

2022 Annual Report to the School Community

School Name: Highvale Primary School (4986)



- 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 March 2023 at 08:31 AM by Steven Richardson (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 05 March 2023 at 09:39 PM by Purvinder Klair (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

Highvale Primary School is located within the City of Monash in Glen Waverley in a leafy, park like setting. Our school is an integral part of the local community with many of our 338 students from families who speak a language other than English enriching the cultural diversity of the school.

As a long-time member school of the International Student Program, we have a proud history of welcoming international students who are supported through our expansive programs including specialist EAL support.

Our shared vision, values, beliefs and shared expectations around teaching and learning strengthen our focus on continuous improvement. A supportive collegiate environment enhances teaching practice and student learning.

Highvale P.S Vision

Our globally diverse school community works together to nurture engaged, socially responsible and resilient learners. Students are empowered to experience challenge, develop independence and achieve success.

Our practice:

- places students at the centre of all decision making.
- is always informed by evidence and research.
- includes high expectations of our students, staff and community.
- creates a safe, inclusive learning environment for everyone.

Our school values of respect, responsibility, honesty and integrity, and commitment underpin our school's ethos and our evidence based Positive Behaviour for Learning framework. Student wellbeing is further supported through programs and resources including student leadership, voice and agency, cooperative learning, our 'Buddy' program and restorative practices.

Students are taught to use digital technologies safely through our accredited eSmart program which supports sound learning and communication practices when online, coding or working with robotics.

Among our valued resources are the Highvale Sanctuary, running track, expansive grounds including sport courts, oval and play equipment.. These spaces provide students with a wonderful opportunity to learn and care for the environment and living things, enjoy outdoor games and sports and develop their physical skills. Students are also provided with opportunities to provide regular feedback to teachers regarding the learning program and parents are supported through school-based training opportunities to volunteer and engage in classes and other learning activities to actively support the learning program.

Highvale Primary School is proud to have a focused and purposeful commitment to the provision of an excellent education within a supportive and safe environment for each child. We set high academic and behavioural expectations for all students and assist them to achieve their personal best.

Academic results and student wellbeing data consistently demonstrate high performing and very successful student outcomes.

Our extensive learning program provides multiple opportunities for our students to consistently apply and practise their literacy and numeracy skills to enhance learning across all Victorian Curriculum Learning Areas. These opportunities, together with specific and explicit teaching of the Capabilities, prepare students to work and play successfully in a broad range of contexts. To determine the next steps in cognitive, social and physical learning, teachers utilise a whole school shared assessment process and methodology to determine individual and cohort student needs.

Student achievement is further supported through Professional Learning Teams (PLTs), where teachers work collaboratively to analyse and track student achievement data. This informs effective planning in combination with the Victorian Curriculum developmental continuum.

Our whole school pedagogical approach acknowledges the significance of an evidence-based teaching framework utilising High Impact Teaching Strategies (HITS). The Gradual Release of Responsibility and Workshop Model provide the framework for consistently structured lessons, where learning tasks are differentiated according to student needs. Each lesson commences with a clear and purposeful 'Learning Intention', which provides a meaningful focus. The 'Success Criteria' then supports students to understand what they need to do to be successful in their learning. Guided and explicit teaching, utilising worked examples are

used to lead students through the learning and improve their understanding, skills and knowledge. To consolidate their understanding, students actively participate in collaborative learning tasks together with the teacher and other students. At Highvale, students draw upon their cooperative learning skills to work and play successfully together. Independent tasks are designed to ensure students can progressively apply their learning in new ways to solidify understanding. A range of technologies support student engagement and 21st century learning requirements.

Our specialist programs include Science, Technology & Engineering, Visual Art and Mathematics as part of our specialist STEAM program. This supports and compliments learning in the classroom. As well, all students learn German or Mandarin as our Languages, specialist Physical Education and Performing Arts. Our school utilises a Response To Individual Needs (RTI) model to enhance extension, enrichment and intervention within and beyond the classroom.

Our specialist RTI programs includes extension and support through our school speech pathologist, specialist RTI teachers and class teachers. It includes opportunities such as the Victorian High Abilities Program, Victorian Challenge and Enrichment Series, Synthetic Phonics, English as an Additional Language program (EAL) and Program for Students with Disabilities (PSD). As well, an extensive extra-curricular program is designed to extend students' scope of experiences and expertise, develop personal interests and skills beyond the core curriculum. These include Math Olympiad, extensive instrumental and band program, robotics, choir, chess, debating, Green Team, intra and inter school sport, Sporting Schools and many others.

