**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 27 March 2023 at 01:24 PM by Jill Gillies (Principal) |  |  | | --- | | * This 2022 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 28 March 2023 at 08:08 PM by Elita Sams (School Council President) | |

School Name: Porepunkah Primary School (1144)

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).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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.

What does *‘NDP’* or ‘*NDA*’ mean?

‘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.

What is 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’).

**About Our School**

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| **School context** |
| Porepunkah Primary School is located on the banks of the Ovens River near the foot of Mount Buffalo and adjacent to the National Park. In 2022 the school had an enrollment of 115 students servicing an accessible rural community that is steadily growing. There has been a Primary School in the township of Porepunkah since 1873 and the school boasts a long tradition of community involvement, pride and a real feeling of ownership. Porepunkah Primary School has a history of commitment to the best interests of its students, their educational development, their long-term welfare and their overall safety and the school is excitedly anticipating their 150th celebrations in 2023.  The staffing profile of the school in 2022 was 1.0 Principal, 6.6 EFT Teaching Staff including a 0.8 Learning Specialist, 0.8 Business Manager, 1.0 ES working with students identified through the Program for Students with Disabilities and casual workers in the school including the school library and admin support, maintenance and gardening.  The school operated an Outside of School Hours Care Program for both Before School Care and After School Care when staffing was available but was unable to run the Vacation Care Program.  The school vision is one that places every learner at the centre, to ensure all students achieve success in their learning. Our purpose is to create an inclusive, safe and high-quality learning environment where learners are guided in the development of a love of learning, healthy self-esteem, rising to challenges, developing confidence, independence and are happy, positive children who strive for excellence through lifelong learning.  At Porepunkah Primary School we value persistence, kindness and respect.  Porepunkah Primary School prides itself as being a central part of the community. We have a shared responsibility for the education of all students. Our school promotes an open-door policy where members of the community are encouraged to be part of the learning process. We are committed to instilling learners with the values of respect for self and others, confidence, resilience, honesty, tolerance, persistence, pride in their achievements in their school and in their community and a desire to achieve at the highest possible level.  Porepunkah is a place where learning is valued and supported by all. We believe this level of value and support contributes directly to the achievement of successful outcomes for all our students. This culture of high expectations directly links to the care and commitment from the staff who create learning environments, which aim to improve student outcomes.  We have an experienced and stable staffing profile to enable the best learning to take place every day.   This is demonstrated in the following beliefs: - We have a commitment to high standards and the expectation that each child will be given every opportunity, encouragement and assistance to attain their full potential. - We believe the concepts of self-confidence, self-esteem and pride are critical to successful development. - We encourage commitment, self-discipline and the notion of personal best. - We provide the best possible learning environment where we respect the rights of every person.  In 2022 the school continued to feel the ongoing impact of the COVID-19 pandemic and community restrictions.  This resulted in staffing shortages as staff were required to quarantine due to being a close contact or for testing positive to COVID-19. There was also a very limited local supply of Casual Relief Teachers. During this time, the teaching staff were able to design a program of teaching and supported learning that adapted to sudden changes, compressed classes and split classes. The school made the best of the situation and adapted accordingly with a key focus priority on giving students the best experience possible.   All curriculum planning uses the Victorian Curriculum and in 2022 students were assessed against the achievement standards across the broad curriculum. The School prides itself on its comprehensive Literacy program, where all students are involved in Literacy based learning activities for two hours each day. Through professional learning, Porepunkah Primary School began implementation of a Structured Literacy Approach. Continuation of the Tutor Learning Initiative, saw literacy and numeracy intervention for those students who required additional support. Students have access to a high-quality Numeracy program for a one-hour session each day utilizing the Number Fluency Assessment that gives teachers information about each child. A highly skilled workforce ensures that teaching and learning programs are targeting the point of need for every child and this was evident during a third disruptive school year.   The School has an Italian language program. Students participate in Italian lessons that promote understanding of the language and Italian culture.  We currently offer specialist teaching and learning in The Arts and Digital Technology.  The Physical Education program is taught by each classroom teacher and where possible the school has been able to access the Sporting Schools Grants Program to give the students additional sessions of specialist coached sports lessons such as Cricket and Gymnastics in 2022.  The usual sporting opportunities of Interschool Swimming, Athletics, Cross Country, Skiing and Interschool Sport were offered in 2022 as restrictions and staff shortages eased.  The School usually offers instrumental music lessons on a user pays systems where lessons are conducted during school hours, these were again, held infrequently.   In 2022, with support from the Australian Children's Music Federation, the school continued to receive a grant of a music teacher for one day each week and a supply of high quality musical instruments to support the teaching of music. This program was led by a local musician.   Porepunkah Primary School offers a comprehensive camping program that was able to go ahead in 2022.  The Year 1/2 students went to Tallangatta High Country Camp, the year 3/4 students went to 15 Mile Creek in Greta and year 5/6 students went to Howmans Gap.  Somers Camp was offered to year 5/6 students in 2022.   Our physical environment has undergone great change over the years and we are very proud of the facilities we have to offer our community. Although small, our play spaces are safe and enhanced by suitable playground equipment. We are also able to access the adjacent recreation reserve, community hall and tennis courts. Our proximity to all town facilities is seen as an advantage and serves to make the school one of the focal points of the community. Students are able to utilise the Porepunkah Recreation Reserve during recess and lunch times to increase the play space available.  There are gates on Martley Street that are closed between 10am and 2pm to enable students to cross to the reserve in a safe way. In 2022, the ropes course was re-built, the sandpit was extended, a mural was added to the Martley Street side of the building and a 150th Commemorative Gate was commissioned due to a very hardworking and dedicated school council sub-committee.   The School is committed to the principles of democratic decision making, consultation, effective evaluation and long term planning. The parents and the broader community are both encouraged to be involved in all aspects of the School's operations.  To this end, we have a vibrant and inclusive School Council and an enthusiastic Parents and Friends group.  