

2022 Annual Report to the School Community

School Name: Albion Primary School (4265)



Albion Primary School

- 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 21 March 2023 at 12:20 PM by Adrienne Williamson (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 22 March 2023 at 09:19 AM by Adam Bird (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

Albion Primary School's mission is to 'Aim High' in all we do so that our students grow to be socially capable, reach their full academic potential and become caring, respectful community-minded people.

Our objective is to provide the best possible learning environment for the students to achieve their full potential.

Albion Primary School's vision is that:

- All our students will become life-long learners and responsible community members
- All our staff will support students to achieve the best possible learning outcomes
- All members of the school community embrace the school's values.

Albion Primary School's values are Respect, Care, Honesty, Learning and Achievement.

- We show respect for ourselves, our school, each other and the environment. We understand that our attitudes and behaviours have an impact on the people around us
- We show care by having a zero tolerance of bullying. We model and demonstrate kindness and fairness and take every opportunity to help others that may be in need
- We show honesty by telling the truth, even if we have done the wrong thing. We take responsibility for our own behaviour and actions
- We show learning by having a go at new things. We learn from our mistakes and we are persistent - we do not give up
- We show achievement by always trying our hardest and doing our best. We celebrate our successes.

In 2022, Albion Primary School had the equivalent of 21.48 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 1 x Leading Teacher, 8.2 EFT Classroom Teacher 2, 3.6 x Classroom Teacher 1, 6.7 x EFT Education Support staff. The class structure consisted of 9 classes as follows: 2 x Foundation/1, 2 x year 1/2, 3 x years 3/4, 2 x years 5/6. All students participated in Physical Education, Library and Visual Arts specialist programs throughout the year and Italian as well during second semester. Students also attended music classes with a teacher from the Australian Children's Music Foundation, supported by the classroom teacher. Extra-curricular programs in which students can generally participate include: excursions, in-house performances, camps, house sporting competitions, Sporting Schools clinics, Ride2School days, organising and raising funds for various charities and school community based activities. All children have access to portable netbook and iPad wi-fi devices to support their learning when at school. Each classroom has an interactive touch screen television connected to the school's curriculum network. The school has a chicken coop, an orchard of fruit trees and a vegetable garden which students work in regularly. Produce from the garden and eggs laid by the chickens, are used in school based cooking activities. We are continuing to develop and improve our gardens as they are enjoyed by the school community. Albion Primary is working towards becoming a 5-star sustainable school through the ResourceSmart Schools Sustainability Victoria program. We have achieved three stars and are working towards the final two.

On Census Day, 195 students were enrolled at Albion in 2022 - 99 female and 96 male or 51% females and 49% males. The school was funded on 192 students as two were international students whose parents pay tuition fees and one was not able to be counted as they were overseas during first term. The percentage of students who had English as an additional language was 46%.

Approximately 8% of the school's population came from a refugee background and 0% percent were Aboriginal or Torres Strait Islander. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Albion Primary School's SFOE band in 2022 was 0.53 and is rated as 'high'. 47% of students received equity funding. There is no one dominant cultural group, rather there are over 33 languages represented at the school. We celebrate and our diverse and inclusive school community.

The students are at the centre of everything at Albion Primary and we strive to live up to the school motto of 'Aim High' in all we do. We believe that student engagement and wellbeing are inextricably linked to student learning outcomes. At Albion, our school culture enhances student wellbeing through the creation of a safe, respectful, inclusive learning environment that encourages a growth mindset. Our staff members are committed to providing the best possible learning climate for our students. This dedication and care to students is demonstrated throughout the year. Teachers worked closely as a professional learning community to develop their capacity to provide an effective teaching and learning program. We acknowledge our strong relationships with the parents, guardians and broader school community. We value them as being partners in learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, teacher judgement of student achievement for children in years Foundation to year 6 working at or above age expected standards in English was slightly above the average of schools that have a comparable profile (similar schools). The average was above similar schools in Mathematics. In both English and Mathematics, the school's averages were below the state average.

