

# 2022 Annual Report to the School Community

School Name: Jackson School (4979)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 27 March 2023 at 03:53 PM by Anthony Jackson (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 27 March 2023 at 07:49 PM by Nerida Auld (School Council President)

## How to read the Annual Report

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### 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.

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### 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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum

#### **Engagement**

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

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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)

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### 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.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' 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

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## School context

Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility. We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.

Our values are learning, independence, safety, respect and responsibility.

Jackson School was established in 1976 and is situated in the suburb of St Albans, in the South-West region of Victoria and Brimbank-Melton area as part of the Keilor-St Albans network. The community is well established with a total of 268 students enrolled in 2022 (29% female and 71% male). The Student Family Occupation and Education Index (SFOE) is 0.5385 which reflects the socio-economic position of the community. The school is a Special School for students with a mild intellectual disability. All students must have a mild intellectual disability with a FSIQ within the 50-70 range and be funded under the Program for Students with Disabilities (PSD) to be enrolled at Jackson.

Some students also have a secondary disability such as: Autism Spectrum Disorder, Down Syndrome and ADHD with a small number of students with a minor physical disability. 69% of students are male and 31% are female. There are 12 (4%) Aboriginal and Torres Strait Islander 1students. The number of Aboriginal students have increased over time. 5.67% of students are identified as at risk with 15% of students having an access alert or restriction. 1.77% are refugees. This is well above other schools within the state and local area. 48% of students are identified as disadvantaged with 130 students receiving equity funding and 15 students in out of home care (OOHC). 57.5% of students were born in countries other than Australia. 23.76% of all students speak a language other than English at home of which 18% are Australian born. Overall, only 42% of all students are Australian born with 16% of students born in Vietnam and the remainder of students born in 12 other countries. 25+ language backgrounds are represented by our families with 35% of EAL students speaking Vietnamese at home. Only 14% are eligible for EAL funding. This has also increased over time. 58% of students arrive to school by eight school bus lines funded by DET Student Transport, 42% are either brought/collected by families, use the Out of School Hours Care (OSHC) service or are independent travellers to and from school. The majority of families live within a 10km radius from school. The average distance families live away from school is 8.56km and up to a 35km distance away from school. Out of the three networks within the Brimbank-Melton area, around 50 feeder schools fall within Jackson School's Designated Transport Area (DTA).

The school has two Principal Class Officers (Principal and one Assistant Principal), five Leading Teachers, one Learning Specialists supported by eight PLT Leaders. We have 46 FTE teaching staff and 52 FTE Education Support staff. Jackson School does not have any Aboriginal and Torres Strait Islander (ATSI) staff.

As a collaborative learning community, our school improvement priorities are aligned with the Framework for Improving Student Outcomes (FISO) and our SSP goals and targets to enable us to meet our aspirations. The 2020-2024 SSP is focused around the following goals:

- Achievement/Learning: Improve educational outcomes for all students.
- Engagement: Improve student engagement and participation in learning.
- Wellbeing: Improve student health and wellbeing.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The Department 's 2022 Priority Goal outlines a "Learning" key improvement strategy. This was to support both those who need extra support and those who have thrived to continue to extend their learning. From analysing our school-level data we prioritised writing as an area for improvement in place of numeracy.

Our actions have been focused around: building the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students; developing

and embedding assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time; and developing the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes. In 2022 we have:

- Developed a school-wide approach to writing to provide authentic, real-world learning opportunities for our students.
- Developed consistent formative assessment tools to inform teacher's understanding of student's individual needs and identify students requiring additional support.
- Developed staff capacity of the VCAL team to transition to VCE (Victorian Pathways Certificate) in 2023 as part of the DET Senior Secondary Reform.
- The Leadership Team have continued to work with researcher Lyn Sharratt on CLARITY. Professional Learning Teams (PLTs) have been working through professional learning on formative assessment strategies and differentiation.

We are using our Jackson Learner Case Management Meetings to document and provide universal adjustments to individual students and groups of learners in cohorts.

Our 2022 achievement data showed 97% of students made good progress or above in their ILP goals across all learning areas.

