

# 2022 Annual Report to the School Community

School Name: St Kilda Park Primary School (2460)



**St Kilda Park**  
**Primary School**

- 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 01 April 2023 at 04:11 PM by Neil Scott (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 09:10 PM by Elisa Webb (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 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)

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### 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.

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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 '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

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## School context

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km south of the Melbourne CBD.

Our vision is to create a challenging learning community where students strive to be curious and creative thinkers. We build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion.

Four core values guide community life, teaching, and learning at St Kilda Park Primary School; Resilience, Kindness, Creativity and Curiosity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

As of December 2022, our student population was 329, a drop of over 10% since the start of the pandemic. Our Student Family Occupation and Education Index (SFOE) of 0.1306 is way below the state median, reflecting a relatively affluent school community. The school's staffing profile in 2022 consisted of 15 classroom teaching positions and three part-time specialist teaching positions. We had two teachers employed as tutors through the Education Department Tutor Learning Initiative (TLI) to address the impact of the disruptions to learning caused by covid-19 in 2020 and 2021. There are three Principal Class Officers, two Assistant Principals and a Principal. There is a Business Manager and an Office Manager. There are seven part-time Integration Aides to support our students with Disabilities and Impairments. Our staffing profile is remarkably stable which reflect a happy and committed staff. Amongst a range of ideals, we value student agency, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved in school life and ensure that individual backgrounds and experiences are acknowledged and affirmed.

All staff members operate as a part of a Professional Learning Community and great emphasis is placed on teams closely working together to analyse student learning data to better understand the learning needs of our students and then to collaborate to ensure that precise teaching and learning takes place to allow all student to make progress.

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

### Learning

2022 represented the first year of our new School Strategic Plan and, whilst the impact of the COVID-19 pandemic continued to be felt through significant staff and student absences, it was mercifully free of the lockdowns and disruptions of 2020 and 2021 and, as the year progressed, we saw a return to more normal school operations. We therefore, feel that we were able to make a positive start to the core work outlined in the Strategic Plan.

Our 2022 Annual Implementation Plan had a core action to 'Build staff capacity in assessment, data analysis and high-quality instructional practice'. This was evident in a number of actions;

- Based on student learning data analysis and student and staff feedback, we researched and introduced a new spelling program in 2022. SMART Spelling was chosen and all staff participated in Professional Learning and Peer Observations to help ensure it was consistently embedded. SMART spelling has become a regular part of the timetable mostly being taught in the morning. Discussions around spelling are becoming more frequent during planning sessions. Anecdotally, staff and students are positive around this new program and the level of consistency and fidelity to the approach (as witnessed via peer observations) is strong. South Australian Spelling Test Data in term 4 shows 65% of our students have made 6 months growth in spelling age since the new program was introduced in Term 2. This is a metric that we will continue to closely monitor as SMART Spelling becomes embedded.
- Staff capacity in data analysis and appropriate instruction was built through the use of Intervention Learning Logs. All year levels spend a session each term unpacking teacher judgements to identify students who are 6 months below the age expected level and 18+ months above the age expected level. These students are then placed on an intervention learning log to help support teams when planning their curriculum/lessons to ensure they are catering for all students. At the beginning of planning sessions, an intervention learning log is reviewed to ensure students are being catered for. The review focus on evidence collected and the effectiveness of teaching strategies employed during the week. The intervention learning logs have also been used to identify the students in our tutoring program showing a distinct connection between classroom teachers and the Tutor Learning Initiative. This process has greatly increased staff confidence in reading data and also improved our ability and confidence to address it through tier 1 and 2 interventions. An example of a learning log is attached. Staff survey data showed that percentage positive responses for instructional

leadership went from 67% in 2020 to 89% in 2022. For collective efficacy, the percentage positive responses went from 62% in 2020 to 82% in 2022. We see this work as a great foundation and precursor to our involvement in the DET Professional Learning Community initiative in 2023, which will help us to address another core Strategic Goal, 'Embed an effective PLC approach'.

