

# 2022 Annual Report to the School Community

School Name: Edithvale Primary School (3790)



- 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 15 March 2023 at 10:28 AM by James Whitla (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 21 March 2023 at 02:49 PM by Natalie Firth (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

Our shared vision is to give every student the best learning and personal development experiences, and to uphold our Values - Respectful, Kind, Determined. Edithvale Primary is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. During 2022, after discussion with our community, we focused on our new school VALUES –

We are Edithvale Primary and we are Respectful, Kind and Determined

Respect is -- displaying good manners to all members of our community- caring for ourselves and others- caring for our shared environment- displaying understanding for the diversity in our community/world.

Kindness is -- having thoughtful and positive interactions with all students, staff and community members- demonstrating empathy toward others- appreciating and understanding diversity.

Determination is -- working hard each day and to the best of your ability- displaying personal and academic grit to do your best, always. - displaying a growth mindset: positive actions, behaviours, words and choices.

Our recent 4 yearly School Review confirmed a culture that creates opportunities for all students to learn and grow through the provision of high quality teaching and learning and an engaging curriculum. This is accomplished through collaborative planning, professional development, research and implementation of innovative teaching strategies that promote student success. We continue to provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high quality instruction. We provide a supportive, engaging, active and enjoyable environment that encourages all students and staff to achieve their personal best. We encourage and foster creative thinking and curiosity. We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

By providing the best possible teaching and learning culture we will continue to enhance students' achievements, develop their skills and increase their confidence. We are passionate about creating a culture where students, teachers and leaders collaborate and share a common language, beliefs, values and expectations. We want all learners to be Thinkers, Communicators and Risk Takers. We want them to be Open-Minded, Principled, Caring, Balanced and Reflective. Our students are actively encouraged to take an active role in promoting awareness on broad community issues such as Homelessness, MND, Down Syndrome, Diabetes and Mental Health. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices and Respectful Rights and Relationships. Our school recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. Our school has grown considerably in the last 5 years (from 320 to 476 students) and with that has been an increase in the number of staff. A focus throughout the next SSP is to refine and consistently teach our Model of Instruction and the phases of lessons. This includes a sharper focus on explicit teaching based on research and evidence based practices. A further focus on how students can Review their learning (daily, weekly and monthly) is a key to ongoing improvement as well.

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 26kms south of Melbourne. With a strong Wellbeing and academic focus, Edithvale Primary School boasts committed, experienced teachers; friendly, hard-working students and a supportive parent community. In total students were in 23 classes and students attended 4.5 specialist classes (French, Art, Science, Robotics and Physical Education). There were 4 x Foundation classes, 5 x Year 1 classes, 4 x Year 2 classes, 4 x Year 3 classes, 2 x Year 4 classes, 2 x Year 5 classes and 2 x Year 6 classes. Our fabulous workforce was comprised of 36.7 equivalent full-time staff: 2 Principal class, 25.8 teachers, 1 x Learning tutor 2 x Learning Specialists 11.3 Education Support (Aides) staff and 4.4 Administration/First Aid/Canteen/Library staff. In 2022 we welcomed 3 new staff members (2 graduate teachers), 2 Education Support staff and a Speech pathologist to Edithvale. Our 2022 whole school enrolment grew from 453.4 to 476.4 on census day. A total of 15.6 students were enrolled as part of the Program for Students with Disabilities (PSD) which included 3 part time students that shared their time between Yarrabah School and Edithvale Primary. Two of the 3 students finished the year as full time students with us. The SFOE (Students' Family Occupation and Education) remained steady at 0.2615. 8 ATSI students attended during the year and the number of Aboriginal and Torres Strait Islander staff is zero

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

### Learning

ALL schools across the state had compulsory goals in their Annual Implementation Plans

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

Keys pieces to our work on these goals included:

#### Learning

Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection to strengthen teaching practice with a focus in Numeracy

Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom

During 2022 we completed the first year of our 4 yearly School Strategic Plan. Pleasingly we met or at least partially met our year 1 targets - and the VRQA Minimum Standards were all noted as present and in place.

Our 'Literacy Playbook' was a focus for our 2022 work as staff dug deeper into this and refined our practices. Additional teaching and learning resources and personnel to support student learning- including a speech pathologist and extra ES staff were added to our school structures as well as a mathematics enrichment and development program that was provided alongside the tutor learning initiative. Tailored assessments to understand and target student learning needs (DIBELS) and challenging learning tasks to extend all students in their understanding of mathematical concepts became a focus as well. Professional Learning Communities (PLC) were established and the culture of collegiality, collective efficacy and collaboration that exists among staff helped to establish high levels of relational trust.

