

2023 Annual Report to the School Community

School Name: Manorvale Primary School (5091)



- 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 30 April 2024 at 02:36 PM by Christopher Johns (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 30 April 2024 at 02:39 PM by Paul Lowery (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

Manorvale Primary School was established in 1983 and is located on the Werribee River and situated on the site named after The Manor house owned by the Chirnside family. The Werribee River provided a boundary between the territories of the Woiwurong First Nations people to the northeast and the Wathawurrung to the southwest. The school's purpose is to "develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens." The School Wide Positive Behaviour Support framework underpins the school's philosophy driven by the school values of Respect, Responsibility, Care and Aspiration. As a school, we aim to apply these values in our everyday dealings with each other and in the development of our programs and policies.

The 2023 school enrolment was 276 students, 147 males (53%) and 129 females (46%). The overall socio-economic profile of the school community is low which is based on the school's Student Family Occupation and Education Index (SFOE).

The 2023 school enrolment population consists of individuals from diverse backgrounds including Aboriginal and Torres Strait Islanders, refugees, asylum seekers, international students.

The school population is predominantly English speaking, with 33% of students being identified as EAL learners (English as an Additional Language).

The school is organised in a multi-age structure Prep (Foundation), Years 1&2, Years 3&4 and Years 5&6 with specialist provisions in visual arts, languages (Italian), library and physical education. The school employed 1 Principal, 2 Assistant Principals, 0.6 Leading Teacher, 2 Learning Specialists (Literacy & Numeracy), 15.8 Classroom teachers and 6.7 Education Support Staff. The school invested time and funds to build the capacity of middle leaders of staff by engaging an educational consultant Graeme Luck to support them with their roles and responsibilities.

ES staff support PSD students and other non-funded students in classrooms and through the Levelled Literacy Intervention program. The school engaged 3 teachers to implement the Tutor Learning Initiative (TLI) across terms 1 -3 with a focus on Numeracy. The school has invested heavily in the use of speech pathologists and occupational therapists to impact the very low entry standards of a high number of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy:

The AIP continued to have a focus on supporting students through scaffolding and extending their learning in 2023.

Levelled Literacy Intervention (LLI) was again implemented to support targeted groups of students in the area of reading. This included students at the P-2 and 5/6 level as well as EAL students.

Speech Pathologists continued to work with teachers and educational support staff on literacy intervention programs to further develop students' phonological awareness skills. They also coordinated language groups aimed at improving students' vocabulary development.

The Sounds-Write phonics program continued to be embedded across P-4 classrooms aimed at impacting the reading and spelling skills of students. All staff were engaged in professional learning modules regarding the program to further support and strengthen the implementation of the program. P-2 classes also continued to implement the Colourful Semantics program to explicitly impact writing, in particular the use of grammar.

All staff worked closely with a regional data coach to analyse and interpret data collected via PAT assessments (Year P-6) and English Online Interviews (P-1). These professional learning workshops supported staff in developing their data literacies to inform more targeted teaching and learning opportunities within the classrooms.

Of note was the EOI data (Prep 2022 – Year 1 2023). It showed that 50% of the matched cohort made well above expected growth. The percentage of students scoring at or above expected level increased from 12% of Prep 2022 students to 84% of year 1 2023 students.

In NAPLAN, 53% of Year 3 students were in the strong or exceeding proficiency levels for reading with 66% in the strong or exceeding proficiency levels for writing.

60% of Year 5 students were in the strong or exceeding proficiency levels for reading with 55% in the strong or exceeding proficiency levels for writing.

Important

In 2023 NAPLAN made alterations to their marking guides, with bands (now termed proficiencies) changing from previous years.

Students (P-6) achieving at or above expected levels in English regarding teacher judgements against the Victorian Curriculum increased from the previous year with 73.1% of students across the school achieving at or above expected levels in 2023 compared to 71.4 in 2022.

Numeracy:

The AIP as mentioned, continued to have a focus on supporting students through scaffolding and extending their learning in 2023, with a particular increased focus on numeracy.

The Tutor Learning Initiative (TLI) continued to be an intervention program utilised across the school, targeting students from Year 1 to 6 with a focus of developing student's skills in numeracy.

Staff continued to develop their mathematical teaching and learning understandings through engaging with the Mathematical Association of Victoria's (MAV) 'Big Ideas in Mathematics.' Staff working as a professional learning community completed professional learning modules and engaged in professional conversations with colleagues, coaches and learning specialists on the learnings presented and their potential impact on improving student learning outcomes.

