**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 24 April 2023 at 08:27 AM by Ingrid Clarkson (Principal) |

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| * 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
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| Attested on 24 April 2023 at 08:28 AM by Sara Barron (School Council President) |

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School Name: Natimuk Primary School (1548)

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** |
| Natimuk is a rural township with a population of about 514, a little more than 320kms west of Melbourne and 25kms west of Horsham. The community of Natimuk is diverse and has been strongly influenced by its proximity to the famous landmark, Mt. Arapiles. Rock climbing and the Outdoor Adventure Industry are dominant and attract schools from all over Victoria for camping, climbing and leadership courses. Even with generations of farmers and professionals, the community has been labelled 'alternative' due to the artistic flavour and lifestyle it brings. The community’s expertise in the arts has been of great benefit to our school as ongoing partnerships have been formed. Natimuk Primary School draws its students from the town and the surrounding farming district and is one of the last small schools west of Horsham. The school is regarded as the hub of the community and the parents and school community participate keenly in the continuing life of the school. There are currently 31 students enrolled and we are fortunate to have specialist programs such as PE, Science, Library, Music, Japanese and Art. We have a strong focus on Student Health, Well Being and Safety. The You Can Do It Program, Respectful Relationships and the Restorative Practice approach are used for behaviour management and to strengthen positive staff, student, and parent relationships.We have multi-age classrooms, provide intervention and advancement in Literacy and Numeracy, and offer Speech Therapy and Intervention assistance. Extra curricula activities include swimming, athletic sports, sports events, camps, excursions, incursions, Book Week, charity fundraisers, Meals on Wheels, Nati Frinj festival, Agricultural Show and the end of year school concert. Senior students take on leadership roles by being on the Junior School Council, as School Captains and House Captains.Even though we are a small school, our Year 6s are well prepared for their secondary schooling and have all experienced success academically or in the sporting field.The school takes pride in its appearance by employing gardeners who have maintained the school grounds and planted new trees, shrubs and plants.  The students have also completed a giant mosaic lizard structure to use as a seat or an area for outside learning. The school’s workforce profile consists of: 1 principal class, 1 full time teacher, 1 part-time teacher, 1 Education Support officer and 2 specialist teachers.     School Oath: Our Values are reflected in our school oath which has been developed by our students -*“As a proud Australian I will have the courage to speak loud and strong,**I will respect myself and others, be inclusive and supportive of my community,* *I will be responsible for my actions, be hard working and strive to do my best in all I do.”*  Mission Statement: Natimuk Primary School strives to develop resilient, responsible and caring individuals, prepared for the demands of a world characterised by ongoing change.  Rationale: Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We provide a friendly and caring environment that promotes excellence in learning; encourages personal growth and wellbeing for all students; respects diversity and difference; provides support and professional motivation for staff; and involves and includes parents and the wider community. Teaching and Learning:Natimuk Primary School is committed to continually improving teaching and learning programs to maximize children’s potential and develop a healthy self-esteem.  We encourage ongoing learning and acknowledge the importance of ‘teaching how to learn’ by:encouraging and supporting ongoing learning by students and staffproviding every individual student with challenges appropriate to their level of social, emotional and cognitive development, thus providing them with opportunities to experience success and growthnurturing the development of mutual respect and a healthy self-esteem in each and every student Values and Skills: Natimuk Primary School embeds our core values in our teaching and classroom practice. We nurture students’ personal development, through our ‘you can do it’ and Respectful Relationship programs. Our school/community values and skills are:Respect: Being tolerant of yourself and others Listen to peers and staff and be open to other people’s ideas and points-of-viewRefrain from making judgements based on differencesTalk in a confident voice - speak out if you or someone else is being treated unfairlyIntegrity: Doing the right thing even when no one is watchingPlay by the rules and be fairThink about the impact of your actions on other people before you actBe independent and true to your beliefs – even if classmates think it is silly or stupidResponsibility: Owning the consequences (results) of your actionsBe the person to rely on and trust Perform or complete tasks to your best ability, but don’t be afraid to ask for helpAccept yourself even when you make a mistake Excellence: Striving to do your absolute best See your goal and find steps to reach it - Dream , plan it, do itGive effort – the harder you try, the more successful you will beWork Tough – persist with the things you don’t enjoy, find difficult or boringBe positive even when things aren’t going your way – you can do it! |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Natimuk Primary School underwent a review in term 4, 2022.  Our previous strategic plan was reviewed.  Our performance against the School Strategic Plan (SSP) goals and targets were:*SSP Goal 1:*Natimuk Primary School set three goals in its 2018-22 Strategic Plan. The first goal was *to improve literacy outcomes for all students*. Target 1.1: By 2022, 40% of Year 3 and Year 5 students will be in the top two bands in NAPLAN for Reading and Writing.  Goal was met.Target 1.2: By 2022, each Year F-6 student to make at least one year of progress each school year against the Victorian Curriculum in Literacy - reading and writing and Numeracy, or meet the goals set out on their Individual Learning Plan. Goal was partially met.Target 1.3: By 2022, maintain the number of students in the middle and top two bands in NAPLAN Reading and Writing from Year 3 to Year 5 (matched cohort).  Goal was met.*SSP Goal 2:* The second goal was *to maximise student performance across all curriculum areas, with a focus on STEM*. Finding all three targets achieved, this goal was met.Target 2.1: By 2022, to improve the following factors in the Attitudes to School Survey:Motivation and Interest from 71% (2018) to 80% (2022) and Stimulated Learning from 68% (2018) to 80% (2022)Target 2.2: By 2022, all students in Years 2, 4 and 6 will be at or above expected levels in Science and Digital Technologies against the Victorian Curriculum, or meet the goals in their Individual Learning Plans.Target 2.3: By 2022, maintain the number of students in the middle and top two bands in NAPLAN Numeracy from Year 3 to Year 5 (matched cohort).