

# 2022 Annual Report to the School Community

School Name: South Melbourne Park Primary School (5562)

**SOUTH  
MELB.  
PARK**

- 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 20 March 2023 at 03:03 PM by Nicole Arnold (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 24 March 2023 at 10:26 AM by Nicole Campbell (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

South Melbourne Park Primary School has Kids at the Heart. Our vision is to 'inspire a new generation of curious minds'. We strive to develop highly literate and numerate learners who are critical and creative thinkers, risk takers and innovators. Located in Albert Park Reserve, South Melbourne Park Primary School offers students modern learning facilities in a unique heritage setting, surrounded by parkland and one of Melbourne's leading sports precincts. The historic Albert Park Signal Depot and Drill Hall buildings have been re-purposed as administration and learning spaces for the Arts, Music, Library, and classrooms. Alongside this, is a new state-of-the-art discovery learning block, with flexible learning spaces designed for 21st century teaching methods. Connecting the two buildings are spectacular native trees, which provide beautiful spaces in which to play and gather as a community. Students also enjoy a brand-new playground and a gymnasium with a competition-grade netball and basketball court.

In 2022, enrolments increased to 317 students, including a small percentage of international students. There were 15 classes with an average class size is 21.8. The structure of the school included three Prep classes, four Year 1s, three Year 2s, four Year 3/4s and one Year 5/6 class. The staff profile consisted of two Principal Class Officers, two Learning Specialists, 16.5 generalist and specialist teachers, (equating to 27.5 equivalent full-time teachers) and eight Education Support Staff (equating to 6.5 full time staff). Teachers worked in Professional Learning Communities (PLC) designing and planning curriculum and using cycles of inquiry to share best practice and improve student outcomes.

At South Melbourne Park Primary School, wellbeing and learning are valued in equal measure. Our educational philosophy is grounded in social and emotional wellbeing, and we equip children with the tools to become problem-solvers, to build and restore relationships, to be resilient, self-motivated, and engaged participants in their learning. We nurture children to develop self-belief, and a growth mindset that empowers them to live an abundant and successful life. Our cultural values underpin our work:

- Kids at the heart (Kids are kept at the centre of our decision making)
- Where children love to be (We nurture joy and engagement in learning)
- A step ahead (We raise the bar, to inspire each other)
- Play, as a team (We collaborate and thrive together)
- Learning doesn't just happen at school (We connect with our community and beyond)

Specialist programs at South Melbourne Park Primary School include Spanish, STEM, Visual Arts, Performing Arts and Physical Education. We also provide tutoring in Literacy and Mathematics. Further opportunities for students are provided through a range of extra curricula programs, including, choir, instrumental music, young engineers-robotics, taekwondo and various lunch time clubs.

The overall school's socio-economic profile is based on school's Student Family Occupation and Education Index (SFOE) which considers parents' occupation and education. South Melbourne Park Primary School's Index is 0.138 placing the school in the low band level when compared to the state median index of 0.4043. Specifically, 78.9% of our families are in the A or B Student Family Occupation category and 30% of students are funded for English Additional Language. We had two students identify as Koorie or Torres Strait Islander background in 2022.

The parent opinion survey indicates a high level of 'school satisfaction' at 84.4%. This is above the state average of 79.9%. Compared to the 2021 Parent Opinion Survey, Parent Satisfaction remains steady.

School Staff Survey results indicate that the endorsement on 'School Climate' has increased from 73.5% in 2021 to 84.3% in 2022. The state average is 73.4%. A total of 31 respondents completed the survey or 89% of staff (teaching and non-teaching). The 'School Climate' measure includes 10 different categories within it. Amongst those categories are 'Guaranteed and Viable Curriculum' (increased from 55% to 81%), which relates to the documentation and consistent curriculum approaches across the school, 'Shielding and Buffering' (increased from 42% to 72%), which relates to the ability of staff to do their work uninterrupted from outside interruptions, and 'Teacher Collaboration' (increased from 59% to 75%), which refers to how our staff work together. Our 2022 results in these categories, and in fact almost all categories, were all well above similar schools.

