

2022 Annual Report to the School Community

School Name: Bundoora Primary School (4944)



- 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 13 March 2023 at 09:42 PM by Sherrin Strathairn (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 30 March 2023 at 11:56 PM by Dayna Rixon (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

Bundoora Primary School is situated in the residential suburb of Bundoora in the North-East of Melbourne (North-Western region). Our school is surrounded by Gresswell Forest, established areas, the adjacent Bundoora Secondary College campus, Strathallan Golf Course, and the new Gresswell Grange Estate. We are close to La Trobe University, RMIT Bundoora, and the Metropolitan Ring Road.

The school's enrolment currently stands at 328, with students from a variety of backgrounds, demonstrating the multi-cultural aspect of our school. Our specialist programs consist of Visual Arts, Performing Arts, LOTE (Auslan), Physical Education, and Library.

Our school is dedicated to the evidence-based Science of Reading pedagogy, and we explicitly teach the elements of phonemic awareness, phonics, morphology, vocabulary, fluency, comprehension, and handwriting. At Bundoora Primary School, each child's individuality is recognised and celebrated. We seek to nurture happy and balanced students and provide educational opportunities for all. Our school boasts a caring, community environment where all families can feel that they are a part of something special.

Our School provides an array of extra-curricular activities, including well-developed Student Leadership Program, Breakfast Club, Lunchtime Clubs, individual music lessons, chess lessons, coding club and holiday program, robotics lessons, soccer club, and a variety of sports activities and links with sporting organisations.

Bundoora Primary's School intent is to support our students to become confident and capable global citizens. We collaborate with our school community to develop positive relationships that enhance each student's learning environment and engagement with the school. We explicitly teach content in all subject areas, rigorously monitor all learning programs and assess students' outcomes to drive teaching and learning and meet all students at point of need.

Our daily actions underpin our belief in the benefit of emotional health and students' wellbeing. The commonly shared values which form the basis of Bundoora Primary School's actions are:

- * Cooperation - through collaboration and teamwork.
- * Excellence - aiming to achieve personal best through persistence and effort.
- * Friendship - be kind with your words and actions and build positive trust with peers.
- * Resilience - to persevere, strive to 'be the best you can be', and cope with the unexpected.
- * Respect - acting with courtesy, tolerance, and compassion. We work collaboratively with our students, staff, and community to work through all decision-making processes, to ensure that all share the same understandings, expectations, and norms.

All staff members are expected to align with the school's Visions and Values. We work together to ensure a clear and collaborative view of what we want to achieve for our students.

Staff members and School Council have input into Policy Development curriculum plans, and school directions. We publish our Vision and Values, AIP targets, and school goals on our website, through our school newsletter, on meeting agendas, minutes, documents, and community communications. We share our AIP targets in several public areas throughout the school to assist our entire community to understand our directions and aims.

In 2022 the School Family Occupation (SFOE) density was in the low to medium range at 0.3272. It is noted that the level of disadvantage in our school community reduces each year. Our proportion of students who had English as an Additional Language was 22%, and 5% were Aboriginal or Torres Strait Islanders. The percentage of families who received Camps, Sports, and Excursion Funding was approximately 21%.

We commenced 2022 with 293 students, and four international students and 42 Foundation students. We maintained 23 classes, with two foundation classes, two year one classes, two year two classes, four year 3/4 classes, and three year 5/6 classes. By the August census we recorded 300 students and 3 international students. The school had a mix of Range 1 and Range 2 teachers, with a greater percentage of Range 2 teachers. We welcomed one graduate teacher to year two, and one other new teacher in year one. Our team consisted of 13 Education Support staff. We also locally employed a Canteen Manager and a Library Technician. One Principal, one Assistant Principal, and one Learning Specialist provided high level leadership to the school.

The Tutor Learning Initiative continued in 2022 with two tutors (3 to 6 and 1 to 2) and two Education Support Staff working in

Literacy Intervention.