Staff have continued to participate in professional learning and adopt new approaches to the teaching of Reading and Writing and the pieces are in place for successful PLCs to run over the course of the SSP. A focus will be on differentiating learning for all students and effectively using data to identify students' next level of learning. We created and developed a reading Intervention (Tier 2) teaching position, used evidence-based literacy approaches aligned to the DET literacy strategy. We continued to develop teachers' knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary and how to teach these effectively. We undertook professional learning from our Education Improvement Leader on differentiation of mathematics within the classroom - focusing on creating own extending and enabling maths tasks with a practical component attached.

### Wellbeing

ALL schools across the state had compulsory goals in their Annual Implementation Plans

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

Keys pieces to our work on these goals included:

#### Wellbeing Goals

Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities Tier 1 and 2 kids

Establish/embed a tiered social regulation / engagement model such as School Wide Positive Behaviour Support (SWPBS) framework

Creating and maintaining a positive learning environment continued to be a key focus for Edithvale Primary School throughout 2022. We saw an increase in some factors of the Attitudes to School Survey (AtoSS) compared to the previous year. Student Attitudes to School – Sense of Connectedness, as reported in the Attitudes to School Survey, showed Edithvale Primary students above the mean for both the State and Similar schools schools. Overall student Sense of Connectedness was 82.0% - with a 4 year average of 83.5% against Similar and State schools- 78% and 4 year averages of 78.1%

SSSO staff were accessed regularly by Edithvale Staff for guidance and support. From these discussions, we were able to regularly communicate information about available support services run by outside organisations and provide tips and suggestions for families to help monitor their own wellbeing.

- The Resilience Project resources were used to support health and wellbeing in the classroom and at home where possible, and also regularly referenced during wellbeing sessions. All students accessed their reflective journals to help them appreciate and understand the importance of Gratitude, Empathy and Mindfulness.
- Respectful Relationships (a DET initiative that we have been involved with for a few years now) lessons were delivered during Wellbeing lessons
- Selected Year 5 and 6 students also participated in a Martial Arts Therapy program (funded by the Kingston SYFS team) to help with re-engagement after lockdowns. This is something we're keen to continue in 2023.
- Students at risk were supported by an extensive network of DET and external agencies that address specific needs. Speech pathologists and external psychologists were employed to ensure families and students had access to services that assist them to learn and develop academically and socially. Naomi Newton (Clinical Psychologist) was accessed by many families in 2022.

We employed our own Speech pathologist two days per week up from one in 2021, to complete initial screening assessments as well as provide targeted group and individual interventions throughout the year for those most 'at risk.' Upon resumption of face to face teaching we aimed to achieve Improved Health and Wellbeing outcomes through developing Resilience in students. This was achieved by creating a consistent approach to our 'wellbeing hour' and included the teaching of our school VALUES, circle time, restorative chats and deepening our knowledge and understanding of the "Resilience Project" resources. Student leaders ran awareness campaigns for Down Syndrome, Diabetes and Homelessness week amongst others

We were able to increase student wellbeing and connectedness through running EVENTS such as a Christmas Concert, School Fun Run and Tabloid Sports days as well as having a formal graduation ceremony at the end of the year.

**We will continue to run camps in 2023 for our year 4-6 students despite the impact the new Victorian School's Agreement will have - particularly the Time in Lieu component for teachers and ES. We will employ a school psychologist to work with students and staff as well.**

## Engagement

Previous years' restrictions to on-site attendances hindered efforts to engage families during the year - including welcome BBQ, School Concert and assemblies. Thankfully after a few dicey moments we were not forced in to any period of Remote and Flexible Learning and were instead able to create opportunities for greater connection for our community. Students in years 4,5 and 6 attended planned camps and by the end of the year a number of whole school events had taken place. Our efforts to improve student and parent engagement saw us send regular Friday updates to all families and we continued with termly Progress reports for all students. An EPS Facebook account was used more frequently to promote School wide events – Whole School Performing Arts Production at Monash University, Trivia Night, Fun Run, Christmas concert, Transition evenings, Mothers' day and Fathers' day open afternoons and a STEM open night were among the successful connection events we held

Importantly a very culturally and significant Welcome to Country Ceremony hosted by Uncle Mik of the Bunurong was held.