Open communication is seen as a vital part of building an effective partnership in education and an equally important part of developing pride and ownership in the School. The School seeks involvement in mutually beneficial local clusters and co-operates effectively with neighbouring schools and community groups. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Porepunkah Primary School continues to have good learning achievement outcomes as compared to Similar Schools.  The positive learning environment coupled with high expectations for all learners has ensured that our students have access to high quality teaching and learning each day.  In 2022 there was disruption to the standard teaching and learning program due to staff shortages. The implementation of NAPLAN in 2022 was problematic due to availability of staff during the testing period.  In English, the school had 94.6% of students ranked at or above age expected level and compares with Similar Schools at 86.8%.  In Mathematics, the school also outperformed both Similar Schools with 86.4% and the state average of 85.9% with 94.9% of students being assessed as at or above age expected standards.    The NAPLAN assessments were conducted in 2022.  Our year 3 students scored significantly higher than Similar Schools in Reading and Numeracy.  Year 5 students performed higher than Similar Schools in Numeracy however underperformed in Reading with 50.0% and Similar Schools with 68.4%.    NAPLAN Learning Gain measure of students over a two-year period. As year 5 students did not sit the NAPLAN assessments in 2020, there was not learning gain data to compare.   Overall, these results show the dedication of teachers, parents and students in focusing on teaching and learning throughout another disrupted year.  The teaching team acknowledge the continued work in ‘catching up’ and 'extending' students following the impact of remote and flexible learning and utilised the Tutor Learning Initiative to support students.  The Victorian High Ability Program in English was also accessed by students identified as having performed well in their learning along with the Book Club that enabled students with interests in this area to be extended in their learning.  Performance in Numeracy in year 3 and Reading in year 5 was monitored through implementation of the PLC process and small team planning. Regardless, there is always so much to celebrate, and the students, staff and parents have certainly remained resilient in prioritising student achievement in all scenarios. |
| Wellbeing |
| Students at Porepunkah Primary School have ranked above students at both similar schools and when compared to the state average for their Sense of Connectedness and Management of Bullying in 2022. This is the first time for many years, showing the persistence of staff, activation of student voice and mental health supports available to students.     Attitudes to School Survey data indicate that students ‘like this school’ with a positive endorsement of 93%.  Within the Management of Bullying, 85% of students say they ‘feel safe at this school’ but don't believe that ‘this school deals fairly with bullying problems’ at only 70% positive endorsement.  Work in this area continues to be a focus to ensure that the students feel connected to their school, are helped to understand how problems and issues are dealt with and know what to do and where to go if they need help.  Porepunkah Primary School will begin training in School Wide Positive Behaviours in 2023.  In 2022 the work on implementing the school vision and values continued with the values of Persistence, Kindness and Respect being adopted by students, staff and parents.  The 'catch cry' of Persistence, Kindness and Respect - Porepunkah Kids Rock! was promoted during our return to onsite learning. Utilising systems and programs already in place and drawing on new programs such as Respectful Relationships has seen our student opinion data improve.  A Social and Emotional Coach utilised in term three and term four allowed both staff and students to focus on productive and positive social play with explicit instruction on how to be 'problem solvers' and to 'bounce back' from small problems. The Coach also was able to touch base with students finding the navigation of social situations difficult and work on an individual program.    The school was able to run a full Foundation Transition Program and participated in a Year 6-7 Transition Program at the end of the school year.  In 2022 the school continued to provide email updates to parents when needed, the school newsletter continued and the ClassDojo platform was utilised as the main communication system.  Our parent community has continued to adapt well to the changing communication style around student progress, this was evidenced through a very positive Parent Opinion Survey where parents felt supported by the school and the teachers.  Support from the Student Support Services Network and NDIS support workers continued to be a part of school process. |
| Engagement |
| Porepunkah Primary School navigated the global pandemic for a third year in 2022 with a significant staffing shortage earlier in the school year. With a relaxing on restrictions and an acceptance of the pandemic, many staff, students and parents became ill with COVID-19 or were forced to quarantine due to being a close contact. Along with that there were a wide variety of respiratory viruses circulating the school. This had a negative effect on school absence data but this data was slightly better than similar schools and the state.  The average absence attendance days in 2022 was higher than the four year average.    In 2022 the school had less days of student absence with 21.5 days compared to Similar Schools 22.9 days.    The cohort with the lowest attendance rate was year six students who attended school only 84% over the course of the school year. The best attenders were students in Foundation, year one and year three who each achieved an attendance rate of 91%.  Family holidays, several students with severe illness, school refusal, difficulty with re-engaging with school after restrictions, parent choice due to the COVID restrictions and the impact of a zero tolerance for attending school while unwell had an impact on attendance rates during 2022.  This area continues to be a focus for the school with follow up for students with poor attendance rates being a priority along with reigniting whole school events, student voice and leadership, playing their role.    Activities such as the school open night and music performances, high ability groups, fun themed days and student led activities contributed to provide an engaging setting during a difficult school year.  The Student Leaders, Gardening Club, Junior School Council and the Active Travel Ambassadors gave students voice, agency and choice in shaping their school environment.  Parents supported the students and staff where they could to make the best of an ever-changing situation. |
| **Financial performance** |
| Porepunkah Primary School continues to be in a good financial position with overall total funds available at the end of 2022 being $502,043 compared with $489,836 for 2021. This moderate increase in available funds was due to monies being available for each student as part of additional CSEF payments and a general decrease in spending due to the impact of COVID.   The Student Resource Package expended less money than revenue by $13,021 while still being able to provide additional Education Support staff to support students. Equity funding of $14,650 and the Tutor Learning Initiative funding of $26,364 was used to support staffing for catching students up on learning missed in Literacy and Numeracy.  The Parents and Friends Club were able to raise some funds to subsidise transportation costs for school camps, catering for student activities and purchase of some equipment.   The school finished the 2022 school year with a net operating surplus position and a surplus in the Student Resource Package which was an extremely positive result. |
| **For more detailed information regarding our school please visit our website at** [**www.porepunkahps.vic.edu.au**](file:///C:\Users\02317452\Downloads\www.porepunkahps.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 115 students were enrolled at this school in 2022, 54 female and 61 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

