

2022 Annual Report to the School Community

School Name: Beechworth Primary School (1560)



- 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 03 May 2023 at 07:59 AM by Susan Mcdonald (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 09:35 AM by Kellie Sutherland (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
-

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

Beechworth Primary School is set within the historic gold mining town of Beechworth in the beautiful North-East Victoria. The preservation of heritage buildings, a charming natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry. Beechworth Primary School was first opened as a school in January 1858 as National Common School no 36. In 1875 a new brick building was opened on the current site within the historic precinct in Junction Road. This building designed by Henry Bastow remains largely unchanged and has been placed on the Heritage Victoria Register as a significant building. In November of 2020 the State Government awarded the school a Capital Works Grant of 7.7 million dollars to be used for refurbishment and modernisation. This is an exciting opportunity for the school to honour the beautiful old building as we restore it to its former glory whilst creating a modern teaching and learning environment. The refurbishment works commenced in March of 2022 and will continue through much of the 2023 school year. The school currently consists of the historic building which houses the school administration and junior classes and a second building, constructed in 2008 as part of the Building Education Revolution, that houses the year 3 to year 6 classes. The school is set in five acres of spacious and attractive grounds that feature a stand of sequoias more than 100 years old. Our school grounds are part of the 'green space' for families and community visitors to enjoy recreationally out of school hours.

At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, safety, persistence and caring at every opportunity.

VISION: Beechworth Primary School's vision is to empower all students to be respectful, persistent and caring learners in a safe and connected community.

PHILOSOPHY: At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity. School Philosophy: Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.

SCHOOL MOTTO: Respect, Safety, Persistence and Caring ... Always!

The school has worked hard to develop School-Wide Positive Behaviour Supports (SWPBS) over the past two years. This has resulted in the new school values, motto and behaviour management matrix. Our intent is to improve students' wellbeing and engagement in learning. This work is further supported through the engagement in the Berry Street Education Model (BSEM), which aligns very closely with SWPBS. The BSEM work has assisted the school by building teacher capacity to ensure a calm and orderly learning environment to support all students, but most particularly those with additional learning needs. We aim to build all staff capability to identify and respond to individual students' wellbeing, engagement and learning needs, and to empower students as active and responsible agents in their learning. Further to this, our intent is to improve student achievement data sets in literacy and numeracy. Student forums reveal strong support for inquiry learning from students, with more choice in the topics of inquiry being studied endorsed by students. The further development of inquiry learning to increase student engagement is also a future direction. The inclusion of Indigenous perspectives into the curriculum will form part of the development of inquiry learning approaches.

The leadership group (School Principal, Learning Specialist in addition to 3 classroom teachers and the Business manager), together with our teachers aims to develop an organisational climate of high expectations, with consistent practices, that results in improved student learning. We will work to build all staff capability to effectively collect, analyse and use timely assessment data in planning and teaching. Further to this we aim to build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model. During 2021 and 2022, the school has been fortunate to be involved in the Primary Mathematics and Science Specialist program (PMSS). This program has lifted the profile of Mathematics in the school and continues to build the teachers capacity in the teaching and learning within Mathematics.

Beechworth Primary School is situated in a shifting, transient, yet seemingly affluent community, however it should be noted that the school functions within a very limited operating budget. This is due to the number of students (185 students) and the SFOE of 0.268

(deemed low disadvantage) in comparison to the extensive school grounds and a large main building (built 1875), classified by Heritage Victoria, with significant challenges and costs to maintain in operating order, meeting VSBA requirements for Facilities and grounds maintenance. This means that our SRP credit budget can only cover the minimum staffing across the school with limited financial capacity for Wellbeing staff, Assistant Principal or extra support staff in classrooms. It should also be noted that the school has a large range of students who present with unsupported additional needs. Many families with children who have challenging needs choose to move to a country town to provide a 'quieter' school for their children. This, however, can prove to be difficult for both the families and the school due to limited access to professionals who work with children and those that are here have long waiting lists. There is a high, and an increasing number of students (44 students) identified as having additional needs who are not eligible for PSD funding. This presents considerable difficulties for the school as we work to support these students with complex needs who require additional learning support to achieve the desired outcomes in the classroom and who can often present as dysregulated or anxious.