In 2022, workforce composition consisted of 25.65 equivalent full-time staff: 2 Principal class, 18.9 full time equivalent teachers including 1.5 Learning specialists and 4.75 full time equivalent Education Support Staff. There are no Aboriginal or Torres Strait Islander staff. There are 14 classes and students learn in attractive and well-maintained classrooms. Other school facilities include our Outdoor Welcome, Science & 'Learnscape' area, Library & GREEN Screen Resource Centre, Multipurpose Centre, Performing Arts room, STEAM Centre, Physical Education track and synthetic grass area and Out of School Hours Care (OSHC).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our school continued work on the School Strategic Plan goal of maximising the learning growth for all students. As well, the Victorian Government's learning, Key Improvement Strategy - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

In 2022, we were fortunate to enjoy a full year of face to face teaching and learning. This presented our school community, students, teachers and parents with the opportunity to return to our onsite structures and processes with confidence, whilst implementing beneficial adjustments learned through the remote learning period. Once again, our students achieved remarkable learning outcomes. These included the continuation of outstanding NAPLAN results with Highvale Primary students achieving above both state and similar school averages in both Year 3 and Year 5 English and Mathematics.

To achieve these results new approaches and adaptations to existing practices were implemented during 2022. These included:

- Extension of our school's Response To Individual needs model through a realignment of staff roles and supplementation through the Tutor Learning Initiative.
- Introduction of a staff - English Vertical Professional Learning Team (P-6 VPLT).
- Introduction of a staff - Mathematics Vertical Professional Learning Team (P-6 VPLT).
- Further commitment to the school funded Speech Pathologist to support language development and the synthetic phonics implementation.
- Further rigour added to our instructional model practice.
- Formative assessment professional learning embedded in current practice.
- English planning practices embedded school wide to reflect whole school approach. Reading & Viewing, Writing and Speaking & Listening.
- Ongoing evaluation and update of the HPS Assessment Schedule – summative and formative.
- Whole school moderation practices consolidated and extended to mathematics.

Wellbeing

In 2022 our school continued work on the School Strategic Plan goal to improve student resilience, together with the Victorian Government's wellbeing, Key Improvement Strategy - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The return to the onsite environment for the 2022 school year brought a range of opportunities and challenges for our school community. The identification of wellbeing and social needs, especially with our new prep cohort and vulnerable students required realignment of existing resources and the identification and acquisition of new supports. Without the provision of any funding to support the mental health and government wellbeing goal, our school sought to explore new partnerships to support student wellbeing needs. Particularly Tier 2 and 3 supports for our most vulnerable. This was partly achieved through a partnership with an external agency to provide a school counsellor as a component of their professional placement program. As well the school drew upon the generous Wellbeing voluntary payments from our school community and redistributed existing funds to employ a number of Therapeutic Engagement Support Services Association (TESSA) Aides. These Aides worked directly with students to support their wellbeing and learning. Supplementary funds were also acquired through grants such as Sporting Schools to support further opportunities for students to participate in healthy, happy activities.

Feedback from our students and parents was very positive. The 2022 Student Attitude to Schools survey for Year 4-6 students demonstrated HPS students felt a strong sense of connectedness, on par to similar schools and well above State averages. Student perceptions of how the school manages bullying was significantly better than both similar schools and State averages. The 2022 Parent Opinion Survey indicated that parents rated HPS as equal to or better than similar schools in 92% of Factors surveyed and 100% greater than State.

Other developments which built upon our 2021 attainments and supported the achievement of our 2022 Wellbeing goal included:

- Introduction of a staff - Wellbeing Vertical Professional Learning Team (P-6 VPLT).
- Completion of Community Understanding and Safety Training (CUST) by all teachers and principal class.
- Introduction of tri weekly P-6 Student Wellbeing Assembly.
- Introduction of a tri weekly P-6 Student Empowerment program including informal forums.
- Enhanced data acquisition, analysis, communication and action processes.
- Completion of Inclusive Classrooms professional learning by key leadership to be extended to all teachers in 2023.

Further modification of student voice, agency and leadership as the key components of student empowerment.

Engagement

The School Strategic Plan goal – To improve student agency, was extended to include voice and leadership. Thus the new 2022 goal became – To improve student empowerment.

Our student empowerment goal provided the impetus to explore student contributions to their own learning and wellbeing through a more holistic approach. To provide further focus, we aimed to identify and build upon empowerment opportunities through two clear pathways, being the HPS Instructional Model and Community.

