

# 2023 Annual Report to the School Community

School Name: Pembroke Primary School (4937)



- 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 23 April 2024 at 02:40 PM by Christopher Kent (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 April 2024 at 04:45 PM by Tanya Richardson (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

Pembroke Primary School opened on the 1st of November, 1965. It is located in the township of Mooroolbark, on a 2.6 hectare treed site. Pembroke is a multicultural community, with students from a range of backgrounds. Pembroke Primary School aims to provide a welcoming, safe and engaging learning environment for all members of the school community. Student learning is at the centre of everything that we do. We work together to identify and support the needs of each student as an individual, to recognise and celebrate their unique talents and abilities, and support them to reach their potential as learners. At Pembroke Primary School, we want all of our students to become highly proficient in literacy and numeracy, as well as possess the knowledge, behaviours and dispositions towards learning to be successful in the future. A key feature of our school is our School Wide Positive Behaviour program for which we achieved Gold accreditation in 2022 and maintained this during 2023. We also hold Level 1 accreditation for our International Student Program (CRICOS Provider Code 00861K).

Pembroke Primary School's motto is 'Learning Together with Pride, Passion, Purpose and Persistence.' Through this motto, we aim to develop our students' capacity to demonstrate:

- **Pride:** - in themselves, their school and their community – in their achievements and contributions – to always strive for their personal best.
- **Passion:** - to become curious, confident and independent learners – to discover new interests and strengths by participating in a broad range of learning experiences – to believe that their actions can affect positive change in both local and global contexts.
- **Purpose:** - by understanding the importance and value of learning – by demonstrating agency in, and ownership of, their learning – by being an active and engaged learner.
- **Persistence:** - to set goals and work hard to achieve them – to show resilience when challenged – to accept and respond to feedback to continually improve.

In 2023, Pembroke's workforce consisted of 1 Principal, 6.0 FTE teachers, including a Learning Specialist, Learning Excellence and Inclusion Leader and 3.49 Education Support staff members. Our ES team includes a Business Manager, in-class support for students with additional learning needs, literacy and numeracy support (including the Tutor Learning Initiative), a Multicultural Education Aide and School Chaplain. There were 77 students enrolled in 4 classes.

At Pembroke Primary School, we believe that all students learn and can be successful. Teachers use student achievement data to identify the individual learning needs for their students and create differentiated programs to address them. We strive to build an environment where excellence is promoted and celebrated across all areas of the curriculum. The school offers a comprehensive teaching program based on the Victorian Curriculum, with emphasis on literacy and numeracy. Specialist programs are provided in Science, Technology, Engineering and Mathematics (STEM), The Arts (Visual and Performing), Auslan and Physical Education. Pembroke Primary School provides an accredited Out of School Hours Care Program and breakfast program.

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

### Learning

In 2023, learning at Pembroke Primary School continued to focus on student learning with an increased focus on numeracy. Our Numeracy Leader led a series of staff PD sessions, attended team planning and coached teachers to build a whole-school approach to the teaching of Mathematics. Pembroke Primary School developed a new scope and sequence document which allows for rich, in-depth units, which cover multiple content descriptions. This allows for students to explore topics more deeply, yet also cover key content descriptors in multiple units over a school year. Pembroke Primary School is embedding the use of the launch, explore, and discuss model (including enabling and extending prompts), number talks and a real emphasis on the proficiencies: reasoning, problem solving, understanding and fluency.

Our Naplan numeracy data reflected the quality of this work. 67% of both Year 3 and Year 5 students were in the Strong or Exceeding proficiency levels, which was higher than in similar schools.

During 2023 our Literacy Leader worked on the development of a new writing scope and sequence that documented the Pembroke writing way, incorporating the best of our learning from Misty Adoniou, the traits and genres. Pembroke Primary School's approach to both spelling and reading has remained consistent and our Naplan results have been positive in these areas.

Student learning data reflected the effectiveness of Pembroke Primary School's work in literacy. Teacher judgements in the second semester of 2023 showed students in Foundation - Year 6 working at or above the expected standard in Reading 84%, Writing 82% and Speaking and Listening 94%, which were all above the results achieved by primary schools with similar characteristics.

Pembroke Primary School also participated in a PLC cycle on Mathematics in Term 2 and Writing in Term 3 with four other schools as a member of the Small Schools Alliance which allowed our staff to increase their professional knowledge and further support student learning.

