

2022 Annual Report to the School Community

School Name: Mulgrave Primary School (2172)



- 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 07 March 2023 at 03:16 PM by Charles Spicer (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 08 May 2023 at 09:54 PM by Edmond Meszaros (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

Since being established in 1879 in Melbourne's South East, Mulgrave Primary School (MPS) has been the heart of the Mulgrave community. The school enjoys spacious grounds that enable our students to revel in open spaces and balance academic pursuits with physical play. Enrolments at the school have now been capped by the Department of Education at 450. This has seen the school reach its capacity and therefore restrictions now apply on enrolments. In 2022, our student population was 457.4 (221 females and 236.4 males), reflecting our growing reputation for high quality student outcomes, both academically and socially, with 56% of our student population speaking a language other than English at home. MPS is a vibrant and effective school that is proudly reflected in its enthusiastic, skilled and passionate staff. The school is committed to providing the best teaching and learning opportunities possible for each of our students, recognising their individual learning styles, social, emotional, academic and other specific needs. As a result of our peer review in 2017, our school values are now our motto – “Motivated, Persistent, Successful” and highlight our vision to fully develop the skills and abilities of each student.

Our staffing profile consisted of 31 teaching staff members (Full Time equivalent 29.2), including a Principal, 2 Assistant Principals and 2 Learning Specialists. In addition, the school is supported by 9 non-teaching staff (Full Time Equivalent 6.03), including a full time Business Manager and part time Education Support staff. The school maintains a strong partnership that exists between parents, students and staff, which is reflected across all areas, to deliver excellent outcomes for the broader Mulgrave community. Mulgrave Primary School seeks to meet every child's point of need and is committed to providing quality education that prepares all students to succeed and reach their full potential in our ever-changing world. The school community supports our school values which are based on high levels of motivation and persistence, that ultimately delivers successful outcomes. Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on each student's individual point of need and explicit teaching, ensuring that literacy and numeracy are given a high priority. In recent times we have worked to review and improve our instructional model, leading to strong gains in literacy and numeracy. A major focus on consolidating the fundamentals of literacy and numeracy is evident across all year levels, so that students at all points of the learning spectrum are supported.

A priority at MPS is to ensure that all staff members receive regular professional learning opportunities, to ensure that they themselves continue to learn and grow both personally and professionally. In recent times, our focus has been on developing consistent whole school practices in Literacy and Numeracy, with the aim of delivering programs for every child at their individual point of need. Specialist programs at the school include Performing and Visual Arts, Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Spanish. Private music lessons are offered to all students. Every child participates in our whole school musical productions and can choose to be involved in additional theatrical performances. A wide range of lunchtime club activities are offered to students throughout the year, including choir, theatre, science and environment to name a few. Ongoing, diagnostic assessment is implemented at all year levels to ensure that teachers can analyse progress, with a goal of achieving 18 months learning growth over a 12 month period, ensuring that every child is supported to achieve their best. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for teacher professional learning and resourcing. Our school is very well resourced in computer technology with every classroom equipped with an interactive or digital television.

We strongly believe that it is the school's responsibility to provide up to date learning tools for our students who regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops and iPads, although our learning programs are not dependent on technology and we are mindful of screen time. Major events include our whole school musical production, swimming and camping programs. The school also delivers a strong wellbeing program and provides additional counselling resources to engage our students and support them whenever needed. As part of the school's master planning, construction of a new stadium was completed in 2020, complete with stage and change rooms, to provide a modern whole school facility that not only serves our students, but the broader community as well. Our Student Voice Team representatives are actively involved in the school community, providing feedback to the School Council on a range of issues, including the master planning of the school, the design of new playgrounds and developing engaging curricular programs. This student agency is supported in each classroom with student voice boxes where students have a platform to raise concerns, make suggestions and contribute to the ongoing development of the school.