The school's numeracy Guaranteed and Viable Curriculum (GVC) documentation based on the Victorian Curriculum continued to be refined to incorporate numeracy proficiencies and learning progressions based upon the advice of the regional data coach as well as the learnings attained from involvement in the network's numeracy Community of Practice.

In NAPLAN, 58% of Year 3 students and 43% of Year 5 students were in the strong or exceeding proficiency levels for numeracy.

****Important****

In 2023 NAPLAN made alterations to their marking guides, with bands (now termed proficiencies) changing from previous years.

Students (P-6) achieving at or above expected levels regarding teacher judgements against the Victorian Curriculum in the areas of mathematics increased slightly from the previous year with 67.4% of students across the school achieving at or above expected levels in the mathematics compared to 66.6% in 2022.

Wellbeing

In 2023, the Attitude to School Survey (AToSS) data indicated a concerning decline in learning and relationship factors, in particular at the Year 5 and 6 level. We again saw a decline in the Attitude to School Survey (AToSS) in the factor of 'Sense of Connectedness' with the percentage of positive endorsement dropping by 10% from the previous year to 55%, while the factor 'Management of Bullying' also saw a drop in positive responses from 66% in 2022 to 55% in 2023. A focus moving forward in addressing this concerning trend will be an increased emphasis on fostering positive relationships between peers as well as student staff relationships through the embedding of explicit teaching opportunities connected to the social thinking curriculum and BSEM which is taught throughout the school.

To address some of the concerns arising from the AToSS data the school implemented a range of initiatives to build teacher-student relationships and school connectedness.

Staff participated in a BSEM curriculum day focusing on Building Relationships, Engagement, Brain Breaks and Positive Primers. A staff BSEM instructional handbook was developed and launched to develop consistency across the school. It was important to continue to build relationships with the students and implement trauma informed practices.

With the implementation of the Social Thinking program, it was essential to develop a Wellbeing Scope and Sequence Plan that incorporated all school wellbeing and safety programs and initiatives. SPASH Therapy was consulted and assisted with the development of the Wellbeing curriculum scope and sequence plan. The final stages will be completed in 2024 after staff consultation. Staff implemented a PLC Inquiry research project focusing on wellbeing. School data from AToSS, the Student Pulse Check and the Student Wellbeing Risk Assessment were used to explore areas of need for each cohort. Teams used the Wellbeing HITS and the BSEM to support implementation strategies. Student voice played a major role in this inquiry. The Student Pulse Check and the Student Wellbeing Risk Assessments are conducted twice a year and examined at staff professional learning meetings along with the AToSS data.

Staff also received professional learning with the updated Individual Education Plans.

Work had previously commenced with reviewing our SWPBS school matrix, however with the increasing number of new staff and the development of the Victorian SWPBS, the school will refresh the initiative in 2024 working with a Regional SWPBS coach. Even though the SWPBS matrix was recently updated to include all aspects of our wellbeing programs, it was reducing its functionality.

Ninety students participated in the Journey of Hope program that equips children and young people to identify, understand and normalise emotions, empowering them to cope and respond positively. Students develop positive strategies so that they have the tools and language they need to express their emotions safely, cope with challenges, whilst building confidence and self-esteem.

Engagement

The average number of student absence days in 2023 was 22.7. This was a 2% decrease on the previous year's average absence

results. Most absences were explained with Medical/Illness being the major provided reason for student absences. The school continued to contact and support families of students with high absenteeism and where appropriate liaised with the Department of Education services for further assistance. These actions have appeared to have a positive outcome on the reduction of students with 20 or more days absent (36%) which was significantly lower in comparison to similar schools (43%) as well as schools within the network 42%. Class attendance data was shared at school assemblies and trophies awarded to classes each fortnight for the highest-class attendance results (Junior and Senior classes).

Students at all year levels were provided with opportunities to participate in excursions and incursions throughout the year. The school also continued to support student engagement through coordinating a range of curriculum events including:

- Harmony Day picnics and activities
- Book Parade
- Open Classrooms
- Year 5-6 Art project with a professional artist
- Robotics program and competing against other schools
- Ecolinc excursions and incursion including VCES Space Junk; Salvaging Satellites
- Swimming programs
- Arts Incursions-Excursions e.g. Possum Magic, Encounter the Orchestra, The Gruffalo
- Mad about Science
- Cultural Explosion incursion
- Wheel Talk
- Life Education
- Camping programs
- Year 3-4 Kaboom incursion
- Whole school Italian Performance incursion

Select students were identified via the department to participate in the Victorian High Ability program aimed at extending students in the areas of English and Mathematics. As part of the Student Excellence program there were also opportunities for students to participate in online learning programs such as Dinosaur Dynamics and Design a Space Habitat.