In year 3 NAPLAN Reading, results showed that the percentage of students in the top three bands was well above schools with similar characteristics and above the state average. The 4-year average (3 years due to no NAPLAN in 2020) was also well above similar schools but just below the state. The results for year 5 NAPLAN Reading the results showed that the percentage of students in the top three bands was well above schools with similar characteristics and the state average. The 4-year average (3 years due to no NAPLAN in 2020) was also well above similar schools above the state. The year 3 NAPLAN Mathematics was also well above similar schools and just above the state average. Again, the 4-year average was also well above similar schools and above the state. The year 5 NAPLAN Mathematics was also well above similar schools and just above the state average. The 4-year average was also well above similar schools but below the state.

Learning gain is determined by comparing a student's year 5 results with their year 3 results, relative to the results of all similar Victorian students. For students in year 3 in 2020 to year 5 in 2022, this gain could not be determined as there was no NAPLAN in 2020.

The percentage of endorsement by parents on school satisfaction as reported in the annual Parent Opinion Survey resulted in endorsement for the school at well above the state average for primary schools. On school devised surveys, parent endorsement for the Albion Primary School was 98% positive.

The School Staff Survey indicated that the school climate percentage endorsement was above the state average for primary schools.

The percentage of endorsement by students in years 4 - 6 as reported in the annual Student Attitudes to School was just below similar schools and stage averages. Across the 4-year average, the percentage of endorsement is above similar schools and state.

Moving forward, we believe Albion Primary School has a positive climate for learning. While we will continue to work on and improve this climate, the focus will be on improving outcomes for students in literacy and numeracy for those students who are struggling, and to extend the students who are flourishing. Feedback to students about their learning is an area that continues to need improving. In the Attitudes to School Survey in which the students in years 4 - 6 participate, student voice and agency had the lowest endorsement for any factor. Research indicates that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation, which contribute to improved student outcomes. Feedback about student learning is an important factor in agency so students have some control over their learning. We also want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Evaluating the impact of our teaching and learning practices on student progress is another area we want to continue to improve.

Wellbeing

Wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning. In order for our students to learn, they need to feel safe, be healthy and have a strong sense of wellbeing. The school has a dedicated wellbeing teacher, supported by the assistant principal and principal. The wellbeing team play an important role in ensuring that students have a readiness disposition for learning by having attendance, health matters and family issues followed up so that students are able to focus and maximise their learning time.

The school ensured wellbeing was a major focus in 2022. Support was provided in ways such as:

- Glasses for Kids program
- Paw Pals program
- Dental Van

- individual calls/check ins from wellbeing staff to students/families who indicated they were struggling or for whom concerns were raised by classroom teachers
- wellbeing tips and ideas in all whole school communication
- whole school participation in Rights, Resilience and Respectful Relationships
- specific health and wellbeing communications
- keeping a connection to the school via E-News, news feeds, SMS, school community activities.

Positive endorsement in the Sense of Connectedness factor of the Attitudes to School Survey was just below the state and similar schools' average. In the Managing Bullying factor, the school's positive endorsement is above state and similar schools' average.

Results from the Parent Opinion Survey showed that of the 25 factors, the percentage of positive endorsement for the school was higher than the state mean in all but one of the factors, where it was the same. Written and verbal feedback from parents and students reinforced that the work done, to help students be in position to learn and achieve to the best of their ability, is important and relevant and very much appreciated.

Engagement

The average number of days absent for students in 2022 was 22.5. This was a much higher average number of days than previous years. However, Albion had a lower average number of days than similar schools and the state. Illness impacted highly in 2022. As well as incidences of COVID and the required isolation, students and staff were struck down by other illnesses throughout the year. Travel was once again possible after two years of not being able to do, so family holidays also accounted for the increase in the average number of absence days. The school's 4-year average is lower than similar schools and the state average. We continued to follow up student absences, but were unable to finish the year without any unexplained absences. In 2022, year 3 students had the highest attendance rate, followed by prep students. Year 1s had the lowest attendance rate, followed by the year 5 students.

