

2022 Annual Report to the School Community

School Name: Heywood Consolidated School (6225)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 26 April 2023 at 03:24 PM by Ann Hawker (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 26 April 2023 at 04:39 PM by Courtney Millard (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).

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
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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

School context

Heywood Consolidated school is a small rural primary school located in Victoria's far south-west. We are situated upon Gunditjmara country. Our campus is one kilometre from our town centre, and is approximately 375 kilometres from Melbourne CBD and 25 kilometres north of Portland.

During 2022 we had 119 students (with 25% of students identified as Aboriginal or Torres Strait Islander, 8 Program for Students with a Disability students and 5 students in Out of Home Care) spread across 6 composite classes of F/1, 1/2, 2/3, 3/4, 4/5 and 5/6. Our staff consisted of 9.2 teaching FTE and non-teaching staff of 6.5 FTE, represented by 1 Principal, 0.7 Learning Tutor, 6.0 Classroom Teacher Range 2 and 1.6 Classroom Teacher Range 1 and 4.9 Integration Teaching Aides and 1.9 Teaching Support Staff. Specialist subjects included Art, Physical Education, Music and LOTE: Indonesian.

Our school vision continues to be:

- To support the social, personal and academic growth of all students, to develop meaningful and respectful relationships, as well as being curious, independent individuals, who are active and engaged in their development.
- To be a highly valued and respected asset to our community, by striving for success for our students now and into the future, who are proud of their opportunities and connections created through Heywood Consolidated School.
- To provide a safe, secure, supportive learning environment, with a welcoming and inclusive atmosphere, which creates a sense of belonging for all, where each person is valued and respected.

Our school values are Gratitude, Respect, Resilience and Kindness. We use the five pro-social skills of Mutual Respect, Active Listening, No Put Downs (to self or others), Be Your Best Self, Giving and Getting Help.

We have a strong link with our Indigenous Co-operative of Winda-Mara, with twenty-five percent of our students identified as Aboriginal children. We have a strong relationship with our local government secondary school (Heywood and District Secondary College), which is within walking distance. We share our LOTE teacher, and have the same school Chaplain. Senior high school students frequently visit and run workshops and activities to engage with our students. We share a school newsletter which enables our community to see what is happening with all of our students from Foundation to Year 12.

Our Parent Satisfaction school percent endorsement decreased last year from 79.3% (2021) to 69.3% (2022). however we did see a positive improvement in Not Experiencing Bullying [73% in 2021 and 80% in 2022], Effective teaching [70% in 2021 and 77% in 2022], and High expectations for success [86% in 2021 and 90% in 2022]. It was extremely pleasing to see that when this survey was opened up to the entire school community to complete we had more responses.

Our school percent endorsement reported by staff on School climate decreased as well last year from 56.8% to 48.6%. However it is pleasing that we have increased positive endorsement in Collective focus on student learning [79% to 88%] and Teacher collaboration [51% to 54%]. It is also good to note that we are above State in Collective focus on student learning [State is 86% and our school is 88%].

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, Heywood Consolidated School focused its learning goal on supporting both those who need extra support and those who have thrived to continue to extend their learning. We focused on two actions being 1) to build staff capacity to implement high quality teaching and learning in literacy in order to identify and meet students' individual learning needs and 2) develop a multi-tiered response to meet students' individual needs.

Teacher Judgements for English demonstrated across all grades at or above expected level there has been a slight decrease (in 2021 was 77% and in 2022 is 76%), however we have had an increase in above expected level for Reading (from 22% to 28%), as well as a decrease (from 25% to 23%) in below expected level in Reading. Teacher

Judgements for Mathematics demonstrated across all grades at or above expected level, there has been a slight decrease (in 2021 was 82.0% and in 2022 is 81.2%), however we have had an increase in above expected level for Measurement & Geometry (from 11% to 17%) and Number & Algebra (from 19% to 24%), as well as a slight decrease in below expected level in Measurement & Geometry (from 19% to 17%) and Number & Algebra (from 17% to 16%). It is pleasing to note that we are extending the positive increase between our School Teacher Judgements in Mathematics across the entire school and Similar Schools.

We have increased the percentage of students in the top three bands for Year 5 NAPLAN in Reading (in 2021 at 42.9% to 2022 being 45.5%). With writing being our focus in 2022, it was pleasing to note a decrease in the percentage of students in the bottom two bands for Year 3 NAPLAN in Writing (in 2021 at 24% to 2022 being 20%, as well as an increase in the percentage of students in the top 2 band for Year 5 NAPLAN Writing (0% in 2021 to 13% in 2022, which was just below Similar Schools at 16% and Network Schools at 15%).