The Junior School council continued to provide opportunities for student voice within the school. All year 5-6 students were a member of a sub-committee and drove the direction of the work for their group. The subcommittees were:

- Celebrations and Inclusions
- Environment– Frog pond
- Sustainability
- Active Kids
- Music
- Healthy Minds
- Reading

Students conducted a range of activities and events within the school such as lunchtime activities; fundraisers; hosting the Book Week Parade and restoring the frog pond. There was also an opportunity for students to connect and engage with other community organisations to support their work. This included working with Bunnings personnel to develop a new garden bed and worm farm, and visiting The Manor Kindergarten by undertaking music activities with the pre-schoolers.

Students also accessed the Koorie Literacy and Numeracy Support program to increase their engagement with their learning which was extremely successful.

The school continued to work closely with The Smith family to support student learning, wellbeing and engagement. Select students participated in the student2student reading program and the Year 6 Passport to Success transition program.

Financial performance

The 2023 year concluded with a surplus largely due to the continual challenges of recruiting staff to fill vacant positions. Equity funding was used to support student participation and engagement, develop staff capacity to improve student learning outcomes and to provide additional allied support including speech pathology and occupational therapy. The 12M State Government funded capital works project commenced the initial planning stage of the redevelopment. School community consultation was sought, and provided feedback was used to inform design and planning considerations for the project moving forward.

The school had several key projects which took place in 2023. This included the implementation of the nature playground in Term 3 which was funded through an Active School grant, while school funded upgrades were made to the playground's surrounding boarders.

The Parents Club continued in their fundraising attempts throughout the year and these raised funds were again used to provide a school sunhat to all prep students. The school also participated in a 'Colour Run' fundraising event in December resulting in a \$9K profit for the school.

For more detailed information regarding our school please visit our website at
<https://www.manorvaleps.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 276 students were enrolled at this school in 2023, 129 female and 147 male.

33 percent of students had English as an additional language and 7 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).

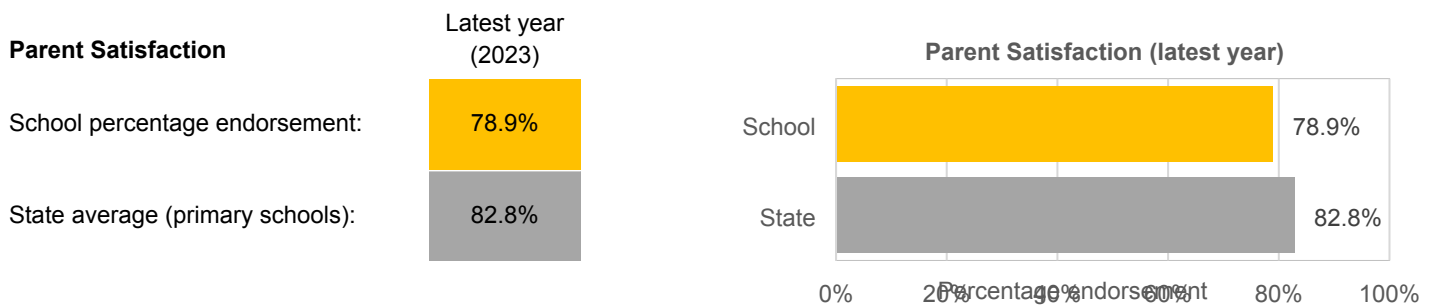
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

