

2022 Annual Report to the School Community

School Name: Keysborough Primary School (5534)



- 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 29 March 2023 at 02:31 PM by Carly Bourke (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 29 March 2023 at 03:01 PM by Andrea Shields (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

Keysborough Primary School's vision of 'Future making for every student' is aligned with our purpose of:

Learning - Every student is strongly literate, numerate, curious, and embracing 21st century skills. Every student embraces the importance of learning and creativity as enduring features of their lives.

Thriving - Every student has a strong moral compass to make sense of and influence their complex world. Every student is optimistic and resilient; possesses a strong sense of identity and worth; has a sure knowledge of who they are and how to live a worthy life.

Connecting and Contributing - Every student has a strong sense of connection and purpose in their lives. Every student is connected and contributing to family, friends, communities, and the planet we share. Every student is enabled as a person, committed to improving their world.

Keysborough Primary School upholds a strong Values system based on the Virtues Project and Respectful Relationships language. Some of our key Virtues include:

- **Caring** - We show respect through caring for each other, our environment and giving our best to every learning opportunity.
- **Passionate** - We are passionate about providing our students and staff with a high performing Professional Learning Community by caring about the things that matter.
- **Respect** - We show respect by speaking and acting with courtesy, treating others with dignity and honour the rules of our school, family, and nation.
- **Enthusiasm** - We are full of enthusiasm and give 100% to what we do by having a positive attitude and being inspired by the wonders of life.
- **Excellence** - We give the best to our learning and to others. We dare to set noble goals and choose excellence in all things.

Keysborough Primary School was established in 2009 and in 2022 our staffing profile included a Principal, 2.0 Assistant Principals, 2 Learning Specialists, 1 Leading teacher, 29.10 EFT teachers, 16.89 Education Support Staff and .32 MEA and no staff who are Aboriginal or Torres Strait Islander. Keysborough Primary school had 19 classes from Foundation-Year 6 in 2022. Our total enrolments in 2022 was 404 children, 203 female and 201 males. 68% of students had English as an additional language. Keysborough Primary school had one Aboriginal or Torres Strait Island child in 2022. The Student Family Occupation Education (SFOE) band in 2022 was: High. Keysborough Primary School is situated in the Southeast region of Greater Melbourne within the Dandenong network of schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

Keysborough Primary School participated in a whole school review process in Term 4, 2022. This process enabled the Keysborough Primary School leadership team, staff and Senior Education Improvement Leader to reflect on progress made towards our 4 year goals and targets in the 2018-2022 School Strategic Plan. It also enabled Keysborough Primary school to design goals and targets for the 2022-2026 School Strategic Plan.

The FISO core elements of focus identified in our School Strategic Plan, beginning 2022-2026, include Teaching & Learning, Engagement and Support & Resources. More specifically key improvement strategies in these areas will include:

- Building staff capacity to use data to inform evidence-based learning, teaching and assessment to meet the student point of need with differentiated curriculum.
- Deepening the capacity of all teaching staff through the PLC improvement cycle to use evidence-based practice and to draw on research to inform their practice.
- Developing and implement common language, understanding and practices for student voice and agency.
- Embedding opportunities for student choice, voice, agency and co-designing of learning tasks across curriculum areas.
- Developing and implementing a plan to improve parent connections, build stronger community relationships and school connectedness.

- Strengthening the partnership between staff, students, parents and carers to create a shared responsibility for student learning.

These areas for improvement were identified by reviewing our 2020-2021 Attitude to School Survey (AtoSS), Parent Opinion Survey (POS), School Staff Survey (SSS) data as well as NAPLAN student achievement data from 2019 and 2021. Our 2022 AIP key improvement strategies, goals and targets were considerate of and aligned to DET identified priority areas of Learning and Wellbeing.

Our 2022 parent Opinion Survey demonstrated very high parent satisfaction at 92%, with the state average being 79.9%. Our 2022 Staff Survey results demonstrated an improvement in the percentage of positive endorsements in Instructional Leadership as we maintained a direct involvement in the design, implementation and monitoring of curriculum, instruction, and assessment. We have maintained our percentage of positive endorsement in Collective Efficacy but have slightly decreased in positive endorsements in Academic Emphasis.