Stage three of our building program continued in 2022 with an 8 classroom building commenced. These works are currently still in progress.

During 2022 we were fortunate to have a full year of onsite learning, although COVID-19 was present in all areas of the school from time to time, including significantly impacting teaching and support staff during terms one and two, resulting in many more CRT days than we would usually experience, along with the associated cost.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Key Improvement Strategies for 2022 were:

KIS 1.a Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

We began the 2022 school year with the Tutoring initiative in place. This included planning, resourcing, implementing, and staffing a Tutoring program for maths in years three to six in term one. In term two, following the analysis of data, the school recruited a second tutor for maths and English (years one to four) and two literacy intervention education support staff to also work in literacy (years one to four). Our term one tutor then moved to tutoring year five and six numeracy and literacy. All tutoring programs focused on tier two and three tutoring and intervention, with 87 students in years one to six qualifying for literacy tutoring/intervention alone. Engagement was high in all TLI programs, although there was some negative connotation to the term 'literacy intervention amongst the year three and four students. This program has now been renamed Literacy Club for 2023.

KIS 2.a - Develop a PLC approach to analysing data and improving teacher practice.

Our PLC leaders were appointed for the PLC teams of prep/one, year two, three/four, and five/six. The PLC leaders met with the PLC leaders from the region to build their capacity to finally complete a full cycle. This was achieved in term three, and a celebration held the end of the term. Essential learning for the PLC teams was that the PLC cycle must continue, and time made up where necessary, even when the PLC leader or someone else is away. Most teams reported that they saw the value of the PLC cycle and the difference it made to student learning.

KIS 2.b - Build teacher capacity to design learning programs that are developmental and scaffolded to meet the learning needs of all students.

Teachers worked with one of the Region's EILs to improve planning and catering for difference, especially for high achievers. We also worked with the same EIL to redevelop and define our whole school Instructional Model. Teaching staff had input into the model and the peer observation process, led by a member of our teaching staff as part of her middle leaders professional learning, focused on our new instructional model in terms three and four. Further work is needed on team planning in 2023 to ensure that teams work smarter, not harder, and the planning is completed at least one to two weeks in advance.

KIS2.c - Build teacher capability to utilise a range of formative assessment strategies, including student feedback, to explicitly teach to each student's point of need.

Leadership and staff worked with an educational consultant to develop a whole school literacy assessment schedule. Karen collaborated with teachers to understand how to administer the new assessments and how to use them to track both student progress, and the point of student need for planning and teaching. Although the numeracy curriculum team commenced in 2022, we do not yet have a whole school mathematics assessment schedule. This will be a priority of the numeracy curriculum team in 2023. English, Numeracy, and wellbeing curriculum teams were formed in 2022.

KIS2.d Implement a whole school instructional model that promotes high quality teaching and learning in literacy and numeracy.

The whole school instructional model was developed with the assistance of our literacy consultant and Education Improvement Leader. All teaching staff completed readings and pre-session surveys to gauge staff knowledge of the model. Over several sessions the model was broken down into sections (Opening, Mini lesson [I do], Worktime [We Do], Worktime [You Do], Debriefing, and Responsive Catch/Relaunch). This model uses explicit instruction and time to apply and practice the learning. The model was taken to school council in February of 2023 and released to the whole school community via the school newsletter on March 10,

2023.

KIS2.e Co-design opportunities for students to exercise authentic voice and agency in their own learning.

The revamp of the House structure continued in 2022, with new House Captains and Vice-House Captains leading the termly house assemblies. The students worked together in their vertical house groups to develop a house chant. This house chant is now performed at assembly when the house wins the points for the week. Students wear their house t-shirts on Fridays to develop their house identity further. The principal and assistant principal met regularly with student leaders to build their capacity. Our student leaders ran assembly each week with minimal assistance from school leadership. The SAT (Student Action Team) had a slow year with the teacher overseeing the program leaving the school in term three. This program has now been revamped and will be stronger in 2023.

