

2022 Annual Report to the School Community

School Name: Kingsville Primary School (3988)



- 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 05 April 2023 at 02:33 PM by Kathleen Ginnane (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 06 April 2023 at 09:54 AM by Glen Yates (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

Kingsville Primary School is located in the Yarraville / Kingsville area west of Melbourne, 9km from the CBD and is part of the South Western Victorian Region of Government schools. A vibrant school which has a long and rich history it is currently in the 104th year of serving the local community.

Kingsville as an IB World School is authorized by the International Baccalaureate Organization to deliver the Primary Years Program. This inquiry based learning framework provides for comprehensive delivery of the Victorian Curriculum and implementation ensures reliable, vigorous and rich provision supported by research and innovative practice.

Kingsville is clear in its resolve and purpose to build a community of active, engaged and compassionate lifelong learners, equipped to meet the challenges of a rapidly changing world and so, develop to become responsible global citizens. Articulated values support the vision and see thinking, inquiring, communicating, being open minded, balanced, caring, principled, courageous, knowledgeable and reflective integral to all aspects of school life.

The declaration of Covid-19 as a pandemic in March 2020 gave rise to circumstances which ultimately saw a third school year 2022, eventuate to be unique in nature. Re engagement with students and community continued to be priority work and, teaching learning tailored support, timely response and, adjusted methods of provision all contributed to success.

The 2022 year was the final year of the Strategic Plan period 2018-2022. A successful DE School Review was undertaken, and the process and outcomes were celebrated by students, staff, community and school council. A resulting Strategic Plan for the next four year period was subsequently determined. In addition in 2022 a scheduled evaluation was undertaken by the IB International Baccalaureate Organization. The results of this acknowledged KPS fidelity with respect to program implementation and, in turn the impact upon school achievement and optimum outcomes for students.

To begin 2022 Kingsville had a student enrolment of 532 drawn predominately from our "local area" (zone). In December this sat at 517 so only a modest variance. The student population included 2.0% who were Aboriginal or Torres Strait Islander and, 10% for whom English was an additional language. The decision by a number of families to move out of Melbourne and/ or, closer to other family members as a result of the pandemic continued to impact on student numbers in the second half of 2022. The enrolment level for 2022 did however continue to be bolstered by current families with 36% of the 2022 Foundation (prep) cohort of 54 students, being siblings of current students. Policy and procedure relating to enrolment in line with DE expectations, ensured that places were available for all families who requested them i.e. from within the 2022 government designated neighbourhood school area zone. The Student Family Occupation and Education index (SFOE), the measure of context which "speaks" about the demographic of the school community takes into account parent occupation and education. For 2022, the index for Kingsville again moved in response to the increasingly higher socio-economic background of students and, the decreasing number of non English speaking background students. This resulted in the school registering a Low SFOE band which, equates to a High SES band for our socio-economic profile/status.

In 2022 students were grouped into 24 class groups and housed in a mixture of older and contemporary learning spaces and were supported in their learning by a dedicated team of professionals made up of 46.0 equivalent full time staff inclusive of 3.0 Principal class members, 37 teacher class and, 3.0 administrative, 3.0 ESS. The provision of specialist and intervention staff impacted positively on achievement, student engagement and learning growth. In 2022 staff continued to work to build a culture of collaborative learning and were assisted in their work by a school community whose members continued to enhance the learning environment in a myriad of ways. Kingsville's emphasis on continuous improvement and high levels of reliability saw in line with the 2022 AIP (Annual Implementation Plan) a focus on Literacy, Numeracy and Student Wellbeing with explicit teaching at the core. Details of actions, interventions, responses and outcomes are contained within relevant components of this report.

Every year the school benefits from a clear sense of community evidenced by the existence of a strong home school partnership and pleasing levels of parent participation across a wide range of areas. In 2022 the Parent/Carer Opinion Survey in line with system requirements gave access to the survey to the survey to 109 families. Forty six families responded with an overall level of 57.8% endorsement. Pleasing levels of positive endorsement were gained across a number of survey factors with 50% or more positive responses in questions relating to – valuing parent / carer opinion and effective communication between teachers and parents and, a standout of 87% positive response for maintenance of school facilities. Whilst the response rate increased in 2022 from 2021 by 14 families work will continue in 2023 to actively address levels of parent response.

