

2023 Annual Report to the School Community

School Name: Hallam Primary School (0244)



- 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 13 March 2024 at 05:35 PM by Julie Macfarlane (Principal)

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

Attested on 22 March 2024 at 08:50 AM by Lisa Haisila (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 is 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

Hallam Primary School acknowledges the Bunurong people of the Kulin Nation, the Traditional Owners of the land where we come to learn and work. Our school is in the culturally diverse community of Hallam in the City of Casey, a south-eastern suburb of Melbourne, and has consistently been identified as a multi-cultural school with a high level of disadvantage. The *My School* website profile for Hallam Primary School indicates 81% of students in the lower two quartiles of the Distribution of Socio-Educational Advantage (SEA) for 2023. This was also reflected in the school's 2023 Index of Community Socio-Educational Advantage (ICSEA) of 957 and 2023 Student Family Occupation and Education (SFOE) of 0.5194.

2023 data reflected 2% Indigenous and 72% Language Background Other Than English within the enrolment. Almost forty languages other than English were represented within the student body. The percentage of Australian-born students speaking a language other than English (LBOTE) at home compared to state, region, Local Government Area, school type and postcode, was considerably higher at Hallam Primary School. This was consistent with the comparison of data for students with English as an Additional Language (EAL). Male and female students were almost equally represented within the student cohort, and there was an increase in the percentage of students identified as refugees following events in Afghanistan and Ukraine.

Hallam Primary School's 2023 Annual Implementation Plan (AIP) continued to reflect the Department of Education FISO 2.0 with the school's strong, ongoing focus on students' wellbeing and learning. This integrated approach to students' wellbeing and learning has been implemented at Hallam Primary School for many years, underpinning an inclusive, safe and orderly learning and teaching environment for students and staff.

Enrolment continued to hover around 370 students within a highly transient school community. Fifty staff, comprising a Principal, Assistant Principal, 25.0 EFT Teaching personnel and 11.8 EFT Education Support personnel, catered to students' learning and wellbeing needs. Identified students also received support from Allied Health personnel, with access to a Speech Pathologist, Psychologists and Occupational Therapist, as well as an Art Therapist. All personnel were compliant with VIT and WWCC requirements.

Hallam Primary School fosters the values of *Fairness, Growth, Respect* and *Teamwork*. The school's values were reviewed and renewed, in consultation with the 2023 Student Leadership Team (SLT) and senior students just prior to the end of the school year. There is a commitment by all staff to improving learning and teaching. Staff work collaboratively, develop learning partnerships and take collective responsibility for students' wellbeing and academic progress.

Hallam Primary School Council continues to budget for annual investment in the school's curriculum programs, particularly professional development associated with core professional practice and classroom resources, as well as digital resources supporting equity of access to contemporary devices for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Hallam Primary School continued to provide a coherent, high-quality Foundation to Year 6 learning program, incorporating explicit instruction, experiential learning and inquiry. A structured teaching approach supported students with the development of English literacy and Mathematics skills, based on Victorian Curriculum outcomes and expectations. MAPPEN curriculum units continued to provide scope to engage students in socially relevant programs, while the ICT-rich learning environment continued to promote responsible digital learning from Foundation to Year 6. The school continued to provide specialist programs in STEM (Science, coding, robotics, VR, CAD, 3D printing), Physical Education, The Arts (Visual and Performance) and LOTE (Auslan) and offered participation in the Stephanie Alexander Kitchen Garden program, excursions, events and camps.

Hallam Primary School's 2023 Annual Implementation Plan (AIP) reflected the Department of Education 2023 Priorities, focussed specifically on supporting improvement of Learning, particularly Mathematics-Numeracy, and Wellbeing. Concurrently, Hallam Primary School continued with a thread from an original goal in the 2020-2023 School Strategic Plan focussed on supporting the improvement of English-Writing.