The new instructional model has had a big impact on our learning, with student data demonstrating improvement. In term one our MOTIF data showed 17% of our students in term one were in the bottom 5th percentile for literacy. Intensive, explicit literacy instruction in the classroom and in tutoring led to that number dropping to 0.7% in the bottom 5th percentile in term 3. Our students reported feeling more confident in reading and writing as a result of this improvement.

Wellbeing

We began the year by planning, resourcing, and implementing a wellbeing team, led by our new Primary Wellbeing Officer. The team investigated and implemented a range of activities and strategies that supported our students' diverse needs. We continued with the provisional psychologist (funded by student equity), who worked one day per week with referred students. This was an effective strategy in 2021 but became less effective in 2022. At the end of the year leadership made the decision to discontinue the program for 2023. An Occupational Therapist was employed by the school in term three 2022. During terms three and four the OT (employed by a company called DOTS) treated students at the school using a hybrid model, which included self-funded students and students funded by school equity funds. We will continue with the OT in 2023, although it will be self-funded students only.

During 2022 we had several instances of cyberbullying, especially in years five and six. To combat this issue, we had a multi-pronged approach including:

- Hiring a cyber safety specialist to speak with year three to six students, and parents in term two.
- Having the local Police Youth Liaison Officer speak to year three to six students and parents in term three.
- Reaching out to the region to gain the assistance of Student Support Officers for individual students.
- Our wellbeing officer working with small groups in Respectful Relationships
- Student forums with Leadership and classroom teachers.
- Educating the community through school newsletters.

Whilst our students positive endorsement towards how our school manages bullying was higher than both the state and similar schools average, student wellbeing continued to be a large issue in 2022. Pleasingly, in Term 4 students reported less incidents of cyber bullying and we were able to concentrate on Respectful Relationships to increase positive peer relationships further. Student forums gave our students a voice and decision making opportunities improved. Student wellbeing will continue to be a priority at Bundoora PS in 2023.

Engagement

The school continued its commitment to engagement throughout 2022, recognising the need to reconnect with our students and recommence the close relationship we had with our school parent community prior to COVID-19 lockdowns.

Student voice continues to develop with opportunities for students to give feedback recognised as essential, as well as making choices and contributing to their own learning.

Our Bundoora Primary School house structure continues to create opportunities for students to engage with each other via ongoing House assemblies and activities.

In term one our Foundation students participated in a new program to the school, "Ready to Learn". This program was introduced in recognition of the needs that our youngest students would have, based on a broken year of kindergarten/pre-school. The program involved four weeks (one day per week) of PMP (gross motor focus), Fine motor skills, Social and Emotional Learning, and

Classroom Readiness skills.

Our Social Enterprise Program was able to fully function in 2022, with the breakfast club, Social Enterprise Cafe, and fundraising events recommencing. Our student leaders capably led these events. Activities included pop up discos, pancake day, food drive (for Diamond Valley Foodbank), barbecues, a visit from the VARIETY car, \$1 day, and the major event held in November.

The Parents and Friends Association recommenced in an informal manner with a focus on fundraising under the School Council umbrella. Fundraising events for the PFA included Mother's Day stall, Father's Day stall, Bunnings Barbecue, and Colour Run (major fundraising event).

Attendance for 2022 was close to similar schools, though COVID-19 did have an impact on student attendance, particularly in Terms 1 and 2.

Over 2022 we continued and also began to introduce extra-curricular programs to the school. These programs are opt in and run during lunch times and after school. In 2022 these programs included chess lessons, chess tournaments and coding classes. School based lunch and after school programs included art club, sewing club, choir, and rock band.