In 2022 the parent community once again came together rose to the challenges that post Covid presented and, worked with staff to ensure the best learning circumstances for their children - our students. There were further successes and learnings from this period which are expected to have an impact on shaping components of future teaching, learning and engagement practices.

I congratulate and acknowledge the school council for their governance and support during 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

Context in relation to completion of the 2018-2022 Strategic Plan saw an AIP developed for 2022 taking into account work to be completed and, DE areas of stated consideration.

The AIP documented a Learning and Student Wellbeing goal in response to the knowledge (gained through School Review school self-assessment), that some students had **thrived** in remote learning environment, others had **maintained** their progress and, some **needed extra learning and wellbeing support**.

Goal: In 2022 continue to focus on student learning with an increased focus on Numeracy and Student Wellbeing

This goal was addressed through Learning and Student Wellbeing key improvement strategies aimed at teaching and supporting each student at their point of need in line with FISO - Continua of Practice.

Kingsville Primary School sets high expectations and is committed to the academic and personal growth of each student. In 2022 teacher assessment against the Victorian Curriculum (F-10) and the National Assessment Program Literacy and Numeracy (NAPLAN), evidenced sound and satisfactory attainment levels of our students.

Teacher judgement in Literacy & Numeracy:

- The overall average for students P-6 achieving at or above expected levels in English was 95.5%. This was above Similar School average – 93.8% and, well above State average at 87%.
- The overall average for students P-6 achieving at or above expected levels in Mathematics was 92.8%. This was close to Similar School average –93.6% and, well above State average at 85.9%.

NAPLAN data from 2022 – Literacy & Numeracy – Year 3 & 5:

- **NAPLAN Year 3 Reading** – results were excellent with 88.8% of students ranked in the top three bands. The results were above both Similar Schools average and State average. The 4 year average results were high with 86.3% of students ranked in the top three bands which was very close to Similar Schools average and well above State average.
- **NAPLAN Year 3 Numeracy** – results saw 74.7% of students in the top three bands .The results were just below Similar School average but, well above State average. The 4 year average results with 71.3% of students in the top three bands was below Similar Schools but well above State average.
- **NAPLAN Year 5 Reading** – results were excellent with 85.3% of students ranked in the top three bands. The results were above Similar Schools and well above State average(by 15%). The 4 year average with 83.1% of students ranked in the 3 top bands was above Similar Schools and State average
- **NAPLAN Year 5 Numeracy** – results were excellent with 79.5% of students ranked in the three top bands. The results were significantly above both Similar School (by 15%) and State average (by 25%). The 4 year average was well above both Similar School and State average.

A range of actions in working to address the aligned key improvement strategies in the 2022 AIP saw focussed provision and support in the learning and wellbeing areas. These are evidenced and noted in both the 2022 Pre Review School Evaluation (PRSE) and the DE 2022 Review Report for KPS. Highlights included the continued utilization of the Tutor Learning Initiative which in 2022 saw 140 students involved in and gain benefit from continued development and implementation of the DE “Professional Learning Communities Initiative” including -

- professional learning to build leaders and teachers capacity to implement PLC practices and the FISO improvement cycle
- specific action to build teachers, data literacy in support of a data driven approach to planning teaching & learning programs

- improved documentation and implementation of assessment practices to identify individual literacy and numeracy needs

Students supported through the Program for Students with a Disability, all showed progress at satisfactory or above in achieving their individual goals as identified in their Individual Education Learning Plans. Contributing significantly towards all student learning outcomes and results, was a continued focus on practice excellence. Work continued in building the capacity of every teacher to ensure high quality and consistently reliable practice was possible, visible and, sustainable throughout the school. In line with the goals set in the 2022 AIP there was continued emphasis on maximizing the learning and growth in Literacy and Numeracy and the Wellbeing of each student. The assurance of the non negotiables of instruction and practice at KPS were priority and, something every member was held accountable for. In turn, the monitoring of individual student performance, strategic intervention, scaffolding and, effective use of individual learning plans continued to impact positively on student learning outcomes. The Primary Years Programme continued to be the pedagogical framework used to deliver the Victorian Curriculum (F-10) being the coherent and comprehensive content to be taught.