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

### Learning

### Framework for Improving Student Outcomes (FISO)

In 2022, the school's Annual Implementation Plan focused on delivering the state-wide school priorities of:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

### Key improvement strategies

In 2022 our key learning improvement focus was on Numeracy. Our two learning specialists completed the second and final year of Primary Maths Science Specialist training and led the staff in professional learning throughout terms 1-3. Consistent practice was built in the use of the 'Launch, Explore, Summarise' instructional model, with enabling, explore and extending prompts built into every lesson to support differentiation. Teachers built their pedagogical understanding of the use of authentic open-ended questions to prompt curiosity, thinking and problem solving in Mathematics. Student agency and independence was fostered through choice of material, task, strategies adopted and presentation of learning. Students have a visible Mathematics goal which is based on formative assessment in number, and can articulate what it is. Our Mathematics Key Improvement Team worked collaboratively to develop and refine a documented Guaranteed and Viable Curriculum Framework in Maths. The Assessment Schedule was also reviewed and refined, with support provided by the Regional Education and Improvement Leader.

Our teachers plan and work collaboratively in 'Professional Learning Communities' (PLCs). In 2022, PLC Inquiry Cycles focused on both support and extension of target groups of students. PLCs embedded their understanding of the Inquiry Cycle, diagnosing and evaluating data to set learning goals, considering teaching implications as they developed and planned lessons, sharing successful strategies and challenges as they implemented and monitored the plan, and utilising the Mathematics data tracker to assess student growth. Peer observation between teachers became an embedded part of our professional learning in 2022 and supported the focus on improvement in Numeracy. The leadership capacity of PLC leaders was also developed with individual coaching opportunities and leadership development days.

### Achievement

#### TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT

Our 2022 Teacher Judgement data of student achievement indicates that our students are achieving at or above the state average in both English and Mathematics. For English, we reported 92.1% students as 'at' or 'above' the expected level, compared to the state mean of 87.0%.

Our English results compare favourably when comparing Similar Schools (92.4%). Similar Schools are a group of Victorian Government schools that are like South Melbourne Park, considering socioeconomic background of students, the number of non-English speaking students and the size and location of the school. For Mathematics, our school reported 94.8% of students as 'at' or 'above' the expected level compared to the state mean of 85.9%. Again, Mathematics results compare favourably when comparing similar schools (92.0%) as well.

#### NAPLAN RESULTS

In 2022, we had 64 Year 3 students and 11 Year 5 students participate in the NAPLAN testing. --We view the trend data with caution due to the dramatically changing number of Year 3 students over the past 4 years and the very small cohort of Year 5 students over the course of the trend period. In all domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy we outperformed the state averages. In Reading, 90.9% of our Year 5 students performed in the top 3 bands compared to similar schools at 82.8%. Spelling, and Grammar and Punctuation results were also favourable in comparison to similar schools, at Year 5.

While our Year 3 students outperformed the State, our goal is to equal or better similar schools. Our work ahead lies in embedding consistent pedagogical models across PLCs, using evidence-based approaches, and high impact teaching strategies. As the school population becomes more consistent in the senior school, trend data will become more reliable. Given that NAPLAN was not completed in 2020 due to the Covid-19 Pandemic, there is no growth data available in this year's data sets.

### Wellbeing

The Framework for Improving Student Outcomes (FISO) 2.0 has been redesigned to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and advice from the profession.

We know that students are more likely to reach their potential if they feel a sense of belonging and connectedness and are able to learn in a safe and orderly learning environment. One of the main measures we use to evaluate student wellbeing is the Attitudes to School Survey (AtoSS). This survey is for students from Years 4 to 6, and in 2022 we had 37 students complete the survey.

In 2022 the percentage of positive responses to the 'sense of connectedness' factor was slightly below state and similar schools, with an average of 69.7% positive endorsement from our Years 4 to 6 students. The percentage of positive endorsement for 'management of bullying' was at 60.4%, and below that of the state, however the non-experience of bullying factor was at 81%, which was very close to the results at both state level and similar schools.

In 2022 the AtoSS results across the board at South Melbourne Park Primary School were significantly lower than the previous years. On review, it is noted that the administration of the survey and opportunity for students to fully understand the survey questions differed considerably to previous years. This will be a consideration for 2023.

In 2023, we will introduce a multi-tiered system of supports to promote student engagement. We will also be reviewing and re-developing our response to behaviour management through the lens of positive relationships and re-engagement. Students will be supported by staff to 'refocus' on their learning by co-regulating, being reminded, being re-taught or redirected; to 'adjust' their environment, task or thinking when the learner becomes disengaged; and to 'restore' their relationships with peers and staff so that every day is a fresh start. Staff will also be trained in Restorative Practice to support this work.