To do this, teachers drew upon professional learning opportunities to build their own understanding of empowerment and its links to engagement. We aimed to identify the aspects of the 'Instructional Model', where student voice, agency and leadership were already apparent and how this could be improved. Likewise, we identified key school 'Community' events and programs and investigated and trialled ways to enhance engagement through meaningful opportunities for students to contribute to goals, ideas and lead.

Engagement during 2022 was an imperative to support wellbeing and learning. As well as significant illness, including mental health absences, our community also took the opportunity to travel extensively to see family who they had not seen since pre covid. The focus on engagement through empowerment aimed to enhance each student's participation, ownership of learning and sense of belonging to our community. One measure of success for this was the student absenteeism.

Despite the covid related illnesses and family travel, our school community still managed to achieve greater than 90% attendance rate for each level from Prep to Year 6. As well, our attendance rate was significantly better than similar schools and well beyond State averages.

To achieve these results, communications and expectations were regularly communicated to parents, carers and students. Where additional support was required, it was provided to maximise the opportunity for attendance every day. Our school community's response to this focus and support was very positive as is evidenced through the data.

Some of the key empowerment opportunities during 2022 included:

- Major focus - Whole school production, 'Quest'. Student input into a variety of production items to enhance their sense of ownership.
- Twilight sports – students identifying the sporting events to be held on the evening and assisting with leading them on the evening of the event.
- Regular, specific goal setting, 'I will', informed through whole school rubrics such as the HPS Writing Rubric.
- Regular opportunities to share achievements and progress success with parents through 'I can' statements and work samples using Seesaw.
- Further development of 'voice' opportunities, especially in the You Do component of the Instructional Model.
- Wellbeing Assembly - Significant input into the content and delivery through Year 6 student leaders.
- Student Empowerment Mondays (rotations with Assemblies).
- Regular updates through the school newsletter and school Stream.

Financial performance

Highvale Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Total funds available as at the 31st December 2022, equalled \$720,988. The Net Operating surplus exists due to the delay in the completion of Special Projects due to interruptions throughout the pandemic, a significant delay in the completion of the VSBA's rolling facilities evaluation which was still not completed at the end of 2022 and the receipt of funds for international students. As well, the school received a greater than forecast percentage of revenue from enrolment growth during the year. The surplus also included an amount set aside for the employment of a school counsellor which we were able to fill through a tertiary student placement, generous donations from our school community, and a significant contribution from funds raised from our Highvale Primary Community Group.

Our Special Projects funds have been carried forward into the 2023 budget to assist with the anticipated projected costs associated with employing a school counsellor or psychologist and additional staff to support diverse wellbeing and disability needs. As well, the maintenance of school buildings and grounds. This includes the VSBA's School maintenance Plan which still has not been provided to the school. The last update provided was in May 2012. Eleven years ago, resulting in a lack of clarity regarding facilities maintenance expenditure. Thus expenditure of these funds will be drawn upon once advice is received to ensure diligence in expenditure.

Cash reserves are also necessary to fund unforeseen costs associated with the delivery of programs and resources such as swimming, learning equipment, human resources, furniture, other facilities and cleaning. There is also a focus on budget plan for increased expenditure on mental health and disability support due to the withdrawal of provision by DET of allied health professionals such as psychologists and speech pathologists. The school's reserve is also drawn upon where required for staffing and equipment such as computers, laptops, iPads, robotics, screens and other technology equipment needed to support quality teaching of the Victorian Curriculum's Digital Technologies. Cash reserves are also required due to the impact of the change to the Parent Payment policy.

In addition to the SRP and fundraising, our school has also worked hard to acquire additional funds through grants beyond the SRP such as the Commonwealth funded Sporting Schools and Shade Sail grants. These have been used to increase our student's participation in sport and spaces for outdoors learning.

Equity funding received continues to be utilised to supplement the school's funding of a comprehensive Response to Individual Needs intervention, enrichment and extension framework.

For more detailed information regarding our school please visit our website at
<https://highvaleps.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 335 students were enrolled at this school in 2022, 171 female and 164 male.

61 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).