In terms of student learning data for 2022, whilst we do not have relative growth data from our 2022 NAPLAN data (due to there being no Year 3 testing completed in 2020), Year 5 students achieving results in the top 2 bands outperformed (sometimes significantly) both Similar and Network schools in every subject area. Whilst we cannot track their progress from Year 3, it is pleasing to see that our upper-school students are achieving such outstanding results with large numbers of them performing above age expectations academically.

Our teacher judgement data around students making 12 months or more growth in 2022 in reading is 91% (6% above our target). In Writing, students making 12 months or more growth in 2021 is 88% (8% above target). In number, students making 12 months or more growth in 2021 is 91% (6% above target).

## Wellbeing

Student Wellbeing also forms a central part of our new School Strategic Plan and, as we returned to normality after two years of significant disruptions, became a clear and obvious area of focus for our school. The Strategic Plan goal to 'Strengthen Student Wellbeing' was reflected in our 2022 Annual Implementation Plan (AIP) actions to 'Embed a whole-school approach to student social and emotional learning' and 'Implement strategies to respond to student emotional and mental health needs'.

Work started in 2021 to streamline and consolidate our Social and Emotional Learning into a coherent and logical whole-school model continued in three highly visible ways;

- Staff Professional Development was completed with Vanessa Hamilton around sexuality education in term 2. Work was done by our wellbeing team to support staff in delivering the content themselves in the classroom, a progression from the external expert delivery in 2021. We believe that this model will upskill teachers and make it more sustainable.
- Our implementation of Respectful Relationships continued and a whole-staff Curriculum day was spent with DET staff providing learning around Respectful Relationships Units 7 and 8. Teams then delivered this content with support from our Wellbeing Learning Specialists.
- Professional learning was undertaken by staff in Circle Time and this became a core expectation in all classes across the school. Peer observation rounds were completed at two points during the year to support staff to introduce this into their own practice and so provide a forum for students to share concerns, ideas and to build teacher empathy.

In terms of responding to student emotional and mental health needs, engagement with external counsellor for students through the Disability inclusion Tier 2 funding has allowed us to provide a resource for students and families who present with mental health difficulties. This has been hugely successful and the amount of students accessing this support, and the feedback from parents whose children are accessing the support, is a huge positive. Many of these families report the impossibility of finding a mental-health professional outside of the school currently so it has been wonderful that we can offer this in-house.

Whilst our Student Attitude to Schools survey data saw little change in 2022, and certain indicators of student wellbeing continue to be a concern, we feel that we are on the right path in this area and are confident that further focus and effort to embed these practices will lead to improved data.

We did however see improvements to (already very strong) parent opinion survey data in all areas, in particular those around student wellbeing. Parent percentage endorsement for Confidence and Resiliency skills rose from 87% in 2021 to 96% in 2022 (against a similar schools score of 81%). Student connectedness rose from 93% in 2021 to 94% in 2022 (against a similar schools score of 90%). Managing Bullying rose from 85% in 2021 to 94% in 2022 (against a similar schools score of 77%).

## Engagement

Engagement of students and families with the school is a major priority and was an area of focus for the school in 2022.

In the last Strategic Plan, building partnerships with families and better engaging them in their child's learning through an effective ongoing reporting system was a key priority. After the disruptions of COVID-19, 2022 allowed us to properly address this through our use of regular Seesaw uploads shared with parents and carers to evidence student learning progress. Staff have worked incredibly hard to follow the ongoing reporting model and expectations set out at the start of the year. All students have a Seesaw 'portfolio' of learning videos, photos and audio recordings that celebrate and demonstrate their progress over the year. Each task follows a consistent format that briefly explains the learning task, highlights the key achievements or progress and outlines next steps/goals. The majority of families are regularly logging into seesaw to view these uploads. Parent Opinion Survey data showed some pleasing trends around the efficacy of this work. For the question, "There is effective two way communication between the teacher and parents at this school", we saw an increase from 86% positive in 2019 to 95% in 2022. Similarly, for the question "Teachers

communicate with me often enough about my child's progress", percentage positive responses rose from 70% in 2020 to 80% in 2022.