Other highlights from the school year

- Grade three/four camp (one night)
- Grade five/six camp (two nights)
- Grade prep/one camp day
- Grade two camp day and school sleepover
- Social Enterprise major event
- Colour run
- Grade six graduation
- Student leadership speeches to the school community
- Year 5/6 interschool sport soccer team making it to finals
- Kindy visits and prep transition
- Step up day

Financial performance

Our 2022 Reconciliation of our school operating budget recorded a budgetary deficit of \$109 037. This was largely due to the high CRT cost due to teacher absence with COVID-19 and overall staff illness. Leadership made the decision late in term one to fund two fulltime Education Support staff to work in the prep classrooms. This was necessary as this cohort struggled to adjust to fulltime school after the lengthy lockdowns and severely reduced kindergarten time (face-to-face). Although no student in this cohort at funding (at this stage), we felt the need to employ these staff to protect student learning and staff wellbeing. We also made the conscious decision to employ two tutors and two intervention Education Support staff after our MOTIF data revealed that 87 students in performed in the 0 to 15th percentile for literacy. As these students were largely functionally illiterate, this was seen as essential staffing to improve the educational and life outcomes of these students post COVID.

School leadership recruited a new Business Manager in term three of 2022 and worked with Region and Department staff to review the budget and plan for 2023. We anticipate that the budget deficit will be repaid in by term four of 2023.

Sources of funding in 2022 included:

CREDIT

Primary welfare - \$46 752

Career Start - \$59 409

Tutor Learning Initiative - \$79 135

Equity (Social Disadvantage) - \$23 089

Program for Students with Disability (PSD) - \$328 505

English as an Additional Language (EAL) - \$49 590

CASH

EAL - \$969

Swimming in Schools - \$7755

Koorie Literacy and Numeracy - \$4200

Student Excellence Program - \$6615

Equity (Social Disadvantage) - \$22 513

For more detailed information regarding our school please visit our website at
<https://bundooraps.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 296 students were enrolled at this school in 2022, 125 female and 171 male.

22 percent of students had English as an additional language and 5 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).

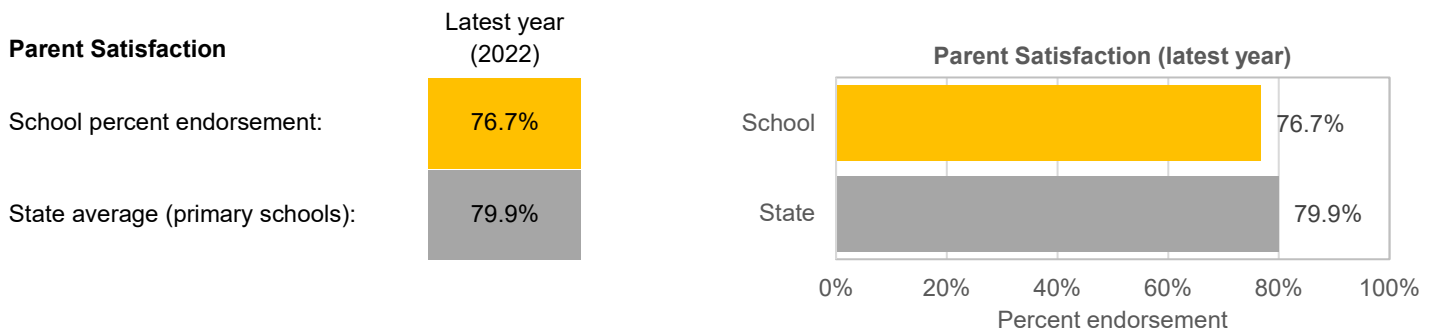
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