We also had 3 students [1 in Year 5 during Term 3 and 2 in Year 6 during Term 4] identified from their NAPLAN Writing results selected and participated in the Victorian High Ability Program of Primary Literacy in 2022.

Throughout the year of 2022, teachers worked collegially to develop a whole school Instructional Model for Writing, which developed understanding of the teaching of writing and what is essential for our students to increase engagement and participation in learning. We discussed the 6+1 Writing Traits and in 2023 look forward to implementation of this across the school. Through PLCs, we have been creating discussions around the understanding of teaching and learning in Writing. We completed 2 rounds of Inquiry Cycles, where teachers used the PLC proformas to Evaluate & Diagnose, Prioritise & Set Goals, Develop & Plan, and Implement & Monitor a specific learning in Writing. They would work fortnightly in selected teams and then present back to the entire PLC their learnings. This was well received and the sharing of knowledge developed trust and communication across different schools areas.

Education Support personnel also increased their practice of intervention support through the Minilit and Macqlit trainings completed throughout the year. This allowed all classrooms to accommodate some small group intervention in literacy consistent across the school, as well as providing additional support with Tutoring through the Tutor Learning Initiative. All Classroom teachers were trained in DIBELS 8th edition and look forward to this implementation in 2023.

Wellbeing

During 2022, Heywood Consolidated School focused its wellbeing goal on effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. We focused on two actions to 1) review and embed a multi-tiered response to support the mental health and wellbeing of all and 2) build capacity of all to create a strong school culture for students, staff, families and community through a safe and supportive learning environment.

Throughout the 2022 school year, we worked with Heywood and District Secondary College through our joint Real Schools Partnership to develop our school culture. We attended a combined school staff professional development day and had our Real Schools Expert Facilitator attend onsite twice to do classroom professional practice, as well as run a parent information session and she attended three staff meetings. There was also regular support with the School Principal and constant discussions around the school and within staff meetings.

We participated in the Mental Health and Wellbeing Program in Primary Schools pilot in 2022, where a current Classroom Teacher became our Mental Health and Wellbeing Coordinator (MHWC) for two days each week. She and her team participated in training online to increase understand, support and identification of Mental Health and Wellbeing in students. The MHWC attended communities of practice through our local schools network, where they shared progress, learning and initiatives within their schools. She also worked with our School Chaplain to trial initiatives of the Mental Health Fund, such as the Be You Program and Dogs Connect, to provide support in classroom practice across the whole school, as well as triaging wellbeing referrals to support students. Peer observations were also conducted termly across the year to support student wellbeing within the classroom and to validate current support systems.

New staff were trained in the Berry Street Education Model, as we have a high SFO and we want to help educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students. This meant that all staff were consolidating what current practices were going on in classes, and all staff continued to revise their learning.

Our school data shows that we had a slight increase in the percentage of students with positive endorsement on the Student Attitude to School survey under Sense of Connectedness in years 4-6 (in 2021 at 70.6% to 2022 being 71.7%). It was pleasing to see an increase in positive endorsement on the Student Attitude to School survey for Attitude to attendance (from 80% in 2021 to 84% in 2022, which is getting close to Similar Schools at 86%, Network Schools at 86% and State at 86%), and Effort (from 75% in 2021 to 76% in 2022). It is also important to note that we are above State (86%) for Attitude to School Survey in School Safety in having an Advocate at School (88% positive endorsement).

Engagement

It is disappointing that our overall school day attendance average has increased by 1 day (from 26.2 days in 2021 to 27.2 days in 2022), however it was 2022 that our school was affected the most with COVID-19 positive cases. This resulted in families keeping students at home that were close contacts, at similar events, and concerns of coughs, sneezes and runny noses. However it is pleasing to note that we are now below Similar School average of school average number of absence days (HCS was 27.2 days in 2022 and Similar Schools were 27.8 days in 2022).

It is pleasing to see an increase in attendance from 2021 to 2022 in Year 1 [86% to 88%], Year 3 [87% to 91%] and Year 5 [86% to 89%] students. There was an increase from cohorts that moved up levels too between Prep 2021 (86%) to Grade 1 2022 (88%), Grade 2 2021 (89%) to Grade 3 2022 (91%), and Grade 4 2021 (88%) to Grade 5 2022 (89%).