A separate survey of parents completed in November/December 2022 demonstrated that 85% of parents agreed or strongly agreed that ongoing reporting helped them to understand the type of learning being done in class (compared to roughly 50% for traditional end of semester reports). Only 10% of parents would like to see a return to end of semester reporting only.

A similar staff survey showed that, when compared to the 'old' formal end-of-semester reports, 70% of staff felt that Seesaw reporting allowed them to demonstrate the learning that is taking place in class and the progress being made, versus roughly 20% for the end of semester report

In terms of student attendance, as predicted, 2022 saw a significant decrease in overall student attendance rates and an increase in the percentage of students missing more than 20 days of school. In the COVID lockdown years of 2020 and 2021, when International travel was impossible, the percentage of students missing more than 20 days sat at 13% in 2020 and 8% in 2021. In 2022 this increased to a huge 46% of students. The key factors behind this were the large increase in confirmed COVID cases (with the need to subsequently isolate at home) and also a large number of families missing large parts of the year to travel overseas and visit family for the first time in 3 years.

The average number of absences increased from 9.4 days per student in 2021 to 23.9 days in 2022. This represents each student missing an average of almost 5 weeks of school and has clear implications around engagement and achievement.

As we enter 2023, a focus on attendance and ensuring students and families return to a pattern of being at school every day is key to the school achieving our Strategic goals and targets.

The implementation of the Disability Inclusion Model in 2022 provided us with large amounts of additional funding to improve student engagement in learning. The provision of funding to address 'Tier 2' adjustments allowed us to employ an occupational therapist and Speech therapist to work at the school and provide intervention for individuals and groups identified as needing such support. Whilst understanding this new model took a lot of hard work and planning, we are proud at the wide range of additional supports that we can offer our students and families that were previously not possible.

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## Other highlights from the school year

The lifting of COVID-19 restrictions throughout 2022 saw a return to many school events and traditions that had been unfortunately cancelled or otherwise altered and downsized in 2020 and 2021.

Celebration of the Arts is the highpoint of our school year and a wonderful showcase of our value of Creativity and the high priority that we place on our Arts programs. Our 2022 event 'No Planet Bee' was our first COTA since 2019 and an absolute triumph. All students were a part of a number of performances of song or instrumental music and the accompanying visual Arts Show also showcased the learning of all of our students. The theme linked to sustainability proved popular with students and families and it was wonderful to bring the school community together again.

Term 4 also saw our biennial School Fete take place (the previous event in March 2020 happening just days before COVID changes everyone's lives in such significant ways). Similarly to COTA, the Fete acted as bookends to the pandemic and was a great celebration of our school community with fun events, rides, live music and performance and food and drink. The online silent auction proved a notable success and helped the fete to record the best financial results since they started back in 2014.

For a school of our size, our students continued to perform incredibly well in district and state-wide sporting events. Both our boys and girls teams reached the finals of the 'Tommy Lahiff' network AFL competitions – our boys bringing home the trophy and the girls coming so close in the final. Our Hooptime teams dominated the basketball gala day and qualified for both division and District finals. We also were proud to see students achieve wonderful feats in athletics, cross country and swimming division events.

Whilst our Year 3/4 and Year 5/6 camps somehow managed to go ahead in both 2020 and 2021, we were forced to cancel our planned interstate Year 5/6 camp to Canberra in early 2022 due to ongoing Education Department COVID restrictions and regulations. This was replaced with a Ter 4 adventure camp at Rumbug in Gippsland. Our Year 3/4 camp to Forest Edge also took place in term 4 and both camps were highly successful and demonstrated why school camps are such a key part of a child's time at Primary School.

