

2022 Annual Report to the School Community

School Name: Warrnambool West Primary School (0182)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 April 2023 at 11:33 AM by Clare Monk (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 13 June 2023 at 09:26 AM by Dana Callaghan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Warrnambool West Primary School, a finalist in the 2022 Education Excellence Awards, is situated in the regional city of Warrnambool in South West Victoria, a coastal town which services a rural area and is a tourist destination and local centre for industry, retail, health and education. The school is located in an area of social housing and shares the location with a pre-school. The SFOE is 0.64 and the value is: High, meaning a high level of socio-educational disadvantage. A total of 121 students were enrolled at this school in 2022, 14.8 percent of students had English as an additional language, 10% students were supported by the Program For Students with Disabilities and 22.3 percent were Aboriginal or Torres Strait Islander. There has recently been a high percentage of Chinese students and this is diminishing due to the effect of the pandemic.

The 2022 we had 14.9 EFT staff which comprised of Principal, Assistant Principal, 10.4 teachers and 4.5 Educational Support Staff. Each classroom is supported by an ESS staff member for 4.50 hours daily to support students at risk and provide tailored support for PSD students. Each classroom is supported by an Education Staff member daily. In 2022 WWPS offered specialist areas in Physical Education, Art, Music, Science and introduced AUSLAN to students from Foundation to Year 6 as our language program.

The school has been in a positive transformation since 2019 with new leadership and a strategic and deliberate approach to creating a positive culture with high expectations of all stakeholders, a commitment to inclusion, agreed expectations of behaviour and the supports to achieve this, and a relentless focus on learning, wellbeing and engagement of both students and staff.

The staff were finalists in 2022 for the 'Outstanding team' in the Victorian Education Excellence Awards and were acknowledged for their work by showcasing their improvement story across the region. This acknowledged the significant and accelerated improvement in student, staff and parents survey data which simultaneously translated to positive gains in learning growth in NAPLAN data. This trajectory on improvement continued in 2022.

This is reflected in the parent and staff surveys where Warrnambool West Primary School data sits above the state and is significantly better than similar schools. The data is also supported by qualitative evidence: parents and staff enjoy the school and are proud to be part of the school community.

Parent satisfaction as identified in the parent opinion survey, shows a positive endorsement at 84.8% which is significantly above the state for all schools (79.9%). Similarly, the staff survey indicates positive endorsement for school climate as 88.2% also well above the state percentage (73.4%)

The strategic plan vision and values of Inclusive, Respect, Safe and Learning are central to the decision making and priorities of the leadership, staff, students and community.

In prioritizing high quality teaching, wellbeing and engagement for all students, Warrnambool West Primary School in 2022, implemented and accessed support from: Allanah and Madeleine Foundation, Hands On Learning, Primary Maths Science Specialist Program, Chris Egan, an expert in the teaching of writing, Education Improvement Leader (EILS) support from the Diverse Learners unit, Trauma informed Practices Alliance and Big Life framework with local network schools, Rhythm to Recovery program as a tier two wellbeing support and the local employment of a youth mentor for wellbeing, engagement and support to the teaching of social emotional learning strategies.

Warrnambool West Primary School has reached out to their community, bringing a sense of joy and positivity to the community from the sold out concerts that involve all students and staff to the active participation in local projects, including hosting the Warrnambool West Neighbourhood House 'National Neighbour Day' House, Harmony Day and National Reconciliation week public displays in conjunction with the Warrnambool City Council, working alongside the Warrnambool West Neighbourhood House coordinator to host and support multicultural children to engage in the 'Footy For Fun' program, participating in the inaugural Lions Club 'Junior Public Speaking competition' and showcasing students' art skills at the local show, where many students received recognition for their work.

Progress towards strategic goals, student outcomes and student engagement

Learning

The improvement trajectory in learning continues and remains a goal for Warrnambool West Primary School (WWPS). While the teacher judgements are lower than the state and similar schools, this is a focus for 2023, where the teachers are analysing the students' achievements against the curriculum levels as opposed to the higher levels they aspire for the students. The NAPLAN data tells another story where the students are achieving well above similar schools and significantly improved in 2022 from their four-year average. Mathematics (numeracy) has been identified over the last two years as a priority and the school is now beginning to see the impact of the PMSS (Primary Mathematics Science Specialist) program. Leaders continued to develop their understanding and knowledge, attending regular high quality professional learning sessions, with 2022 been the first year of full implementation. A new instructional model and scope and sequence documents were developed and implemented. It appears to have had an impact on the year 3 students and it is anticipated that year 5 will show improvement in 2023. Teacher confidence in teaching mathematics and developing a positive attitude to teaching and learning in maths is observed throughout the school and the organizational structure now provides coaching and mentoring of teachers in Mathematics as well as literacy.