Our Knowledgeable Others in Literacy, Numeracy and Inquiry, continued to work with Professional Learning Communities (PLCs) and the whole school team to continue our focus on building teacher capability in literacy, numeracy and inquiry approaches. Our literacy, numeracy and practitioner inquiry consultants worked one on one, in PLC settings and with school improvement teams to ensure consistency of classroom practice, assessment and planning across the school. This was further facilitated by our Literacy Improvement Team, Numeracy Improvement Team and Inquiry Improvement Team who were lead learners, supporting colleagues, PLCs and whole school professional development. Our data literacy team also supported PLCs in the critical consumption of data to improve student outcomes using PLC cohort data and NAPLAN data when available. These lead learners also supported PLCs when reflecting on Action Plan SMART goals in Reading, Writing and Maths for 2022.

Our numeracy consultant delivered one on one support to new staff members supporting their pedagogical practice in Mathematics using a coaching model, as well as observing teachers in their classrooms. All coaching includes an in-depth feedback session where classroom practice and consistency is a focus. Rob also worked with PLCs in Terms 2 and 3 on an agreed upon area for improvement. These included:

- Building a suite of reflection tools for maths sessions
- Connecting the 4 proficiencies (Problem solving, Reasoning, Understanding and Fluency) to reflections in Maths sessions
- Facilitating Maths investigations for younger students
- Authentic assessment in Maths for our younger children
- Using rubrics as assessment tools
- Tools and strategies for anecdotal assessment in maths.

Our literacy consultant worked collaboratively with PLCs and lead learners to build practice excellence in literacy. This consultant has assisted Keysborough Primary school in developing an agreed literacy framework for reading including a differentiated pathways approach with the gradual release of responsibility and skill-based planning and assessment. Her focus for Keysborough Primary school in 2022 included:

- Supporting the implementation of Keysborough Primary School Instructional Model
- Building common language and common practices in the teaching of reading.
- Using data tools as a resource for precision in understanding what students can do and where they need to go next in their reading development.
- Building the capacity and capability of mid-level leaders using a coaching model with the Literacy Improvement Team
- Using relevant data to develop a class profile.
- Interpreting data to develop a differentiated learning pathway that aligns with Victorian curriculum content.
- Using collaborative inquiry with data sets to determine our own professional learning needs in the teaching of reading.

Keysborough Primary School staff participated in professional learning in Practitioner Inquiry, applying the inquiry process to a problem of practice and reflecting on it throughout the year. This included PLCs working in cycles to implement the use of strategies to evolve their practice in the classroom and with children and other adults. This complemented work being targeted in classrooms for stimulated learning and student voice and agency. This influenced a shift in thinking with our children in what they learn, why they learn it and where they learn. Playful Classrooms continued to be rolled out across the school in 2022.

In 2022, Keysborough Primary school continued its focus on the DET Learning priority to 'Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'.

The Learning Key Improvement Strategy focused on Keysborough Primary School building the capacity of PLCs and individuals to

deliver a Practitioner Inquiry model that led to strengthened teacher practice and improved student learning outcomes. We implemented activities to support this work by participating in professional learning across the year, in PLCs and as a whole school, analysing data to inform cycles of inquiry, participating in learning walks and filling roles as co learners in PLCs across the school.

Our Year 3 NAPLAN achievement data in Numeracy based on students in the top 2 bands of testing in 2022 remained above similar schools but lower than the state average. Our Year 3 achievement data in Reading based on students in the top 2 bands of testing in 2022 fell below similar schools and the state.

Our Year 5 NAPLAN achievement data in Numeracy was above similar schools but below the state average. Our Year 5 Reading data based on students in the top 2 bands of testing was above similar schools but slightly lower than the state average.

20% of children in Year 5 made high gain in relative growth in Numeracy from 2021-2022. This is lower than similar schools and the state average. 19% of children in Year 5 made high gain in relative growth in reading between 2021-2022 which is the same as similar school results but lower than the state average. Our Writing relative growth in grade 5 NAPLAN data for 2022 put us ahead of both similar schools and the state average.

Our teacher judgements of student achievement in 2022 showed the percentage of students in Year Prep to 6 working at or above the expected standards in English was above similar schools and the state average. Teacher judgements in Mathematics also reflected a higher percentage of students achieving above the expected level in comparison to similar schools but just below the state average.