Wellbeing

At Kingsville we endeavour as a learning community to provide a supportive and engaging learning environment for our students. The 2022 school year brought with it the ongoing challenges of building student levels of confidence and wellbeing and re connecting with students and families. Pre Covid programs and practices reviewed in 2021, continued to be enhanced and renewed in 2022 in response to community, staff and student opinion feedback. Findings from the 2022 School Review and a range of surveys and reports contributed to the development.

In any year our school facilitates a strong Transition Program which supports students in moving confidently between the various stages of schooling. In 2022 this program and approach proved to be a vital contributor to student wellbeing. Transition at Kingsville, continued to be viewed as not a point in time event but rather, an ongoing experience that, if begun well should continue to support students throughout their school life.

Ongoing priorities included extensive and informed timely professional best practice information sharing about each child. This involved engaging effectively with a range of pre-school settings to ensure all appropriate information was available to Foundation teachers. Government school system procedures which provide a flow on of information to teachers regarding their new students in all levels again ensured relevant and timely data and context to begin the school year. Throughout 2022 staff and leadership at KPS again worked strategically to ensure students and their families felt welcomed and connected to the school.

This work was facilitated through effective pre-school contact, an orientation program for children and, strong family induction and support via a range of activities leading through from late 2021 to early 2022. All Foundation students were involved in the Buddy Program (Amici) in their first year at school. The success of this initiative historically sees many of these friendships continue for a number of years throughout primary school life and beyond. Our Year 5 and 6 students worked and were supported through their preparation for secondary school with a continuing focus on personal organization and time management involving online tutorials. In 2022 work to build resilience, agency was certainly a continued priority and activities to assist in the development of personal capacity with regard to the requirements and challenges related to transition to secondary school in challenging and unusual times continued. The "Leaving Their Mark" initiative (part of the KPS journey), saw Year 6 students again organize a specific agreed actions. In Term 4, the traditional school "Rights of Passage" experiences and the Year 6 PYP Exhibition took place. The Graduation experience was able to be held again off site and saw students, families and teachers able to engage collectively in this symbolic end of primary school life.

Results from the 2022 Student Attitudes to School Survey (Years 4-6) indicated levels of student responses to:

- student safety
- connectedness to school, peers and teachers
- management of bullying

School percent endorsement Sense of Connectedness- was lower than Similar Schools and State average however, the 4 year average at 74.7% was closer to Similar School average and State average. Pre-Covid levels of percent endorsement was significantly higher and moving forward in 2023 "unpacking results" and working with students, staff in building their understanding of the survey questions, clarifying their perception and, highlighting their levels of contribution and connectedness is being undertaken.

Engagement

Relationships are key to a thriving school and at Kingsville the promotion of positive relationships amongst students, between students and staff and, between 'the school' and, all our families is seen as paramount.

The return of students to onsite learning in 2022 posed a range of challenges in working to build back levels of engagement and connection to the school. These challenges were addressed and saw priority programs re introduced and enhanced including – School Leaders, Step-Up, Transition and Buddy Programs. The work of the Junior School Council was highlighted, expanded and emphasized. As a team these students were involved in and, contributed voice and agency to the 2022 School Review process.

A range of opportunities for student voice and agency development were renewed in response to "post Covid" challenges. These aimed to build increased student knowledge and understanding regarding what student voice and agency is, how to recognise it and, the opportunities available on a daily basis to actively engage in it. Increased levels of resilience, persistence overall engagement and social capacity was seen as priorities. A range of approaches, programs, supports and differentiated communication methods were employed.