Students in Years 3-6 participate in our camping programs. Our Year 2 students have the opportunity of a 'sleepover' each year, to help prepare them for school camps. Every second year, the school also holds an Art Show to celebrate the work of our students. Our school boasts an inclusive sensory playground for sand, water and music play, along with a community garden area where

students are encouraged to participate in growing and planting vegetables, and to experience the excitement of trying new foods and cooking up the produce. We have a recycling program in place across the school that, in conjunction with the local council, ensures we are minimising our waste. In addition to these spaces, the school offers two large adventure playgrounds. Sport is given a high profile at Mulgrave Primary School. All students participate in school-based sport and physical education, as well as tennis, soccer and other clinics. Our Year 3-6 students participate in interschool sports and have achieved considerable success over the years. At Mulgrave Primary School we pride ourselves on establishing a foundation for each student so that they are not only academically prepared for a bright future, but they are also equipped to be effective, resilient and collaborative members of the broader community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student achievement results at Mulgrave have reflected a commitment to high quality teaching and learning programs that meet each student's individual point of need. All staff members have engaged in quality professional learning aligned to educational best practice, focusing on our 4 yearly review and as we continue to revise our assessment practices to better measure academic growth. Diagnostic assessment data is collected regularly and analysed by teachers and the school's leadership team to ensure that tailored programs are implemented to meet the individual needs of every child. In 2022, teacher judgements continued to show a very conservative approach to assessing students that was a bi-product of the pandemic. This is an area where staff will spend considerable time working on in 2023 as we re-align our practice. This approach has led to lower teacher judgement "achievement" scores than in previous years, where the school would traditionally be well above the state average. Despite the conservative teacher judgements, MPS was able to deliver a high quality learning platform that used what we had learned throughout the pandemic and blended online technologies and student wellbeing. Mulgrave's Year 3 NAPLAN results were again well above the state average and also above that of similar schools. Our Year 5 students did not have the benefit of being able to compare growth with their Year 3 results, as NAPLAN was not held in 2020. Their collective results was significantly lower than our 4 year average and reflected the differing needs of the cohort. The school leadership and teaching staff spent a considerable amount of time analysing these results in an effort to ensure those students received any additional support required and addressed any gaps in learning and this support will continue into 2023.

The percentage of Year 3 students in the top three bands of NAPLAN soared to 87.5% in Reading and a healthy 75.0% in Numeracy. These figures are both approximately 11% above the state average, which is an exceptional result and highlights the long term gains enjoyed by the students of Mulgrave Primary School. The school was unable to measure learning growth in 2022 due to NAPLAN not being conducted in 2020. However we note that our Year 5 students did not achieve at a similar level as previous cohorts. That said, internal data shows that the Year 5 students have shown learning growth and the school continues to provide support to meet the needs of each of our students. The school will continue to refine its practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year so that our students can progress to high school with the aim of being one year ahead of their peers in terms of academic progress.

Wellbeing

The Mulgrave Primary School community takes bullying very seriously and were proud to participate in the National Day of Action Against Violence and Bullying. Our whole school focus continued in 2022, as we embedded a school wide positive behaviour management plan and further improved our strategies to increase student voice and agency. These initiatives continue to support us in achieving our goal of delivering social, emotional and academic growth. MPS provides experiences for all students that enhance motivation and readiness to continue the next step in their learning. The school has links with local preschools and secondary settings and our school's Buddy and 'Step Into Prep' programs ensure that children feel socially and emotionally secure coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Connectedness has long been a strength of the school and although our numbers were slightly down in 2022, we were able to maintain a strong 77% student endorsement in terms of school connectedness. This is in line with the state and similar schools average. In 2022 the percentage of students who endorsed the school's management of bullying rebounded after a fall during Covid, improving 4% to 76.2% of students providing a positive endorsement. Whilst we note that these results may have been impacted by Covid, this is an area where Mulgrave Primary School makes significant efforts to address. As such, the school will continue to work

on improving our outcomes in this area and seek to renew our whole school commitment towards ensuring a positive climate for learning for all.

A significant student agency program continues to be embedded to ensure that bullying remains an isolated practice at MPS and so that students can better engage with their learning. In addition the school has worked with The Resilience Project (TRP) over the last three years to provide students, staff and parents with support and strategies to address challenges at school. Throughout 2022, students and teachers continued to develop their gratitude, empathy and mindfulness in order to better face life's challenges and enjoy the positives that life has to offer. The school also incorporates many wellbeing initiatives into our curriculum including eSmart, cybersafety, lunchtime clubs, camps, excursions and explicit consequences and disciplinary processes through the School Wide Positive Behaviour Program. All of this work is driven by our Wellbeing team, who continue to research best practice and lead whole school improvements. The continued employment of a Student Wellbeing Officer has also enabled us to provide social and emotional care for our students and families, particularly those who at times, require specific assistance. In addition, the school was able to implement a range of new initiatives including:

- Providing personal learning goals so that students are accountable for focusing on social and emotional wellbeing
- Improving social engagement, connectedness to school and promoting student voice/agency
- Planning for and encouraging greater student input into the teaching and learning program through plus deltas/correlation charts to support planning/teaching.
- Embedding the Zones of Regulation to promote social/emotional wellbeing and
- Embedding a restorative approach to behavior management across the whole school – engaging in restorative chat and connecting with home ie reflection sheets/Xuno.