Throughout 2023, Hallam Primary School continued to develop and enhance core pedagogical knowledge and skills designed to support students' Mathematics, Literacy and Wellbeing. Interventions, including Fountas and Pinnell Literacy Learning Intervention, MacqLit (3-6) and MiniLit (P-2), continued to be implemented, as well as Heggerty and Talk Boost strategies in the Early Years, and the Orton Gillingham approach through the school. Weekly, gender-based Mathematics classes, designed to enhance Year 5 girls' mathematical identity, were also scheduled.

Formative Assessment Plans supported all students to work towards learning goals identified from their assessment data and academic needs. Three students participated in the Victorian High Ability Program. Hallam Primary School was also awarded 'Top School' and 'Top Class' in the *Melbourne Rocks Times Tables Rockstars* competition and 'Top Class' and '2nd Top School' in the *Oz Rocks Times Tables Rockstars* competition.

Year 3 NAPLAN Reading and Numeracy data suggests that a marginally larger percentage of Hallam Primary School students achieved *Strong or Exceeding* outcomes in comparison to Similar Schools, although lower than the State average. Year 5 NAPLAN Reading and Numeracy data, however, suggests that a larger percentage of Hallam Primary School students achieved *Strong or Exceeding* outcomes in comparison to Similar Schools, equivalent to the State average in Reading and above the State average in Numeracy. Teacher judgements of students' achievements against the Victorian Curriculum are consistently more conservative for both English and Mathematics outcomes.

Information available to the broader community on *My School* indicates that Hallam Primary School had a 95% participation rate in the 2023 NAPLAN. A comparison of Hallam Primary School students' Years 3 and 5 average performance achievements against the NAPLAN components of Reading, Writing, Spelling, Grammar and Numeracy are reflected as generally 'well above' students with similar backgrounds. A further comparison of Hallam Primary School students' Year 5 average performance achievements against the NAPLAN components of Writing, Spelling, Grammar and Numeracy are reflected as 'above' all Australian students.

Wellbeing

Students' wellbeing has an established focus at Hallam Primary School with teachers, support staff and Allied Health personnel working collaboratively to optimise students' learning opportunities. Hallam Primary School continues to cater for students' wellbeing through the implementation of aligned, whole-school programs and protocols that support inclusion, engagement and behaviour management. The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting efficient coordination of resources and the alignment of processes and procedures, including consultation with parents, students, Allied Health personnel and Hallam Primary School personnel, seeking the best possible learning outcomes for students.

Koorie, Out of Home Care, ASD and PSD students were all provided with appropriate Individual Education Plans, reviewed and updated each term through collaboration between students, parents and staff at Student Support Group meetings. There continued to be regular communications between Hallam Primary School and parents in relation to student behaviour, student wellbeing and student learning expectations.

Education Support personnel continue to be regarded as important contributors to the professional team as a whole at Hallam Primary School. In addition to Education Support personnel who continued to perform significant administrative, technological and operational roles, an MEA continued to assist communications with various members of the school's community. Education Support personnel were allocated to support students within classrooms where they continued to undertake important student-learning-needs support roles with individual students and small groups, follow up Allied Health programs, support diabetes management for students, implement scripted intervention programs such as MacqLit and MiniLit, facilitate lunchtime programs and support Prep-Year 6 students' applied learning experiences in the Stephanie Alexander Kitchen Garden program.

Hallam Primary School's playgroup, facilitated by a Save the Children "Small Talk" coordinator, and supported by MEA and ES personnel provided by Hallam Primary School, continued to support local families to develop an understanding of their role as primary educators. Parents continued to be encouraged to enrol their child in kindergarten.

Breakfast Club continued to operate in the school's hall every morning from 8:30am. Not only could students enjoy a basic breakfast to support their day of learning, but they could socialise with friends and chat with staff who are on duty at this time. In addition, some students were provided with fruit cups and milk for morning snack. Foodbank continued to support this program, while the School Council continued to support this program with the necessary equipment and venue. An ES Coordinator allocated to organise Breakfast Club continued to be supported by teachers rostered to Breakfast Club to assist with supervision.