During the year we also ran a number of other community events such as Jazz in the Park (in its 28th year) and our Parent Trivia Night. The return to the regular routines of school activities and the ability for parents to be onsite with no restrictions was a welcome feature of 2022 and represented our community coming together after such a difficult time during COVID.

## Financial performance

St Kilda Park Primary School finished 2022 in a strong financial position. Our Total Operating Revenue of \$4,270,118 comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds was slightly larger than our total expenditure of \$3,970,558. This left us with an operating surplus for the year of \$299,560.

The new Victorian Government Schools Agreement (VGSA) which came into effect halfway through the year provided us with increased funding per student and so a larger than anticipated surplus position as we enter 2023.

This healthiness of figure represents sound financial management and workforce planning, alongside the exceptional fundraising efforts of the fundraising subcommittee and the local community. In particular, our School Fete in November 2022 was a huge success from a financial point of view. This, alongside other events and activities during the year saw us raise a little under \$100,000 from fundraising alone. The impact of this, alongside significantly increased license fees from Team Kids for our Outside Schools Hours care contract and continued strong uptake of parent contributions and donations allows us to continue to provide resources and activities for our students which would otherwise be impossible. We are a well-resourced school greatly due to locally raised funds from our very engaged and generous school community. St Kilda Park Primary School is committed to continuing the provision of high quality educational opportunities as well as maintaining and improving the standard of our facilities.

The ongoing fall in student numbers will likely have a financial impact in 2023. Faced with a decrease in student numbers, we will see a decline in revenue that we hope is temporary and will possibly see us run a small deficit in 2023.

**For more detailed information regarding our school please visit our website at  
[www.skipps.vic.edu.au](http://www.skipps.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 339 students were enrolled at this school in 2022, 190 female and 149 male.

16 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

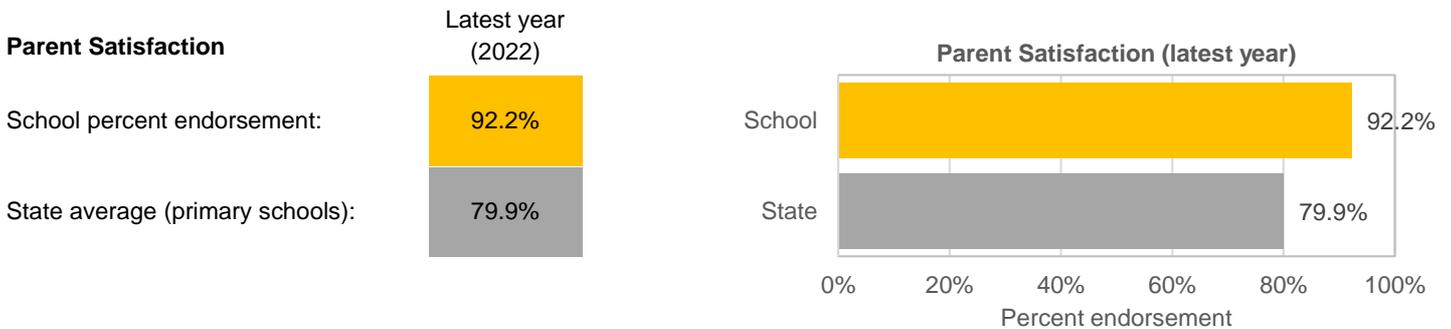
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