Another pleasing result to demonstrate that we have students more engaged in our school is on the student's Attitudes to School survey is an increase in Student Voice and Agency [from 59% in 2021 to 63% in 2022]. We believe that this is due to students continuing to have voice and agency in our weekly Clubs program, as well as us running different Junior School Council teams twice each term for an entire year. This was only established in 2021, therefore students may not have seen or felt the benefit of being involved in this during 2021. Students also continued a high percentage of positive endorsement for Advocate at School (90% in 2021 to 88% in 2022). This is where we have been promoting connections between staff, students and community to make stronger links and students knowing that they are cared for and belong in our school.

On the School Staff Survey, it is pleasing to see that Collective Focus on Student Learning continues to increase in positive endorsement (from 79% in 2021 to 88% in 2022), and noting that there was 0% of staff that disagree or strong disagree with the statements provided. It is also an increase in positive endorsement for Teacher Collaboration (from 51% in 2021 to 54% in 2022), as well as similar results between both years for Academic Emphasis (46% to 45%) and Trust in students and parents (45% to 44%).

Other highlights from the school year

It is great to see the passion and enjoyment that students are getting through participating in our HCS Student Representative Council. Our School Captains lead the teams where they survey the classes to elect two representatives from each class per team, where they come together at break times to plan, select, organise and run events for the school to support rotational through School, Charity and Community. The six different SRC events held during 2022, were able to supply basketball rings, nets and balls for our school, new plants for the front garden, and sensory toys for the classrooms. We also raised funds for the RSPCA and Flood Victims Appeal. Our Community event was a Winter Clothing Drive, where classes were able to donate excess clothing to our local Opportunity Shop, which ended up being over a ute load.

During August 2022, HCS hosted the annual Portland/Heywood network of Schools Music Festival at the Portland Civic Hall. We were extremely proud and grateful of the support, guidance and efforts of Laura Lovett-Murray (KESO) and Troy Lovett (Local Elder) for presenting the Acknowledgement of Country at the Music Festival. It was amazing to see our school leaders host the entire event over two nights, introducing all of the different schools that performed, as well as our own students who worked with our Music Teacher to create and perform their item.

During Term 4, we were able to hold our Grade 4/5/6 Dunkeld camp, which was a huge success, with all returning exhausted, from the constant walking up and down the camp hill and the great engaging activities. We also held our Grade 2/3 Sleepover which involved an excursion to Port Fairy, Sleepover at school, followed by another excursion day to Portland to meet up with their pen-pals from another local school.

At the beginning of 2022, we were approached by School Focused Youth Services to be involved with other local government schools to be part of a re-engaging students in Years 5 and 6 program using Indigital with a local indigenous focus. Two staff members participated in the training (Art specialist and Classroom Teacher) who then worked with students to create digital representations using Minecraft Education of significant indigenous Cultural landmarks (Budj-Bim and Tae-Rak). We were supported by a local indigenous Elder. The pride, learning, skills, communication and achievement demonstrated by students through their presentations at our school event was outstanding, as well as the pride shown by the audience celebrating our student's successes.

Financial performance

Heywood Consolidated School maintained a sound financial position throughout 2022. The 2020-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows a net operating Surplus of \$199, 054.

At the end of 2021, we entered into an agreement with an Outside School Hours Care provider for the Heywood Community, which began in 2022. This is part of a grant from the State Government, where we receive \$75,000 each year for three years to allow this to be supported and operated.

We received Commonwealth Government Grants totally \$4,500 for three rounds of Sporting Schools, where we ran sessions for Carpet bowls, Volleyball and Soccer. We also received a State Government Grants for \$18,192 for a Shade Sail on our school oval, to be used for athletic and cross country carnivals, as well as by students throughout the year.

Other Revenue of \$15,711 consisted of interest from bank accounts, as well as re-imbursments from Mental Health in Primary Schools training.

Our Locally Raised Funds combined to a total of \$66,303. This included fundraising via our pie drive, Krispy Kreme orders, Special lunch orders, Camps and excursions, Student Representative Council, Graduation fundraising, Book Clubs, Essential Student Learning Items, Optional items, Music Festival, and uniform.

The total amount of Equity Funding for 2022 was \$224, 667. This equity funding was used to support students with additional needs within all classrooms through intervention sessions. It also provided additional classroom support and allowed classes to be smaller.

For more detailed information regarding our school please visit our website at
<https://www.heywoodconsolidatedschool.com.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 119 students were enrolled at this school in 2022, 48 female and 71 male.

NDP percent of students had English as an additional language and 25 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).