Many students had difficulty adjusting to fulltime onsite schooling, particularly children in years 1 and 2 who had never been to school for a full year before. Changes in staffing during term one and two also made things challenging for these students. Albion Primary School is proud of the work done in 2022 to support students in building resilience, persistence, engagement, and connection. The importance of a sense of belonging in students cannot be underestimated and is something the staff at Albion continue to work on. The wellbeing coordinator, along with the rest of the leadership team, worked with families to support those students who were having difficulty engaging back at school. Every effort was made to follow up with students and their families with whom we had concerns. Class teachers also flagged any concerns they had about students to the wellbeing coordinator. The wellbeing team also monitored vulnerable children, those under Student Support Services and those on the Program for Students with Disabilities. As a result of this support, student engagement improved.

The Attitudes to School Survey is undertaken by students in years 4 - 6 in April. The results of the survey in 2022 in all, bar one of the domains, had a lower percentage positive endorsement than the state and often similar schools. After the results were received in July, students were surprised to see the results being so low. After talking about their responses, the 5/6 students stated that because they had new 5/6 teachers, they were not sure about how the year would go. If they had to do the survey again, after getting to know their teachers, the results would have been much more positive. It was noted that the Resilience Survey conducted later in the year was very positive.

Other highlights from the school year

2022 was the year in which we were able to, once again, have school events.

Students and families participated in:

- Cooking Club (through Food Bank)
- School picnic evening
- Hat Parade
- Harmony Day
- National Simultaneous Storytime
- Book Week parade
- House competitions - paper planes, cross country, athletics
- Diversity Dash colour run

- Whole school assemblies under the new covered outdoor learning area (COLA)

Students were able to participate in:

- Swimming program
- Interschool sport
- Excursions
- Year 4/5/6 3 day, 2 night camp
- Year 5/6 free camp (Positive Start grant)
- Year 1/2/3 day camp
- Prep late tea
- Awards and graduation events
- Whole school assemblies
- Sporting Schools clinics in terms 1, 2 and 3
- National Ride2School day and subsequent Walk or Wheel Wednesdays as part of the Active Schools
- AFL Schools' Day
- Wheelchair basketball
- Skateboarding clinics

Parents' Club organised various fund raising events:

- Bunnings Sausage Sizzle
- Election day sausage sizzle x 2
- Halloween Discos
- Mothers' and Fathers' Day stalls

Staff were able to participate in face-to-face and online professional learning including:

- Principal class network and area meetings/forums/conferences
- Resilience, Rights and Respectful Relationships
- Proactive Police network meetings
- Essential Assessments

After all the work the staff and students put into gaining our 3 of the 5 stars as a ResourceSmart School, Albion Primary School was nominated as a finalist in the Emerging School of the Year category as part of the 2022 ResourceSmart Awards. The house captains and a couple of staff took part in the awards ceremony at the MCG. While we did not win, it was a great experience and opportunity to connect with other ResourceSmart schools.

Four students competed in the Victorian Primary Coding Challenge and came 4th out of 28 schools involved. A great effort.

Financial performance

The Student Resource Package (SRP) was the major source of funding to the school and was allocated mainly through per student rates. In 2022 through the SRP, the school also received equity funding. This additional funding provided an individual loading for students from disadvantaged backgrounds. It was used to support our students in their English and Mathematics learning by providing the literacy consultant and numeracy coach to work with staff and students. Equity money was also used to provide Education Support staff to support students in the classrooms and provide resources that would otherwise be difficult for parents to supply, including subscriptions to relevant learning applications and software that students use. It is also used to ensure students could participate in excursions, swimming, camps, etc.

The school applied for, and was successful in receiving, a number of grants over the course of the year.

