

# 2022 Annual Report to the School Community

School Name: Leongatha Primary School (2981)



- 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 24 March 2023 at 10:39 AM by Dot Coghlan (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 04 April 2023 at 10:23 PM by Emma Stevic (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

Leongatha Primary School (LPS) is a large primary school that has serviced its community for 130 years. Leongatha is a service town for the rural industries of South Gippsland, especially the dairy industry. LPS is a major stakeholder in the Leongatha Education Precinct that was established following the co-location of the Secondary College, Specialist School, TAFE and Primary School onto a single site in 2012.

Our shared vision is to foster kindness, curiosity, confidence and inclusion. Our students are lifelong learners who set high expectations, accept challenges and contribute to a global community and to uphold our Values - Be a Learner, Be Respectful and Be Resilient. Leongatha Primary School 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.

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. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Respectful Rights and Relationships which our school is a lead school partner in for the district. 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.

With a strong Wellbeing and academic focus, Leongatha Primary School boasts committed, experienced teachers; friendly, hard-working students and a supportive parent community. The school's SFO (School Family Occupation) Index is 0.4325 (2022) an SFOE (School Family Occupation & Education) Index is 0.3913 in 2022. Student enrolments in 2022 were declining with 635 from previous years of 650. We believe this is due to the lower Foundation student numbers coming into our school and this trend has been seen across our school district. These 635 students were accommodated across thirty-one grades (all being single level classes) throughout the year. The school's staffing profile remained stable through this period, with three Principal Class Officers and 35 teaching staff. The Education Support Staff profile consisted of three main office staff, 32 Classroom aides, two ICT Technicians, Canteen Manager and Maintenance person. In 2022, the school timetable facilitated four specialist programs. All students participated in weekly Physical Education, Chinese, Visual Arts and Performing Arts classes.

Our school has four Learning Specialists with two Literacy and two Numeracy Specialists. These teachers are released from their classrooms for one day a week to support and coach our staff and students. In the junior area we have implemented the Sounds Write literacy program with all of our junior staff being trained in this program. Our senior school has continued with the Fountas and Pinnell reading program. We have two part time welfare people at our school one working in the junior area and the other in the senior area. We are very proud of our two school dogs who provided wonderful comfort and support to our students. These trained dogs have become an invaluable part of our staff as they have been regularly used to support students who have been suffering with stress and anxiety. We have three staff working in the Tutoring Program where students are working in small groups at their reading level with trained tutors.

Both students and parents have found learning at Leongatha Primary School to be an enjoyable and stimulating experience. The 2022 Student Attitudes to School Survey revealed that 90% of students believed that their teacher makes learning fun. Likewise, Parent Opinion Survey showed that 96% of parents said "they feel comfortable approaching this school with any concerns they might have." It was also pleasing to read that 94% of parents feel "This school always aims to improve the quality of education it provides."

Our school is a Lead school for the region in Respectful Relationships and a Link school for the region in Professional Learning Communities (PLC) where other schools visit our school to observe and learn from our teachers about how to run and organise a quality PLC. An important aspect of the annual School Staff Survey is the School Climate section, which measured attitudes towards student learning and school environment. Overall, the percent of staff positive endorsement was 91%. We are very proud of our school and the school data indicates that the students, staff and parents are very happy with it too.

## 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

Our Professional Learning Community (PLC) inquiry cycles were solely focused on Number with essential learnings linked to the 'Big Ideas'. Whole school instructional model was implemented so there is consistent practice across the school. Two Numeracy Learning Specialist were released one day a week to work with all teachers each semester. Teachers used student data to design learning cycles that targeted students point of need and we increased teacher pedagogical skills by maintaining a consistent model of Maths teaching and learning.

Numeracy leaders worked closely with teachers over an extended period of time to increase curriculum knowledge and confidence.

Our Sounds Write training was a focus for our 2022 work as all junior staff were trained in this program and dug deeper as a PLC into this and refined our practices. Additional teaching and learning resources and personnel to support student learning included three Literacy Tutors and extra ES staff added to our school structures as well as our Maths Learning Specialists and Literacy Learning Specialists.