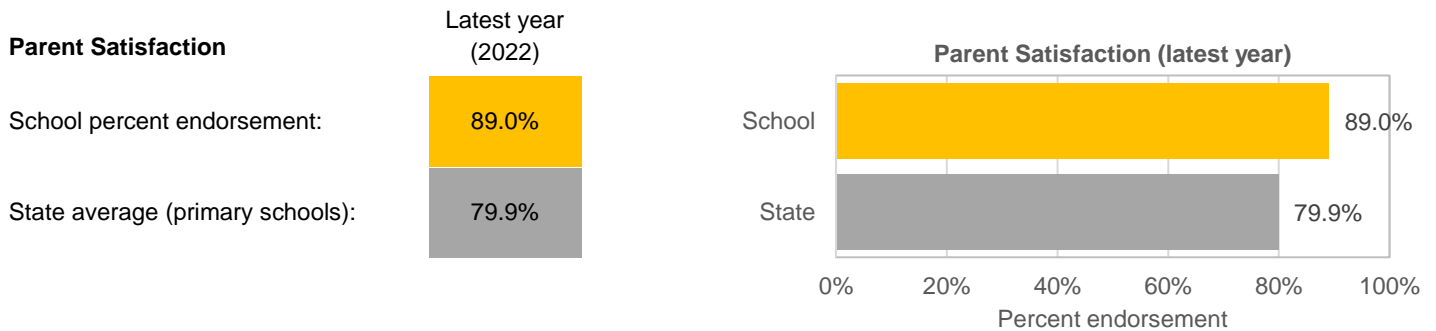
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

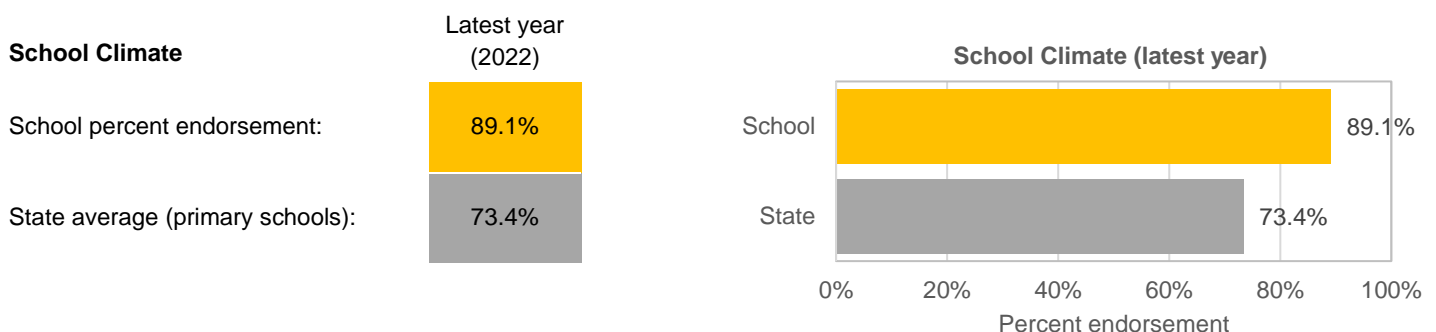


School Staff Survey

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:

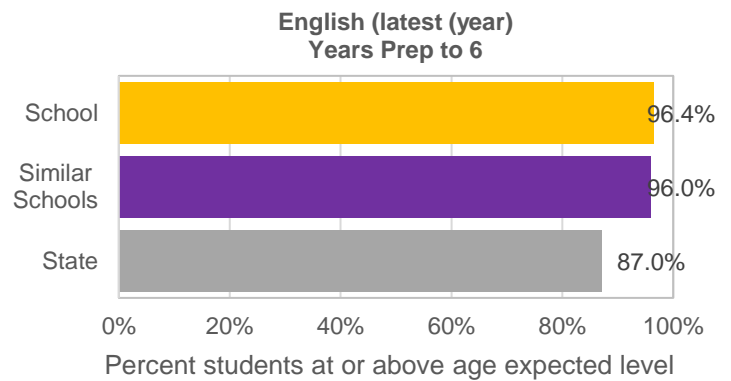
96.4%

Similar Schools average:

96.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

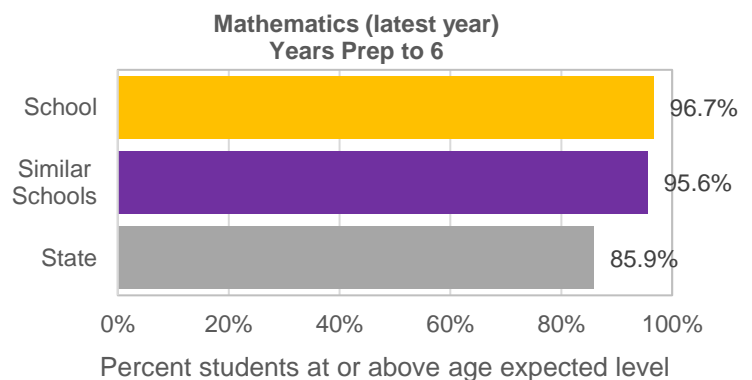
96.7%

Similar Schools average:

95.6%

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.