- 16% of students in Semester 2 were Breadth or above (VC Levels 3+) in Reading & Viewing compared to 14% of similar schools in 2022. We are reviewing our assessment practices and tools for our non-readers.
- Only 1% of students in Semester 2 were Breadth or above (VC Levels 3+) in Writing compared to 9% of similar schools in 2022. We have identified this is due to writing moderation which will remain our professional learning priority for 2023.
- 24% of students in Semester 2 were Breadth or above (VC Levels 3+) in Speaking & Listening compared to 13% of similar schools in 2022. 17% of students in Semester 2 were Breadth or above (VC Levels 3+) in Number & Algebra compared to 15% of similar schools in 2022.
- 15% of students in Semester 2 were Breadth or above (VC Levels 3+) in Measurement & Geometry compared to 14% of similar schools in 2022.
- 14% of students in Semester 2 were Breadth or above (VC Levels 3+) in Statistics & Probability compared to 12% of similar schools in 2022.
- 23-35% of students are achieving well above Jackson Benchmarks, except for Writing. 96% of students placed in further education, training, post-school pathway or employment/apprenticeship.
- 89.2% of students have had a positive transition to their post-school destinations.

Students in Out of Home Care (OOHC) achieved above non-OOHC students against Jackson Benchmarks, except for Writing & Statistics & Probability, but more students are now working within Pre-Foundation (Levels A-D) and is much lower than their non-OOHC peers. Aboriginal & Torres Strait Islander (ATSI) students achieved above non-ATSI students against Jackson Benchmarks, except for Writing & Speaking & Listening, Fewer ATSI students are working within Pre-Foundation (Levels A-D) and is much lower than their non-ATSI peers. Equity students are performing better than their non-disadvantaged peers against Jackson Benchmarks in Writing, Speaking & Listening and Number & Algebra. The number of Equity students working within Pre-Foundation (Levels A-D) has reduced significantly and is much lower than their non-disadvantaged peers.

## Wellbeing

The Department's 2022 Priority Goal outlines a "Wellbeing" key improvement strategy. This was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our actions have been focused around: developing procedures, protocols and systems to identify students at risk of disengagement and implement a multi-tiered response (RTI/MTSS) to ensure all students are connected to learning; building staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of students, using a multi-tiered response to intervention (RTI/MTSS); and promoting and engage students in programs to develop their physical/social/emotional/cultural/civic wellbeing aligned to existing supports and systems already in place, including bully prevention. In 2022 we have:

- Ratified and implemented policy guidelines for the New Child Safe Standards and staff have received training and completed their mandatory reporting modules.
- Redesigned our Independent Learning curriculum to strengthen our student's social and emotional wellbeing at Tier 1. This will also include Sexual Health Victoria units and consent education in Term 4 each year in place of eSMART. Work is continuing to address issues with Bullying, particular out-of-hours on social media.

- Increased Tier 2 therapeutic intervention programs to include: Art Therapy, Canine Comprehension, Equine Therapy, Handbreak Turn, Year 9/10 targeted Victoria Police sessions on Cyber Safety.
- Strengthened Tier 3 Support for students (Speech Pathologist, Mental Health Practitioner, Social Worker, Youth Worker)
- Reviewed School-wide Positive Intervention Behaviour and Support (SW-PBIS) systems and implemented a revised Values and Expectation Matrix and launched PBIS App as a reward system (Jackpoints).
- Increased Health and Fitness sessions aligned to the Active Schools Initiative.

The Student Attitudes to School Survey showed:

- 78% of students felt connected to school which is an improvement from 72% in 2021 and higher than similar special schools (74%).
- Effective teaching time was at 90% positive compared to 82% for similar schools and 77% in the state. This is an improvement from 81% from last year.
- Differentiated learning challenge was at 92% positive compared to 87% for similar schools and 83% for the state. This is an improvement from 83% from last year.
- Sense of connectedness was at 78% positive compared to 76% for similar schools and 72% for the state. This is an improvement from 72% from last year.
- Emotional awareness and regulation was at 82% positive compared to 77% for similar schools and 69% for the state. This is an improvement from 73% from last year.
- Managing bullying was at 85% positive compared to 80% for similar schools and 75% for the state. This is an improvement from 74% from last year.
- Non-experience bullying was at 100% positive compared to 78% for similar schools and 76% for the state. This is an improvement from 80% from last year.