In 2022, Keysborough Primary School again provided learning catch up through the Tutor Learning Initiative (TLI). Our area of focus was identified as Reading. Keysborough Primacy School had 2 full time tutors as well as an existing intervention program for children in Year 1. We had 85 children in the TLI across years 2-6, with children on the Program for Student with a Disability (PSD) program also having access to Tier 3 support. 88% of children met or exceeded their growth targets across the year in the TLI. Our children on the PSD program all made progress in regularly reviewed IEP's. Our Education Support staff, classroom teachers and school leaders sustained positive relationships with these students and their families in 2022. School staff ensured that families were well supported with scheduled SSG meetings and regular sharing of progress and work. As well as targeted services for families requiring assistance outside the school.

Keysborough Primary school continued to work closely with our Data Literacy consultants. Our improvement team supported staff in PLC meetings where data was analysed using the FISO improvement cycle and also presenting NAPLAN data to staff at LTCs. Our team also facilitated data work at the conclusion of 2022, deciphering most urgent areas of focus in Reading, Writing and Mathematics across the school to begin 2023.

Wellbeing

In 2022, Keysborough Primary school continued its focus on the DET Wellbeing priority to "Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable".

The Keysborough Primary School Wellbeing high level action focused on developing and documenting a whole school approach to social and emotional learning through Positive Education. Activities undertaken to support this work and ensure its success included auditing and drafting a model for Tier 1 Wellbeing approaches and identifying and scheduling appropriate professional learning for all staff to implement Tier 1 Wellbeing supports. As well as designing and implementing a Wellbeing framework 'Flourish'. This framework outlined our priorities in Wellbeing at Keysborough Primary school and detailed aspects critical to creating a positive climate for learning. This, in conjunction with continuing work with The Virtues Project, Zones of Regulation and the Resilience, Rights and Respectful Relationships program (RRRR) supported our children upon their return to full time face to face learning in 2022.

The 2022 Attitude to Schools Survey (AtoSS) results in 'Stimulated Learning' remained high with 79% positive endorsements in this factor. Our 'Advocate at school' endorsement remained positive at 85% and positive endorsements in 'Not experiencing Bullying' were also high with 86% of children stating they had not experienced bullying at Keysborough Primary school. We will continue to focus on Wellbeing in our AIP as prioritised by DET. Our 2022 DET/AIP focus on Wellbeing included actions in development and implementation of a common language and understanding the practices of student voice and agency. The 2023 DET priority in Wellbeing in all Annual Implementation Plans across the state will monitor our children's 'Sense of Connectedness' closely for stronger positive endorsements in this domain of the AToSS.

The 2022 DET priority of Wellbeing will continue to be a focus at Keysborough Primary school in 2023 with the support of our

Wellbeing Improvement Team, Health and Wellbeing lead teacher, classroom teachers, leadership and school support including the Chaplaincy program and access and referrals to offsite services.

Engagement

Keysborough Primary School absence rates have continued to trend down with average attendance rates being higher than that of both similar school and state averages. The number of student absences was lower than similar schools and the state at 16.0 days per year. Our Foundation cohort recorded the highest rate of absences in 2022, with attendance rates of 86%. All other year level cohorts achieved attendance rates of between 88% and 93%.

In 2022, we maintained a streamlined system of communication and learning for our families. PLCs continued to work across cohorts to increase connection and access for all children and families with support from our Health and Wellbeing leader, school leaders and the Wellbeing Improvement Team. Our welfare support in 2022 continued to feature a chaplaincy service for our most vulnerable children.

In our 2022 AIP, a DET identified priority in Wellbeing recognised the need to improve positive endorsement measures in 'Stimulated Learning'. Keysborough Primary school continued to develop a common language with staff around social and emotional learning, connectedness to school, inclusion and belonging at a classroom and a whole school level. Playful classroom pedagogical practice was implemented across the school in 2022 to further facilitate and provide the best learning climate for all our children at every age and stage.

Financial performance

Keysborough Primary school's performance and position report for 2022 indicates a Total Operating Revenue of \$7,127,187 with a Total Operating Expenditure of \$5,812,234 leaving a surplus of \$1,314,953. Keysborough Primary school's surplus is due to prudent financial management.