- The \$25,000 sun shade grant received in 2021 was expended in 2022, with the shade sail erected on the south west side of the BER building.
- The Minor Capital Works Fund grant of \$454,165.00 (which was applied for and granted in 2020 and received and in 2021) was finally expended in 2022. As the grant was over the amount schools are allowed to self-manage, the Victorian Schools Building Authority (VSBA) had to manage the project. The initial project was to provide the COLA, resurfacing of the basketball court, fencing around the carpark and a smaller shelter at the back of Block A. However, due to the length of time it took for the project to commence, the costs of building materials had sky-rocketed and we were only able to complete the COLA and fencing.
- We received \$30,000 from the Active Schools grant. We purchased some outdoor activity items for around the school but the majority of the money will be spent in 2023 re-surfacing the basketball court.

- \$3900 was received from the Woolworths Junior Landcare Grants to purchase equipment for monitoring the biodiversity around the school - monitoring equipment for the wildlife boxes we installed in 2021/22, binoculars for bird watching, giant magnifiers and the materials required to create a mural from recycled bottle tops.
- Sporting Schools grants for \$8400 were received throughout the year. This funding provided after school sports clinics for students across terms 1, 2 and 3 as well as sporting equipment relevant to the clinics.

The year ended in deficit. This was due mainly to the amount of illness during 2022 and the need to replace teachers. The cost for casual relief teachers (CRTs) required throughout the year was nearly three times what was budgeted. However, ensuring classes had teachers was most important. The other factor accounting for the deficit was the income for students in the Program for Students with a Disability (PSD) was much less than the payment for support staff. As a consequence, some difficult decisions had to be made regarding staffing and a reduction of time fraction was implemented.

The financial commitment for 2023, includes the Active Schools grant for the re-surfacing of the basketball court, expending the funds raised by the Parents' Club, and buildings and grounds works.

For more detailed information regarding our school please visit our website at
<https://www.albionps.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 198 students were enrolled at this school in 2022, 103 female and 95 male.

51 percent of students had English as an additional language and 0 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).

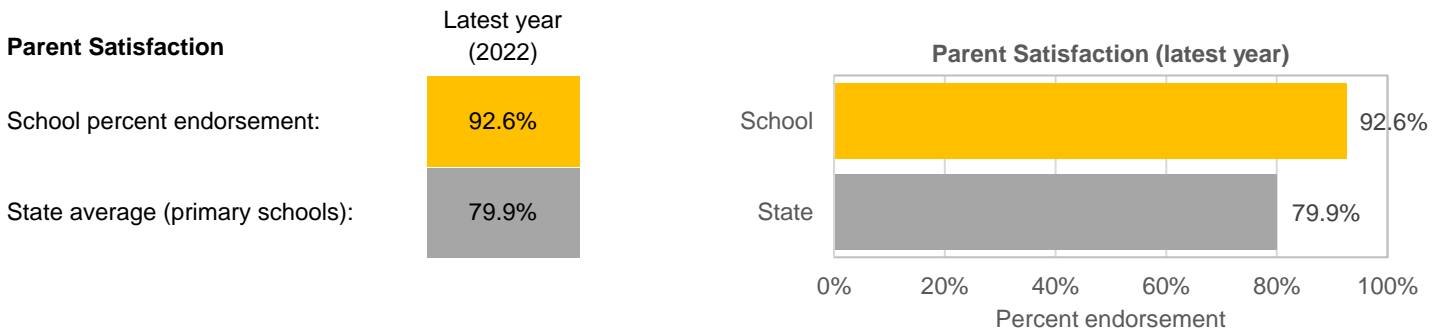
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