## Engagement

Aligned to our 2020-2024 School Strategic Plan (SSP), our Engagement Goal aimed to improve student engagement and participation in learning. We have been working on developing a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren; and deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways. In 2022 we have:

- Developed a range of tools and approaches to strengthen partnerships and connectedness to school with our parent/carer community (parent information sessions, consistent community, celebrating community diversity, community events).
- Facilitated the development and implementation of the DET OSHC Demonstration Program.
- Engaged in Campfire Champion consulted with Koorie Outcomes Division and our Aboriginal Community on the Self-Determination in Education Reform. Students also took part in National Sorry Day leading into National Reconciliation Week, NAIDOC week and a smoking ceremony and Welcome to Country.
- We have been working on strengthening partnerships with our parents and carers. We had good uptake from families for our NDIS information sessions and Year 11&12 pathway sessions. Over 70% of students are now accessing the NDIS.
- Strengthen community diversity by celebrating key events (Tet, Eid etc), including Harmony Day Fun Run.
- Developed strong parent relationships with our families through our Social Workers to work through issues of student disengagement.
- Worked with the VSBA to deliver our \$10 million school building upgrade, including a school contribution of \$1,436,045.86.

The Parent / Caregiver / Guardian Survey showed the following measures were above similar special schools and other state schools:

- General satisfaction was at 96% has improved from 82% in 2021 and higher than similar special schools (86%).
- School communication was at 95%
- Teacher communication was at 92%
- Physical environment was at 92%
- School improvement was at 90%
- School pride and confidence was at 92%
- High expectation for success was at 96%
- Student motivation and support was at 88%
- Stimulating learning environment was at 91%
- Effective teaching was at 89%
- Confidence and resiliency skills was at 88%

- Promoting positive behaviour was at 96%
- Respect for diversity was at 92%
- School connectedness was at 92%
- Positive transitions was at 88%
- Participation and involvement was at 88%
- Feedback from our families about Managing bullying was at 77% and Non-experience of bullying was at 69%.

This is in line with similar special schools, network schools in the area and other state schools. Reducing students' experience bullying at school and online remains a priority for us as a school to ensure all students feel safe. There is a large variance between the feedback from students compared to feedback received from their families. The random PCGOS sample was representative of students' families in all year levels except: Year 5, Year 9 and Year 12.

Our attendance data shows we are below the 80% state threshold of 30 days away from school with the number of average student absence days was 33.6 (36% for Primary and 31.5% for Secondary). Our Tier 3 (Severely Chronic) absences have increased since 2021 with 34% Primary and 33% Secondary with less students away for more than 30 days. However, the DET average for mainstream schools is 16 days away. In 2022, the percentage of students with 20 or more absence days (Tier 2 Chronic) has reduced to 20% in Primary and 12% in Secondary. Combined this is 53% of the school for Primary which is slightly below similar special schools (58%) but above the state (44%) and network schools (41%). For Secondary this is 49% of the school which is below similar special schools (56%) but above the state (44%) and network schools (39%). The number of students at Tier 1 (At Risk) for ten or more days away was 23% in Primary and 30% in Secondary. The average number of unapproved absences in 2022 were reduced to 7.2 days (6.3 in Primary and 7.6 in Secondary). Even though we have improve our attendance processes, this continues to be an improvement priority in 2023.

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## Other highlights from the school year

The School Staff Survey showed that:

- Professional Learning was at 86% compared to 75% at similar special schools
- School Climate was at 79% compared to 61% at similar special schools
- School Leadership was at 87% compared to 76% at similar special schools.
- Instructional leadership was at 88% positive compared to 75% for similar schools, an improvement from 86% from last year.
- Trust in colleagues was at 84% positive compared to 79% for similar schools, a drop from 88% last year.
- Understanding curriculum was at 93% positive compared to 79% for similar schools, an improvement from 86% from last year.
- Teaching & Learning Modules 94% (evaluation), 93% (implementation), 95% (planning), 93% (practice).
- Academic emphasis was at 71% positive compared to 59% for similar schools, a drop from 79% last year due to neutral (neither agree/nor disagree) responses for mainstream factors, for example: homework.
- Collective efficacy was at 74% positive compared to 63% for similar schools, a drop from 80% last year due to neutral (neither agree/nor disagree) responses for mainstream factors, for example: ready to learn.
- Staff Safety and Wellbeing was at 80% compared to 72% at similar special schools. Although our Staff Wellbeing modules were positive overall and better than similar special schools, staff safety remains a priority for us as a school.