Parent satisfaction, although having a low response rate, as part of the Parent Survey indicated a higher percentage endorsement (85%) than the State average for Primary Schools (80%)

To support student engagement during the transition back to onsite learning, our staff worked exceptionally hard to provide our students with a broad range of activities, learning opportunities and events. Disability inclusion funding was accessed to create an important role to support student wellbeing - and identify Tier 2 students and the adjustments we need make for them- supplementary, substantial and extensive- so that all students can access learning opportunities. We dedicated the last 30 minutes of most teaching days to student wellbeing. This included accessing Resilience Project, Respectful Relationships, Martial Arts Therapy and Smiling Mind programs and resources. We analysed the Nationally Consistent Collection of Data further to target student supports. Our SSSO leader presented to staff on the types of adjustments - that we can make easily that will have the greatest impact. This helped to develop Tier 2 plans and strategies required to further support students needing modifications to the learning environment for their positive wellbeing and ongoing learning. Communicated regularly with Department support staff for guidance and support. From these discussions, we were able to regularly communicate information about available support services run by outside organisations and provide tips and suggestions for families to help monitor their own wellbeing. Student leaders ran awareness campaigns for Down Syndrome and Diabetes (amongst others). A school therapy dog was trained and funded through

the Kingston Student Focused Youth Services. One staff member and their dog undertook training with Lead The Way and greatly contributed to promoting positive Wellbeing for students right across the school. Strategies to address student non-attendance included students' attendance being closely monitored through CASES21.

The average number of school absence days across the school was 17.6 per student in 2022. Although higher than in recent years, this is less than the average for Similar Schools (21.5) and the State Average (23.3) Our Review and subsequent establishment of our 4 year goals, targets and Key Improvement Strategy saw us focusing in the second half of the year on Empowering Students and Building School pride as well as Intellectual Engagement and Self Awareness to increase student engagement in learning. This includes strategies that we have started to implement:\* Building the capability of staff and students to give and receive targeted feedback to improve student learning\* Developing and implementing a consistent approach to student involvement in goal setting and the monitoring of their learning based on data and evidence.

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## Other highlights from the school year

Uncle Mik's presence, in front of a huge crowd, talked us through why a Welcome to Country is so important and the significance of this to our first Nations people. EVERY single student participated in the smoking ceremony and many, many parents, carers and dignitaries in attendance also took part.

Our student leaders, were determined to 'Be Brave and make Change' to make our school culturally safe and sensitive. They did a marvelous job in presenting their vision for changing our Colonial house names and ran a process for our student body to encourage them to have a say in what these new house names would be. We have engaged with our Koorie education Support Officers (KESOs) and the Bunurong Land Council to identify some House Names that reflect the local/native Fauna from the area around Edithvale. Kowan, Pulgger, Pudgen and Teung. Were the names voted in by our student body and they are proudly displayed and spoken about throughout our school.

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## Financial performance

Our school finances remain very healthy due in part to the vigilance of our Business Manager and Council Finance team. After an audit in 2021, we adjusted some recording mechanisms to ensure compliance and exceptional accuracy with our income and expenditure.

In 2022 our expenditure was up on 2021. A significant amount of this was due to the increased need for Casual Replacement Teachers (CRT) needed for coverage of staff impacted by COVID. Strict School Operations Guidelines meant that isolation for many staff (7 days at a time) was a very real disruption to our work.

We also made a conscious decision to build upon the Shade Sail grant we received by expanding construction to include a new structure over the playground and eating area near the basketball courts.

Support Services and Trading and Fundraising expenses were also higher than in previous years - offset by an increase in Locally Raised Funds (parent payments, canteen, raffles, hire of facilities)

**For more detailed information regarding our school please visit our website at**  
<https://www.edithvaleps.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 477 students were enrolled at this school in 2022, 219 female and 258 male.

3 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).