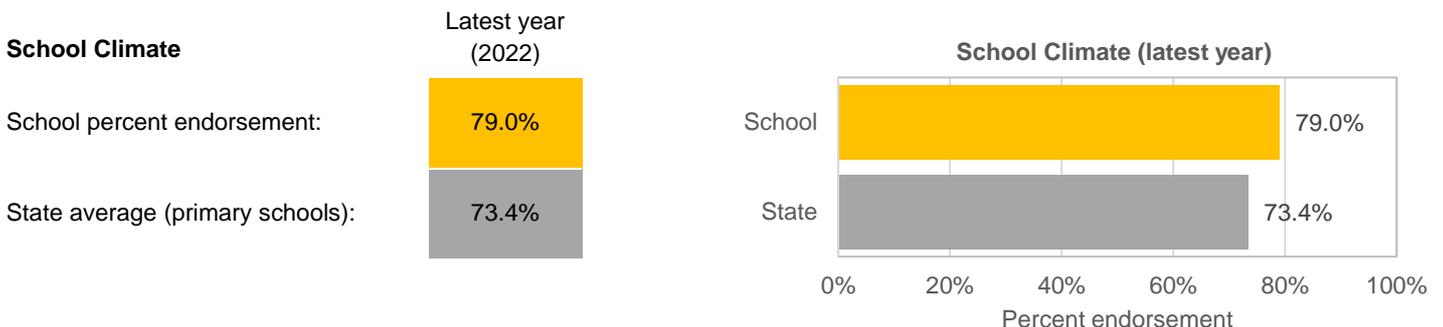


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

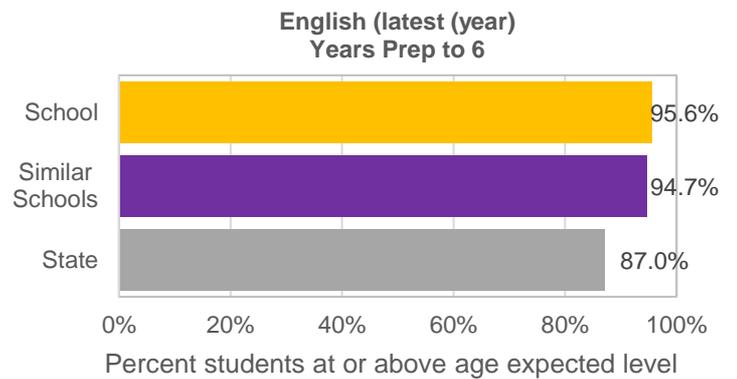
95.6%

Similar Schools average:

94.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

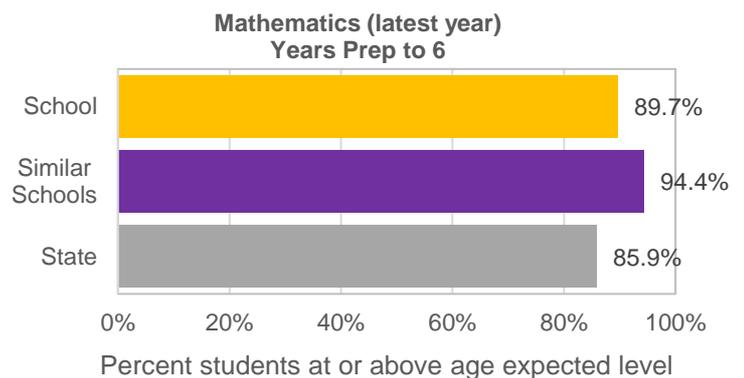
89.7%

Similar Schools average:

94.4%

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.

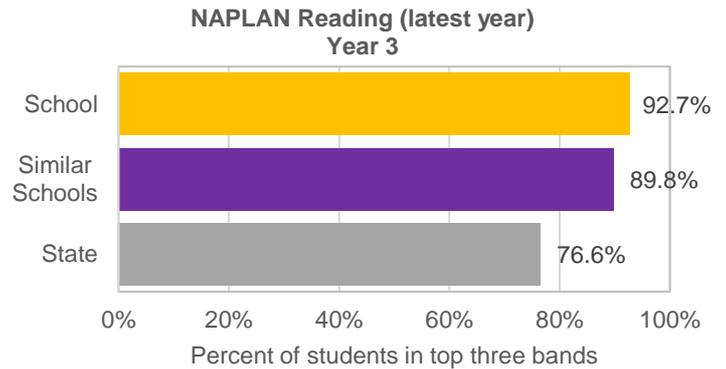
### NAPLAN

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.

