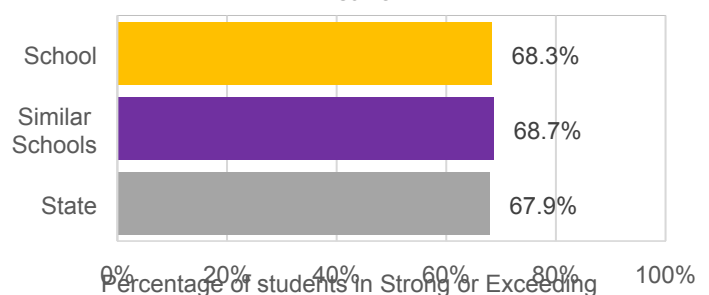
Similar Schools average:

68.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.3%

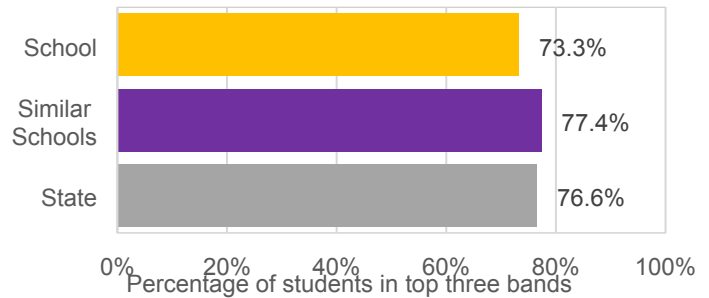
Similar Schools average:

77.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.5%

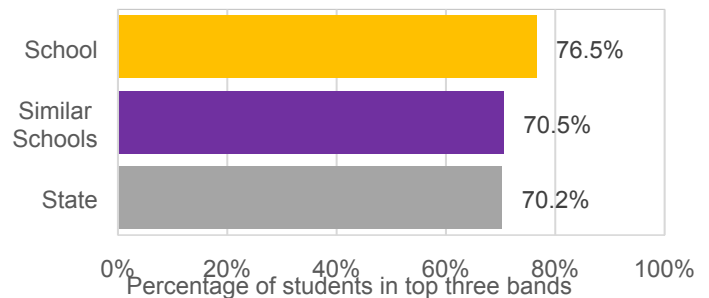
Similar Schools average:

70.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

63.6%

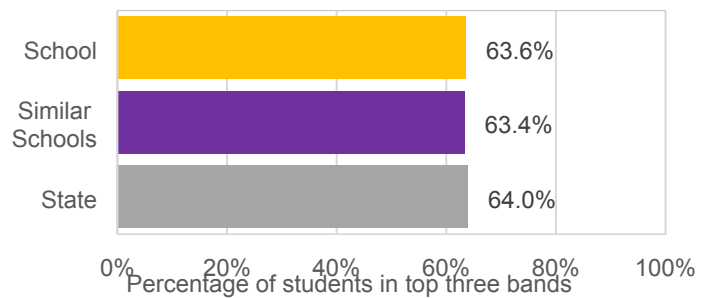
Similar Schools average:

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:

51.5%

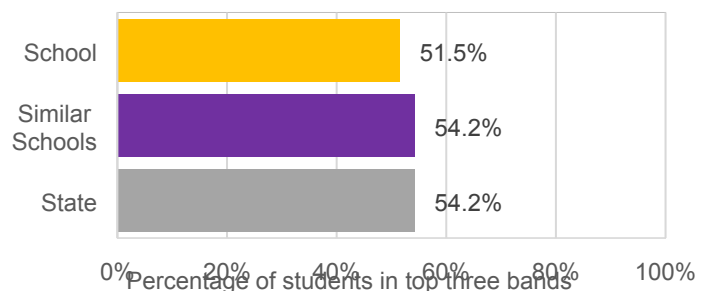
Similar Schools average:

54.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

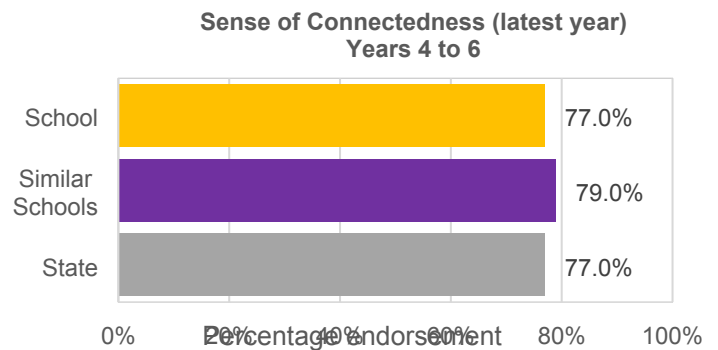
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.0%	77.8%
Similar Schools average:	79.0%	79.4%
State average:	77.0%	78.5%

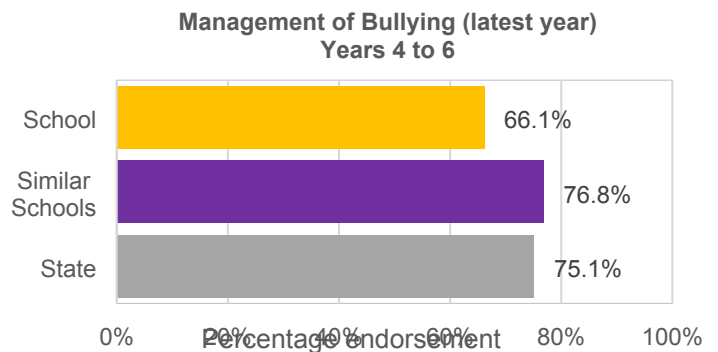


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	66.1%	69.9%
Similar Schools average:	76.8%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

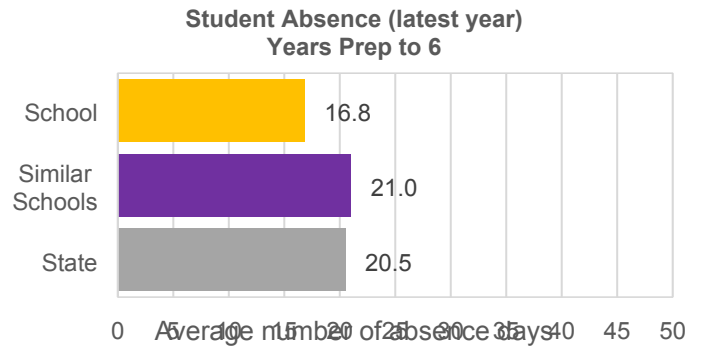
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.8	18.3
Similar Schools average:	21.0	18.5
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%	93%	92%	89%	94%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,949,438
Government Provided DET Grants	\$849,260
Government Grants Commonwealth	\$14,382
Government Grants State	\$0
Revenue Other	\$36,652
Locally Raised Funds	\$331,392
Capital Grants	\$0
Total Operating Revenue	\$4,181,123

Equity ¹	Actual
Equity (Social Disadvantage)	\$80,431
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$80,431

Expenditure	Actual
Student Resource Package ²	\$2,784,515
Adjustments	\$0
Books & Publications	\$836
Camps/Excursions/Activities	\$89,464
Communication Costs	\$5,404
Consumables	\$57,702
Miscellaneous Expense ³	\$46,187
Professional Development	\$10,528
Equipment/Maintenance/Hire	\$112,257
Property Services	\$124,061
Salaries & Allowances ⁴	\$257,805
Support Services	\$38,992
Trading & Fundraising	\$14,697
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,942
Total Operating Expenditure	\$3,564,390
Net Operating Surplus/-Deficit	\$616,733
Asset Acquisitions	\$26,150

- (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	\$682,488
Official Account	\$40,295
Other Accounts	\$10,989
Total Funds Available	\$733,772

Financial Commitments	Actual
Operating Reserve	\$113,850
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,400
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$2,200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,056
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$650,506

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.