Keysborough Primary school did not have any extraordinary expenditure in 2022. There was no extraordinary revenue for 2022.

No contract, agreements or arrangements were entered into by School Council in 2022 at Keysborough Primary School. Similarly, no sources of funding were received in the form of equity, special grants or fundraising initiatives in 2022 at Keysborough Primary School. The School also received no State or Commonwealth funding beyond our SRP in 2022.

For more detailed information regarding our school please visit our website at
<https://www.keysboroughps.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 404 students were enrolled at this school in 2022, 203 female and 201 male.

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

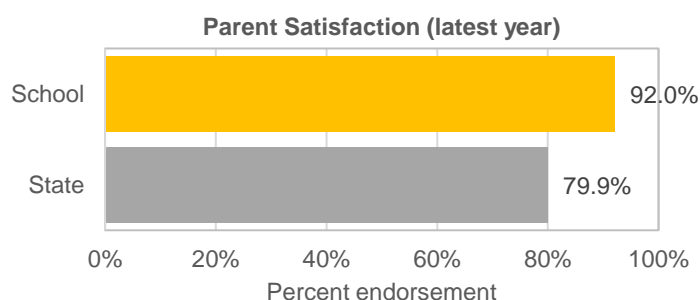
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	92.0%
State average (primary schools):	79.9%



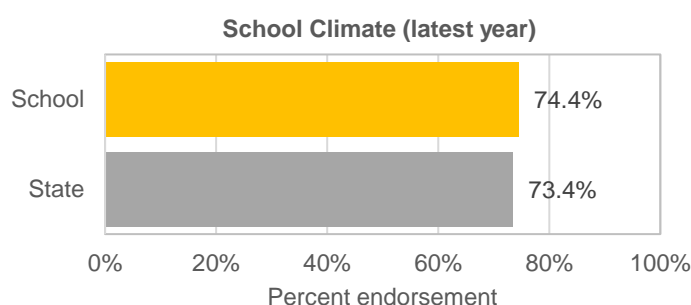
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	74.4%
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.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

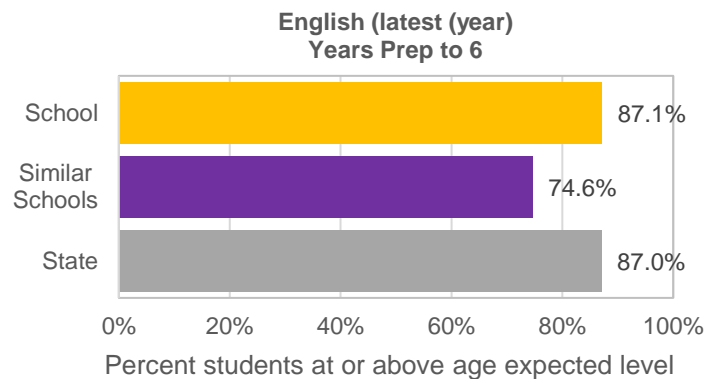
87.1%

Similar Schools average:

74.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

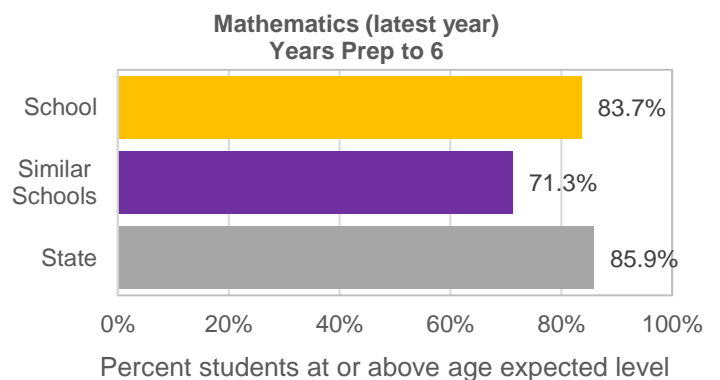
83.7%

Similar Schools average:

71.3%

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.