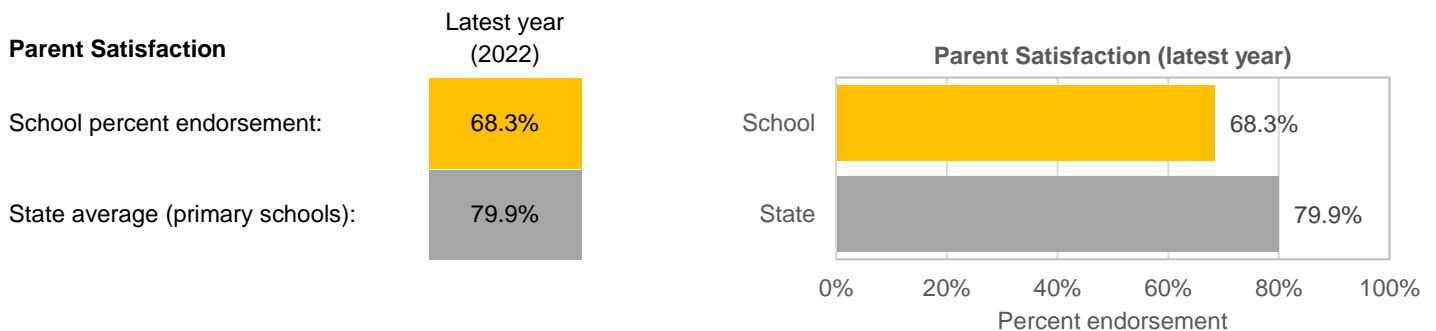
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

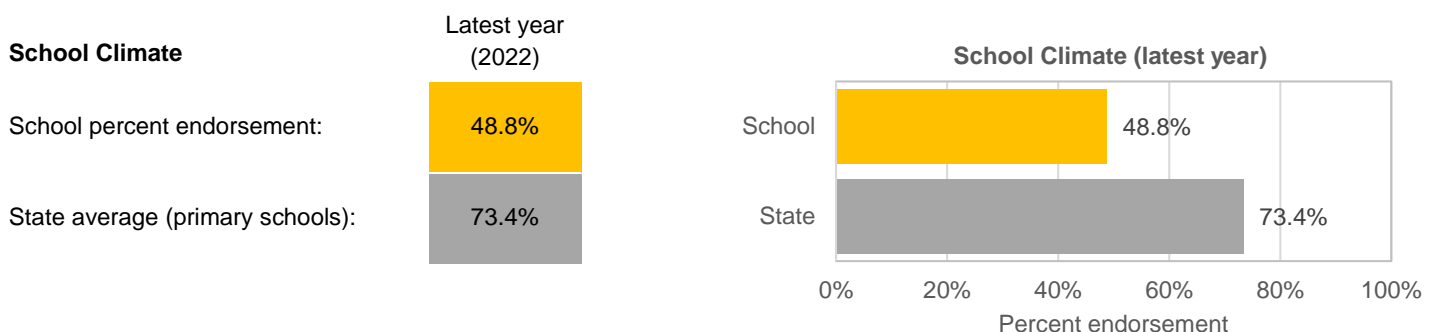


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

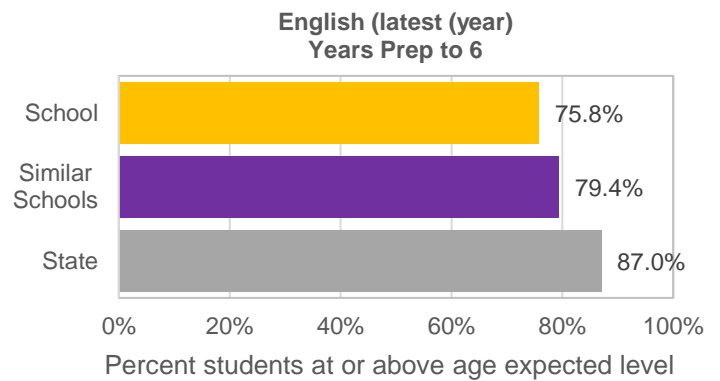
75.8%

Similar Schools average:

79.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

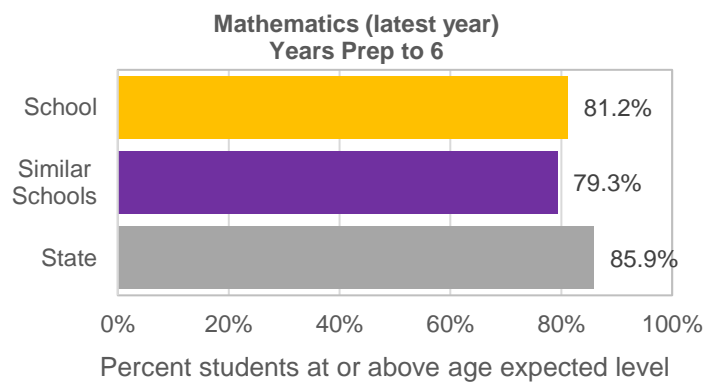
81.2%

Similar Schools average:

79.3%

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.