## Wellbeing

School Wide Positive Behaviour Support (SWPBS) provides a clear framework for all community members to understand the school values of Respect, Responsibility and Trustworthiness and related behavioural expectations. Strategies are implemented with fidelity throughout the school, and are supported through consistent visuals (posters/signage), the explicit teaching of expected behaviours, coaching and professional development of staff and monitoring of behaviour through data collection methods. SWPBS promotes student voice and community engagement and is embedded in school policies and procedures. The tiered nature of the School Wide Positive Behaviour Support framework enables a systematic approach to providing support to students at Tier 1 (universal), Tier 2 (small group) and Tier 3 (individual) levels.

In 2023, Pembroke Primary School was recognised for excellence in SWPBS, maintaining Gold Accreditation with the Victorian Department of Education. Students particularly enjoy the token system and earning class and whole school rewards for demonstrating positive behaviours. Our whole school celebrations, earned by filling our school beehive have included a Wheels Day and Gold Party. The positive impact of SWPBS can be seen across all aspects of the school environment and is reflected in student, staff and parent opinion survey data, as well as student behavioural data, wellbeing and learning outcomes.

Positive student outcomes were reflected in the 2023 Student Attitude to School Survey, which demonstrated that our students' Sense of Connectedness and that our Management of Bullying was more positive than both similar schools and the state average. Pembroke Primary School employs a Learning Excellence and Inclusion leader, whose role is to ensure that all students have access to an engaging learning environment that meets their individual needs. This is done through a range of engagement and wellbeing initiatives which are implemented across the school, including Disability Inclusion (formerly known as the Program for Students with Disabilities), Respectful Relationships, School Start up Program and Transition Program (Alphabeenies).

In 2023, school staff explored the High Impact Wellbeing Strategies (HIWS) to further improve outcomes for students. Personnel such as the Learning Excellence and Inclusion Leader, School Wide Positive Behaviour Support teams, School Chaplain, Education Support Staff, Literacy and Numeracy tutors and Kids Hope mentors provide a structure and process for referrals and additional assistance for those who need it. We continue to engage with a range of community and government organisations to further enhance the health and wellbeing of our students and their families. This includes: Yarra Ranges Council, Foundation House, Victoria Chin Baptist Church, Eastern Health, Life Education, Smile Squad dental initiative and Sporting Schools. Additional support has also been sought through various State School Relief programs.

## Engagement

At Pembroke Primary School, we value parent/carer input and feedback and aim to build a strong sense of connectedness and community.

During 2023 students at Pembroke Primary School were absent for an average of 19.4 days per year, less than similar schools and the state average. In the Student Attitudes to School Survey there was an 89% positive response from students in relation to Attitudes to Attendance.

A proportion of our students come from non-English speaking backgrounds, with the majority of families speaking Hakha Chin. A range of resources, strategies and initiatives are in place to ensure that every student feels welcome, included and are engaged in learning, which include: the EAL pathways curriculum and the Alphabeenies School Readiness program.

Our school Multicultural Education Aide supports our families to engage with the school as well as supporting students in the classroom to maximise student outcomes. Communication strategies include: Viber translated chat group, translated notices and parent surveys, translators at 3 way conferences (online and in person) and Hakha Chin language included in student reports and our Harmony Day dress up day. Events that acknowledge our First Nations students include NAIDOC week and National Aboriginal and Torres Strait Islander Children's Day. Together we recognise and celebrate the rich cultures and traditions in our school community.

Student voice and agency has been a consistent area of focus at Pembroke Primary School. Key enablers have included:

- the Student Representative Council (SRC) and their initiatives
- a greater focus on building student leadership capabilities from Foundation to Year 6
- student-led lunch time clubs

Additional school initiatives that enhance student voice, leadership and agency include:

- Start up program
- Respectful Relationships program

- School Wide Positive Behaviour
- 3-way conferences with students, parents/carers and teachers.

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## Other highlights from the school year

At Pembroke Primary School, we offer a broad range of curricular and extra curricular activities for our students. Highlights from 2023 include:

- Whole School production
- Camping program for Years 3-6
- Introduction Year 2 Sleep Over
- Introduction Year 1 Late Night Experience
- Excursions and incursions including: Road Safety programs, City Excursion, Chesterfield Farm, Scienceworks, Student Leadership Day
- Sports program including Hoop Time, cricket, t-ball, netball, tennis, soccer and volleyball
- Swimming program for Years Foundation-6
- Our volleyball team finished 3rd in Victoria
- Our T Ball team won the district and division championships and participated in the Eastern Metropolitan Region championships.