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## Financial performance

Jackson School had a total operating revenue for 2022 of \$14,337,841. Our operating revenue comprised of funding from the Student Resource Package (SRP) (\$11,017,210), Commonwealth and State Government Grants (\$3,276,147) and other locally raised funds (\$44,484). Inclusive in our operating revenue was \$185,413 worth of equity funding which was used to support the funding of our Social Worker, additional 0.4 Mental Health Practitioner, Hands on Learning (HOL) artesian teacher and increase the number of tutors involved in the Tutor Learning Initiative. Our total operating expenditure for 2022 was \$10,132,668. All funds expended were used to support the improvement of student learning outcomes.

Jackson School continued to receive funding to support both the St Albans-Keilor Inclusive Practice Partnership (SKIPP) pilot, where one of our teachers is released to support network schools with their inclusive practices and the Out of School Hours Care

(OSHC) pilot where families are provided with free after-hours and vacation care to enable families with children with disability to access community services. Due to the continuation of the COVID-19 pandemic in 2022 and the financial hardship our families experienced, Jackson School again did not charge families for parent payments and provided all our students with the resources they required to complete their learning tasks and the funding to participate in excursions and external activities. To further enhance our asset management plan (AMP) building project our school council has contributed \$1,436,045.86. This contribution will enable the full scope of the project to be delivered including a new hospitality training kitchen, library, staff facilities, allied health therapy space and 12 new classrooms. In addition to the contribution to the AMP, a further \$330,000 was expended on the improvement and maintenance of our buildings and grounds, \$27,000 was expended on new furniture to further improve our learning spaces throughout the entire school and \$105,000 was expended to provide all staff and our Year 3-12 students with a 1:1 IT device (iPads for year 3-8 and ASDAN students and touchscreen notebooks for Year 9-12 students).

Our managed surplus in 2022 was \$4,185,173. This funding has been allocated to our confirmed 2023 Student Resource Package and will be used in conjunction with our 2023 operating revenue to support additional staffing, 1:1 device program for our foundation (Prep-2) students, procurement of two new school buses, funding to subsidise charging our families a reduced contribution for activities and resources in 2023 and a further \$1,000,000 investment in our AMP building project which will include the procurement of furniture, IT/AV equipment and landscaping works including a new playground.

**For more detailed information regarding our school please visit our website at**  
<https://www.jacksons.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 269 students were enrolled at this school in 2022, 83 female and 186 male.

40 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).

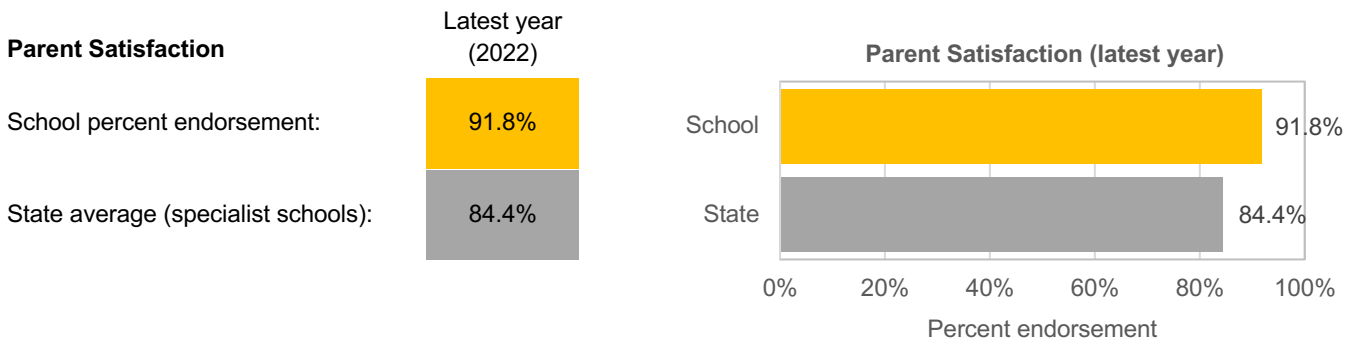
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