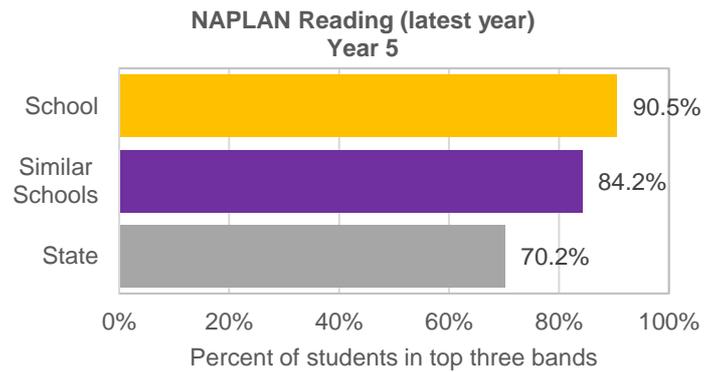
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.7%	91.6%
Similar Schools average:	89.8%	88.5%
State average:	76.6%	76.6%



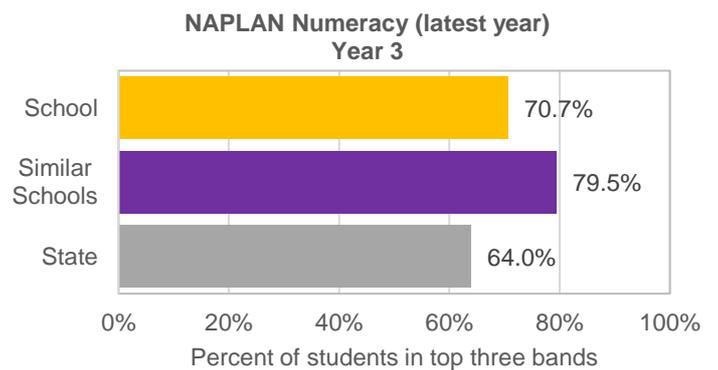
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	89.9%
Similar Schools average:	84.2%	83.8%
State average:	70.2%	69.5%



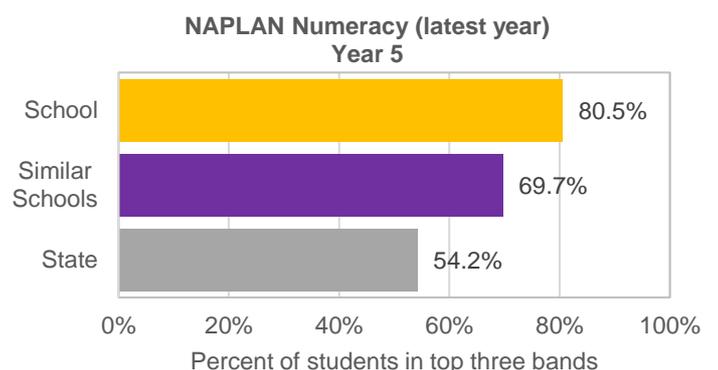
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	80.6%
Similar Schools average:	79.5%	81.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	81.5%
Similar Schools average:	69.7%	74.3%
State average:	54.2%	58.8%



## WELLBEING

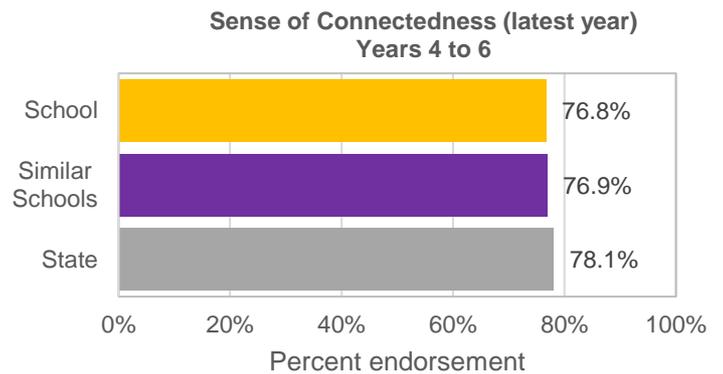
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	76.8%	78.0%
Similar Schools average:	76.9%	78.1%
State average:	78.1%	79.5%