Reading was the focus for improvement in pedagogy over recent years and WWPS built on this learning to focus on the teaching of writing, introducing the 6+1 Writing traits supported by external consultant, Chris Egan. Chris collaborated with the staff throughout the year building their pedagogy and knowledge of the craft writing. Part of this work supported staff to include positive emotions into the writing program and how writing can be taught and assessed. There is a common language around the teaching of writing and the connection to learning behaviours.

There has been relentless focus on improvement in teaching and learning closely aligned with wellbeing and engagement. A safe and orderly learning environment underpins all learning, and the school ensures that students are in their classrooms and engaged in learning with the appropriate supports and adjustments. There is an agreed Instructional Model which also includes the use of High Impact Teaching Strategies. Weekly coaching and mentoring for teachers from the assistant principal and a leading teacher and well defined learning cycles which are organized with pacing guides for the essential learnings for each term support teachers planning and delivery. A new writing matrix was developed with the staff, to identify the essential learnings and these are used to monitor student progress. Teachers meet each week alternating with PLC (Professional Learning Community) for inquiry cycles and Team around the Learner meetings, where staff focus on identified equity funded students to collaboratively problem solve to plan for the needs of these students. There is an extensive data wall in the PLC rooms, where not only is the students' progress is monitored, but the supports, both internal and external, available to the students is tracked.

Through regular collaboration and integration of the data, differentiated teaching is planned for. The teacher confidence in this area has been positively impacted on by the initial work with the Diverse Learners project, with the Education Improvement leaders from DET. As part of the coaching and mentoring WWPS teaching staff participate in peer observations and learning walks and these align with their PLC inquiries.

The tutor initiative support was once again implemented, supporting students in both extension and 'catch-up' learning. Selection of students was underpinned by various data sets, with students attending three, one-hour sessions per week. We had a deliberate strategy to push identified students in the middle bands in years 3-6. We also had a number of other students who do not qualify for PSD funding and their individual needs were addressed through IEP's, working in small groups with the support of the education support staff.

Wellbeing

The diverse needs at WWPS requires a differentiated strategy for wellbeing that is both responsive and preventative.

There are wellbeing strategies which are universal to all students: Daily breakfast provided by local service clubs supported by the School 'Foodbank' service, fruit purchased by the school for all students, lunch available for any student in need, access to the Lions Eye Care program, fortnightly boosts from our 'Big Life' framework to support teachers to use a strengths-based approach to building students, staff and the parent communities' toolboxes, to support young people to be resilient in the face of adversity and challenge.

All classrooms use community circles to explore issues, affirm positive behaviours, and share affirmations.

There were also targeted supports and individual supports available. These included:

- Access to a youth mentor who was able to support students to build a connection with a trusted adult, to reinforce calming and self-regulation the social emotional learning strategies. The youth mentor supported students to practice and rehearse reactions and positive ways of managing challenges. This included preparing students for changed situations and helping

them consider approaches to making friendships and relationships both at school and home. The mentor also enabled the students to have a trusted person to voice their concerns and anxieties.

- Access to Hands on Learning (HOL) program which has had outstanding successes for both wellbeing and engagement. This has also forged links with a network school and their HOL program.
- Access to Rhythm to Recovery Music program, targeting students who require tier two support for their social Emotional growth.

All staff are skilled in using calming techniques, developing social stories with students, ensuring a calm and positive classroom, and reteaching appropriate behaviours. There is a culture of positivity, no blame and there is explicit teaching and whole school referencing of fortnightly 'behaviour intentions' which are linked to the school values. Staff were all trained in Trauma Informed Practices with a project with local network schools in an alliance. The alliance gave opportunity for all Educational Support Staff to attend two days professional learning on strategies to implement when managing dysregulated behaviours of students. This professional learning referenced Judith Howard's book "Distressed or Deliberately Defiant."