We have a very engaged, social, active school community and many families who have generational links with our school. Parents are aspirational; they value education and have high expectations for their children. 2022 saw the re-birth of our PAFA group (Parents and Friends). This has been a wonderful addition to our school community with higher levels of engagement in fundraising for the school and lifting the profile of the school in the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, Beechworth Primary School's FISO focus for Excellence in Teaching and Learning continued the work on Numeracy and student engagement in their learning.

Areas of strengths:

- Teachers engage in shared term and weekly planning, undertaken in collaborative unit teams. Leadership members attend these meetings to support teachers.
- Clearly documented curriculum guides and supports teachers planning, alongside regular assessment for learning to ensure that we keep each individual child at the centre of the learning and teach to their point of need.
- Social & Emotional Learning lessons are embedded into the weekly planner/classroom every week both as a stand-alone lesson and as incidental teaching moments.
- A strong whole school focus on our Values; Respect, Persistence, Caring and Safety.
- Highly capable and committed teachers, who approach classroom teaching and learning from a strengths-based focus, positive relationships underpin their classroom work.
- Assessment schedule implemented consistently across the school for Summative assessments.

Academic results for 2022

Teacher Judgment:

- English: F-6 students at or above the expected English standard at Beechworth Primary School was 85.7%, like Schools: 88.4%, State: 87%.
- Mathematics: F-6 students at or above the expected Numeracy standard at Beechworth Primary School was 79.9% (2020 was 65%), like Schools: 88%, State: 85.9%

NAPLAN:

The data contained in this report shows the comparative performance over the top 3 bands. However, when we explore the top 2 bands, Beechworth Primary School is out-performing our local (Network) schools and our Year 5 students are out-performing all other comparative cohorts. We are extremely proud of our performance and growth in the area of Numeracy.

YEAR 3:

Top 2 Bands:

- Reading: BPS 47%, local schools 44%, like Schools 61%, State 58%.
- Numeracy: BPS 47%, local schools 28%, like Schools 41%, State 39%.

Top 3 Bands:

- Reading: BPS 64.7%, like Schools 80.1%, State 76.6%.
- Numeracy: BPS 60.7%, like Schools 64.3%, State 67.6%.

YEAR 5:

Top 2 Bands:

- Reading: BPS 50%, local schools 29%, like Schools 46%, State 44%.
- Numeracy: BPS 26%, local schools 16%, like Schools 23%, State 27%.

Top 3 Bands:

- Reading: 52.9 %, like Schools 70.2%, State 64%.
- Numeracy: 60.9% (2021 was 44%), like Schools 56.4%, State 54.2%.

Wellbeing

Beechworth Primary School has a high respect for diversity and has incorporated many aspects into the Capital Works project to support diversity, such as a Yarning Circle and gender-neutral toilets. A culture of acceptance and kindness is fostered through our School Values, weekly Social and Emotional Lesson in all year levels and 'celebrations' throughout the year.

We have a well-established School Wide Positive Behaviours System (SWPBS) and have engaged in the Berry Street Educational Model, both of which are strength-based models based on positivity. During the first half of the year, whole school staff have attended the 2 days of training with BSEM: Module 1. Body, Module 2. Relationships. This has been followed with follow-up PLTs, reminders in the school staff bulletin and classroom observations. Ready to learn displays in all rooms following Module 1 training day and Welcome Circles are used across the school to start the day. The use of Welcome Circles has also been incorporated into Staff PLTs and School Council meetings. This includes a whole school expectation for individual greetings on arrival at school for all students. This work links very closely with our SWPBS work. This work will continue over the coming year.

In relation to AtoSS, as a school our data receives a positive endorsement from the female students, but the boys have struggled to return to school after COVID and settle back into learning. This has brought about a relatively poor AtoSS result, however, this is not a reflection of what we see in the school yard or in our Compass data. Late in 2022 we implemented a Student Investigations time to our Year 5 and 6 timetable. This was extremely well received by the students and will continue into 2023.

Beechworth Primary School was very pleased to receive a Silver Award for our 2022 SWPBS work across the school.

Engagement

Our goals of ensuring student engagement became even more important throughout 2022 with the commencement of the Capital Works building project. This meant a high level of disruption for classes across the school as classes relocated whilst their classrooms were refurbished. Our Berry Street Education Model has placed a focus firmly on engagement for learning through; welcome circles, brain breaks, 'Ready to Learn' scales and positive learning relationships. This, together with our SWBPS work has sustained and supported us through trying times. SWPBS - school matrix and flowcharts are in place, displayed in classrooms and learning spaces. Values are shared across the school at assembly and in the school newsletter. Acknowledgements for positive choices consistently implemented across the school.