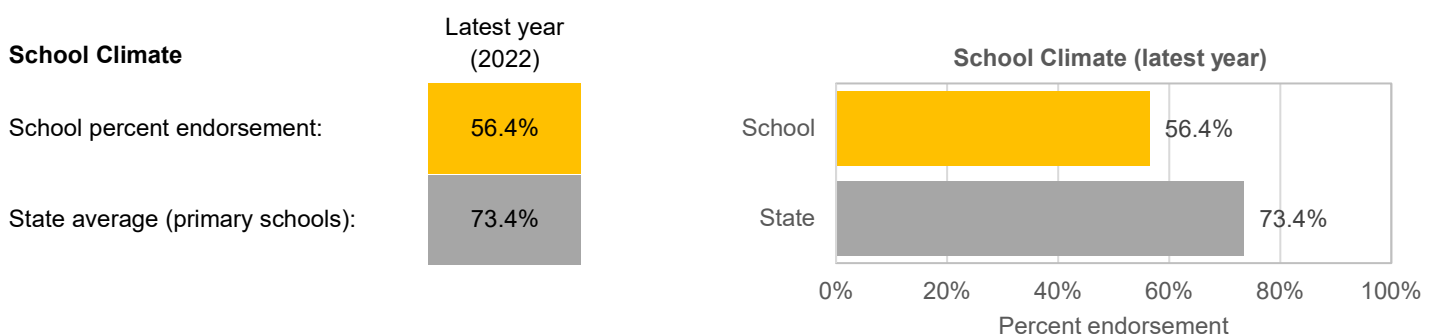


School Staff Survey

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:

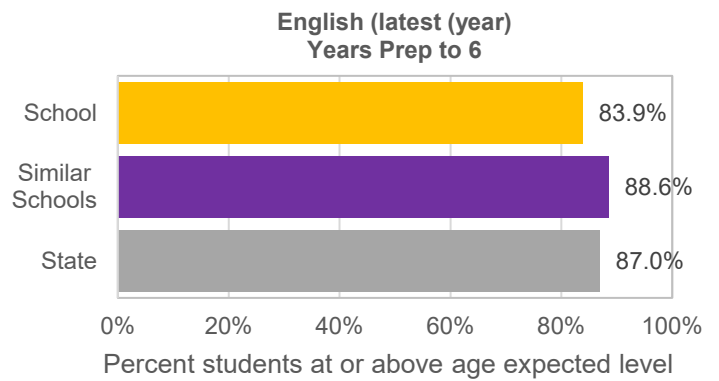
83.9%

Similar Schools average:

88.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

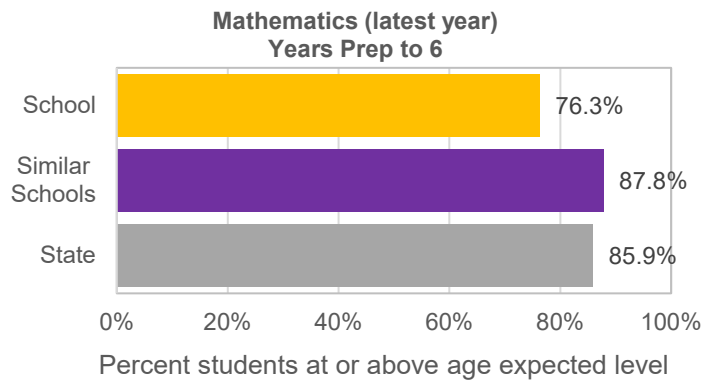
76.3%

Similar Schools average:

87.8%

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.

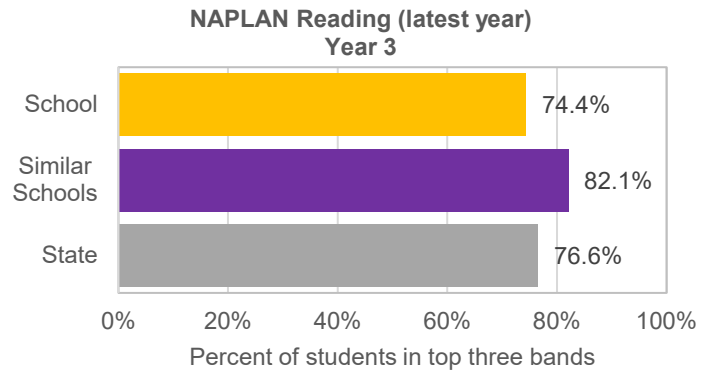
NAPLAN

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.