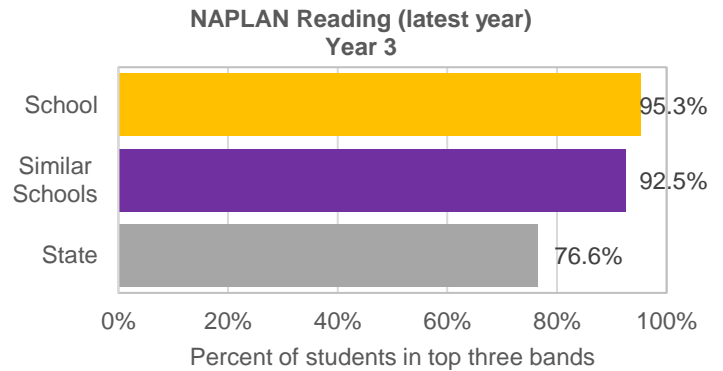
NAPLAN

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.

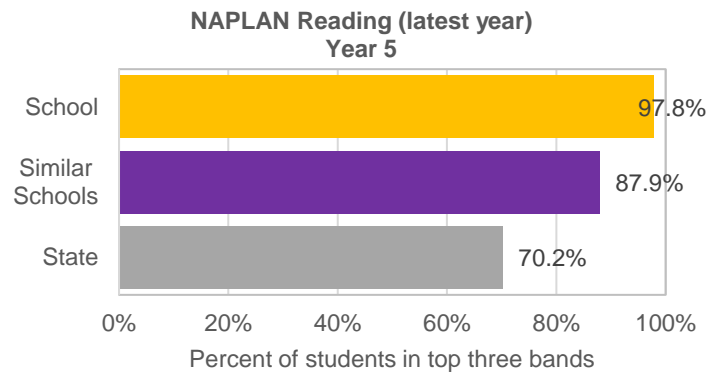
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.3%	90.1%
Similar Schools average:	92.5%	91.3%
State average:	76.6%	76.6%



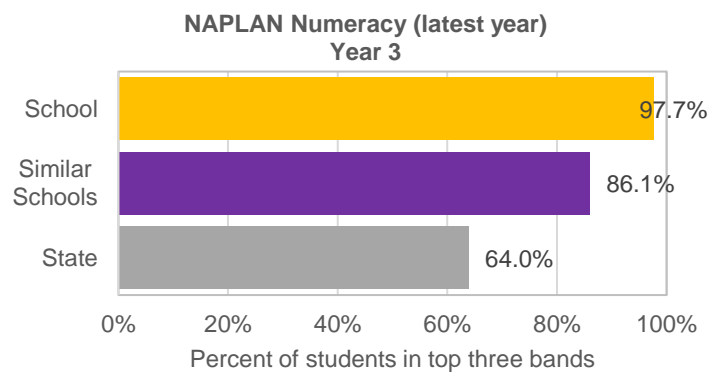
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.8%	94.4%
Similar Schools average:	87.9%	86.7%
State average:	70.2%	69.5%



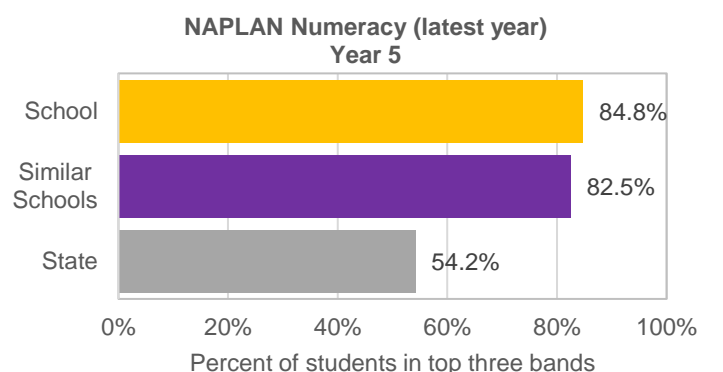
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.7%	88.7%
Similar Schools average:	86.1%	86.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.8%	88.2%
Similar Schools average:	82.5%	83.9%
State average:	54.2%	58.8%