Engagement

We have a wonderfully active community at Mulgrave Primary School and our high attendance rates are a continued reflection of this. MPS aims to provide experiences for all students in order that they develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values in line with the school's Student Engagement and Inclusion Policy. In 2022 student attendance was positive with the school achieving a 91% attendance rate. Common reasons for non-attendance included illness and extended family holidays. As a result of our engaging programs, our students enjoy attending school and this has a positive effect on overall outcomes. The school's average number of absence days remains significantly below the state average and that of similar schools in 2022 and over the previous 4 years, highlighting the positive learning climate provided. The school will continue promoting improved levels of attendance through school communication and other tools and strategies that have been put in place. High attendances lead to better long term learning outcomes and our best performed students in 2022 were also those students who had the highest attendance rates.

The 2022 Parent Satisfaction survey result was positive overall, however as per the entire state, it was down on previous years. MPS invests a significant amount of time into canvassing parent opinion through in house surveys and forums that enable families to stay in touch and voice their opinions on issues that affect their families. We have a vibrant community that vote with their feet and attend our whole school events in large numbers. This strong connection to the school and the open door policy of the school leadership means that our families never have to wait too long for an answer to a question or clarification around a new initiative. We are humbled by the support of our community and will continue to build strong relationships in the future. In 2022 Mulgrave Primary School built on the significant changes made in 2021 as to how we prioritise student voice and agency. The new Student Voice Team, formerly Junior School Council, play an ongoing and active role in presenting their thoughts to the school leadership and school council. In addition, student voice and agency saw an increased focus from 2022, where students are working with their teachers to identify opportunities for improving engagement and student learning. Further to this, students participate in a broad range of extra curricular activities including lunch time clubs, out of hours sporting programs, choir, theatre club, Digimaker (ICT), student led activities such as buddies and our whole school transition program in December that ensures students can get to know their new class for the following year, reducing stress and anxiety that can occur over the school holidays.

Financial performance

2022 continued to be a period of sustained growth and development for Mulgrave Primary School. The school was able to deliver a budget surplus of \$407,840 whilst also planning some significant new projects which will be undertaken in 2023. The master plan developed in 2018 provides a road map for future developments at the school in response to our growing numbers, which has also led to an enrolment cap being placed on the school. Funds remaining from stage one works as well as locally raised funds were used to refurbish of our main toilet block, a new covered outdoor learning area was constructed and our iconic 'Map of Australia'

running track had the northern coastline finally completed with a rubber surface for student safety. In addition, a new bitumen path was created to access the outdoor courts from the car park and ongoing works including painting, replacement of old outdoor seating, line marking and general maintenance were all completed.

Funds have been held over to cover several new projects in 2023 which explains the higher than usual budget surplus. The operating surplus was also underpinned by streamlined expenditure in 2022 that allowed the school to save for future school improvements. Revenue was further supplemented through the hiring of our stadium, with school council entering into a contract for community use. Council also continues to partner with the popular Mulgrave Farmers Market, with visitors making weekly donations to the school. This partnership provides an outlet for provedores and primary producers to market their produce to the local community each Sunday. Investments continue to be made into new technologies in 2022, representing a large percentage of our operating budget. In addition, the professional learning budget was a significant investment, ensuring our teaching staff are constantly developing their skills. This enabled the school to develop the capacity of all staff and invest in many leaders, established or aspiring. Mulgrave Primary School has significantly improved its financial position over the previous 6 years and is now in an extremely strong position to use our resources in a manner that maximises the learning growth of our students.

For more detailed information regarding our school please visit our website at
<https://mulgraveps.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 458 students were enrolled at this school in 2022, 222 female and 236 male.

23 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).