Activation of student voice and agency, in leadership and learning, has helped to strengthen students' participation and engagement in school. Each year, 4 School Captains are elected by the student body. A Student Representative Council (SRC) is elected from the Year 3 – 6 classes and meet weekly. The SRC runs 2 events per term. Further student leadership opportunities include GRIP Conference for student leaders, Buddies program, Indigo Shire Youth Ambassador program.

Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school have been at the core of work. Student, Teacher and Parent conferences (early T3)- focus on student voice as students attend the conferences and share their learning. Parent Opinion Survey showed a growth in teacher communication from 66% positive to 75% positive. In the domain of Connection and Progression, the parent positive endorsement of School connectedness is 93%.

Other highlights from the school year

Beechworth Primary School prides itself on our connectedness to our parent community, so it was terrific to be able to return to our normal schedule of events and camps throughout 2022. This included our Term 1 Family Fun Night, Mother's Day and Father's Day Breakfasts, whole school sports events, and our end of year celebrations and Year 6 graduation. Our Year 5 and 6 students engaged in the 3-day Borambola Adventure Activity camp (Term 2) and our Year 3 and 4 students participated in a 2 day Ovens Valley Homestead Adventure Activity Camp (Term 4). Our School Captains engaged in the GRIP Leadership Conference in Albury and represented the school by presenting wreaths at both the ANZAC day and Remembrance Day commemorations.

During 2022, BPS Capital Works - School Modernisation and Refurbishment commenced with Stage one of the works. The first piece of this work was to install dividing walls to the BER building, separating the classrooms and a central open activity space. This work has had a significant impact on the classrooms in the BER becoming quieter, and more settled allowing students to better engage in their learning without the distractions from other classes in the space. Stage One also entails the refurbishment of the

Junior wing of the school (completed at the end of 2022) and the replacement of the playgrounds which was completed in early 2023. We look forward to continuing this work into 2023 with an expected completion date of end of August.

Financial performance

The school ended the year 2022 with a net operating surplus of \$3,068, with total funds available of \$41,723.12 at the end of 2022. The operating deficit from 2019 (\$74,000) was carried over to be repaid over the following 3 years, \$19,876 being repaid during 2022, leaving a balance of \$19876. Government provided DET grants include; SRP cash funding, \$24,473.13 for conveyance allowance (bus fares for eligible families), \$5500 to CSEF to support students from low-socio economic families to engage in extra-curricular activities, \$22657.86 for Bushfire preparedness.

During 2022 BPS undertook the role of a lead Respectful Relationships school for the local schools' cluster, receiving \$10,000 to support this work. The school continued to receive funding through the Sporting School Program which was used to support the year 3-6 swimming program, basketball and badminton. The school continued to receive funding through the Primary Mathematics and Science Specialists (PMSS) initiative throughout 2022. PMSS allowed for 2 classroom teachers to be released throughout the year for training and capacity building in the area of Mathematics teaching and learning. During 2022 the school received \$46,225 for the Tutor Learning Initiative. This funding was used to employ our tutor and 48 students benefited from this program bringing their learning outcomes back to the expected level for each individual student. Our equity funding of \$19,367 was used to fund targeted literacy intervention for students who receive equity funding.

BPS was very excited to be awarded Capital Works funding of 7.73million dollars in the November 2020 State Budget. This funding is allocated to refurbishing and modernising. The school completed the design process during 2021 with our architect, FMSA Architecture and the building works commenced in March of 2022. Stage one of the works being due for completion at the commencement of the 2023 school year and the remaining building works continuing throughout most of 2023.

For more detailed information regarding our school please visit our website at
<https://beechworthps.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 185 students were enrolled at this school in 2022, 91 female and 94 male.

NDP percent of students had English as an additional language and 4 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).