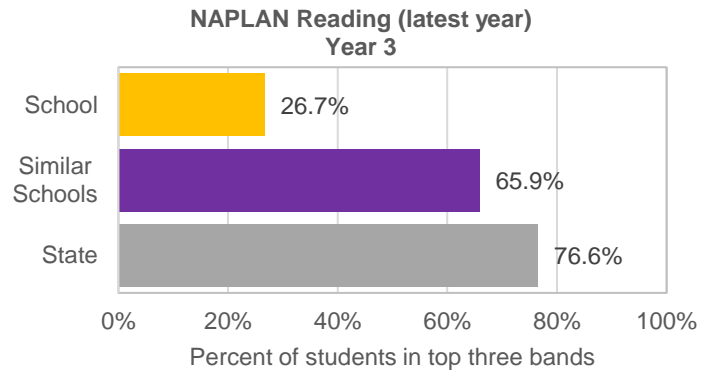
NAPLAN

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.

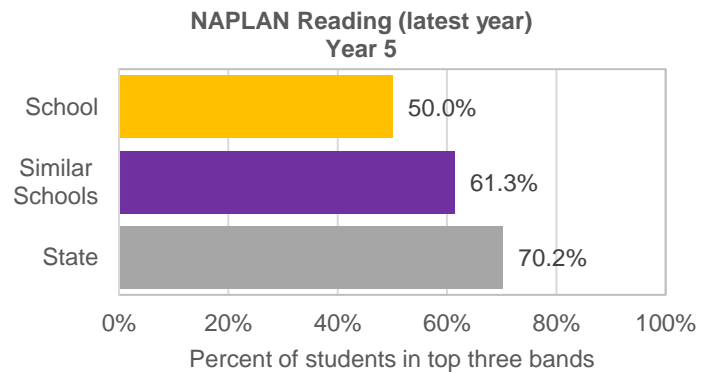
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.7%	50.0%
Similar Schools average:	65.9%	66.9%
State average:	76.6%	76.6%



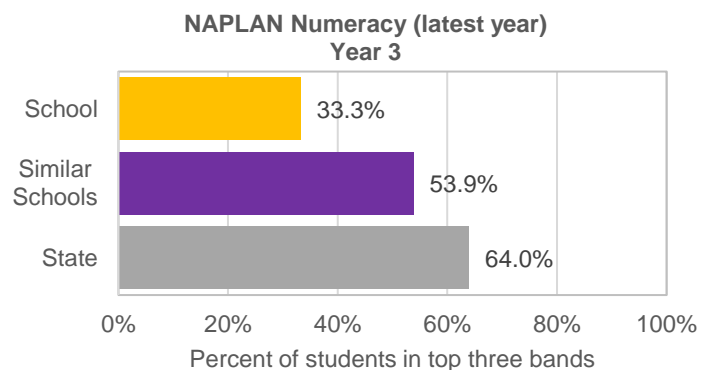
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	45.5%
Similar Schools average:	61.3%	62.4%
State average:	70.2%	69.5%



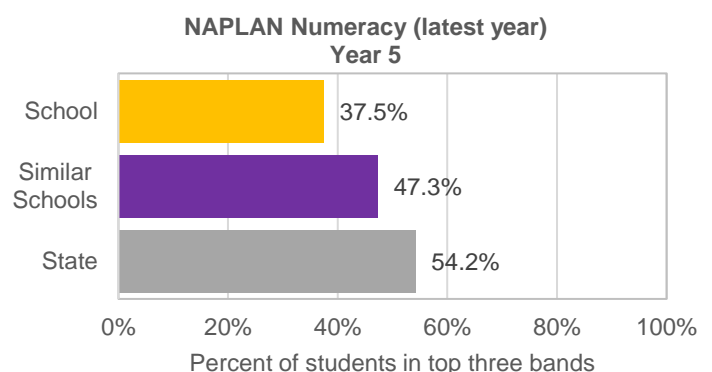
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	42.6%
Similar Schools average:	53.9%	58.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	47.3%
Similar Schools average:	47.3%	52.7%
State average:	54.2%	58.8%