Absence and attendance data in 2022 continued to be impacted on by:

- the ongoing challenges in "return to school"
- expectations of ongoing attendance
- levels of increased anxiety for a number of students
- families having greater levels of opportunity to work from home impacting on some students attendance

In response our school wide approach to monitoring attendance was further refined. As a result being able to account for every student every day and, develop strategies to increase attendance for those not attending on a regular basis was achieved.

In 2022 attendance rate from Prep (Foundation) - Year 6 were all at or above 90% with only a variance of 1% across the 7 levels. The school average number of absent days was 18.6. This was below Similar Schools average at 20.3 and, well below State average at 23.7. The 4 year average of 12.4 days was an excellent result and, below Similar School and State average.

The links between high rates of student attendance, student learning outcomes and wellbeing is known, highlighted and at the core of all endeavours in this area.

Financial performance

Kingsville Primary School maintained a sound financial position throughout 2022. The school's Strategic Plan 2018-2022, along with, the Annual Implementation Plans, continued to provide the framework for school council allocation of funds to support school programs and priorities. These included in 2022 resourcing the Primary Year Programme of the International Baccalaureate Organization along with the associated staff professional development requirements. The 2022 cash budget clearly reflected Kingsville's provision priorities and all decisions made in developing and approving components of budget acknowledged strategic intent. The budgetary cycle processes were thorough and, in line with government expected processes and timelines. They included decisions regarding appropriate levels of cash reserves to be maintained to meet any short or, longer term unplanned / urgent or, unexpected budgetary variations necessary.

Equity Funding (\$36,319) – 50% credit, 50% cash, was utilized to support additional learning needs of students including targeted professional learning to address individual needs and student learning styles in working to reduce disadvantage.

Locally Raised Funds – in Victorian Government schools include a number of components being:

- Parent Payments (Essential Education Items)
- Fundraising (as approved by school council)
- Donations
- Sponsorship
- Other e.g. trading operations – hire of facilities to outside agencies and funding gained from use of facilities for government elections

The financial position statement is expected to indicate an acceptable level of support for ongoing school development and, reserves to provide for planned expenditure and budget variations that may be required. Planned expenditure (less and more than 12 months) in areas of asset/ equipment replacement, capital /buildings and grounds and maintenance / buildings and grounds is

expected to be noted, and these commitments are accounted for within surplus.

The overall strategic financial planning throughout 2022 ensured the school is in a sound financial position for both current short and long term need.

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 532 students were enrolled at this school in 2022, 266 female and 266 male.

10 percent of students had English as an additional language and 2 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).

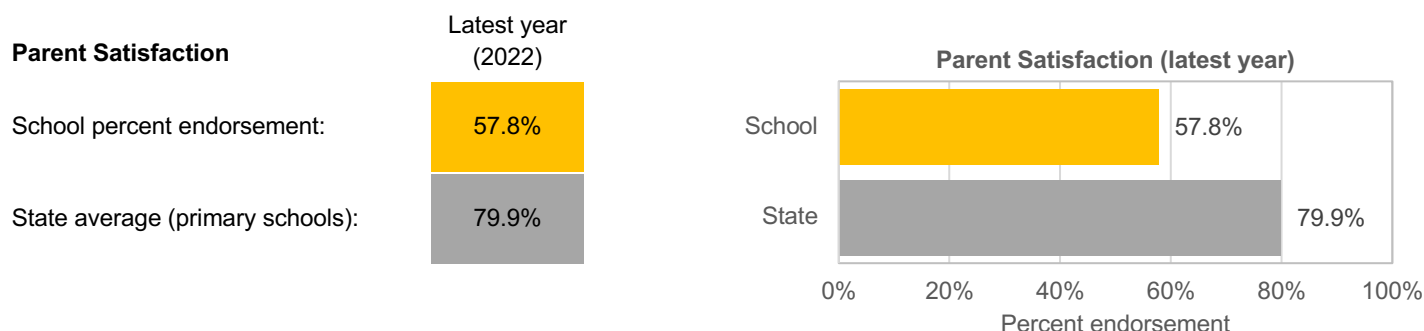
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