WWPS is well connected with external services which includes Kirrae Health, NDIS visiting speech pathologists, occupational therapists, counselling and psychologists, Gunditjmara Co-op, Brophy Youth Services and MPower. Each of these organizations played a significant role in supporting students and their families.

Engagement

Wellbeing is also intricately linked to engagement as outlined below.

Engagement in learning is an expectation for teachers. Teachers are expected to know their students well so that they can both pitch the learning to their learning zone but also connect to their interests and passions and excite them about new learning. Staff are inducted about our processes; the importance of social and emotional learning; relationships; behaviour management and follow up with families. We work as a team and are trying to develop collective efficacy where all our staff take responsibility for all our children. We work hard to make children feel cared for and heard. Student agency is a core practice. We are a culturally diverse community and celebrate that this diverseness enriches our daily lives.

Our children feel safe and listened to. Our social and emotional learning programs are given priority and building and sustaining positive relationships is a strong part of our vision and our daily work. In addition, WWPS provides experiences across the school with their specialist classes in AUSLAN, Physical Education, Art/Music and Science. Hands on Learning is available to identified students and all students have access to lunchtime clubs: Mindfulness, Brick Club, Yarn Club and Zoo Club.

WWPS has very strong networks of support external to the school with service clubs, government agencies and strong connection with the Warrnambool West Neighbourhood House and Kirrae Health. The school continued to be a 'port of call' for families who needed assistance and we worked to connect families with outside agencies as required and followed up with welfare support for families in need.

WWPS are active in community projects particularly with the Warrnambool West Neighbourhood House coordinator. Our school hosted a highly successful National Neighbour Day which saw many community groups, individuals and neighbouring schools come together to celebrate our neighbourhood. Various stall holders used this day as a 'vehicle' to promote their work in the community. We also joined a local project "Home is Where the Heart Is" with our students 'yarn bombing' various streets in the local neighbourhood to brighten up our local area. Other public projects included, celebrating 150 years of state education and Harmony Day.

The introduction of Koorie leaders who have been involved in community projects has contributed the self-esteem of Koorie students and raised awareness and understanding of all students. As part of our tiered support, students participated in weekly, small group art therapy sessions where students were given the opportunity to explore and engage aspects of Aboriginal art.

A key aspect of the improvement journey at WWPS has been to build joy and optimism into the school community. The introduction of whole school community activities has been well received with the now annual sell out concert a highlight of each year. It was fabulous to offer a camping program once again after a two-year hiatus with our year 5/6 students attending WWPS first ever Melbourne Camp. Our year 3/4 also attended a three day at Halls Gap and a year 2 sleep over at school was also added to the schools camping program. There were regular excursions and community activities into the local community including; several visits to the new opened Warrnambool Library, showcasing our newly introduced AUSLAN language program as part of the RIME Time program for pre-schoolers, R U OK walk-a-thon, inaugural Colour Run, intensive blocks of swimming lessons for all students and participation in a surf awareness program to name a few.

Attendance data is a way of measuring engagement and WWPS is pleased to highlight that for 2022 they had fewer absences than both similar schools and the state.

Financial performance

In 2022, Warrnambool West Primary School managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes 2.0 informed the development of the budget and the allocation of funds to program budgets. At the end of 2022 the school continued to maintain a budget surplus. Staffing costs are the most significant cost for WWPS with additional staffing for engagement and wellbeing with Hands on Learning, a youth mentor and ensuring a balance of experienced and recently trained staff. WWPS employed additional education support staff to support students with individual needs in wellbeing, learning or both. The equity funding of \$329,264 supports this additional staffing.

Equity funding was once again used to facilitate our Hands On Learning Program, and class set of updated iPads and notebooks were purchased for year 5/6 students, continuing the school's commitment to a 1-1 ICT program. Our partnership with Alannah Madeline Foundation also continued, with the employment of a psychologist 0.3 across the week which was funded from equity funds. Equity funds were also used to continue our involvement with other network schools to deliver a tier one wellbeing program 'A Big Life' across the school.

In response to the needs of the school community it has been essential to provide access to support services and camps and excursions for the students.