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| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 90.2% |
| State average (primary schools): | 79.9% |

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.

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| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 74.6% |
| State average (primary schools): | 73.4% |

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

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

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 94.6% |
| Similar Schools average: | 86.8% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 94.9% |
| Similar Schools average: | 86.4% |
| State average: | 85.9% |

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 84.6% | 88.9% |
| Similar Schools average: | 74.4% | 75.4% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.0% | 71.0% |
| Similar Schools average: | 68.4% | 70.2% |
| State average: | 70.2% | 69.5% |

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| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 61.5% | 77.8% |
| Similar Schools average: | 60.5% | 66.0% |
| State average: | 64.0% | 66.6% |

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| --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 57.1% | 61.3% |
| Similar Schools average: | 51.3% | 57.8% |
| State average: | 54.2% | 58.8% |

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 percent 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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 79.5% | 67.5% |
| Similar Schools average: | 78.6% | 79.5% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

The percent 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 81.7% | 71.6% |
| Similar Schools average: | 79.6% | 81.2% |
| State average: | 75.8% | 78.3% |

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.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 21.5 | 17.5 |
| Similar Schools average: | 22.9 | 17.2 |
| State average: | 23.3 | 17.0 |

**Attendance Rate (latest year)**

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 91% | 91% | 87% | 91% | 90% | 89% | 84% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,156,567 |
| Government Provided DET Grants | $193,540 |
| Government Grants Commonwealth | $34,400 |
| Government Grants State | $30,000 |
| Revenue Other | $10,352 |
| Locally Raised Funds | $88,246 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,513,105** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $14,650 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$14,650** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,143,414 |
| Adjustments | $0 |
| Books & Publications | $2,505 |
| Camps/Excursions/Activities | $50,019 |
| Communication Costs | $2,514 |
| Consumables | $23,670 |
| Miscellaneous Expense 3 | $5,951 |
| Professional Development | $4,075 |
| Equipment/Maintenance/Hire | $34,762 |
| Property Services | $88,950 |
| Salaries & Allowances 4 | $73,585 |
| Support Services | $0 |
| Trading & Fundraising | $40,193 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $9,293 |
| Total Operating Expenditure | **$1,478,932** |
| Net Operating Surplus/-Deficit | **$34,172** |
| Asset Acquisitions | **$0** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $446,091 |
| Official Account | $55,952 |
| Other Accounts | $0 |
| Total Funds Available | **$502,043** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $44,642 |
| Other Recurrent Expenditure | $2,503 |
| Provision Accounts | $0 |
| Funds Received in Advance | $13,210 |
| School Based Programs | $412,983 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $10,000 |
| 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 | **$483,338** |

*All funds received from the Department, 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.*