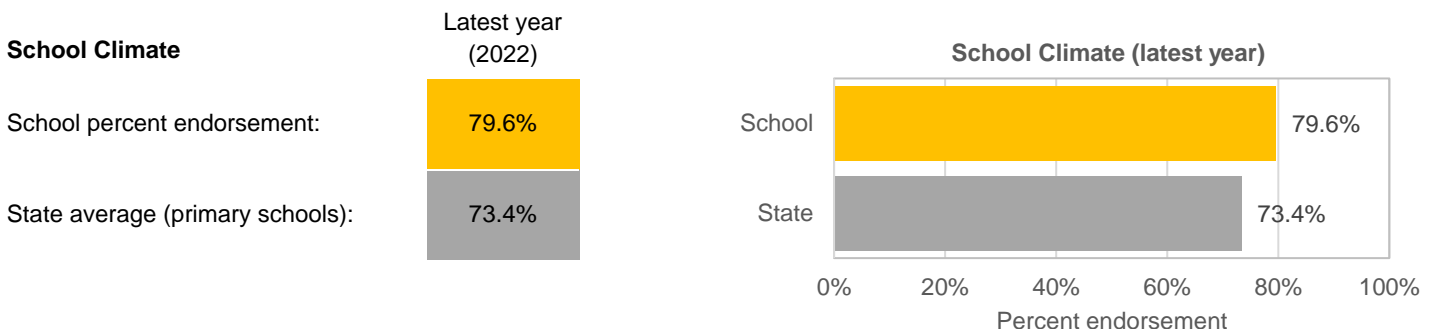


School Staff Survey

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

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:

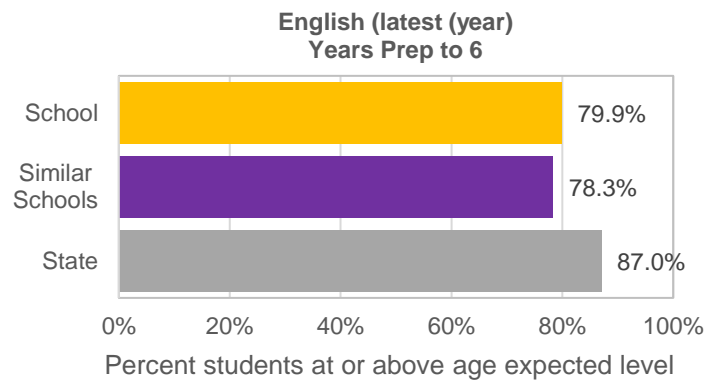
79.9%

Similar Schools average:

78.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

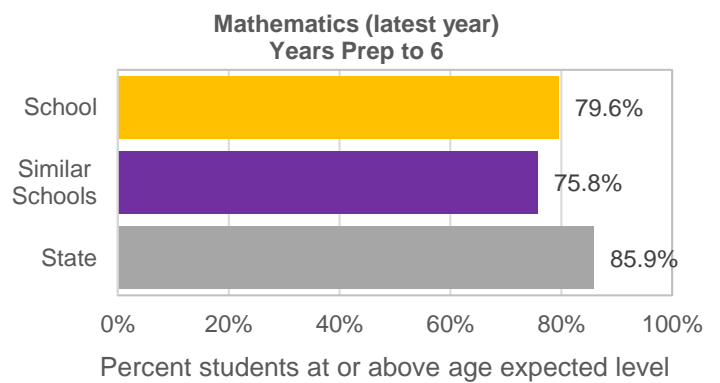
79.6%

Similar Schools average:

75.8%

State average:

85.9%



LEARNING (continued)