Engagement

Hallam Primary School continued to have high expectations in relation to regular attendance at school, with absenteeism closely monitored by class teachers and leadership. Many students continued to take extended, overseas holidays each year and some were away from school for one or more terms. Absence Learning Plans were provided to support parents and students during these extended absences.

2023 data suggests marginally lower *average number of days absent* in comparison to Similar Schools and an equivalent 4-year average in comparison to State data. Hallam Primary School has established protocols to monitor students' attendance and to follow up any absences with parents. The MEA (Dari) supported these conversations with some families. Attendance meetings were also scheduled with families, as required. SMS reminders about attendance and reasons for absences were frequently sent. Front-of-

Office personnel constantly reinforced the need for explanations for absenteeism and reported any concerns to the Assistant Principal. Significant attendance issues were reported to, and managed in consultation with, the Regional Office.

Student-Parent-Teacher conferences were scheduled each semester for students at every year level. This enabled conversations about students' attendance, wellbeing and learning achievements. Interpreters were booked to support parents, by request. Students' academic reports were available through the Compass Parent Portal.

A number of excursions and events were organised during 2023 designed to enhance students' experiential learning opportunities. Major activities included Chesterfield Farm (Preps), the Museum (Years 1-2) and Adventure Day Camps (3-6). School Council approved subsidies to support attendance and funding was also provided for identified refugee families. The Day Camps proved very successful, particularly for students who might otherwise not have been given consent to attend overnight camps for cultural reasons.

Hallam Primary School continued to offer participation in lunchtime programs, such as Coding Club, Library and Lego Club. Sports equipment was available to students during recess and lunch breaks. The Kitchen Garden programs engaged students in the planting, maintenance and harvesting of fruits and vegetables, and the preparation of seasonal foods which were shared as a class. The Performing Arts specialist arranged an afternoon mini-concert for Prep-Year 2 students and their families in the hall. Year 6 students participated in their Farewell at an evening event with their families.

Other highlights from the school year

Financial performance

Hallam Primary School Council continued to effectively manage all available funds and to direct them to supporting equity of access to a comprehensive education for students. Equity funding, and Department specified funding, was fully expended to support staffing, core programs, resources and professional development. An expectation of major fundraising from within the school community continued to be unrealistic.

Hallam Primary School continued to strategically manage financial, human and physical resources to maintain the lowest possible class sizes, ensure equity of access to a 1:1 program for Prep-Year 6 students, provide students and staff with high-quality learning and teaching resources to support the Victorian Curriculum expectations, and employ a local technician, part-time Speech Pathologist, Psychologist, Occupational Therapist and Art Therapist. In addition the SRP supported the allocation of staff to Playgroup, Breakfast Club and various other wellbeing and learning initiatives implemented at the school.

Hallam Primary School Council has continued to budget for investment, both immediate and future, in the school's curriculum and ICT programs and infrastructure. In 2023 School Council invested in grounds improvements, including re-asphalting existing hard-court areas, line marking to encourage outdoor play, drainage, roofing repairs, general maintenance, landscaping, parent and student outdoor seating and shade sails.

For more detailed information regarding our school please visit our website at
<https://hallam.ps.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 381 students were enrolled at this school in 2023; 176 female and 205 male.

60 percent of students had English as an additional language and 2 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).