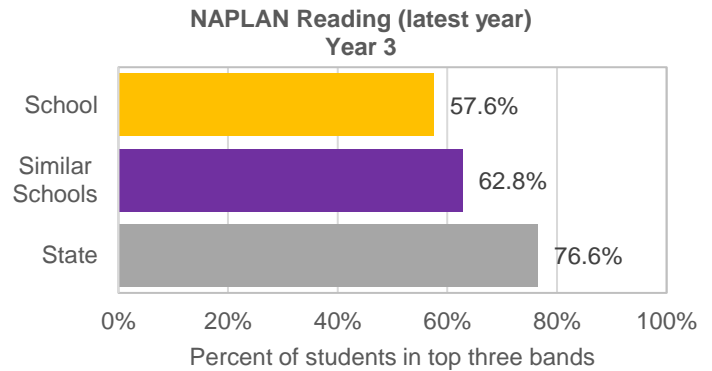
NAPLAN

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.

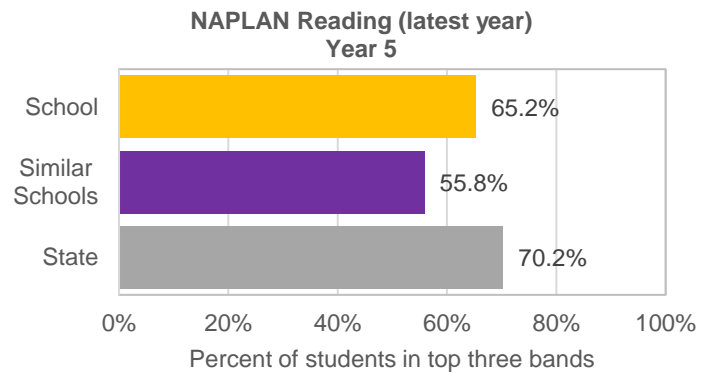
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.6%	68.4%
Similar Schools average:	62.8%	63.1%
State average:	76.6%	76.6%



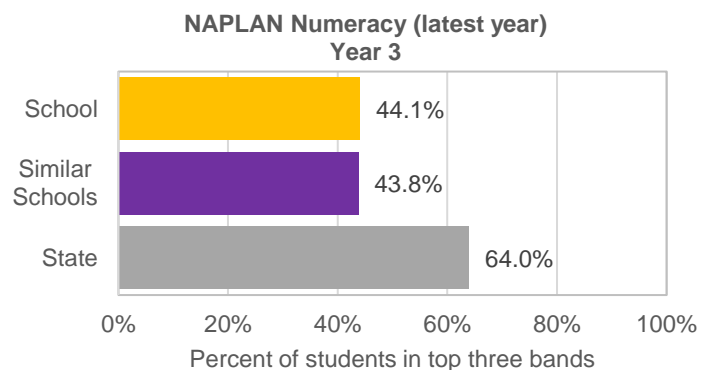
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.2%	66.1%
Similar Schools average:	55.8%	54.3%
State average:	70.2%	69.5%



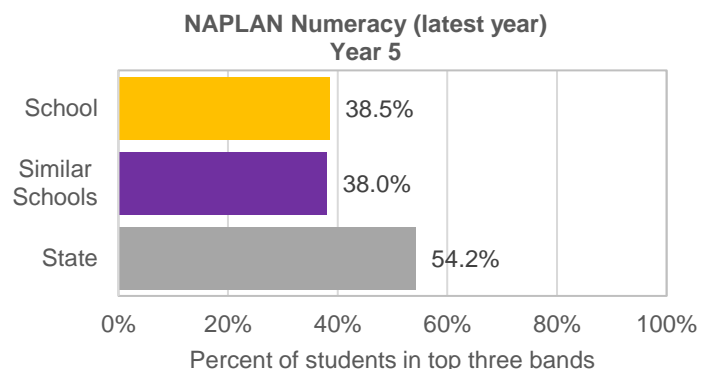
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	58.9%
Similar Schools average:	43.8%	47.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.5%	50.6%
Similar Schools average:	38.0%	42.1%
State average:	54.2%	58.8%