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

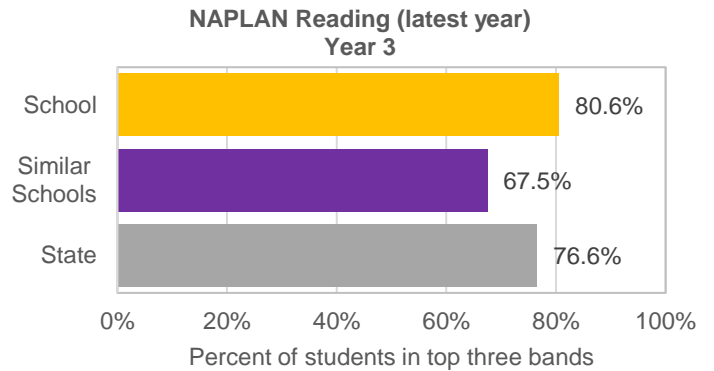
NAPLAN

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

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

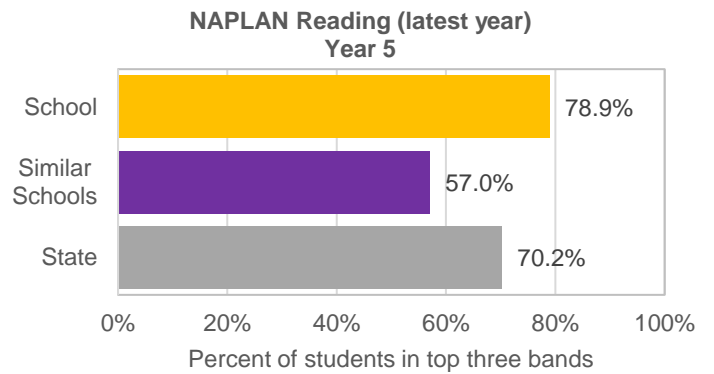
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	75.6%
Similar Schools average:	67.5%	67.0%
State average:	76.6%	76.6%



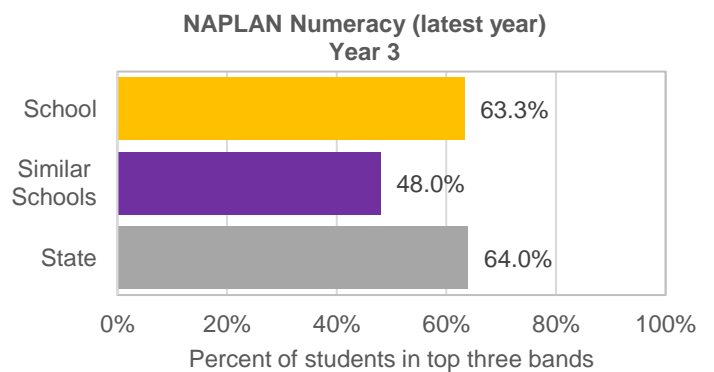
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	76.9%
Similar Schools average:	57.0%	57.6%
State average:	70.2%	69.5%



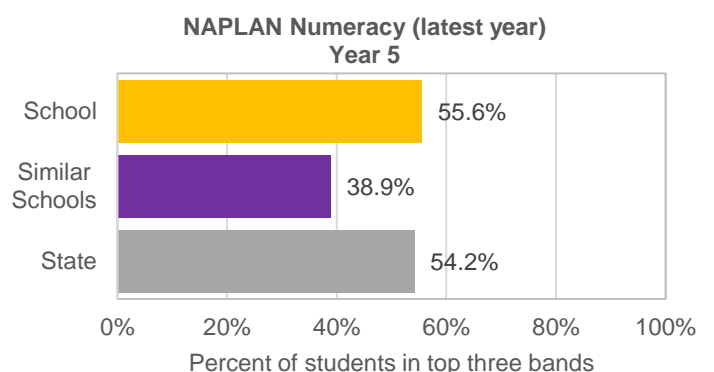
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	67.9%
Similar Schools average:	48.0%	50.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	54.0%
Similar Schools average:	38.9%	44.2%
State average:	54.2%	58.8%



WELLBEING

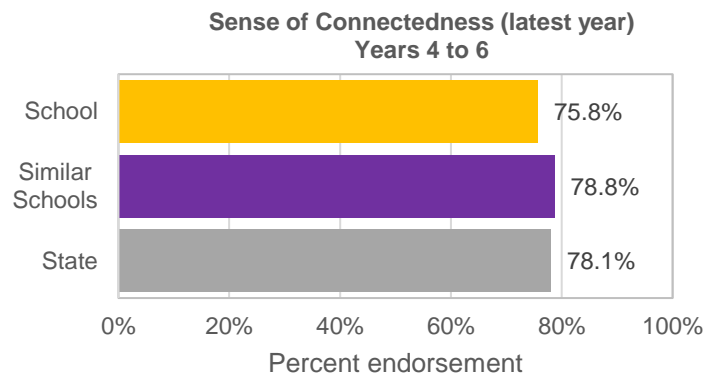
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	75.8%	82.3%
Similar Schools average:	78.8%	81.0%
State average:	78.1%	79.5%