For more detailed information regarding our school please visit our website at
<https://www.warrnamboolwestps.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 121 students were enrolled at this school in 2022, 57 female and 64 male.

17 percent of students had English as an additional language and 23 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

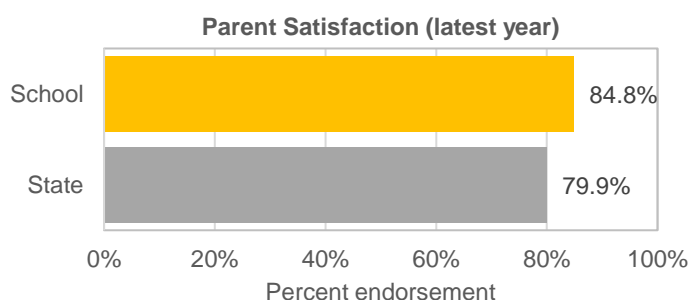
This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

| Parent Satisfaction | Latest year (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 84.8% |
| State average (primary schools): | 79.9% |



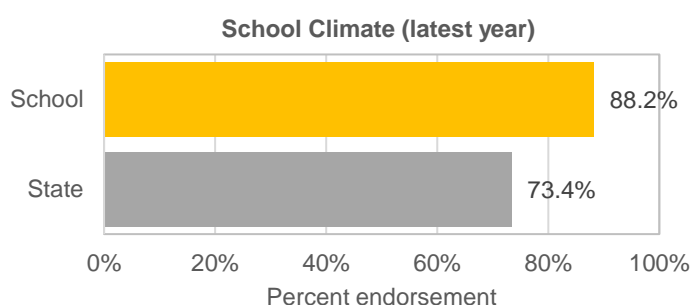
School Staff Survey

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.

| School Climate | Latest year (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 88.2% |
| State average (primary schools): | 73.4% |



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:

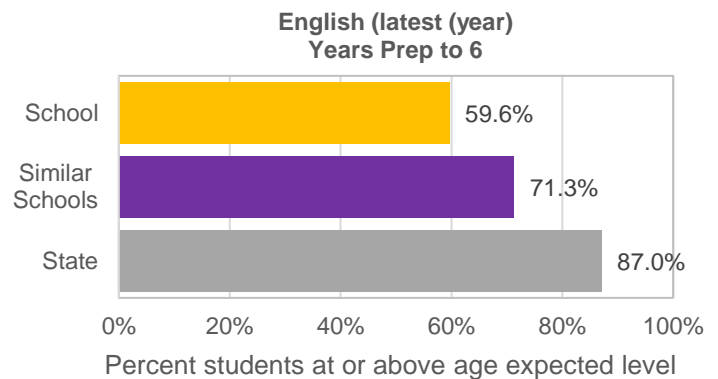
59.6%

Similar Schools average:

71.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

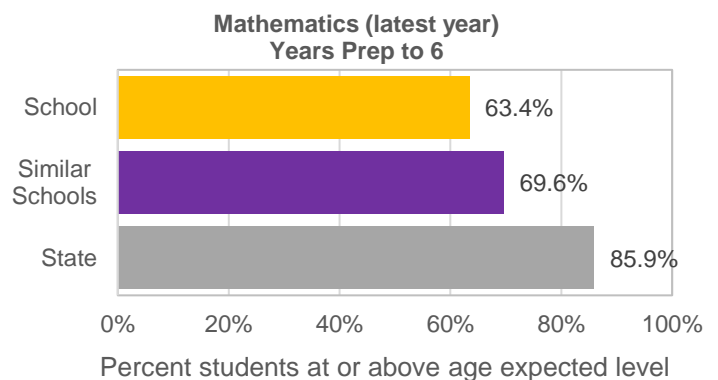
63.4%

Similar Schools average:

69.6%

State average:

85.9%



LEARNING (continued)