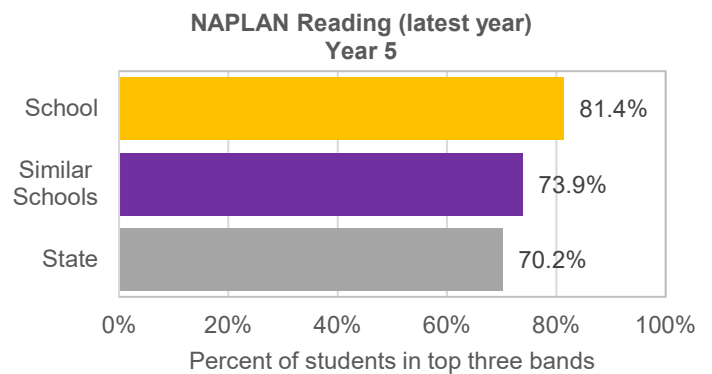
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.4%	77.0%
Similar Schools average:	82.1%	80.4%
State average:	76.6%	76.6%



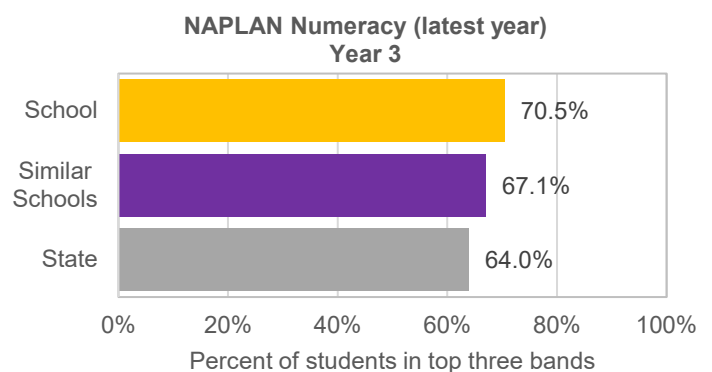
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.4%	75.7%
Similar Schools average:	73.9%	72.8%
State average:	70.2%	69.5%



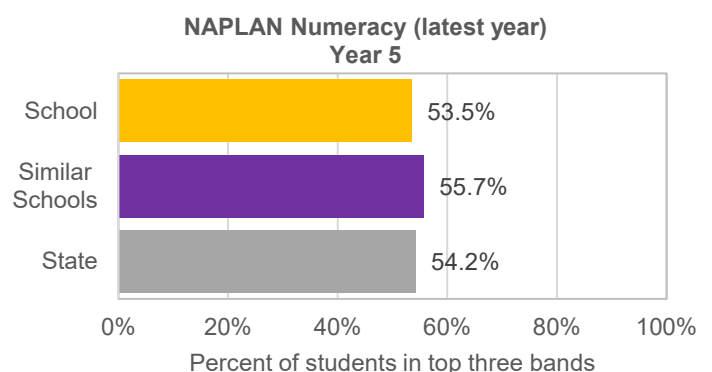
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.5%	70.8%
Similar Schools average:	67.1%	68.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	55.7%
Similar Schools average:	55.7%	60.9%
State average:	54.2%	58.8%