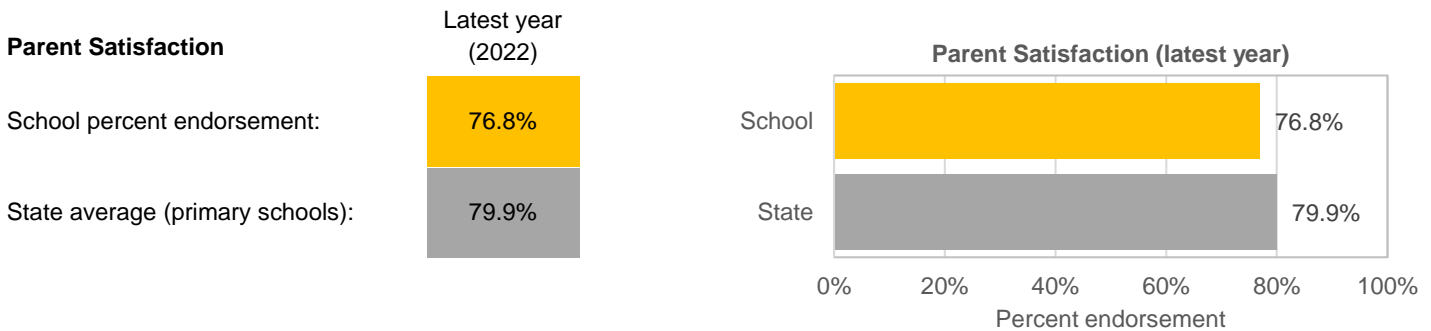
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

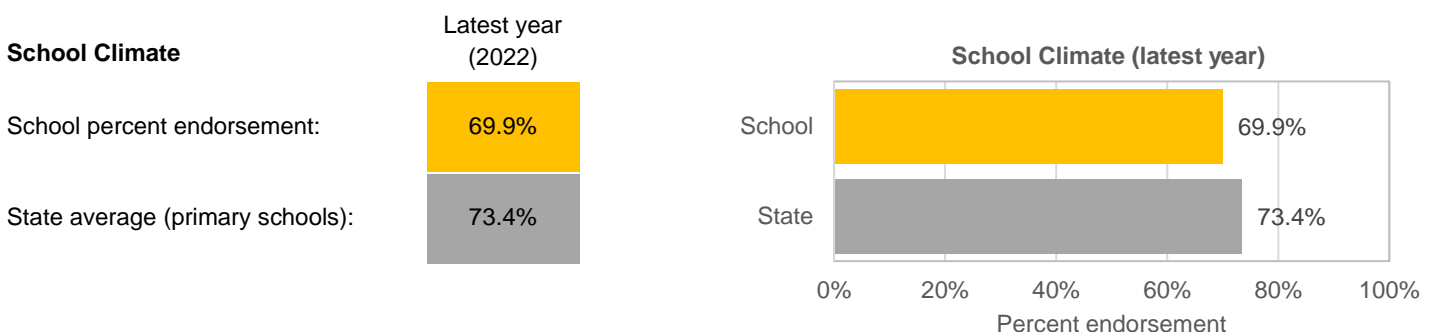


School Staff Survey

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:

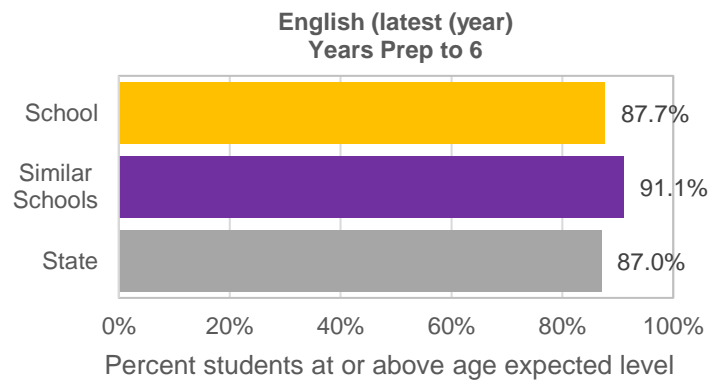
87.7%

Similar Schools average:

91.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

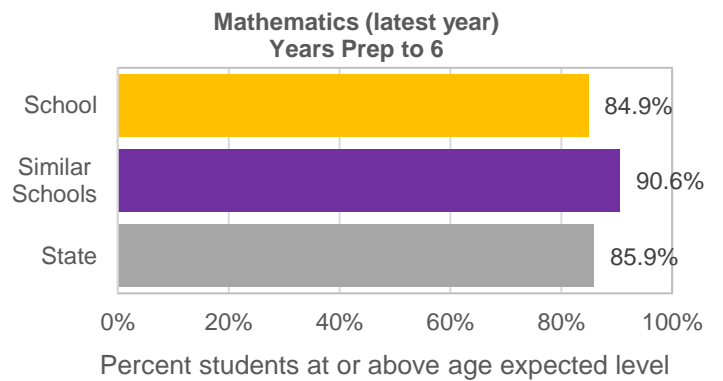
84.9%

Similar Schools average:

90.6%

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.