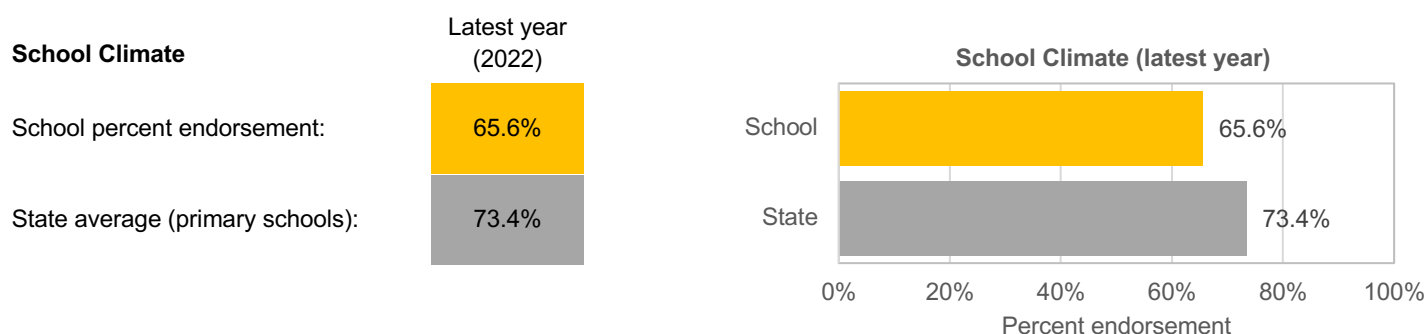


School Staff Survey

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:

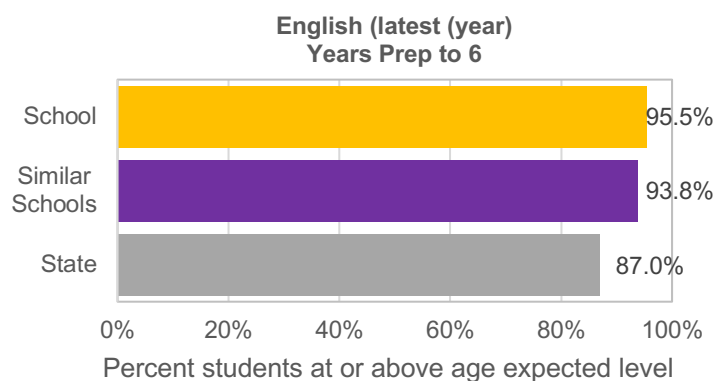
95.5%

Similar Schools average:

93.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

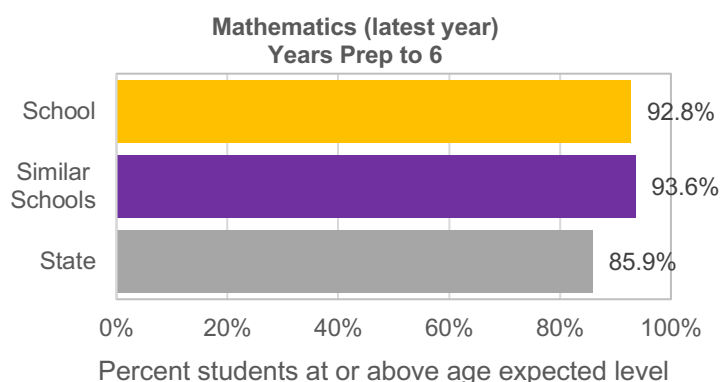
92.8%

Similar Schools average:

93.6%

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.

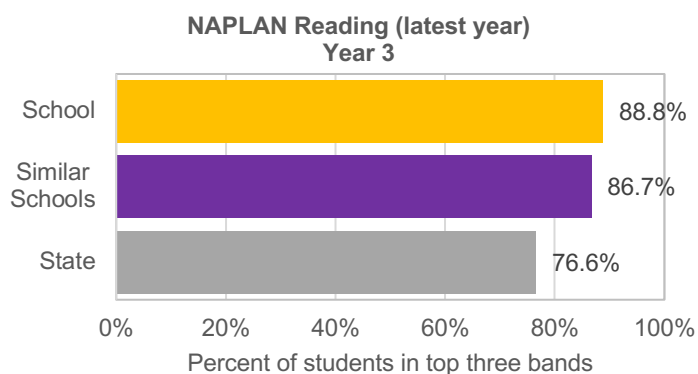
NAPLAN

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.