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

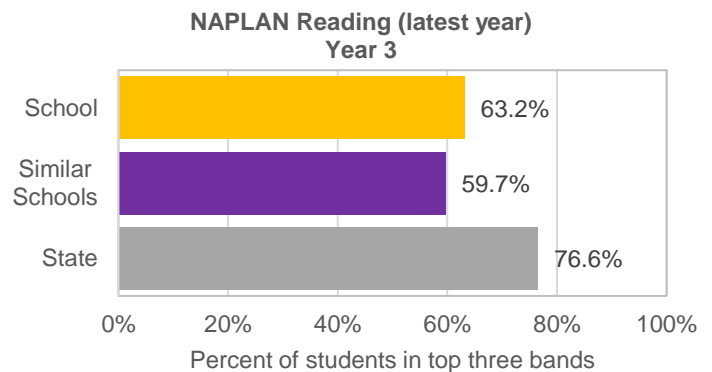
NAPLAN

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

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

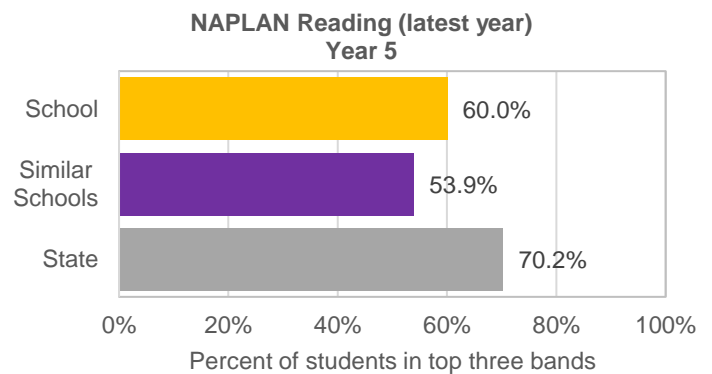
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 63.2% | 51.8% |
| Similar Schools average: | 59.7% | 60.4% |
| State average: | 76.6% | 76.6% |



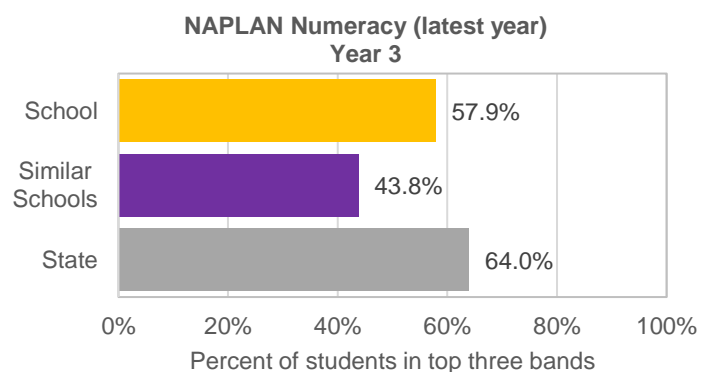
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 60.0% | 46.8% |
| Similar Schools average: | 53.9% | 54.2% |
| State average: | 70.2% | 69.5% |



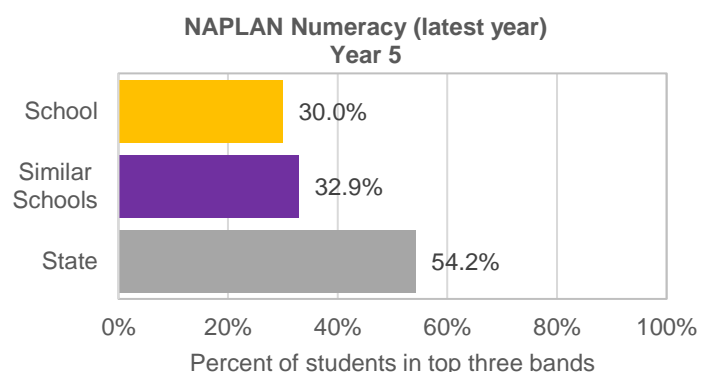
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 57.9% | 58.9% |
| Similar Schools average: | 43.8% | 47.5% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 30.0% | 37.0% |
| Similar Schools average: | 32.9% | 39.3% |
| State average: | 54.2% | 58.8% |