*SSP Goal 3:* The third goal set by the school was *to improve student engagement in their learning*. This goal also had three targets, two of which the Panel agreed were met and the third partially met, leading to the conclusion that the goal was partially met.Target 3.1: By 2022, to reduce the percentage of students with 20 or more days absent  (23% - 2018) (25% - 2016 - 2018)   (Panorama Report)Target 3.2: By 2022, improve the Student Voice and Agency factor (under the Social Engagement Domain) from 73% (2018) to 85% (2022).  (Panorama Report)Target 3.3: By 2022, improve the *Academic Emphasis* factor in the School Staff Survey from 79% (2018) to 85% (2022) and maintain the *Collective Efficacy* factor in the School Staff Survey above 90% (92% - 2018)   (Panorama Report) A robust Literacy program enabled Natimuk PS to maintain improvement in Literacy.Natimuk Primary School progressively implemented a reading program, which established consistency and coherence for teachers and students in the planning, delivery, assessment and progress of student learning. The program and its strategies were evident on displays and in practice in the classrooms. Collaboration in the implementation of the program and in the continued monitoring of students generated shared responsibility among all staff for every student.Writing was also taught using a consistent program continuous across all year levels. Teachers used common guides and templates to support writing development. They undertook moderation internally and with other schools across the cluster (although this was curtailed by COVID restrictions) in order to validate assessment of students’ work. Close liaison with Horsham Secondary College encouraged the development of student aspirations and their acknowledgement that writing applies to all subjects.A consistent, coherent and continuous approaches to reading and writing across the school enable all students to improve their literacy outcomes.   |
| Wellbeing |
| Natimuk Primary School has had an ongoing focus on Wellbeing since the children had remote learning during 2019, 2020 and 2021.  We provided ongoing support to students and parents during this time to ensure everyone remained connected to the school and their learning.  Whilst the situation proved difficult for some families the school was able to cater for onsite learning.  Camps and excursions were cancelled or re-scheduled to a time when children could more freely move about in the community.  We had limited or restricted access to all venues so ultimately had little or no contact with the community.  Natimuk Primary School slowly reintroduced daily excursions to Sovereign Hill and Naracoorte Caves and our local Town Hall.  Our attendance rates initially were fantastic but as a consequence of changed schooling hours the return to school full time during 2021 and 2022 the attendance rate was not as consistent.  We worked on re-engaging children with school programs and re-connecting students with each other. The staff planned their curriculum around hands on learning and interacting with peers to regain interest and motivation.  This will continue to be a work in progress as we recreate a normal school life. |
| Engagement |
| Natimuk Primary School specifically and strategically planned to improve student engagement, particularly through STEM, as established as a goal in our previous Strategic Plan.Designing practical, hands-on activities which integrated STEM and art increased students’ interest and participation. Community connections were actively cultivated through the mosaic lizard, local art shows and the town’s biennial festival.Teachers keenly built positive relationships with students, concentrating on caring conversations and attention to wellbeing. This was particularly as a result of COVID lockdowns during which teachers were sensitive to the capacity of students for remote learning and enabled vulnerable students to attend school. Issues between students were resolved as quickly as possible to ensure they remained comfortable and secure in the school setting.Student involvement was also encouraged through:junior school councilstudent leaders running a daily fitness activitybuddy readingcamps and excursionscooking activitieslibrary programNatimuk Primary School's commitment to the Strategic Plan goal to improve student engagement enabled the implementation of considered and appropriate strategies which delivered significant improvement in *Motivation and interest* and *Stimulated learning*.  |
| **Other highlights from the school year** |
| Highlights for the 2022 school year:Parent Information NightWorking bee & BBQ3-6 swimming Goroke pool 6 weeksP-2 Teddy Bears PicnicKowree Swim SportsJSC Pancake DayParent Teacher InterviewsNatimuk 150 Years CelebrationsJunior Athletic SportsSenior Athletic SportsCross Country HavenEaster Raffle DrawMaths Olympics Horsham CollegeMothers Day StallRiver Film 3-6 HorshamLightning Premiership Practise HavenLightning Premierships HorshamJSC Oodie DayJSC first letter of your name dress up dayParent Teacher InterviewsSomers CampBook Week ParadeHouse Athletic Sports |
| **Financial performance** |
| During 2022, Natimuk Primary School continued to improve and consolidate its financial position by making effective workforce and resource management decisions. While the current trend shows a marked increase in our financial position we have committed our funds strategically to support our school in both the short term and the long term. Our fiscal policy strategies included provision for asset replacement, building and maintenance projects, on-going staffing contingencies, and curriculum provision. It was important for us to look at our projected enrolments and staffing profile and budget accordingly. We have made long term plans to cater for the downward trend in enrolments and to manage salary increments for our workforce as well as a change in our workforce profile. We finished the year with a net operating surplus of $26,664. Our major source of revenue is the Student Resource Package and our main expenditure is staffing. We received a number of grants during 2021 to address Inclusion and Advanced Learning opportunities. 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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised. Over the years we have established a staff that specialises in specific areas of the curriculum, and support staff and students in the classroom. Our financial position enables us to continue to make provision in the curriculum for all subjects, taught by staff with expertise in their field. We are demonstrating that we are spending the year’s money to benefit the students within the financial year especially the equity funding and Tutor Learning Program funding allocated this year. We are able to maintain our buildings and grounds and provide adequate materials and resources to support the curriculum. Our Parent’s Association is a dynamic group who work tirelessly to fundraise for extra resources and equipment that will benefit our students. They are instrumental in purchasing some of our big ticket items and supporting camps and excursions. The members of the School Council and school community are very dedicated to the school and its surrounds and with their expertise and equipment we are able to make improvements to our school that would otherwise be impossible. I would like to formally acknowledge our appreciation to our school families for their enthusiasm and commitment to our school; their support is highly valued and we are extremely grateful. |