WELLBEING

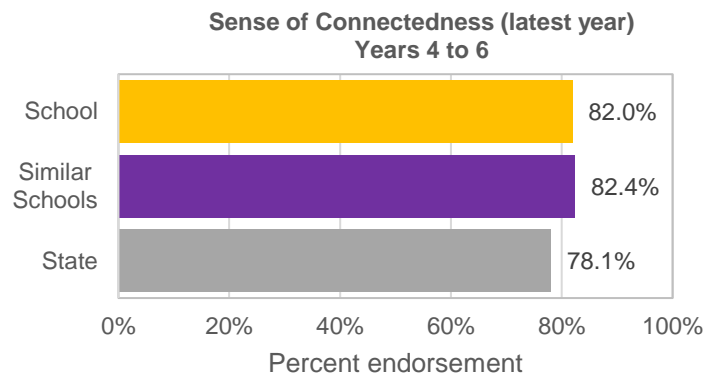
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.0%	87.1%
Similar Schools average:	82.4%	83.3%
State average:	78.1%	79.5%

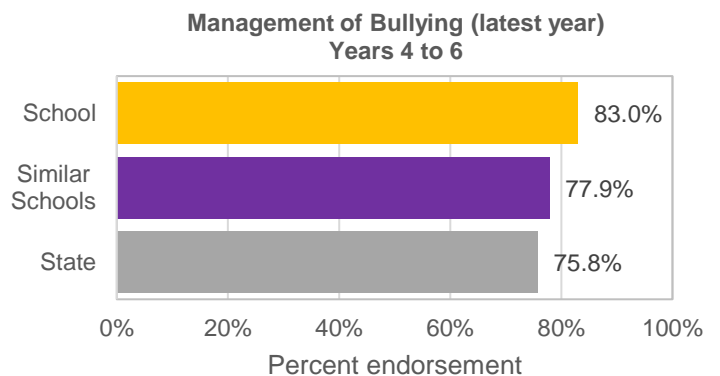


Student Attitudes to School – Management of Bullying

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:	83.0%	87.4%
Similar Schools average:	77.9%	80.6%
State average:	75.8%	78.3%



ENGAGEMENT

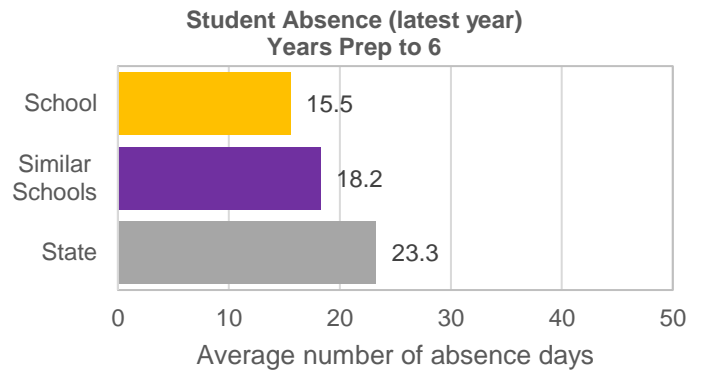
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.5	10.5
Similar Schools average:	18.2	13.4
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):	91%	91%	92%	93%	92%	93%	93%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,806,553
Government Provided DET Grants	\$401,155
Government Grants Commonwealth	\$2,400
Government Grants State	\$25,125
Revenue Other	\$14,620
Locally Raised Funds	\$320,612
Capital Grants	\$0
Total Operating Revenue	\$3,570,465

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,331
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,331

Expenditure	Actual
Student Resource Package ²	\$2,799,977
Adjustments	\$0
Books & Publications	\$2,291
Camps/Excursions/Activities	\$64,960
Communication Costs	\$3,199
Consumables	\$62,414
Miscellaneous Expense ³	\$10,950
Professional Development	\$7,135
Equipment/Maintenance/Hire	\$39,897
Property Services	\$74,406
Salaries & Allowances ⁴	\$201,695
Support Services	\$20,885
Trading & Fundraising	\$60,098
Motor Vehicle Expenses	\$30
Travel & Subsistence	\$0
Utilities	\$31,074
Total Operating Expenditure	\$3,379,012
Net Operating Surplus/-Deficit	\$191,453
Asset Acquisitions	\$51,427

- (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	\$676,940
Official Account	\$12,444
Other Accounts	\$31,604
Total Funds Available	\$720,988

Financial Commitments	Actual
Operating Reserve	\$85,169
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$300,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	\$70,000
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$70,000
Total Financial Commitments	\$925,169

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.