## Engagement

At South Melbourne Park Primary School, we aim to create an environment 'where kids love to be'. Student engagement is a critical component in improving student outcomes. Regular attendance is central to student achievement and absenteeism has a huge impact on student learning. On average, our student absence rate (24.4%) was slightly higher than the state (23.3%). Non-attendance can be for a variety of reasons including illness and extended family holidays. It should be noted that attendance rates across the state have risen significantly, post the Covid-9 pandemic. The Education and Engagement team will continue to closely monitor attendance and partner with families/carers and the community to implement targeted interventions and support.

These interventions include:

- attendance plans developed with families
- regular check-ins with families where attendance is a concern
- support for students with transition into the school day
- connection to Allied Health professionals and family support services/agencies
- absence learning plans provided for extended absence
- reminders in the newsletter regarding the importance of attendance and getting to school on time

Our student leadership structures have been reviewed and re-designed, ready for 2023, to promote a stronger focus on voice and agency, and peer representation, with an emphasis on student voice and engagement during playtimes and learning times. South Melbourne Park Primary School will strengthen our relationships with the broader community, harnessing the support and expertise of agencies such as School Focused Youth Services and building relationships with local schools such as through the grade 6 mentoring program with Mac. Robertson Girls' High School.

## Other highlights from the school year

Some of the highlights for 2022 include:

- re-engagement of the school community, and parents and carers being welcomed back into classrooms
- Families and Friends raising approximately \$50,000 towards the cost of the new playground
- a successful Years 3-6 camp at Sunnystones
- significant gains in the professional knowledge of staff in the area of Numeracy
- the success of our inaugural whole school performance
- our athletes proudly representing SMPPS at the district level

## Financial performance

After the challenges of the previous two years, It was fantastic to return to “normal” operation, enjoy a full year of onsite learning and resume many of the usual school activities, events and sports. Cautious financial management of previous years allowed us to embark on the 2022 school year with confidence that we would be able to continue to meet our financial obligations.

The Department of Education (DET) provide a cash grant to schools each term based on enrolment numbers and parent occupation data, to generate a funding model to support schools cash budgets. We received \$274,453 from DET for the 2022 school year to support our annual operational costs of approximately \$900,000. Parent Payments of \$151,550 were a much needed source of revenue that supported our operating costs, along with facility hire which generated revenue of approx.\$80,000. Building Fund contributions allowed us to continue with the rollout of air conditioning around the school however, the ground floor of the Discovery Building and Administration building remain without cooling.

The playground project was completed at a cost of \$135,448 of which \$70,336 was contributed by the amazing fundraising efforts of our Families & Friends team (2021 & 2022). Library Fund contributions allow us to purchase many books and resources for our wonderful Library. Financial contributions from families is vital for us to be able to provide all the learning materials, resources and equipment for all our subject areas, so that we can deliver high quality programs and opportunities for our students. In 2022, \$349,409 was paid to creditors to cover the cost of expenses such as learning materials, utilities, buildings & grounds maintenance, cleaning supplies, waste collection, furniture & fittings.

\$57,000 was transferred from our SRP credit (staff salaries) to the cash budget for local payroll salary expenses. Equity funding provided by DET was allocated against the salary of Literacy Intervention Teacher.

A number of grants were received from both Government and community organisations:-

- VSBA Shade Sail Program \$19,480
- Windsor Bendigo Bank \$2,500 to support the Sailing program
- Australian Sporting Schools - \$8,000 for sports equipment and specialized coaching and training opportunities (PE program)
- Volunteer Grant (F & F) \$1,600
- Community Chest Grant \$2,000 – developmental play items

Key expense areas for 2022 were as follows:-

- \$85,000 lease of devices and equipment as we do not have a student BYOD program in place as yet. Laptops and ipads are made accessible to students as needed. Photocopiers are also leased.
- \$16,380 was spent on furniture and fittings such as classroom tables & chairs, mobile storage units, cupboards, whiteboards
- Casual Relief Teacher expenses were \$205,751 for the school year.
- Staff professional learning \$28,700

We will continue with a considered approach to our cash budget with regular monitoring through both the Finance Committee and School Council, to ensure that we can meet our financial commitments and maintain surplus funds for future years. This will also ensure that our students are afforded access to the learning materials and resources required to provide them with a high quality education, in a comfortable, engaging and evolving learning environment.

**For more detailed information regarding our school please visit our website at**

**<https://www.southmelbparkps.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 317 students were enrolled at this school in 2022, 160 female and 157 male.

23 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).