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 25 students were enrolled at this school in 2022, 14 female and 11 male.

0 percent of students had English as an additional language and 0 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: | 92.7% |
| 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: | 98.1% |
| 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: | 93.1% |
| Similar Schools average: | 86.5% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 95.8% |
| Similar Schools average: | 88.0% |
| 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: | 100.0% | 66.7% |
| Similar Schools average: | 69.1% | 74.4% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 33.3% | 60.0% |
| Similar Schools average: | 65.3% | 69.5% |
| 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: | 100.0% | 75.0% |
| Similar Schools average: | 59.7% | 70.3% |
| 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: | 50.0% | 53.3% |
| Similar Schools average: | 44.7% | 56.0% |
| 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: | 94.0% | 86.2% |
| Similar Schools average: | 83.2% | 82.3% |
| 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: | 90.0% | 92.1% |
| Similar Schools average: | 84.8% | 83.5% |
| 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: | 24.8 | 15.7 |
| Similar Schools average: | 24.3 | 17.0 |
| 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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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 83% | NDP | 96% | 91% | 96% | 79% | NDP |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $414,670 |
| Government Provided DET Grants | $79,991 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $24,178 |
| Revenue Other | $10,572 |
| Locally Raised Funds | $12,635 |
| Capital Grants | $0 |
| Total Operating Revenue | **$542,046** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $7,107 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$7,107** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $449,179 |
| Adjustments | $0 |
| Books & Publications | $371 |
| Camps/Excursions/Activities | $4,647 |
| Communication Costs | $817 |
| Consumables | $8,271 |
| Miscellaneous Expense 3 | $5,440 |
| Professional Development | $1,165 |
| Equipment/Maintenance/Hire | $5,577 |
| Property Services | $30,958 |
| Salaries & Allowances 4 | $37,502 |
| Support Services | $0 |
| Trading & Fundraising | $974 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $5,328 |
| Total Operating Expenditure | **$550,231** |
| Net Operating Surplus/-Deficit | **($8,185)** |
| Asset Acquisitions | **$24,178** |

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 | $407,109 |
| Official Account | $9,945 |
| Other Accounts | $0 |
| Total Funds Available | **$417,054** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $15,145 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $190,571 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $11,034 |
| Repayable to the Department | $34,127 |
| Asset/Equipment Replacement < 12 months | $46,122 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $125,816 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$422,815** |

*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.*