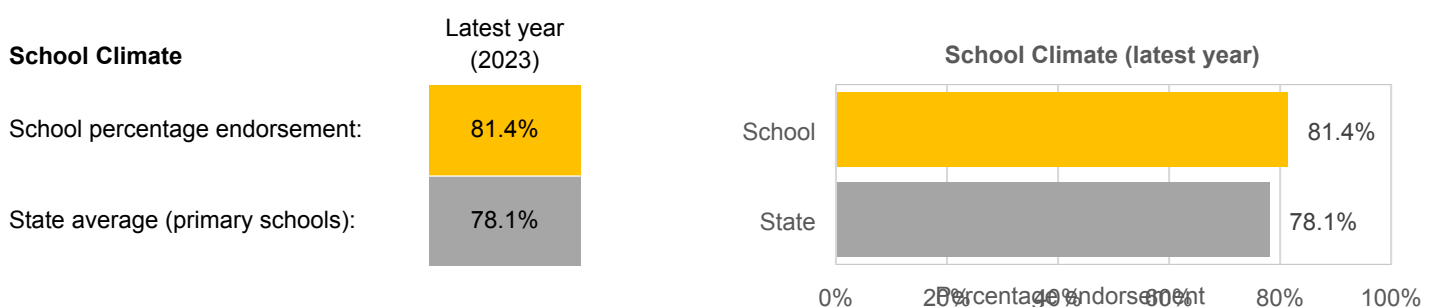


School Staff Survey

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:

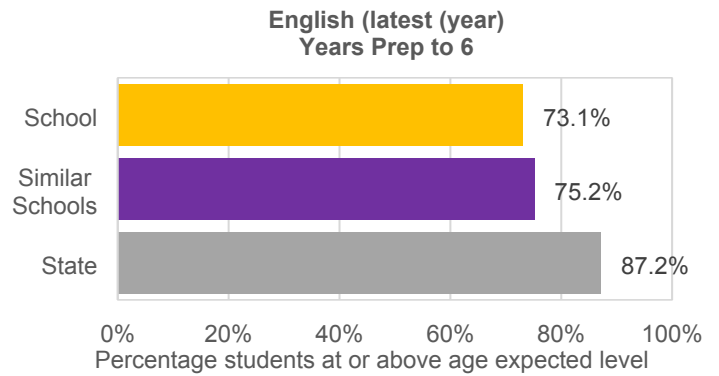
73.1%

Similar Schools average:

75.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

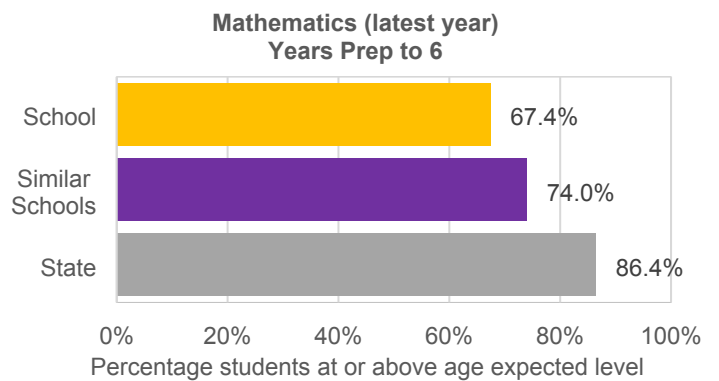
67.4%

Similar Schools average:

74.0%

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:

53.3%

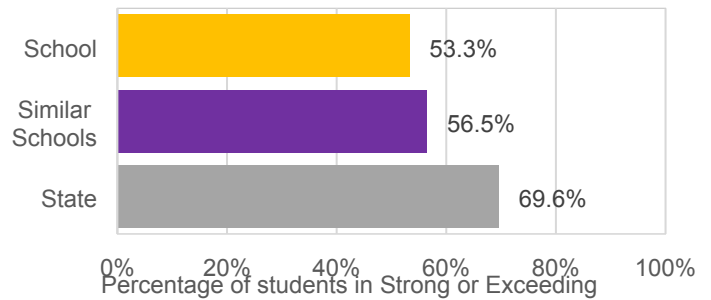
Similar Schools average:

56.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.6%

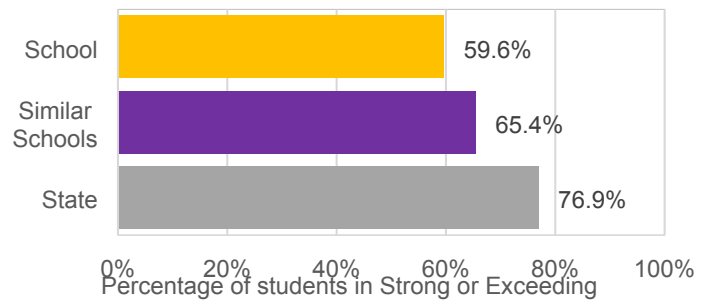
Similar Schools average:

65.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.8%

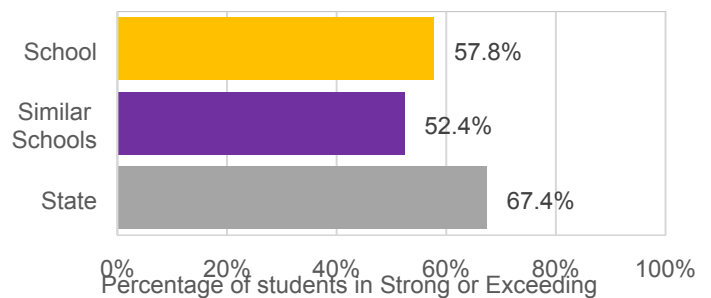
Similar Schools average:

52.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.6%

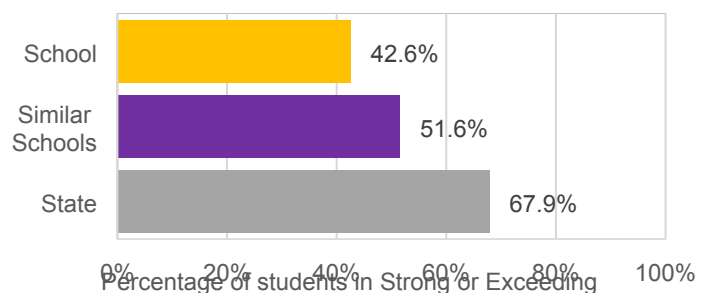
Similar Schools average:

51.6%

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:

59.4%

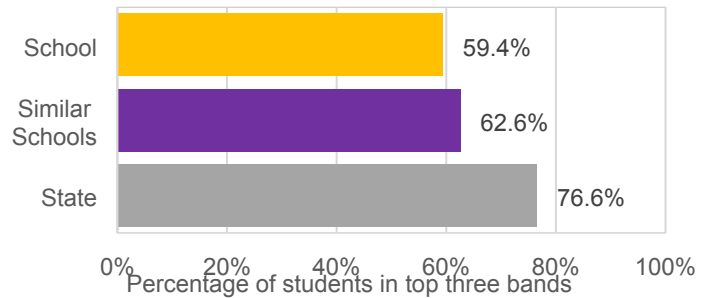
Similar Schools average:

62.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

47.2%

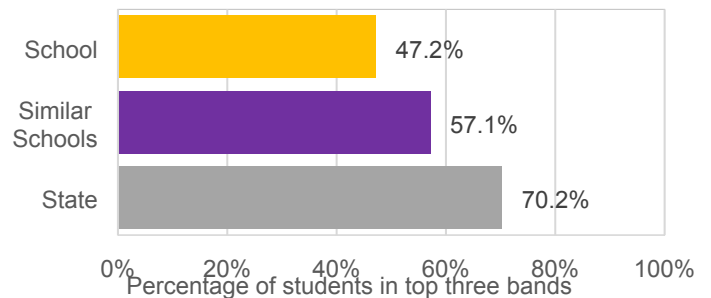
Similar Schools average:

57.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

46.9%

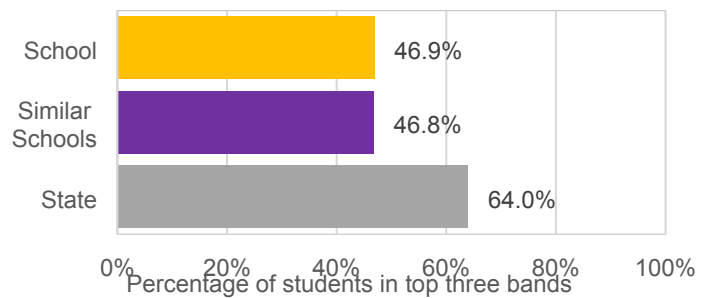
Similar Schools average:

46.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

36.1%

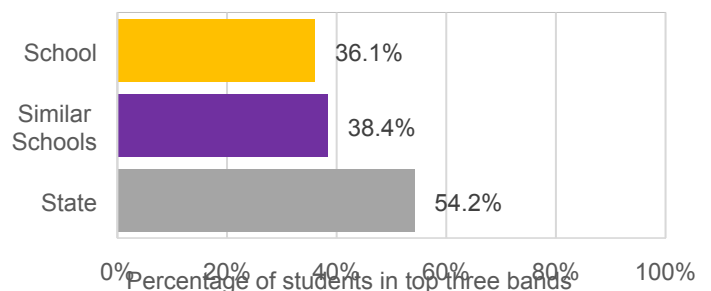
Similar Schools average:

38.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

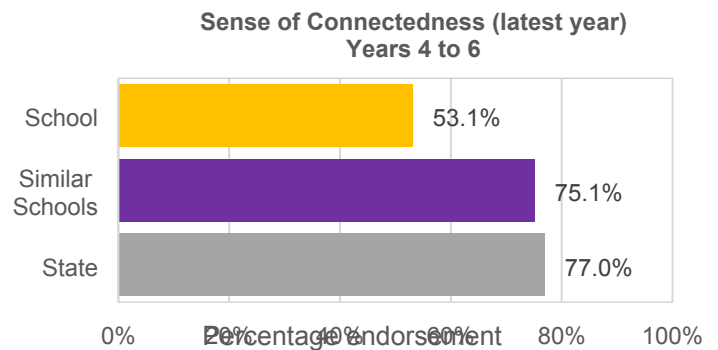
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	53.1%	66.5%
Similar Schools average:	75.1%	76.2%
State average:	77.0%	78.5%

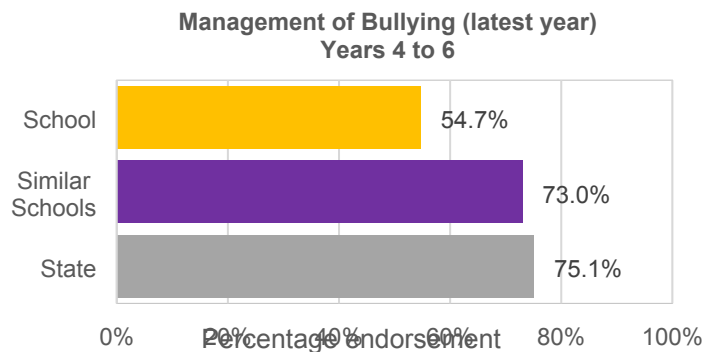


Student Attitudes to School – Management of Bullying

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:	54.7%	67.1%
Similar Schools average:	73.0%	74.8%
State average:	75.1%	76.9%



ENGAGEMENT

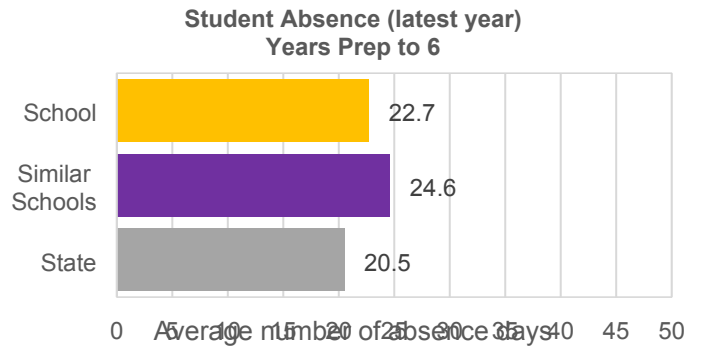
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.7	20.7
Similar Schools average:	24.6	22.5
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):	87%	88%	90%	90%	88%	86%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,105,379
Government Provided DET Grants	\$991,389
Government Grants Commonwealth	\$3,004
Government Grants State	\$0
Revenue Other	\$50,406
Locally Raised Funds	\$103,571
Capital Grants	\$0
Total Operating Revenue	\$4,253,750

Equity ¹	Actual
Equity (Social Disadvantage)	\$649,809
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$649,809

Expenditure	Actual
Student Resource Package ²	\$3,091,251
Adjustments	\$0
Books & Publications	\$5,705
Camps/Excursions/Activities	\$59,770
Communication Costs	\$2,217
Consumables	\$46,259
Miscellaneous Expense ³	\$44,196
Professional Development	\$16,459
Equipment/Maintenance/Hire	\$46,062
Property Services	\$127,212
Salaries & Allowances ⁴	\$155,251
Support Services	\$310,170
Trading & Fundraising	\$17,353
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$458
Utilities	\$27,424
Total Operating Expenditure	\$3,949,848
Net Operating Surplus/-Deficit	\$303,902
Asset Acquisitions	\$35,000

- (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	\$583,701
Official Account	\$71,799
Other Accounts	\$24,142
Total Funds Available	\$679,642

Financial Commitments	Actual
Operating Reserve	\$125,346
Other Recurrent Expenditure	\$500
Provision Accounts	\$0
Funds Received in Advance	\$175,762
School Based Programs	\$67,162
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$368,770

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.