Our School Performance report 2022 showed significant increase in the percentage of grades 5 and 6 students positive endorsement in stimulated learning going to 87.8%. The Attitudes to School Student survey shows that our students have given their teachers above 90% in the following statements:

- My teacher asks questions to check that we understand 91%
- My teacher gives extra help when students need it 93%
- My teacher makes learning fun 90%
- My teacher expects students to pay attention 94%
- My teacher expects me to do my best 97%

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 undertook professional learning from our Numeracy Learning Specialists 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

Key pieces of this work included:

- Professional development for staff. Protective Intervention training (28 staff, week 10, term 4 of 2021)
- Resourced Wellbeing Team. Two staff members employed 0.4 to provide individual and small group counselling.
- Hands on Learning program (HOL). Three staff members provide weekly Social and Emotional Learning intervention for 20+ students
- Time built into whole school meeting schedule for Engagement Team (ET) to provide time for planning Respectful Relationships and peer development. ET provides guidance to staff on Trauma informed behaviour management strategies and whole school practice (Steps to Support Learning document)

- Lookout Centre 'Designated teacher' training to build the capacity of two staff members to create a complex case team (CCT) to support staff with PSD students, OoHC students and other cases that present as complex.

Creating and maintaining a positive learning environment continued to be a key focus for Leongatha Primary School throughout 2022. We saw an increase in a number of the factors of the Attitudes to School Survey (AtoSS) compared to the previous year.

Student Attitudes to School positive statements:

- My teacher makes sure all students feel included - 90%
- At this school there is a teacher or another adult who cares about me - 92%
- I have friends at this school - 94%
- It is okay to be different at this school - 89%
- There is a teacher or another adult at this school who believes that I can be successful - 90%

Teachers at Leongatha PS can identify any students from grades 3-6 who may benefit from Social and Emotional Learning. Teachers can discuss with parents/carers and colleagues to determine if the Hands On Learning program is suitable intervention for the needs of their students. Every grade level team has a member of the ET who can:

- Guide their colleagues to approach planning with a trauma informed lens
- Reflect on the behaviour support strategies that are outlined the Steps to Support Learning doc.
- Present the key 10 components of Engagement (Created by the ET)
- Teachers can feel more confident that the CCT are working alongside them and assisting with the tracking of PSD, OoHC and Complex Case students.

SSSO staff were accessed regularly at Leongatha Primary 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.

- Respectful Relationships (a DET initiative that we have been involved with and are a lead school in the region) lessons were delivered Wellbeing lessons
- Students at risk were supported by an extensive network of DET and external agencies that address specific needs.

We also had two Wellbeing support staff employed who worked with students whom were referred by staff on a one to one basis. Our Assistant Principal, who is in charge of Engagement and Wellbeing, is a constant support to families and regular visits home to offer support or drop off food hampers.

**We will continue to run camps in 2023 for our year 3-6 students despite the impact the new Victorian School's Agreement will have - particularly the Time in Lieu component for teachers and ES. We believe these camps are crucial to the mental health and wellbeing of our students and we will continue to financially support families who can not afford to send their children.**

## Engagement

Previous years' restrictions to on-site attendances hindered efforts to engage families during the year - including assemblies and school discos. 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 3, 4, 5 and 6 attended planned camps and by the end of the year a number of whole school events had taken place. We were also able to have another grade 6 camp at Kinglake due to the Positive Start program that we were able to access where students did not have to pay for the camp. This was a wonderful treat for our grade 6 students who had missed so much during the pandemic.

We were also able to have an Artist in Residence in 2022. This artist did a fantastic job in engaging our students and to see them having such a wonderful time was really worth it. The Artist in Residence week culminated in our artist putting on a concert on our Performing Arts Centre lawn for all the school and most parents attended. It was a fabulous night enjoyed by students, staff and the community.

Our efforts to improve student and parent engagement saw us send regular Friday Principal messages to all families and we

continued with termly Progress reports for all students. We have an LPS Facebook account which was used frequently to promote School wide events such as the Artist in Residence concert, the School Colour Run, Transition evenings, Mothers' day and Father's day events in the prep area.