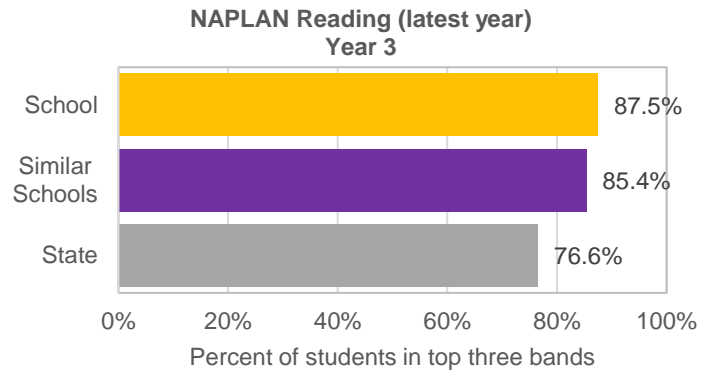
NAPLAN

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.

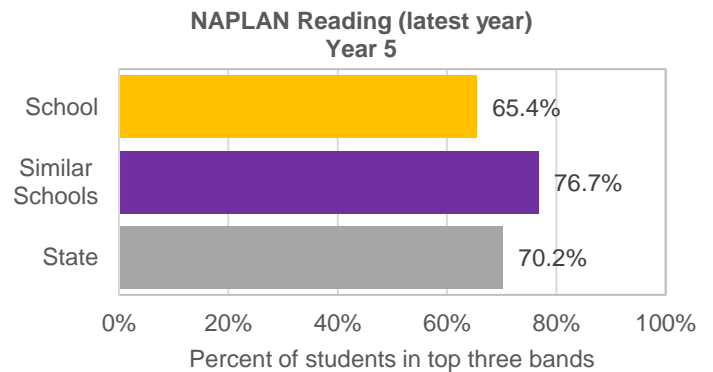
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	81.3%
Similar Schools average:	85.4%	85.0%
State average:	76.6%	76.6%



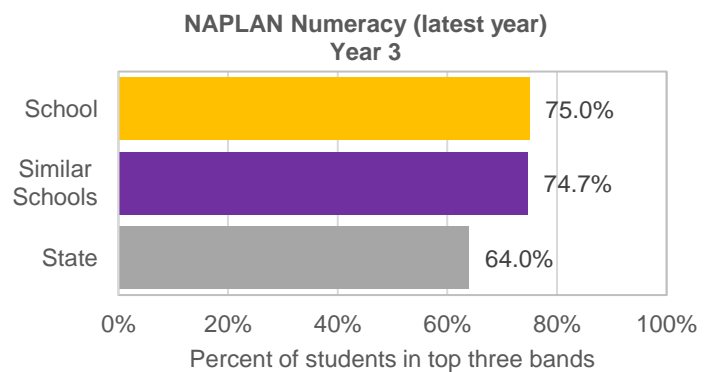
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	74.7%
Similar Schools average:	76.7%	77.3%
State average:	70.2%	69.5%



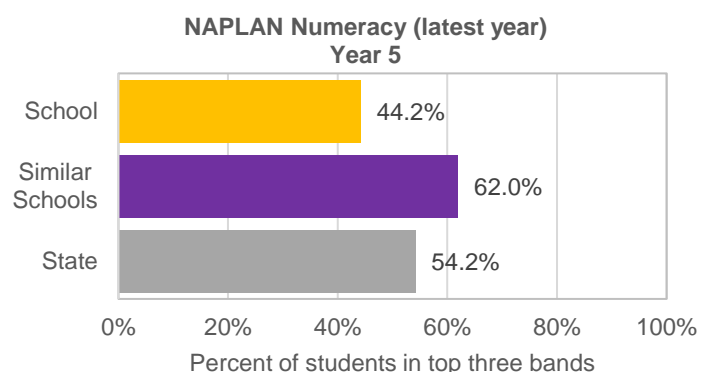
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	76.2%
Similar Schools average:	74.7%	75.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.2%	61.5%
Similar Schools average:	62.0%	67.5%
State average:	54.2%	58.8%