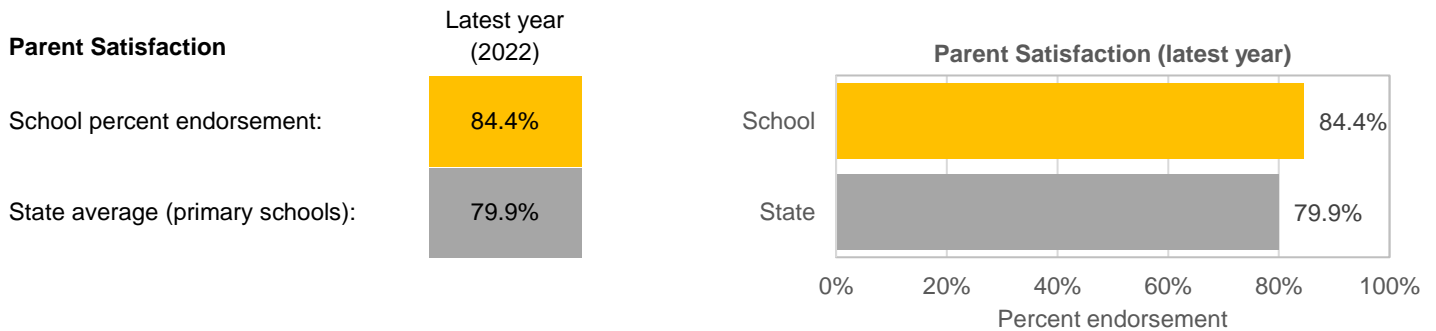
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

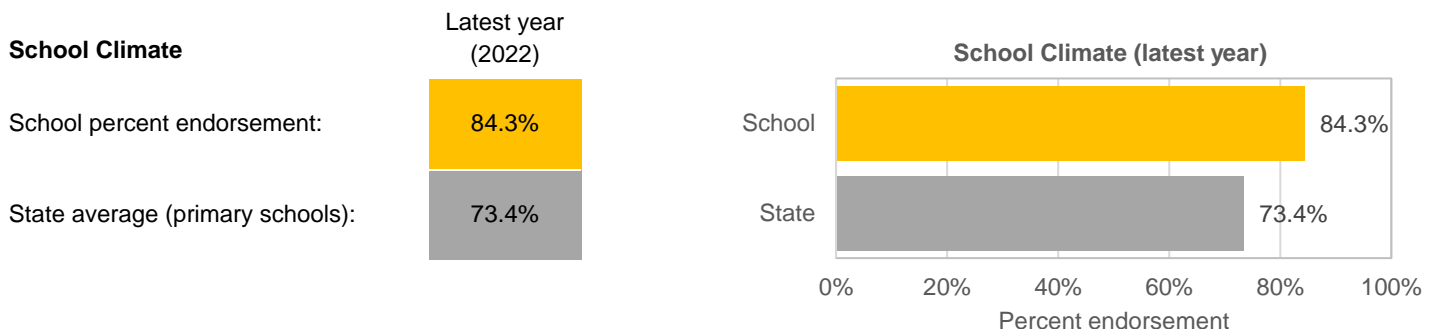


### School Staff Survey

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:

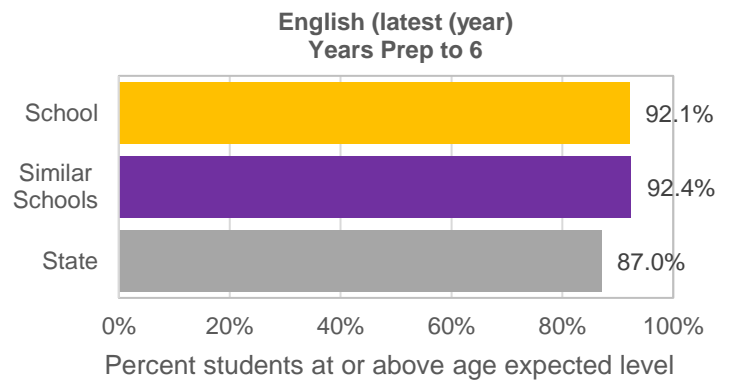
92.1%

Similar Schools average:

92.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

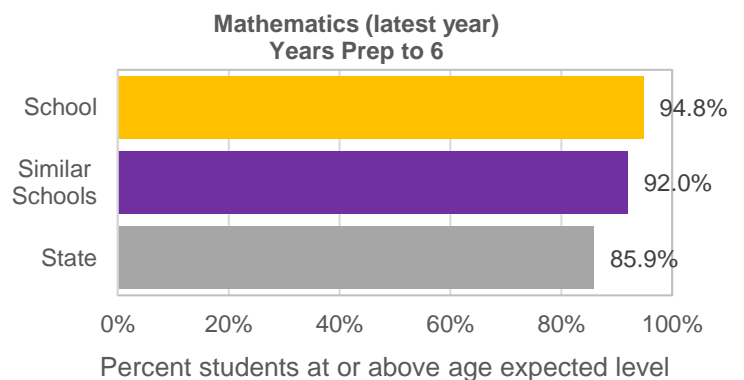
94.8%

Similar Schools average:

92.0%

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.