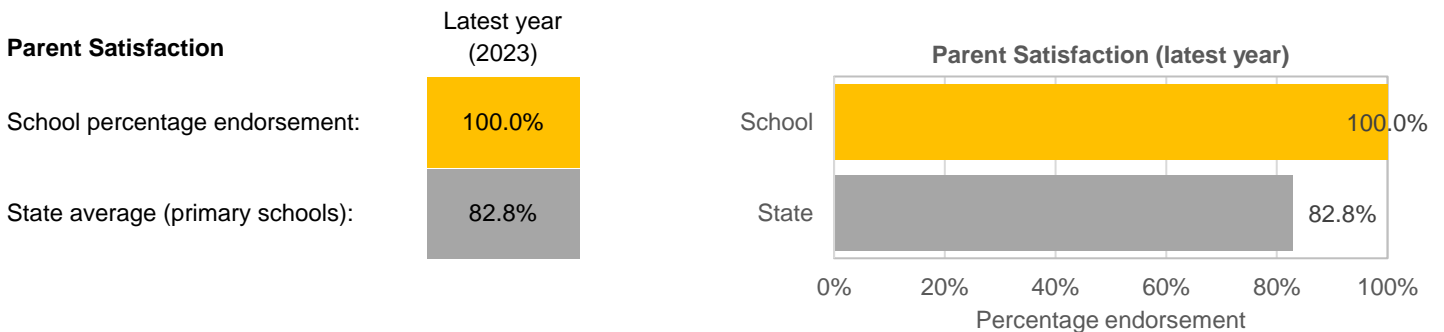
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

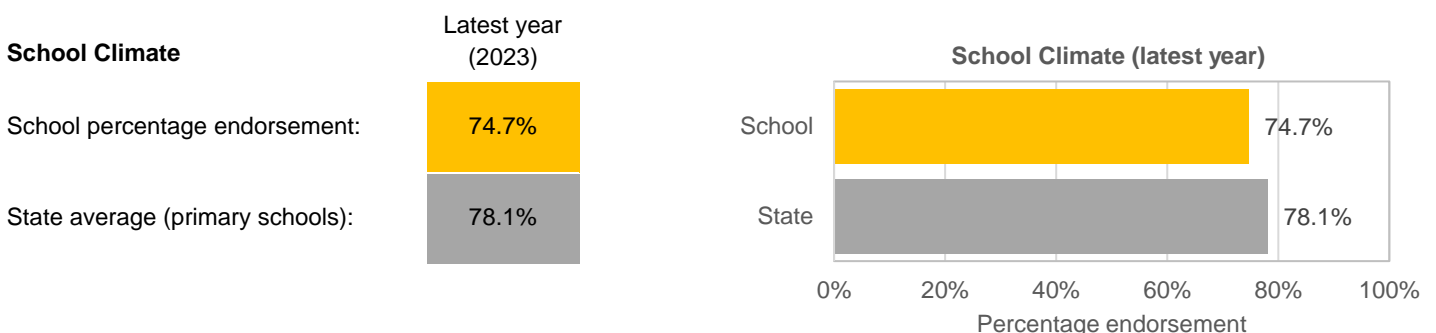


School Staff Survey

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

Percent endorsement indicates the percentage 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:

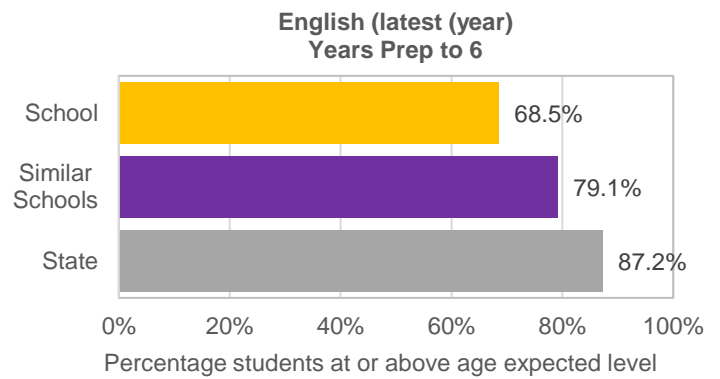
68.5%

Similar Schools average:

79.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

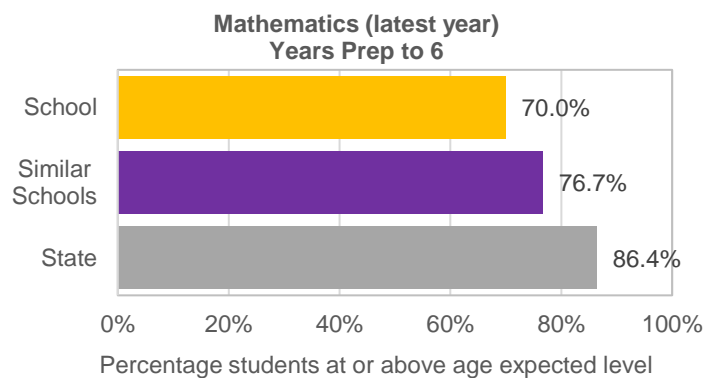
70.0%

Similar Schools average:

76.7%

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:

60.8%

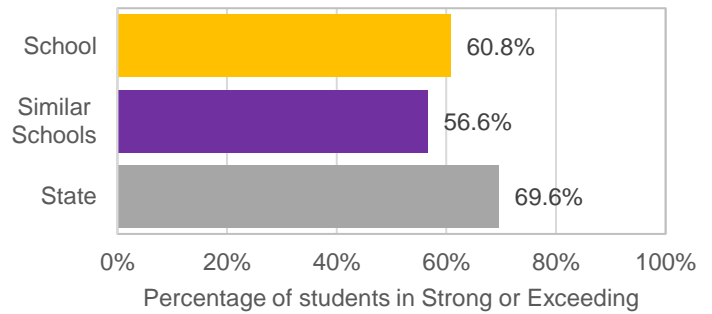
Similar Schools average:

56.6%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

76.6%

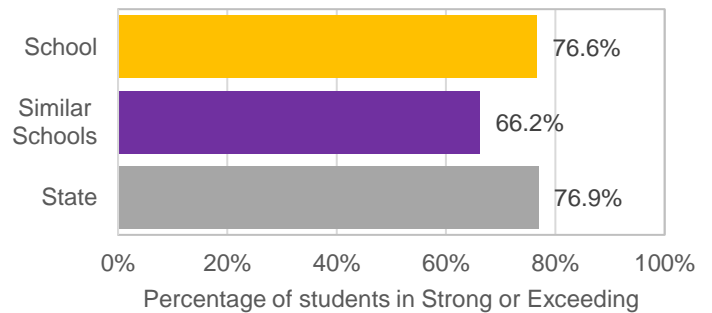
Similar Schools average:

66.2%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.8%

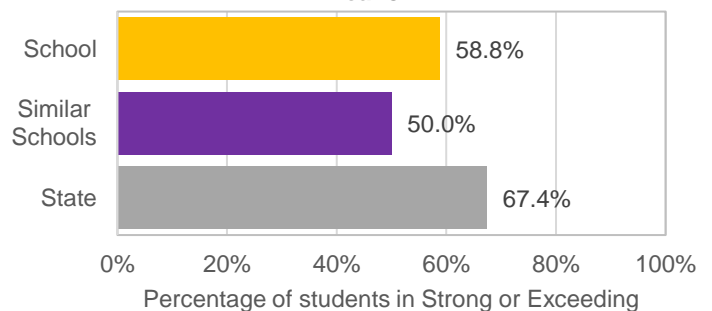
Similar Schools average:

50.0%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

74.5%

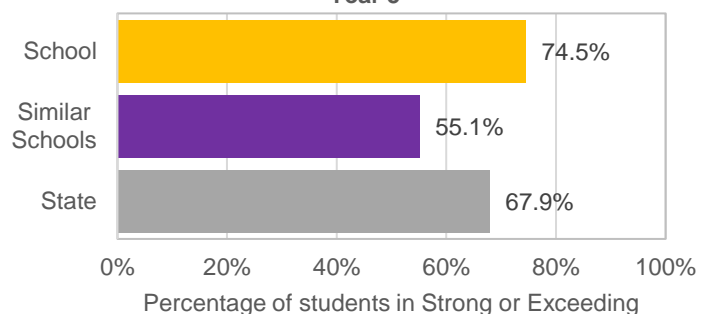
Similar Schools average:

55.1%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

83.9%

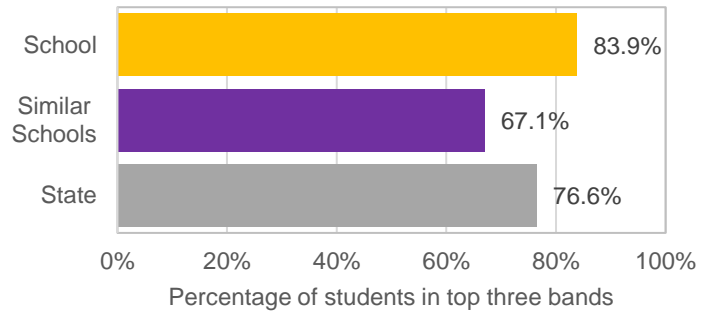
Similar Schools average:

67.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.4%

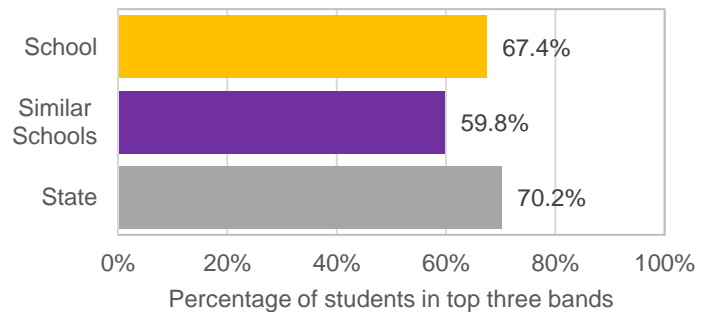
Similar Schools average:

59.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

47.1%

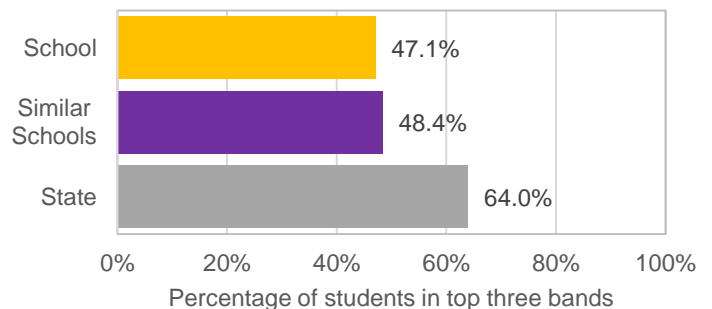
Similar Schools average:

48.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

59.1%

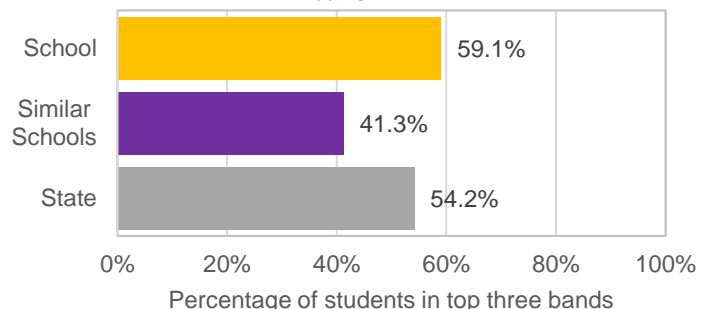
Similar Schools average:

41.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



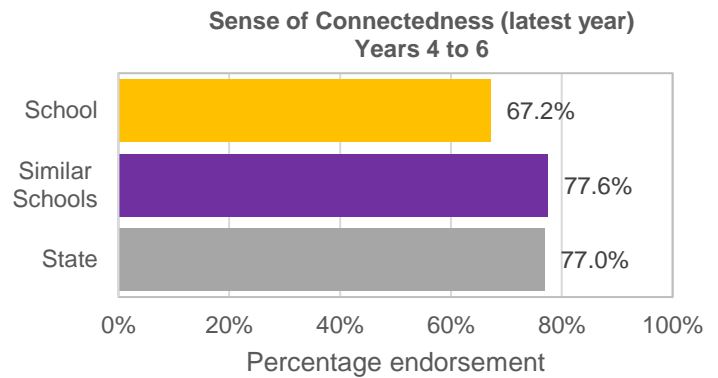
WELLBEING

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).