WELLBEING

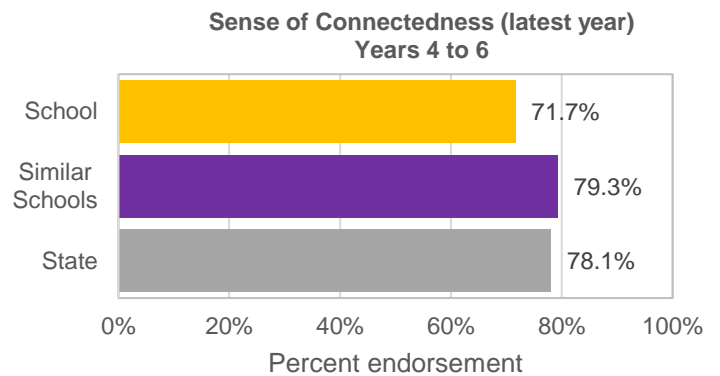
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.7%	72.6%
Similar Schools average:	79.3%	80.1%
State average:	78.1%	79.5%

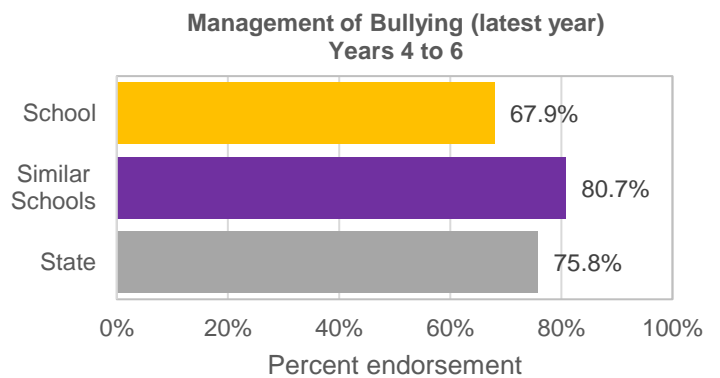


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.9%	72.8%
Similar Schools average:	80.7%	81.5%
State average:	75.8%	78.3%



ENGAGEMENT

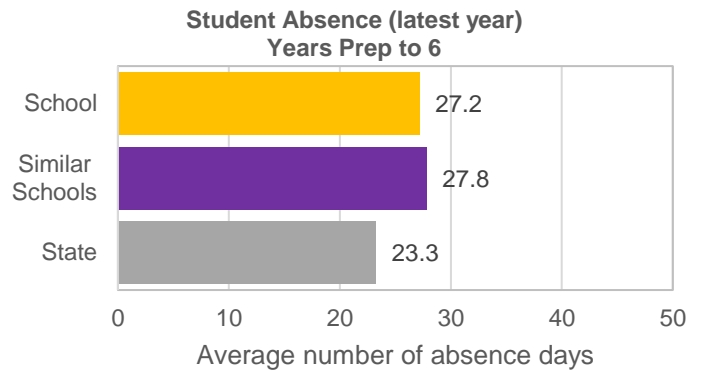
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.2	22.6
Similar Schools average:	27.8	20.5
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	88%	85%	91%	87%	89%	81%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,668,645
Government Provided DET Grants	\$526,269
Government Grants Commonwealth	\$4,500
Government Grants State	\$18,192
Revenue Other	\$15,711
Locally Raised Funds	\$66,303
Capital Grants	\$0
Total Operating Revenue	\$2,299,620

Equity ¹	Actual
Equity (Social Disadvantage)	\$224,667
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$224,667

Expenditure	Actual
Student Resource Package ²	\$1,579,762
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$44,476
Communication Costs	\$5,505
Consumables	\$72,019
Miscellaneous Expense ³	\$13,059
Professional Development	\$40,002
Equipment/Maintenance/Hire	\$16,307
Property Services	\$105,237
Salaries & Allowances ⁴	\$85,513
Support Services	\$95,595
Trading & Fundraising	\$18,342
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$466
Utilities	\$24,284
Total Operating Expenditure	\$2,100,565
Net Operating Surplus/-Deficit	\$199,054
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	\$300,725
Official Account	\$40,801
Other Accounts	\$0
Total Funds Available	\$341,526

Financial Commitments	Actual
Operating Reserve	\$75,492
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$99,825
School Based Programs	\$3,725
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$213,541

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.