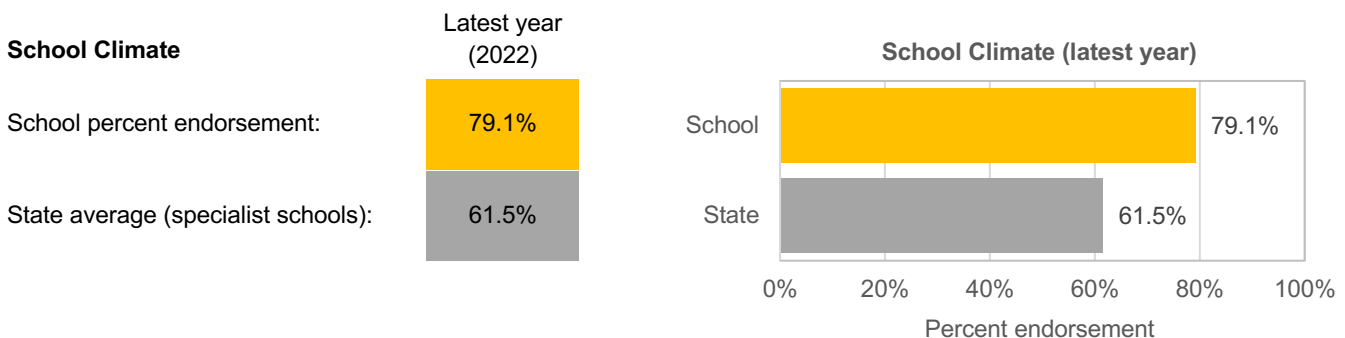


### School Staff Survey

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.



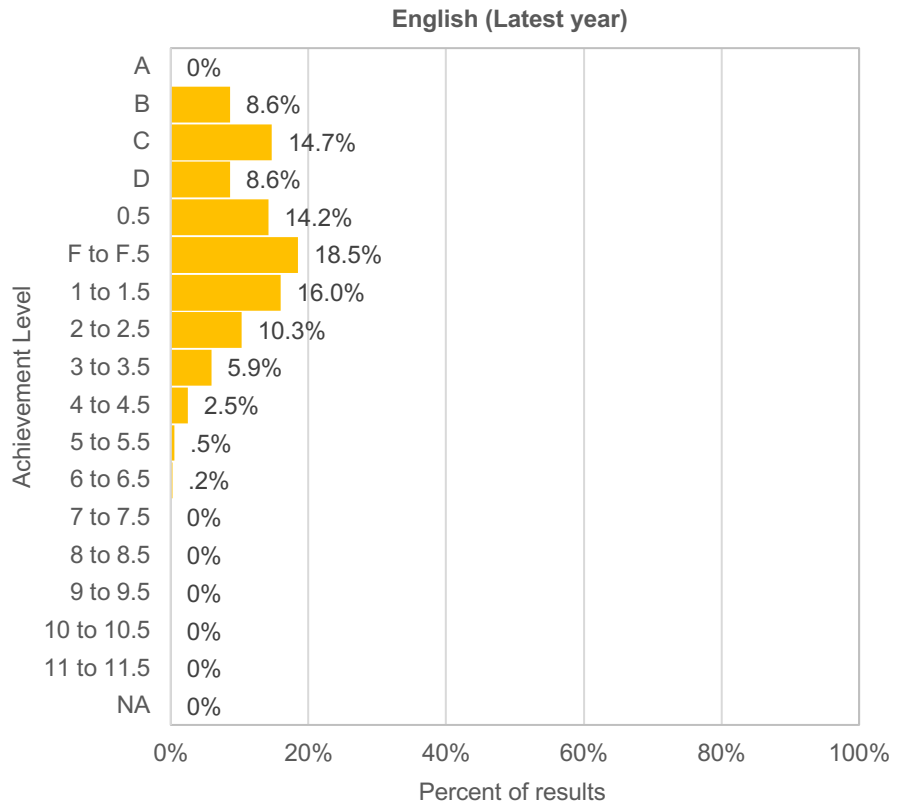
**LEARNING**

**Teacher Judgement of student achievement**

Percent of results at each achievement level in English and Mathematics.