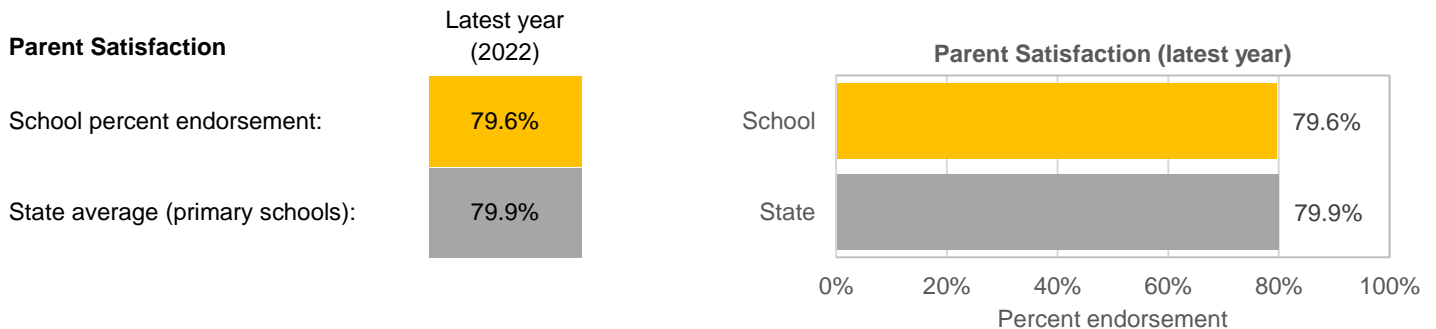
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

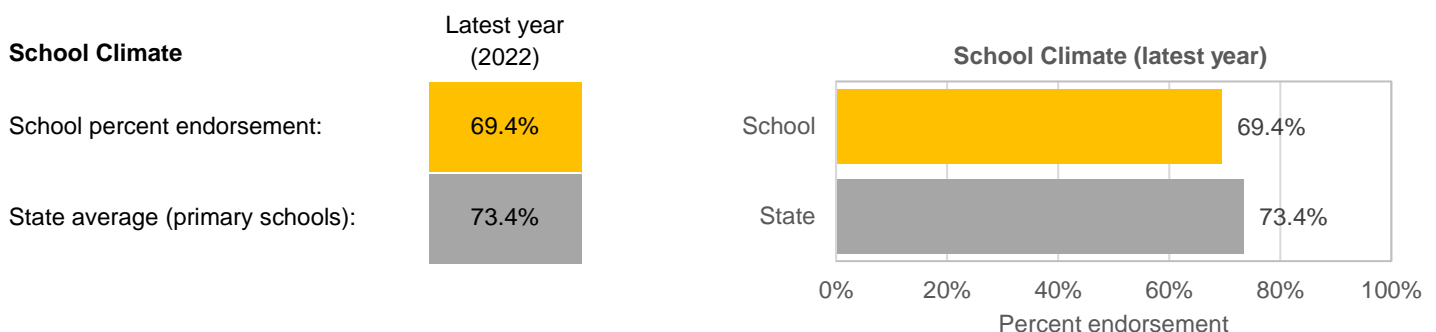


School Staff Survey

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:

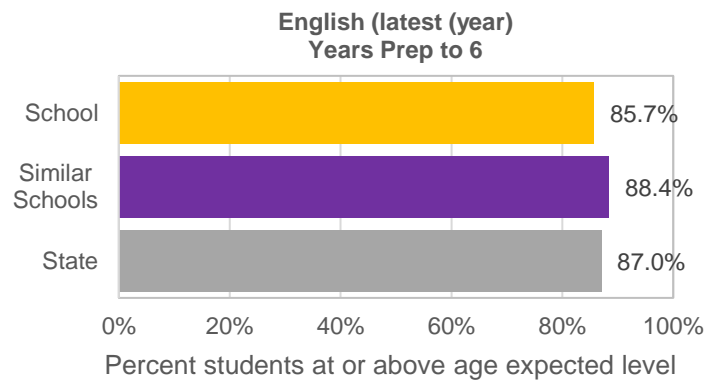
85.7%

Similar Schools average:

88.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

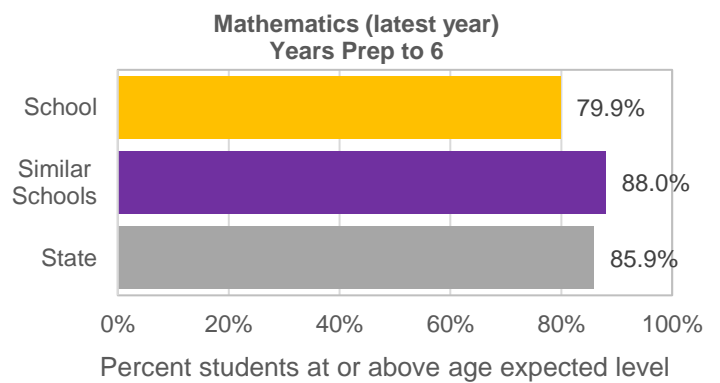
79.9%

Similar Schools average:

88.0%

State average:

85.9%



LEARNING (continued)

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

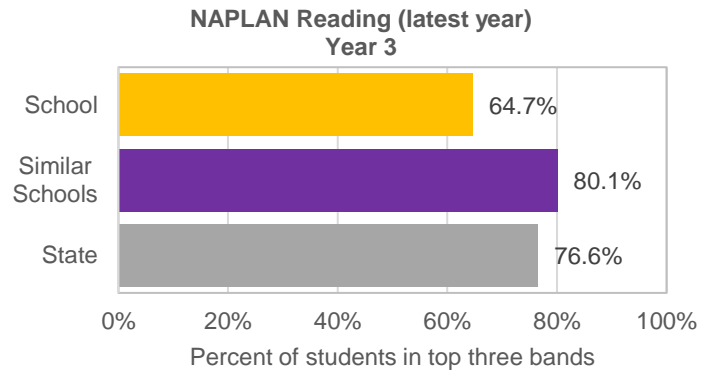
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

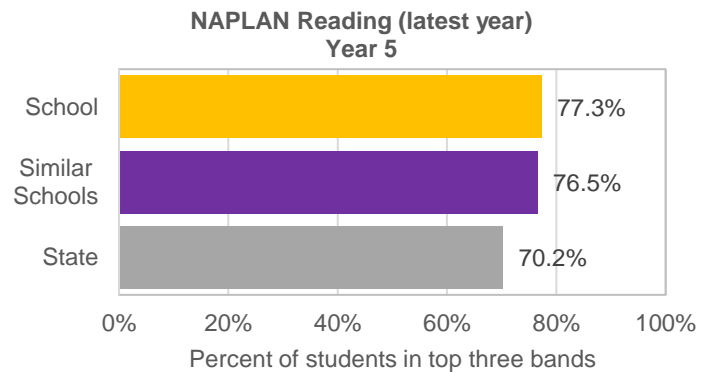
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	68.1%
Similar Schools average:	80.1%	78.9%
State average:	76.6%	76.6%



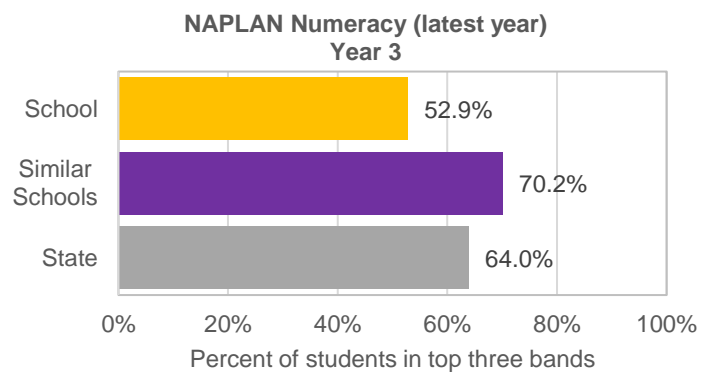
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.3%	58.7%
Similar Schools average:	76.5%	74.8%
State average:	70.2%	69.5%



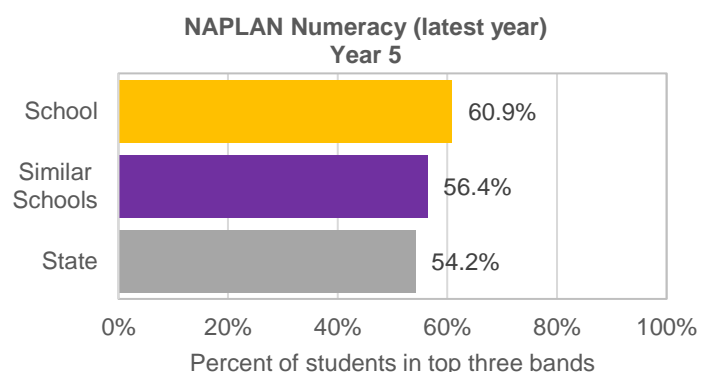
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.9%	50.7%
Similar Schools average:	70.2%	70.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	48.7%
Similar Schools average:	56.4%	61.2%
State average:	54.2%	58.8%