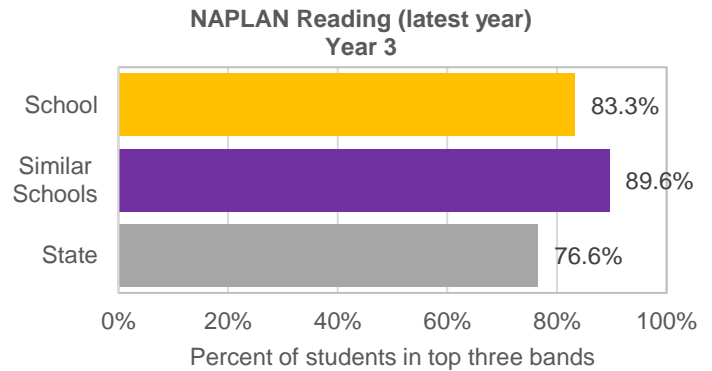
### NAPLAN

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.

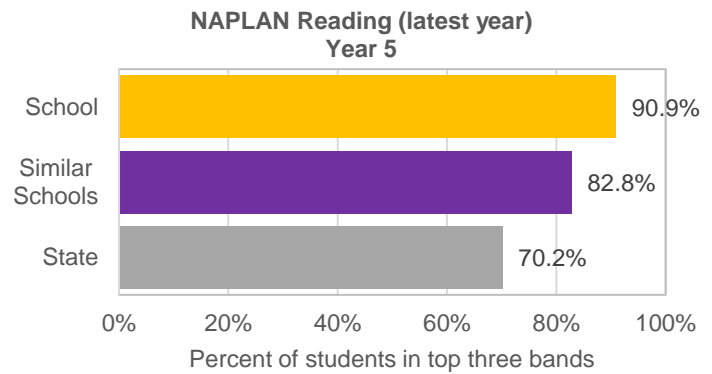
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	83.3%
Similar Schools average:	89.6%	87.1%
State average:	76.6%	76.6%



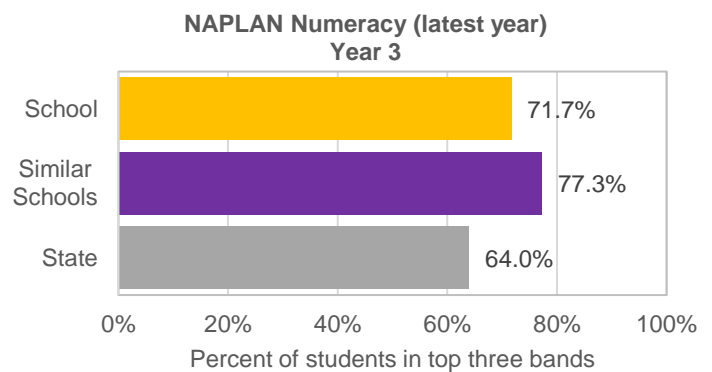
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.9%	80.6%
Similar Schools average:	82.8%	81.8%
State average:	70.2%	69.5%



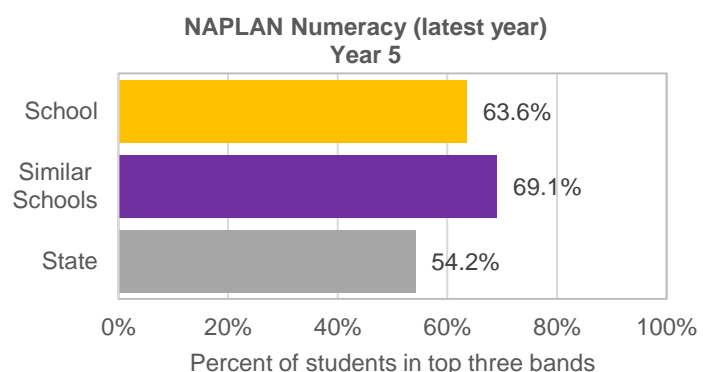
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	74.7%
Similar Schools average:	77.3%	78.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	65.5%
Similar Schools average:	69.1%	73.3%
State average:	54.2%	58.8%