WELLBEING

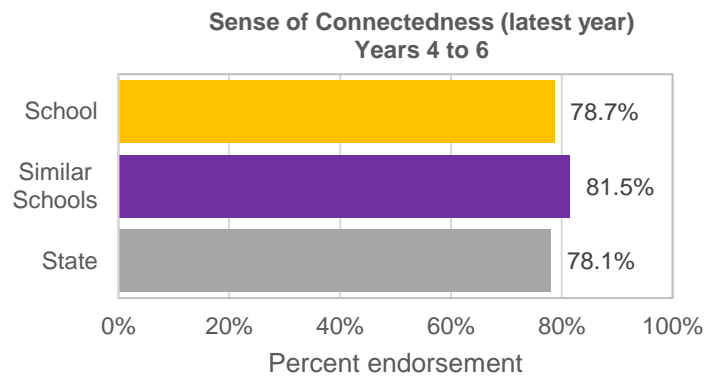
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	78.7%	79.3%
Similar Schools average:	81.5%	82.5%
State average:	78.1%	79.5%

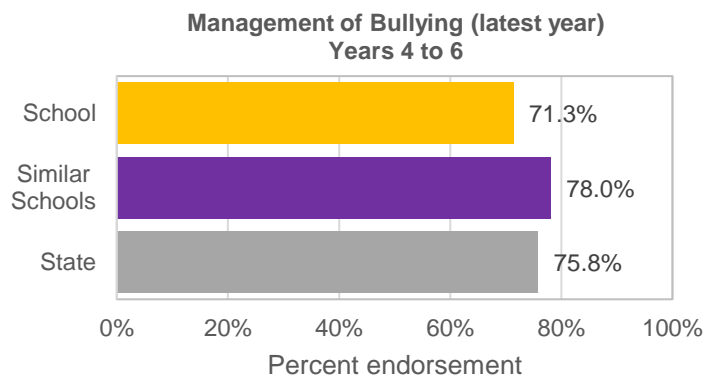


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.3%	74.6%
Similar Schools average:	78.0%	80.5%
State average:	75.8%	78.3%



ENGAGEMENT

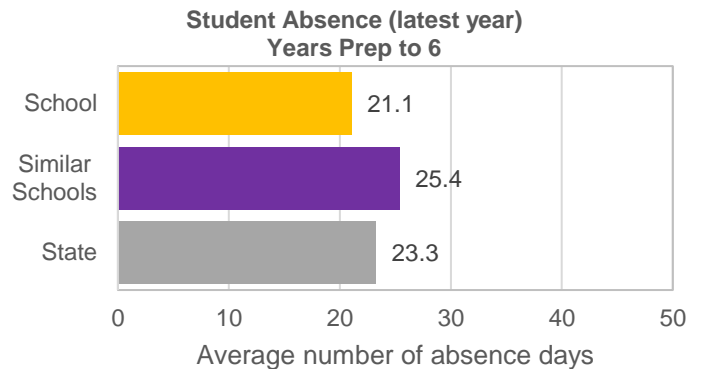
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.1	16.0
Similar Schools average:	25.4	20.3
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):	86%	89%	88%	89%	89%	93%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,053,322
Government Provided DET Grants	\$833,279
Government Grants Commonwealth	\$10,317
Government Grants State	\$0
Revenue Other	\$27,348
Locally Raised Funds	\$202,920
Capital Grants	\$0
Total Operating Revenue	\$7,127,187

Equity ¹	Actual
Equity (Social Disadvantage)	\$819,073
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$819,073

Expenditure	Actual
Student Resource Package ²	\$4,720,921
Adjustments	\$0
Books & Publications	\$1,225
Camps/Excursions/Activities	\$93,453
Communication Costs	\$6,427
Consumables	\$104,834
Miscellaneous Expense ³	\$22,557
Professional Development	\$21,848
Equipment/Maintenance/Hire	\$113,912
Property Services	\$100,937
Salaries & Allowances ⁴	\$4,244
Support Services	\$521,658
Trading & Fundraising	\$47,551
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,666
Total Operating Expenditure	\$5,812,234
Net Operating Surplus/-Deficit	\$1,314,953
Asset Acquisitions	\$689,038

- (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	\$784,480
Official Account	\$33,828
Other Accounts	\$0
Total Funds Available	\$818,309

Financial Commitments	Actual
Operating Reserve	\$168,007
Other Recurrent Expenditure	\$1,187
Provision Accounts	\$0
Funds Received in Advance	\$37,306
School Based Programs	\$160,623
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$250,000
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	\$817,122

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.