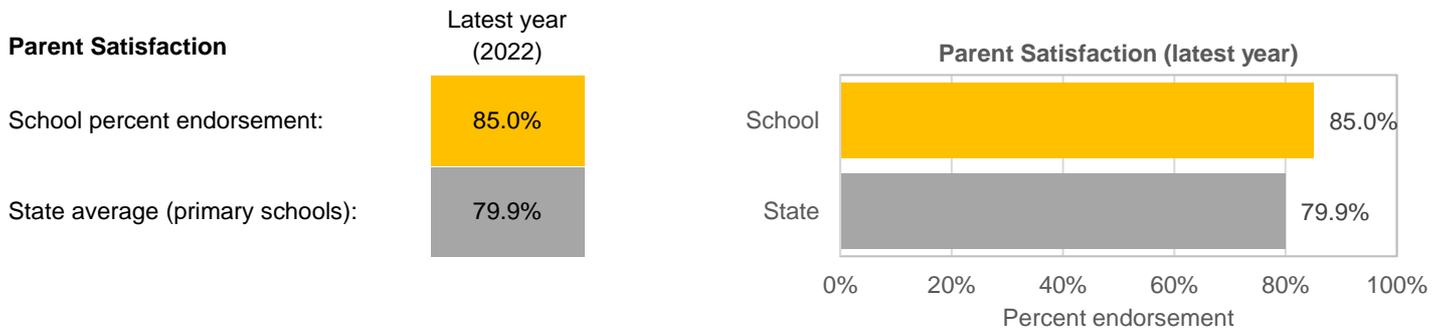
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

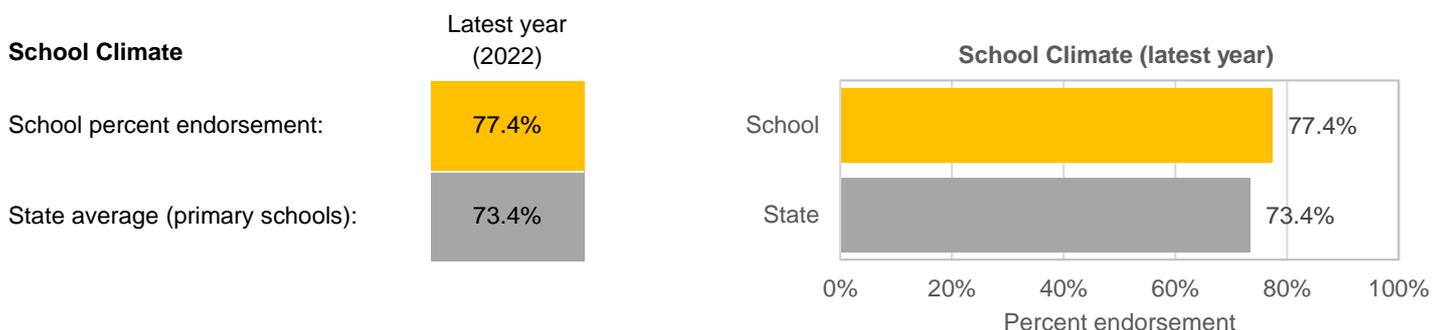


### School Staff Survey

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:

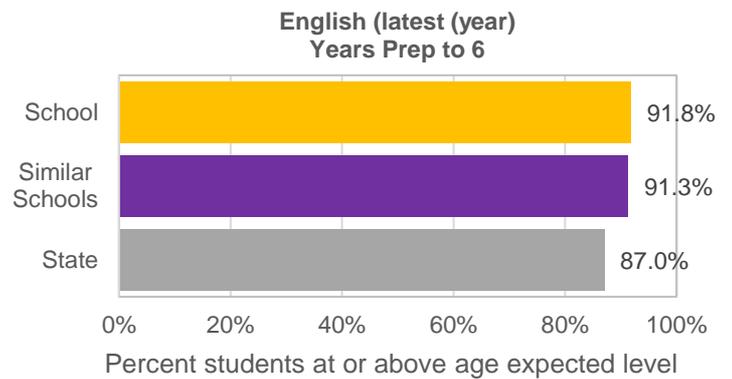
91.8%

Similar Schools average:

91.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

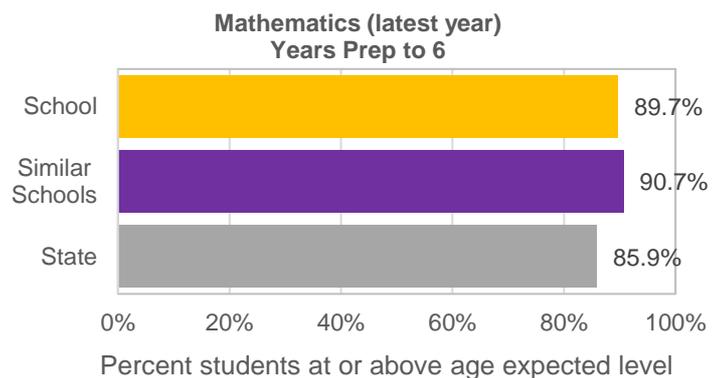
89.7%

Similar Schools average:

90.7%

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.