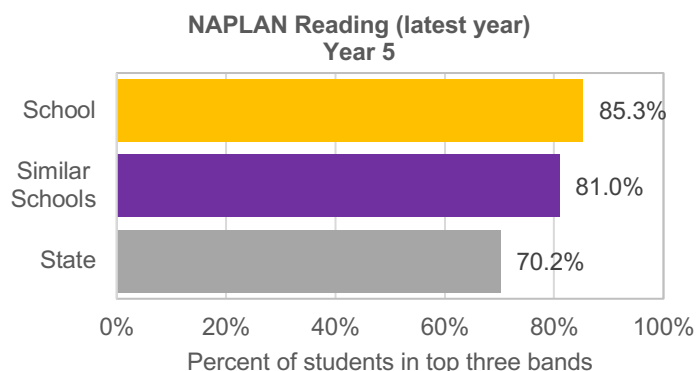
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.8%	86.3%
Similar Schools average:	86.7%	87.3%
State average:	76.6%	76.6%



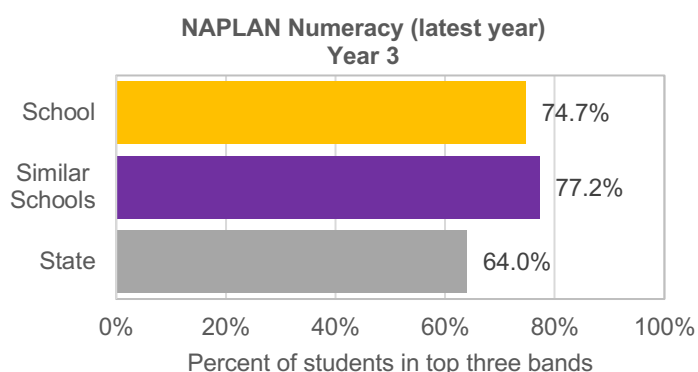
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.3%	83.1%
Similar Schools average:	81.0%	80.9%
State average:	70.2%	69.5%



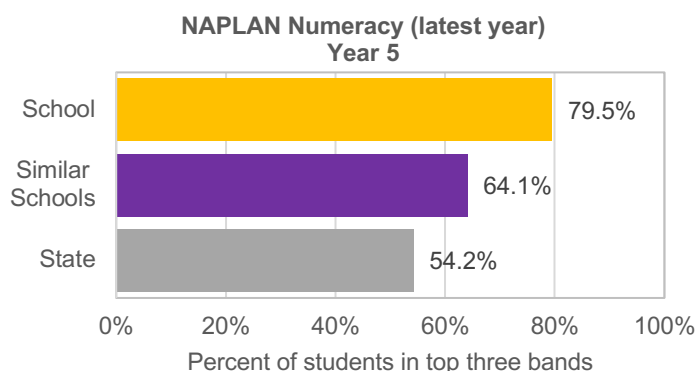
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.7%	71.3%
Similar Schools average:	77.2%	79.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.5%	80.9%
Similar Schools average:	64.1%	70.1%
State average:	54.2%	58.8%