Parents/carers and the community have been integral in supporting a range of activities including:

- Mothers and special persons' day stall
- Fathers Day Breakfast and Activities
- Working bees throughout the year
- Referendum polling place and BBQs
- Fund Raising BBQ
- Whole School Christmas Lunch

Community and government partnerships/initiatives have included:

- Outside School Hours Care service implementation
- Chaplaincy program
- Breakfast Club
- Kids Hope Mentor program

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## Financial performance

Pembroke Primary School remained in a sound financial position in 2023. This is due to careful financial and workforce planning and effective resource management. Pembroke Primary School staff continually look for improvements in practice to benefit all students, including those who are equity-funded. The staff work to ensure that a background of disadvantage is not a barrier to students reaching their potential as learners.

In 2023, extensive tree works were carried out to ensure a safe school environment. The school utilises Equity, CSEF, and EAL funding to employ additional staff members including a Learning Specialist (teacher) and a Multicultural Education Aide, to support the diverse needs of our students. Additionally, this funding enables all students to participate in a range of learning experiences including camps and excursions, and purchase high quality learning resources, including library and take-home books, hands on Mathematics resources, and ICT devices such as laptops and iPads. Tier 2 Inclusion funding has also enabled additional classroom support for students in 2023, including the employment of a Learning Excellence and Inclusion leader and Education Support staff. Pembroke Primary School uses the Student Resource Package to maximise student outcomes. We strategically review organisational design and structure, policies, processes and procedures to ensure optimal use of human, physical and financial resources in supporting continuous improvement. In 2023, Pembroke Primary School received additional funding from a range of sources to improve teaching, learning and wellbeing. These included - OSHC grant to run our Outside School Hours Care program, Sporting Schools Grants and Schools Chaplaincy Program.

For more detailed information regarding our school please visit our website at  
<https://www.pemprim.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 71 students were enrolled at this school in 2023, 37 female and 34 male.

43 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

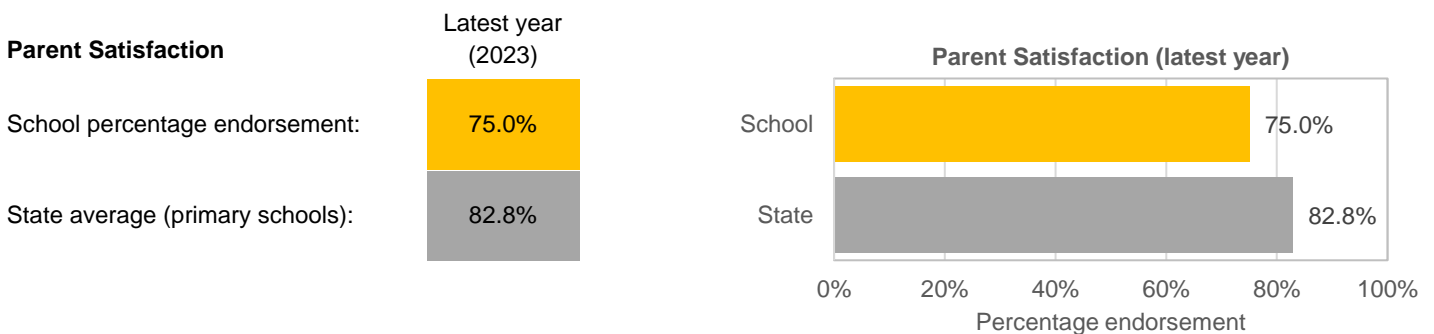
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