WELLBEING

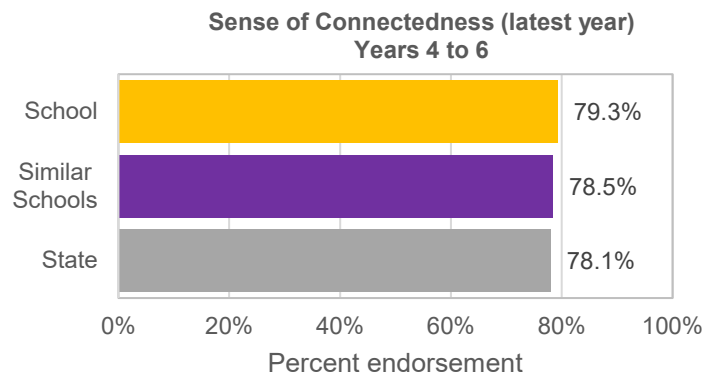
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.3%	88.0%
Similar Schools average:	78.5%	80.3%
State average:	78.1%	79.5%

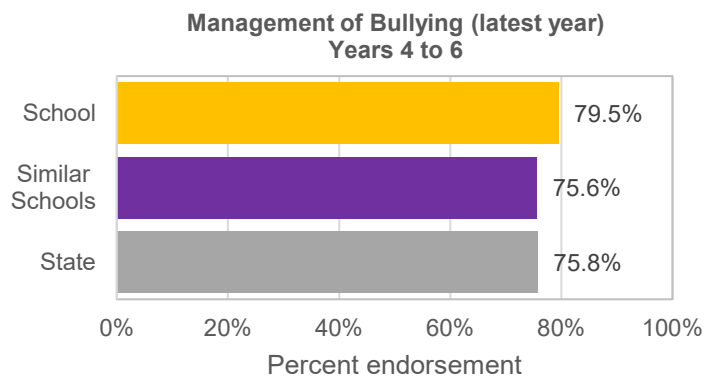


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.5%	88.1%
Similar Schools average:	75.6%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

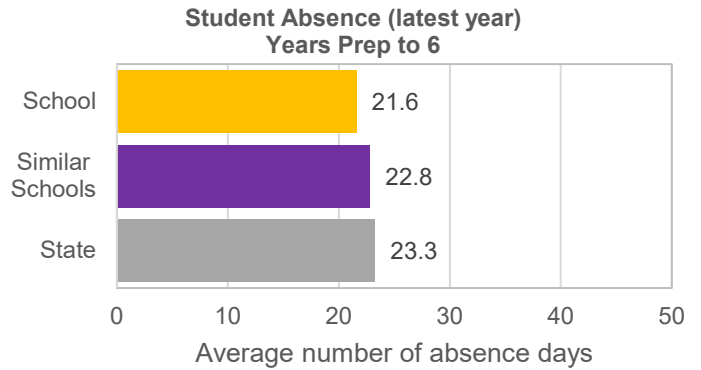
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.6	16.6
Similar Schools average:	22.8	16.3
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):	87%	89%	90%	91%	89%	91%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,965,924
Government Provided DET Grants	\$279,899
Government Grants Commonwealth	\$8,802
Government Grants State	\$2,500
Revenue Other	\$19,870
Locally Raised Funds	\$260,544
Capital Grants	\$0
Total Operating Revenue	\$3,537,539

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,601
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,601

Expenditure	Actual
Student Resource Package ²	\$3,074,961
Adjustments	\$20,025
Books & Publications	\$6,679
Camps/Excursions/Activities	\$69,886
Communication Costs	(\$98)
Consumables	\$83,203
Miscellaneous Expense ³	\$18,198
Professional Development	\$11,239
Equipment/Maintenance/Hire	\$38,150
Property Services	\$52,888
Salaries & Allowances ⁴	\$207,962
Support Services	\$102,654
Trading & Fundraising	\$45,805
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,836
Total Operating Expenditure	\$3,775,387
Net Operating Surplus/-Deficit	(\$237,848)
Asset Acquisitions	(\$20,025)

- (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	\$156,674
Official Account	\$24,291
Other Accounts	\$6,613
Total Funds Available	\$187,579

Financial Commitments	Actual
Operating Reserve	\$106,971
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,854
Funds Received in Advance	\$0
School Based Programs	\$50
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$111,875

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.