WELLBEING

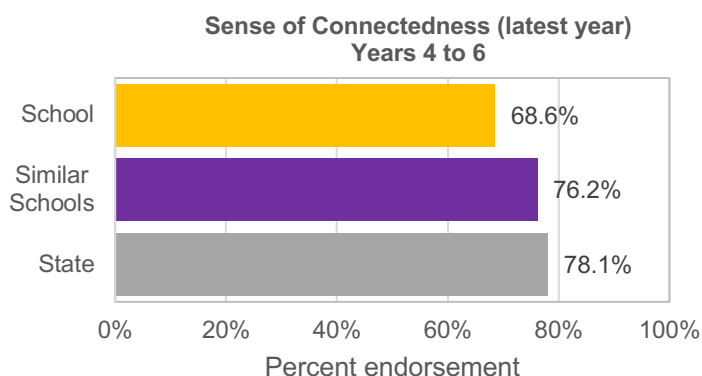
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.6%	74.9%
Similar Schools average:	76.2%	79.0%
State average:	78.1%	79.5%

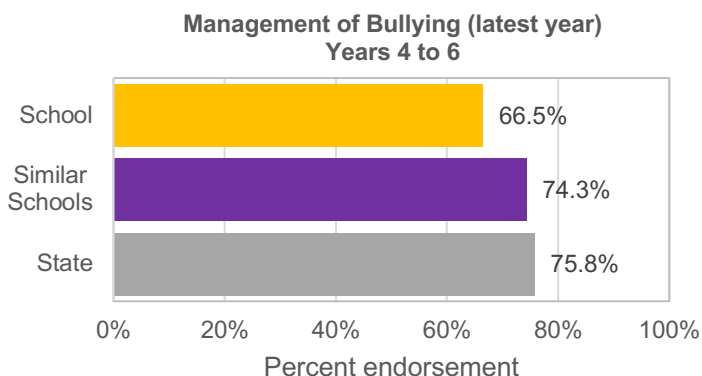


Student Attitudes to School – Management of Bullying

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:	66.5%	74.7%
Similar Schools average:	74.3%	78.0%
State average:	75.8%	78.3%



ENGAGEMENT

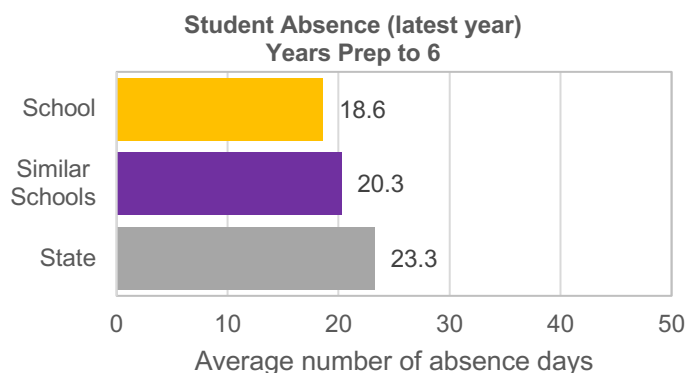
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.6	12.4
Similar Schools average:	20.3	13.8
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%	90%	91%	91%	90%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,431,041
Government Provided DET Grants	\$500,641
Government Grants Commonwealth	\$10,489
Government Grants State	\$5,000
Revenue Other	\$46,365
Locally Raised Funds	\$474,612
Capital Grants	\$0
Total Operating Revenue	\$6,468,149

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,319
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,319

Expenditure	Actual
Student Resource Package ²	\$4,520,412
Adjustments	\$0
Books & Publications	\$2,588
Camps/Excursions/Activities	\$224,882
Communication Costs	\$16,119
Consumables	\$145,657
Miscellaneous Expense ³	\$30,230
Professional Development	\$16,315
Equipment/Maintenance/Hire	\$40,075
Property Services	\$162,289
Salaries & Allowances ⁴	\$78,100
Support Services	\$155,188
Trading & Fundraising	\$7,921
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$22
Utilities	\$57,240
Total Operating Expenditure	\$5,457,038
Net Operating Surplus/-Deficit	\$1,011,110
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,700,290
Official Account	\$59,867
Other Accounts	\$0
Total Funds Available	\$1,760,156

Financial Commitments	Actual
Operating Reserve	\$132,375
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,600
Funds Received in Advance	\$0
School Based Programs	\$183,556
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$140,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$180,000
Capital - Buildings/Grounds < 12 months	\$295,000
Maintenance - Buildings/Grounds < 12 months	\$260,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$550,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,892,531

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.