WELLBEING

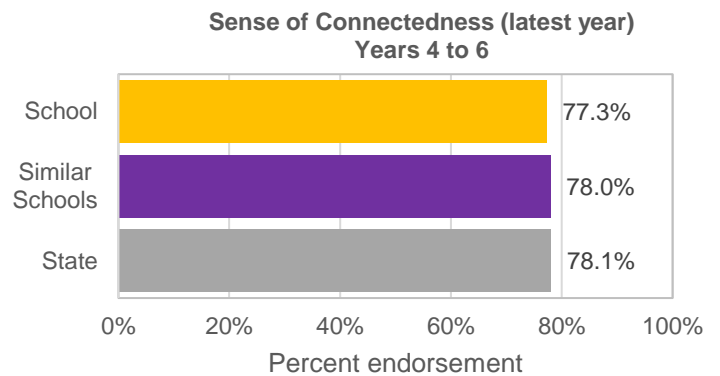
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.3%	82.1%
Similar Schools average:	78.0%	80.1%
State average:	78.1%	79.5%

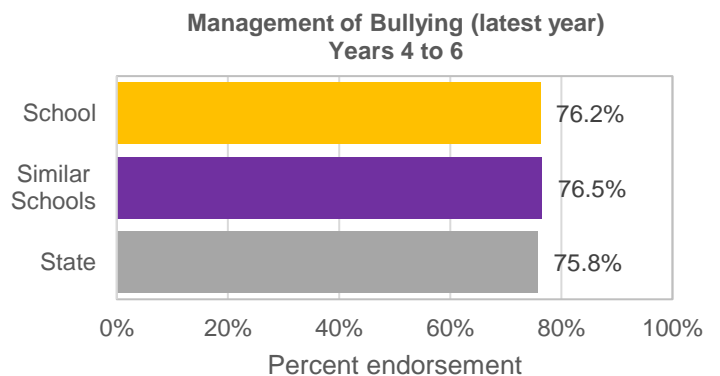


Student Attitudes to School – Management of Bullying

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:	76.2%	79.6%
Similar Schools average:	76.5%	79.2%
State average:	75.8%	78.3%



ENGAGEMENT

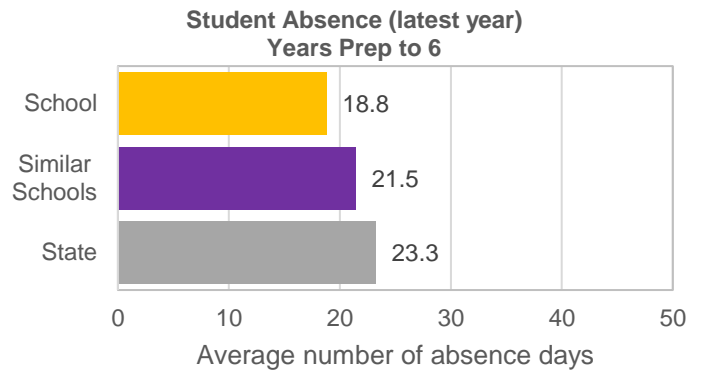
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.8	12.3
Similar Schools average:	21.5	15.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	91%	90%	91%	91%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,829,658
Government Provided DET Grants	\$535,081
Government Grants Commonwealth	\$16,800
Government Grants State	\$0
Revenue Other	\$14,771
Locally Raised Funds	\$417,107
Capital Grants	\$0
Total Operating Revenue	\$4,813,417

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,160
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,160

Expenditure	Actual
Student Resource Package ²	\$3,677,555
Adjustments	\$0
Books & Publications	\$9,584
Camps/Excursions/Activities	\$199,013
Communication Costs	\$4,414
Consumables	\$96,886
Miscellaneous Expense ³	\$10,300
Professional Development	\$13,479
Equipment/Maintenance/Hire	\$82,049
Property Services	\$92,047
Salaries & Allowances ⁴	\$111,211
Support Services	\$55,158
Trading & Fundraising	\$26,108
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$361
Utilities	\$27,412
Total Operating Expenditure	\$4,405,577
Net Operating Surplus/-Deficit	\$407,840
Asset Acquisitions	\$228,203

- (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	\$422,554
Official Account	\$41,918
Other Accounts	\$0
Total Funds Available	\$464,471

Financial Commitments	Actual
Operating Reserve	\$108,601
Other Recurrent Expenditure	\$10,690
Provision Accounts	\$0
Funds Received in Advance	\$5,103
School Based Programs	\$6,600
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$288,000
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	\$453,994

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.