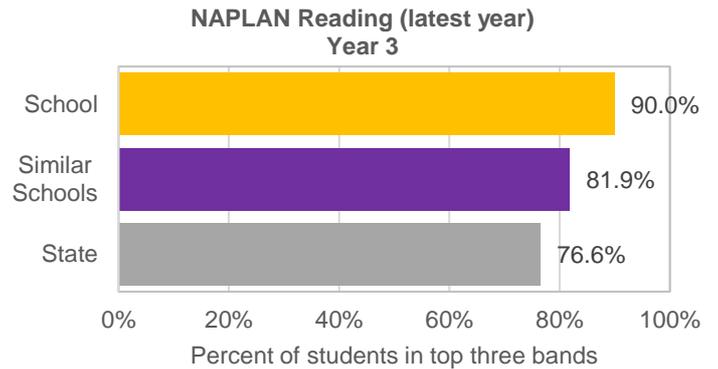
### NAPLAN

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.

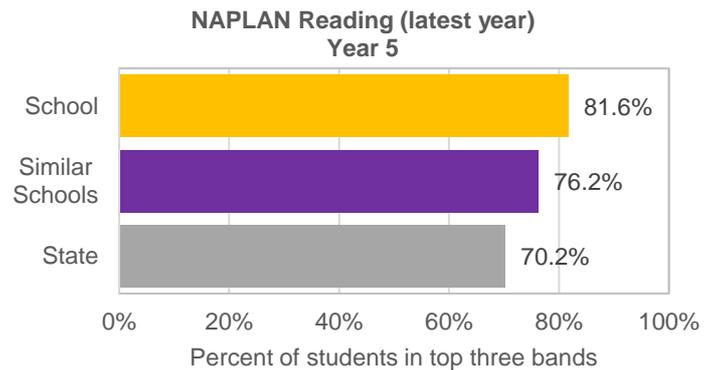
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	86.8%
Similar Schools average:	81.9%	83.2%
State average:	76.6%	76.6%



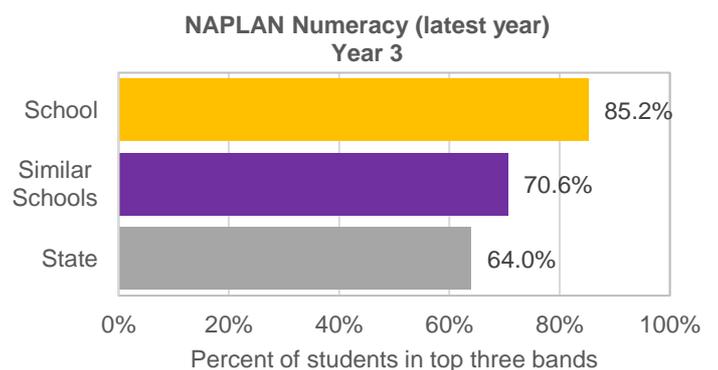
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.6%	79.0%
Similar Schools average:	76.2%	76.2%
State average:	70.2%	69.5%



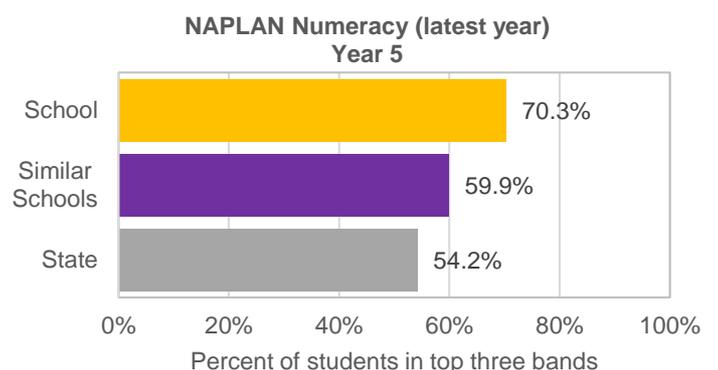
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	82.2%
Similar Schools average:	70.6%	74.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.3%	72.3%
Similar Schools average:	59.9%	63.9%
State average:	54.2%	58.8%