## WELLBEING

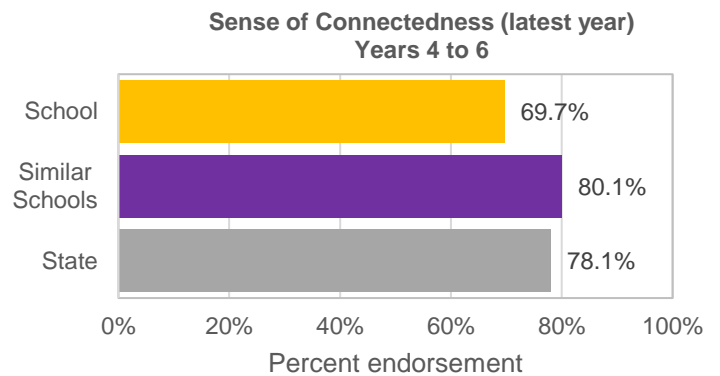
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	69.7%	71.6%
Similar Schools average:	80.1%	80.2%
State average:	78.1%	79.5%

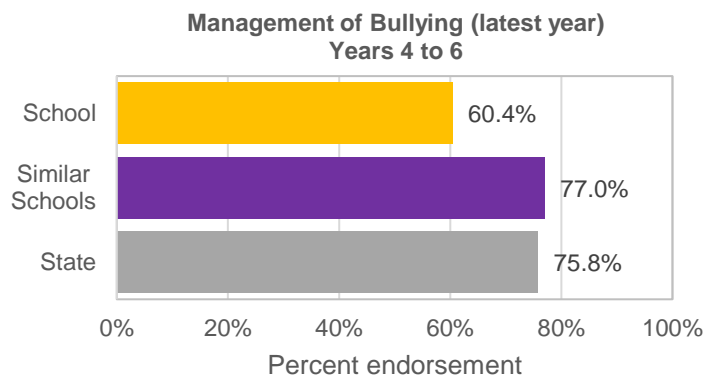


### Student Attitudes to School – Management of Bullying

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:	60.4%	72.1%
Similar Schools average:	77.0%	78.4%
State average:	75.8%	78.3%



## ENGAGEMENT

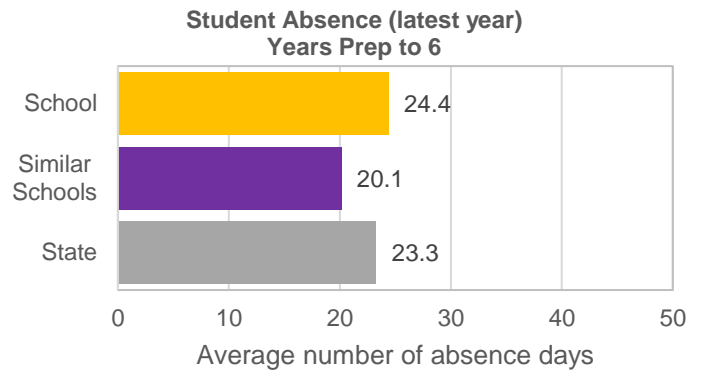
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.4	17.6
Similar Schools average:	20.1	14.3
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):	88%	87%	90%	90%	82%	87%	80%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,277,688
Government Provided DET Grants	\$405,155
Government Grants Commonwealth	\$14,390
Government Grants State	\$0
Revenue Other	\$24,451
Locally Raised Funds	\$405,498
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,127,183</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,311
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,311</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,089,147
Adjustments	\$0
Books & Publications	\$5,506
Camps/Excursions/Activities	\$83,555
Communication Costs	\$3,597
Consumables	\$85,353
Miscellaneous Expense <sup>3</sup>	\$39,519
Professional Development	\$3,351
Equipment/Maintenance/Hire	\$143,418
Property Services	\$29,520
Salaries & Allowances <sup>4</sup>	\$78,230
Support Services	\$197,589
Trading & Fundraising	\$9,024
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,627
<b>Total Operating Expenditure</b>	<b>\$3,809,437</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$317,746</b>
<b>Asset Acquisitions</b>	<b>\$94,860</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	\$736,997
Official Account	\$20,801
Other Accounts	\$11,832
<b>Total Funds Available</b>	<b>\$769,630</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$118,470
Other Recurrent Expenditure	\$5,322
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$489,316
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$818,108</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.*