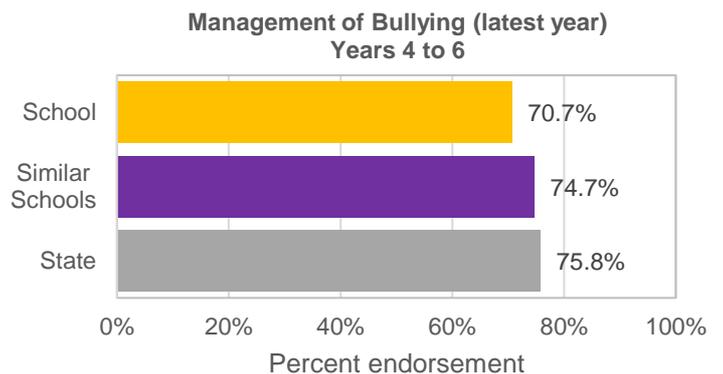


### Student Attitudes to School – Management of Bullying

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:	70.7%	73.2%
Similar Schools average:	74.7%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

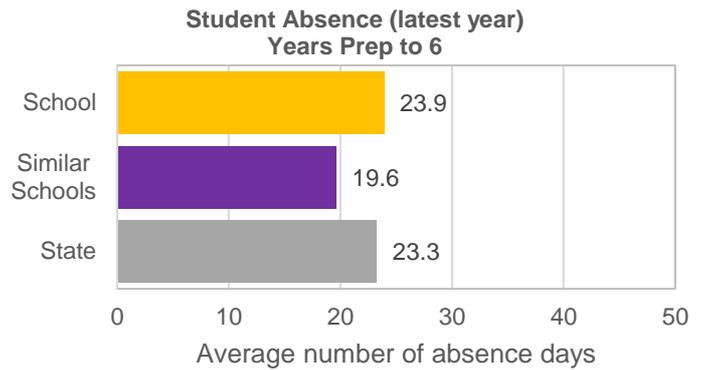
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.9	15.1
Similar Schools average:	19.6	13.5
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%	89%	89%	88%	88%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,171,910
Government Provided DET Grants	\$326,140
Government Grants Commonwealth	\$12,405
Government Grants State	\$45,000
Revenue Other	\$39,386
Locally Raised Funds	\$675,277
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,270,118</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,704
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,704</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,017,620
Adjustments	\$0
Books & Publications	\$5,091
Camps/Excursions/Activities	\$266,422
Communication Costs	\$8,879
Consumables	\$105,171
Miscellaneous Expense <sup>3</sup>	\$18,728
Professional Development	\$27,049
Equipment/Maintenance/Hire	\$78,921
Property Services	\$56,513
Salaries & Allowances <sup>4</sup>	\$159,471
Support Services	\$129,345
Trading & Fundraising	\$60,992
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,359
<b>Total Operating Expenditure</b>	<b>\$3,970,558</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$299,560</b>
<b>Asset Acquisitions</b>	<b>\$58,340</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$276,803
Official Account	\$27,166
Other Accounts	\$14,638
<b>Total Funds Available</b>	<b>\$318,608</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$152,706
Other Recurrent Expenditure	\$1,854
Provision Accounts	\$0
Funds Received in Advance	\$6,967
School Based Programs	\$23,700
Beneficiary/Memorial Accounts	\$5,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$63,000
Maintenance - Buildings/Grounds < 12 months	\$58,886
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$312,113</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.*