## WELLBEING

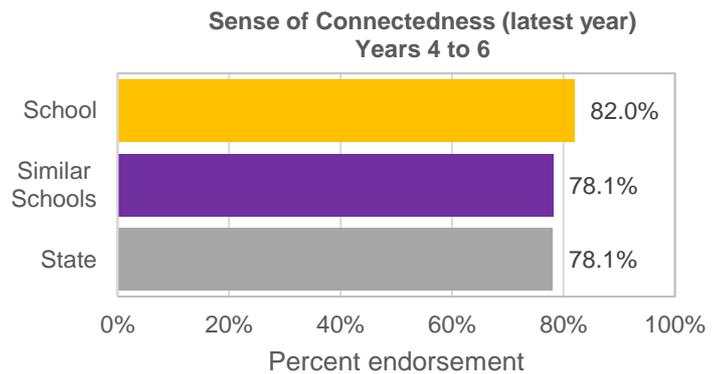
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	82.0%	83.5%
Similar Schools average:	78.1%	80.6%
State average:	78.1%	79.5%

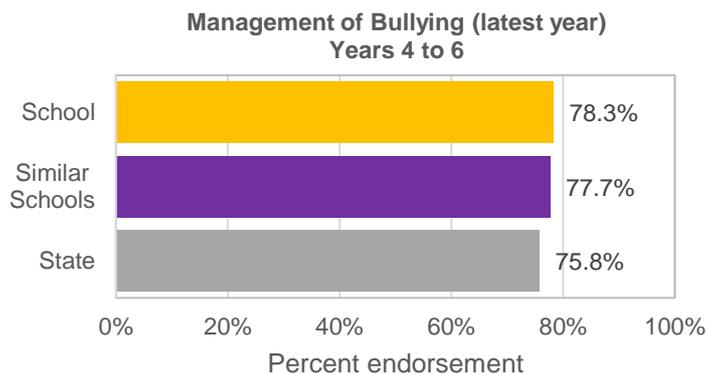


### Student Attitudes to School – Management of Bullying

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:	78.3%	79.1%
Similar Schools average:	77.7%	80.9%
State average:	75.8%	78.3%



## ENGAGEMENT

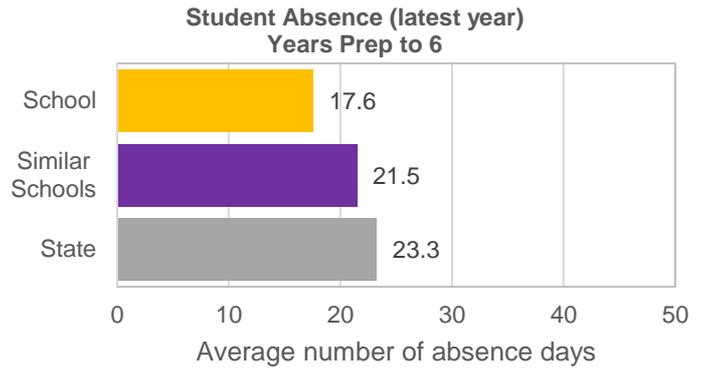
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	17.6	13.3
Similar Schools average:	21.5	15.2
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):	92%	91%	91%	92%	94%	87%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,732,766
Government Provided DET Grants	\$469,610
Government Grants Commonwealth	\$21,058
Government Grants State	\$0
Revenue Other	\$28,736
Locally Raised Funds	\$379,083
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,631,253</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,758
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,758</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,652,211
Adjustments	\$0
Books & Publications	\$709
Camps/Excursions/Activities	\$93,034
Communication Costs	\$3,447
Consumables	\$104,788
Miscellaneous Expense <sup>3</sup>	\$73,330
Professional Development	\$15,614
Equipment/Maintenance/Hire	\$83,722
Property Services	\$114,123
Salaries & Allowances <sup>4</sup>	\$42,355
Support Services	\$186,604
Trading & Fundraising	\$91,315
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,459
<b>Total Operating Expenditure</b>	<b>\$5,502,711</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$128,541</b>
<b>Asset Acquisitions</b>	<b>\$27,800</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	\$328,711
Official Account	\$17,909
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$346,620</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$125,367
Other Recurrent Expenditure	\$5,245
Provision Accounts	\$1,479
Funds Received in Advance	\$2,600
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$21,929
Maintenance - Buildings/Grounds > 12 months	\$70,000
<b>Total Financial Commitments</b>	<b>\$346,620</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.*