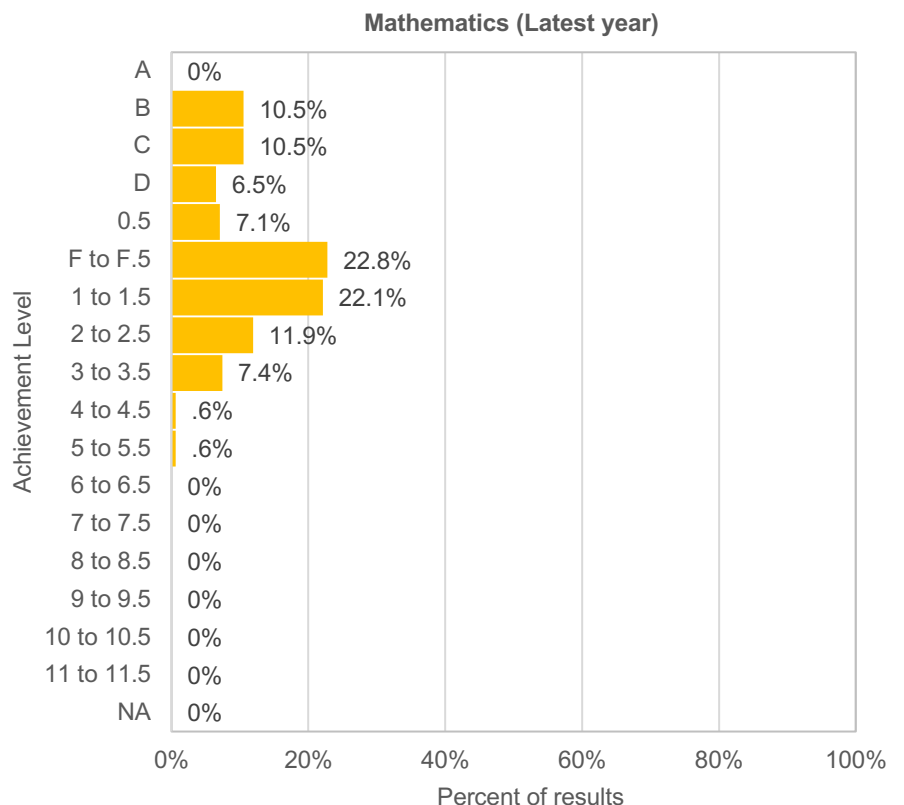
**English**

Achievement Level	Latest year (2022)
A	NDA
B	8.6%
C	14.7%
D	8.6%
0.5	14.2%
F to F.5	18.5%
1 to 1.5	16.0%
2 to 2.5	10.3%
3 to 3.5	5.9%
4 to 4.5	2.5%
5 to 5.5	0.5%
6 to 6.5	0.2%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



**Mathematics**

Achievement Level	Latest year (2022)
A	NDA
B	10.5%
C	10.5%
D	6.5%
0.5	7.1%
F to F.5	22.8%
1 to 1.5	22.1%
2 to 2.5	11.9%
3 to 3.5	7.4%
4 to 4.5	0.6%
5 to 5.5	0.6%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### 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	2019	2020	2021	2022	4-year average
School average number of absence days:	26.4	34.7	27.3	33.6	30.6

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	94.6%	97.4%	100.0%	89.2%	95.1%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,017,210
Government Provided DET Grants	\$3,209,193
Government Grants Commonwealth	\$13,382
Government Grants State	\$9,800
Revenue Other	\$23,772
Locally Raised Funds	\$44,484
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$14,337,841</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$185,413
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$185,413</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,854,003
Adjustments	\$0
Books & Publications	\$1,843
Camps/Excursions/Activities	\$219,628
Communication Costs	\$17,833
Consumables	\$125,071
Miscellaneous Expense <sup>3</sup>	\$46,825
Professional Development	\$27,815
Equipment/Maintenance/Hire	\$99,951
Property Services	\$282,227
Salaries & Allowances <sup>4</sup>	\$147,617
Support Services	\$213,459
Trading & Fundraising	\$17,273
Motor Vehicle Expenses	\$22,053
Travel & Subsistence	\$4,322
Utilities	\$52,748
<b>Total Operating Expenditure</b>	<b>\$10,132,668</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$4,185,173</b>
<b>Asset Acquisitions</b>	<b>\$1,981,416</b>

- (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 24 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,014,858
Official Account	\$80,481
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,095,338</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$171,958
Other Recurrent Expenditure	\$19,017
Provision Accounts	\$0
Funds Received in Advance	\$34,145
School Based Programs	\$4,338
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,750
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$531,000
Capital - Buildings/Grounds < 12 months	\$269,180
Maintenance - Buildings/Grounds < 12 months	\$53,950
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,095,338</b>

*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.*