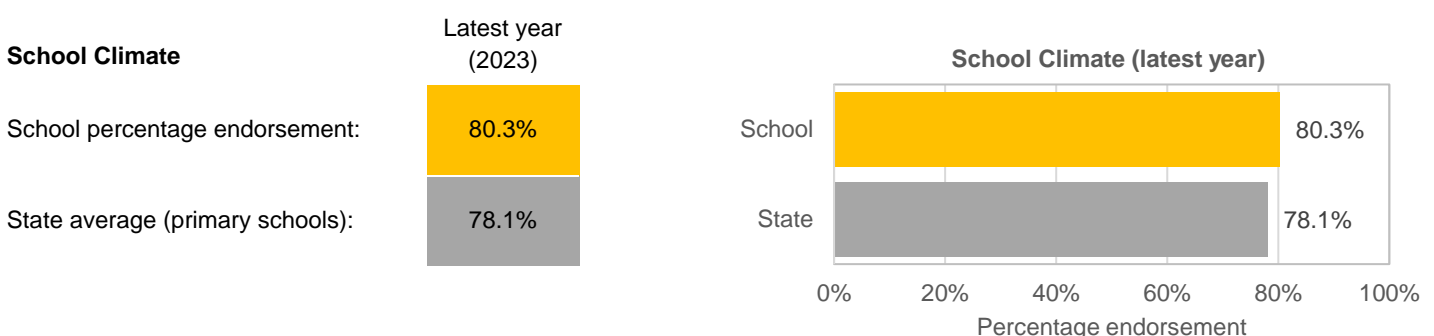


### School Staff Survey

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

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

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





## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

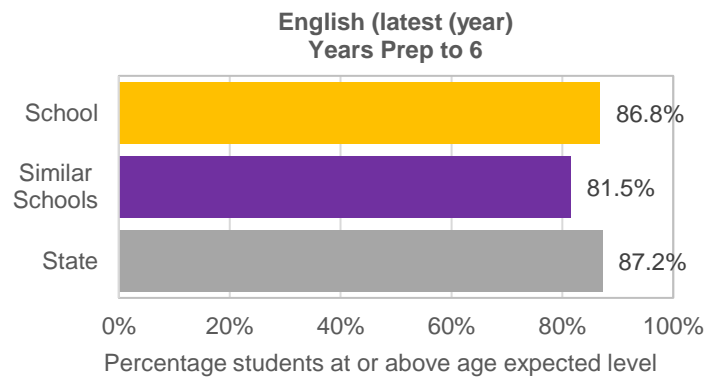
86.8%

Similar Schools average:

81.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

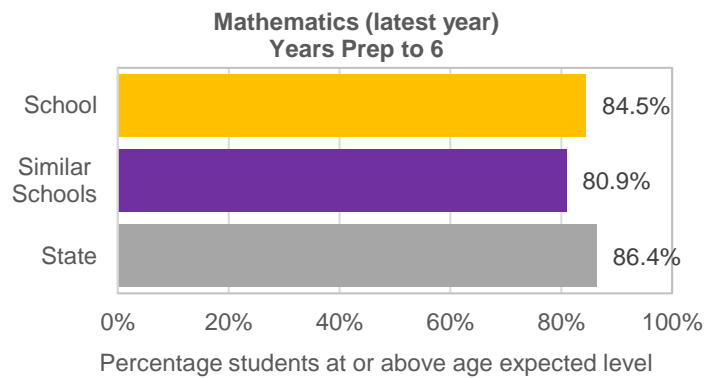
84.5%

Similar Schools average:

80.9%

State average:

86.4%



## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

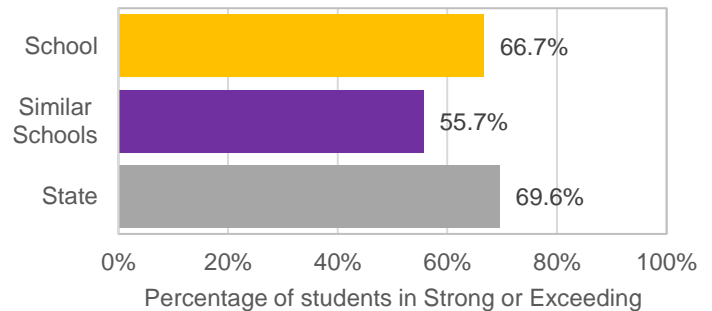
Similar Schools average:

55.7%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

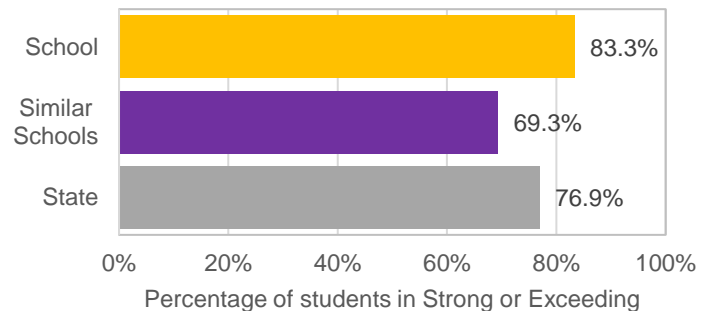
Similar Schools average:

69.3%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

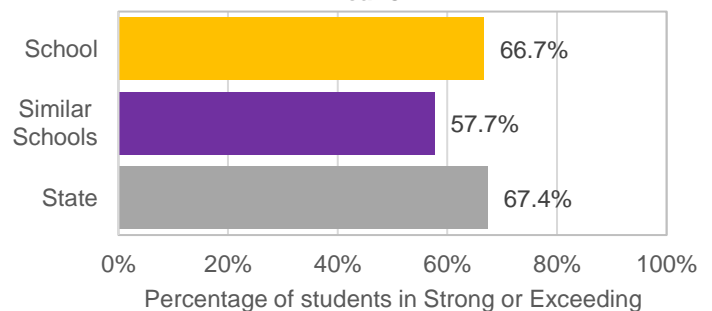
Similar Schools average:

57.7%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

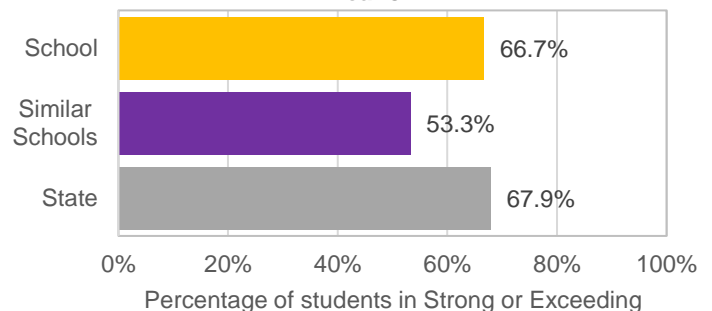
Similar Schools average:

53.3%

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:

76.9%

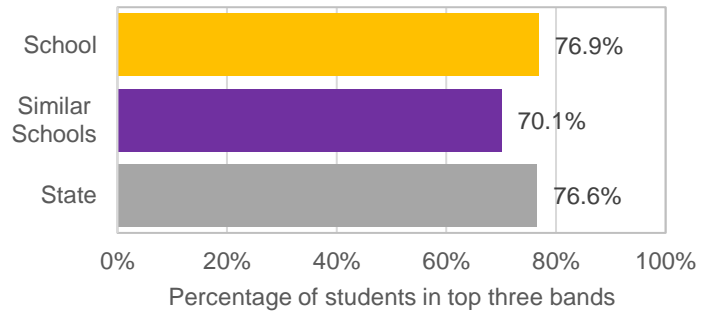
Similar Schools average:

70.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

44.4%

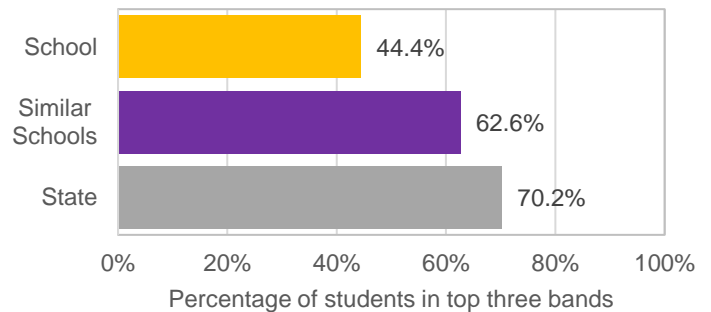
Similar Schools average:

62.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

38.5%

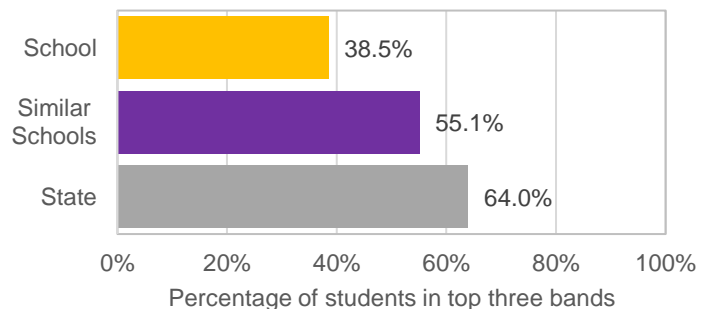
Similar Schools average:

55.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

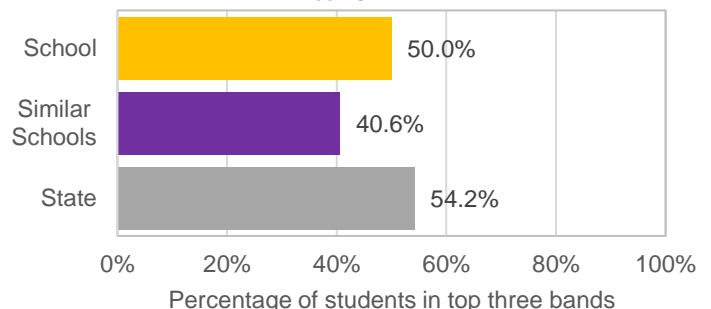
Similar Schools average:

40.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

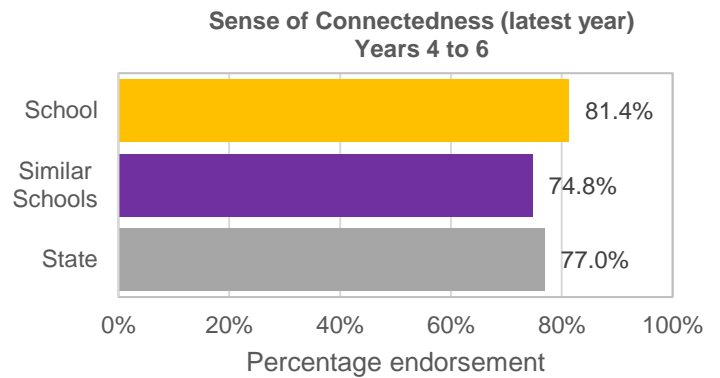
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.4%	86.1%
Similar Schools average:	74.8%	78.1%
State average:	77.0%	78.5%

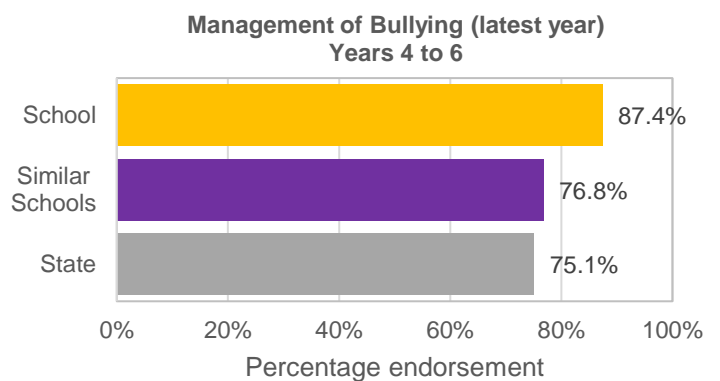


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.4%	89.5%
Similar Schools average:	76.8%	80.1%
State average:	75.1%	76.9%



## ENGAGEMENT

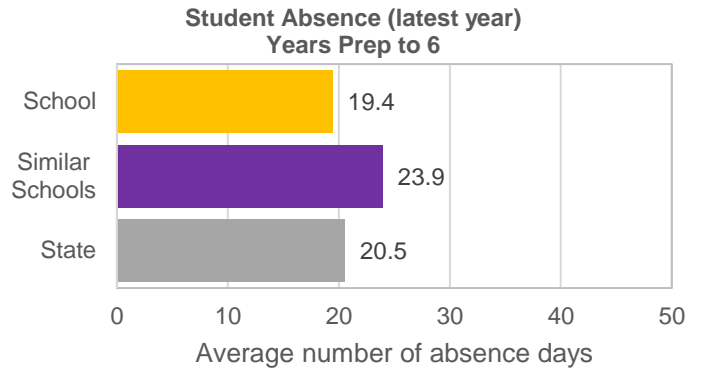
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.4	17.3
Similar Schools average:	23.9	21.6
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	89%	93%	89%	87%	90%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,049,039
Government Provided DET Grants	\$341,426
Government Grants Commonwealth	\$7,300
Government Grants State	\$0
Revenue Other	\$89,852
Locally Raised Funds	\$53,141
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,540,758</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$226,855
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$226,855</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,168,659
Adjustments	\$0
Books & Publications	\$2,293
Camps/Excursions/Activities	\$32,747
Communication Costs	\$2,005
Consumables	\$31,028
Miscellaneous Expense <sup>3</sup>	\$4,194
Professional Development	\$36,035
Equipment/Maintenance/Hire	\$49,888
Property Services	\$94,143
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$76,463
Trading & Fundraising	\$27,301
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,799
<b>Total Operating Expenditure</b>	<b>\$1,538,555</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,203</b>
<b>Asset Acquisitions</b>	<b>\$41,594</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

Funds available	Actual
High Yield Investment Account	\$662,431
Official Account	\$9,339
Other Accounts	\$451
<b>Total Funds Available</b>	<b>\$672,220</b>

Financial Commitments	Actual
Operating Reserve	\$48,703
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$71,473
School Based Programs	\$75,665
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	\$82,833
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$278,673</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.*