WELLBEING

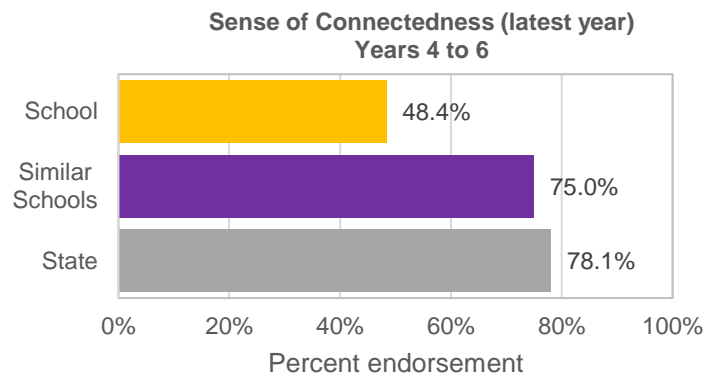
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	48.4%	57.4%
Similar Schools average:	75.0%	77.5%
State average:	78.1%	79.5%

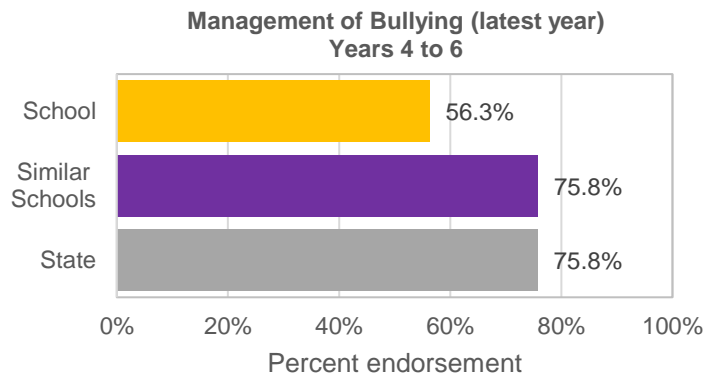


Student Attitudes to School – Management of Bullying

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:	56.3%	56.7%
Similar Schools average:	75.8%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

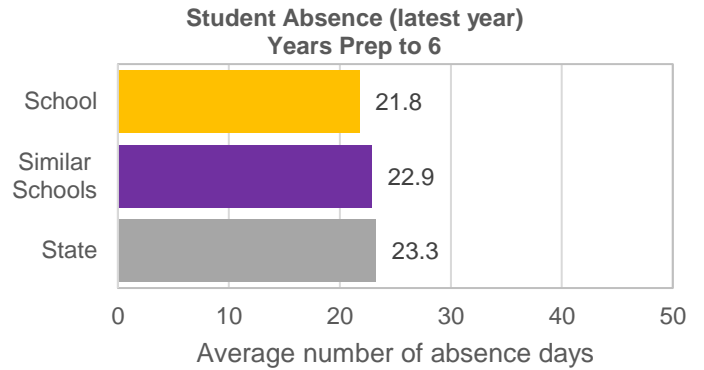
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.8	17.0
Similar Schools average:	22.9	17.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	88%	90%	88%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,726,960
Government Provided DET Grants	\$267,886
Government Grants Commonwealth	\$8,163
Government Grants State	\$1,036
Revenue Other	\$26,628
Locally Raised Funds	\$75,386
Capital Grants	\$0
Total Operating Revenue	\$2,106,060

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,367
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,367

Expenditure	Actual
Student Resource Package ²	\$1,724,274
Adjustments	\$0
Books & Publications	\$679
Camps/Excursions/Activities	\$50,650
Communication Costs	\$7,699
Consumables	\$26,471
Miscellaneous Expense ³	\$25,950
Professional Development	\$8,226
Equipment/Maintenance/Hire	\$44,935
Property Services	\$84,181
Salaries & Allowances ⁴	\$86,896
Support Services	\$4,237
Trading & Fundraising	\$11,680
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$6,790
Utilities	\$26,656
Total Operating Expenditure	\$2,109,324
Net Operating Surplus/-Deficit	(\$3,264)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$25,355
Official Account	\$16,369
Other Accounts	\$0
Total Funds Available	\$41,723

Financial Commitments	Actual
Operating Reserve	\$41,723
Other Recurrent Expenditure	\$3,874
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$45,597

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.