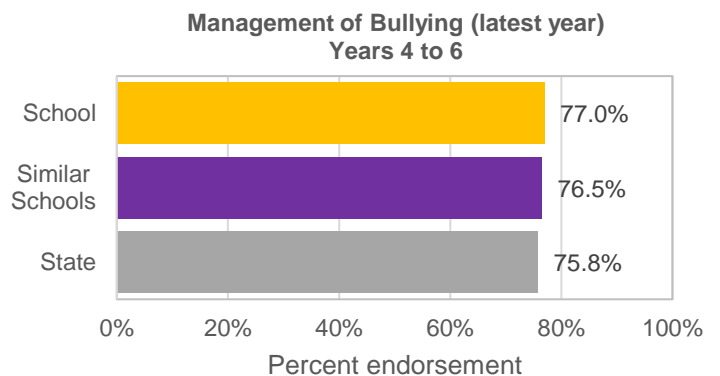


Student Attitudes to School – Management of Bullying

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:	77.0%	84.7%
Similar Schools average:	76.5%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

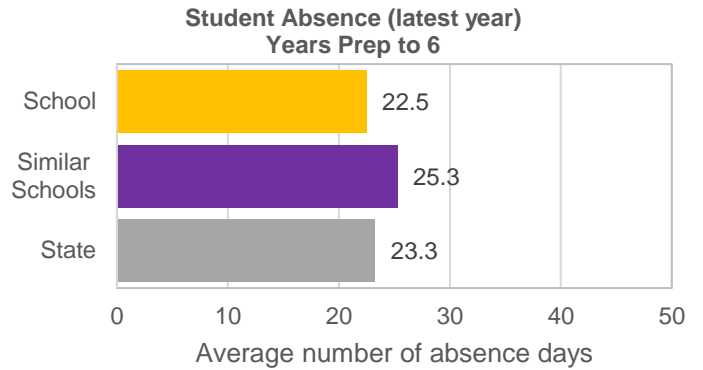
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.5	16.7
Similar Schools average:	25.3	20.1
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%	86%	88%	91%	89%	87%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,199,280
Government Provided DET Grants	\$442,822
Government Grants Commonwealth	\$8,423
Government Grants State	\$3,900
Revenue Other	\$15,425
Locally Raised Funds	\$86,972
Capital Grants	\$0
Total Operating Revenue	\$2,756,821

Equity ¹	Actual
Equity (Social Disadvantage)	\$323,009
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$323,009

Expenditure	Actual
Student Resource Package ²	\$2,338,344
Adjustments	\$0
Books & Publications	\$3,211
Camps/Excursions/Activities	\$40,565
Communication Costs	\$7,943
Consumables	\$82,433
Miscellaneous Expense ³	\$28,732
Professional Development	\$4,560
Equipment/Maintenance/Hire	\$27,100
Property Services	\$31,922
Salaries & Allowances ⁴	\$103,946
Support Services	\$82,726
Trading & Fundraising	\$23,801
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,335
Total Operating Expenditure	\$2,799,616
Net Operating Surplus/-Deficit	(\$42,795)
Asset Acquisitions	\$38,781

- (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	\$242,150
Official Account	\$11,966
Other Accounts	\$0
Total Funds Available	\$254,116

Financial Commitments	Actual
Operating Reserve	\$73,290
Other Recurrent Expenditure	\$2,353
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$37,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,765
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$6,000
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$127,408

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.