WELLBEING

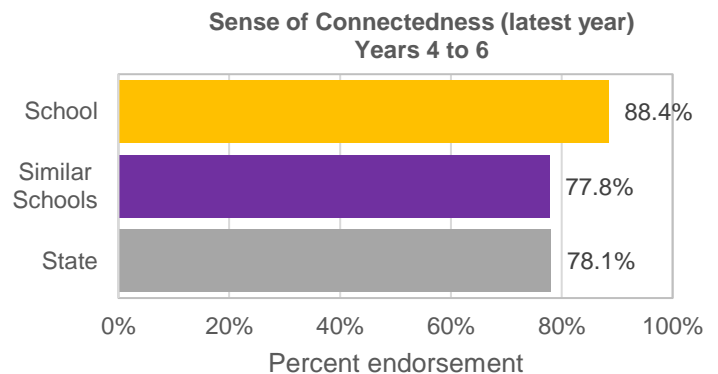
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 88.4% | 84.8% |
| Similar Schools average: | 77.8% | 78.4% |
| State average: | 78.1% | 79.5% |

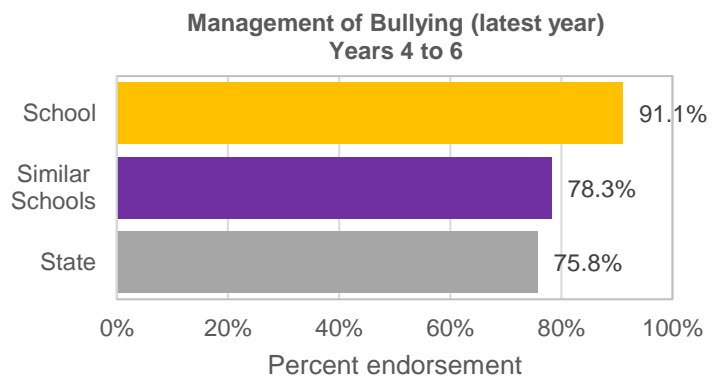


Student Attitudes to School – Management of Bullying

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: | 91.1% | 82.1% |
| Similar Schools average: | 78.3% | 79.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

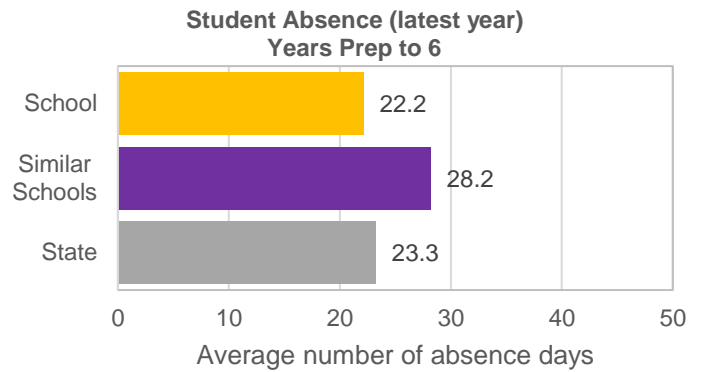
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 22.2 | 19.8 |
| Similar Schools average: | 28.2 | 22.5 |
| 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): | 86% | 85% | 90% | 89% | 90% | 89% | 91% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,928,605 |
| Government Provided DET Grants | \$605,461 |
| Government Grants Commonwealth | \$1,500 |
| Government Grants State | \$5,000 |
| Revenue Other | \$25,703 |
| Locally Raised Funds | \$99,171 |
| Capital Grants | \$25,000 |
| Total Operating Revenue | \$2,690,440 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$329,264 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$329,264 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,932,359 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Camps/Excursions/Activities | \$19,828 |
| Communication Costs | \$8,702 |
| Consumables | \$64,240 |
| Miscellaneous Expense ³ | \$5,871 |
| Professional Development | \$2,778 |
| Equipment/Maintenance/Hire | \$30,388 |
| Property Services | \$131,750 |
| Salaries & Allowances ⁴ | \$72,085 |
| Support Services | \$167,367 |
| Trading & Fundraising | \$14,743 |
| Motor Vehicle Expenses | \$79 |
| Travel & Subsistence | \$6,294 |
| Utilities | \$25,121 |
| Total Operating Expenditure | \$2,481,607 |
| Net Operating Surplus/-Deficit | \$183,833 |
| Asset Acquisitions | \$0 |

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

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

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

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$741,188 |
| Official Account | \$22,053 |
| Other Accounts | \$0 |
| Total Funds Available | \$763,241 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$78,911 |
| Other Recurrent Expenditure | (\$123) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$17,000 |
| School Based Programs | \$259,364 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$87,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$100,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$150,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$692,152 |

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.