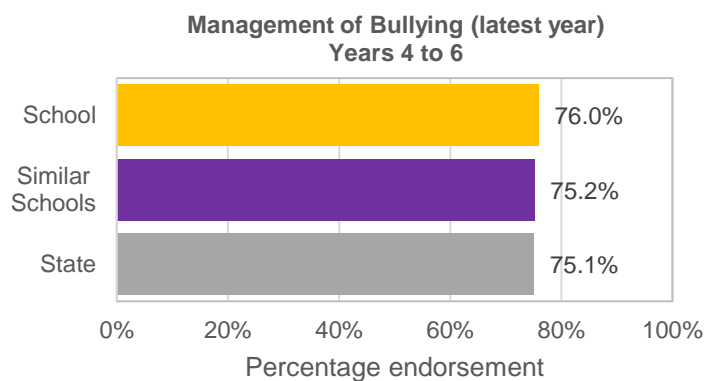
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	67.2%	67.8%
Similar Schools average:	77.6%	80.2%
State average:	77.0%	78.5%



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:	76.0%	75.9%
Similar Schools average:	75.2%	77.9%
State average:	75.1%	76.9%



ENGAGEMENT

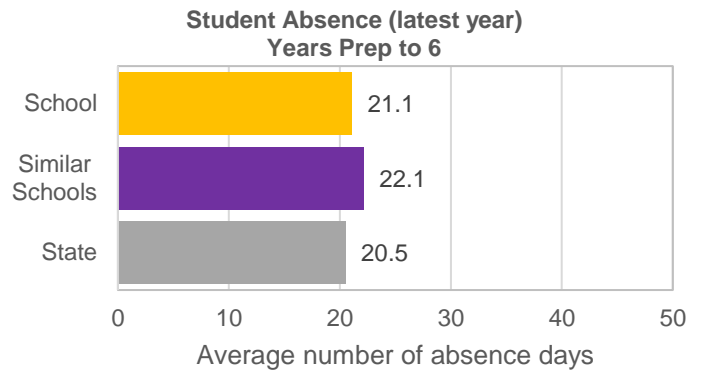
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.1	18.3
Similar Schools average:	22.1	20.8
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	88%	88%	91%	91%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,309,168
Government Provided DET Grants	\$778,587
Government Grants Commonwealth	\$17,041
Government Grants State	\$0
Revenue Other	\$82,305
Locally Raised Funds	\$122,558
Capital Grants	\$0
Total Operating Revenue	\$6,309,660

Equity ¹	Actual
Equity (Social Disadvantage)	\$478,049
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$478,049

Expenditure	Actual
Student Resource Package ²	\$4,191,196
Adjustments	\$0
Books & Publications	\$2,388
Camps/Excursions/Activities	\$65,605
Communication Costs	\$9,182
Consumables	\$108,338
Miscellaneous Expense ³	\$14,448
Professional Development	\$37,381
Equipment/Maintenance/Hire	\$194,336
Property Services	\$120,535
Salaries & Allowances ⁴	\$0
Support Services	\$287,989
Trading & Fundraising	\$32,701
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,463
Total Operating Expenditure	\$5,106,560
Net Operating Surplus/-Deficit	\$1,203,100
Asset Acquisitions	\$187,458

- (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 16 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	\$1,752,552
Official Account	\$15,262
Other Accounts	\$0
Total Funds Available	\$1,767,814

Financial Commitments	Actual
Operating Reserve	\$135,540
Other Recurrent Expenditure	\$18,871
Provision Accounts	\$0
Funds Received in Advance	\$28,000
School Based Programs	\$750,637
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$284,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$182,467
Asset/Equipment Replacement > 12 months	\$268,200
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$1,767,814

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.