Parent satisfaction as part of the Parent Survey indicated that parents were extremely happy with our school. Some of the main areas of positive satisfaction were:

- I feel comfortable approaching this school with any concerns I might have - 96%
- Overall I am satisfied with the education my child receives at this school. - 96%
- This school always aims to improve the quality of education it provides - 94%
- Teachers are positive and enthusiastic about teaching at this school. -92%
- This school provides opportunities for my child to develop a sense of responsibility - 94%
- Teachers at this school model positive behaviour - 93%

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. We dedicated the time immediately after lunch to mindfulness time where teachers would have one on one time with students. A school therapy dog was trained and funded through the Mental Health funding. Four staff members 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 CASE21.

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## Other highlights from the school year

The Artist in Residence at our school in 2022 was a real highlight for the students and community. The concert that was performed by all of our students on the Performing Arts lawn was a great success. Students performed in front of a huge crowd and it felt like after a number of years without community involvement at our school that we were back in business. We were fortunate to have fabulous weather and there was a really lovely feel to the evening.

Our Hands on Learning program has also been a wonderful success at our school. Our Assistant Principal runs this program with a few Education Support members and there are around 30 students involved. This program has allowed these students to take on building projects around the school and feel very proud of what they have created. Students love being a part of this program and the social and emotional development that we have seen has been extremely positive.

Our two school dogs have also been another great highlight. Milly and Winnie have been a wonderful success in supporting many students who have had difficulty with stress and anxiety and have found it hard to come back into our school. These dogs have provided our students with the warmth and care that they have needed and they have proven to be invaluable members of our staff.

The ColourRun was also held in 2022 and it was another wonderful opportunity for our whole school and community to come together and have lots of fun. There was great music playing, colours being thrown and obstacle courses for the students as we all ran around our ovals. This was another major school event that was a real celebration of our school and community and a large amount of money was raised for 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.

During 2022 the school was fortunate to have reasonable financial support from the community with 61% of families paying

voluntary parent payments and fundraising over \$35,000. The School was also successful in obtaining grants for new shade sails, the safe tree program and OSHC program. The school is still feeling the effect of COVID supporting many more students/families financially to attend camps and excursions.

Our school was in a good financial position at the end of 2021 and in 2022 able to successfully continue to complete buildings and grounds improvement projects to a number of areas around the school. For example, new play equipment, extend walls in buildings to help with sound issues and beautify the end of Building B with new asphaltting and garden beds.

The school ended 2022 with a staffing deficit . This was due to the increase in additional staff employed to support students returning to school full time after remote learning. We also made a decision to keep numbers below 20 in the junior area of the school so we kept five classes in grades Prep, One and Two. We felt that with students returning to school after remote and flexible learning that it was important to keep numbers low in these areas.



# 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 632 students were enrolled at this school in 2022, 293 female and 339 male.

1 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).

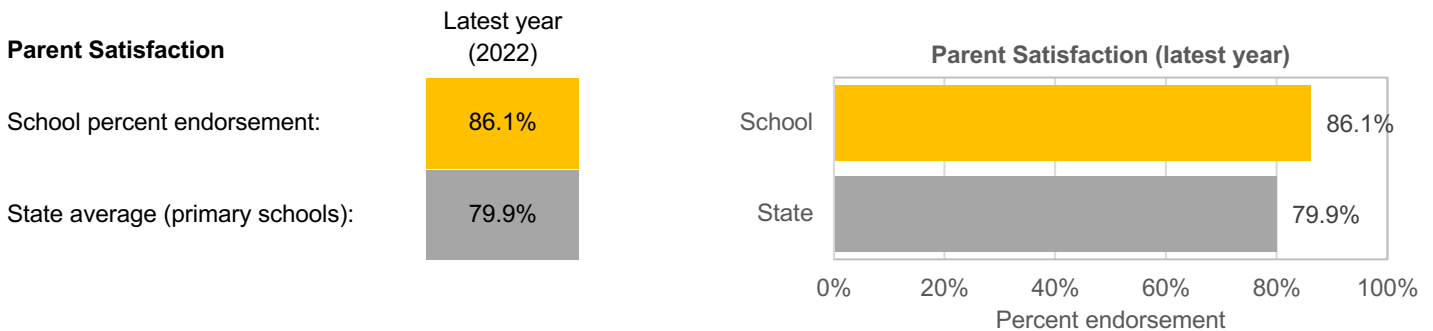
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

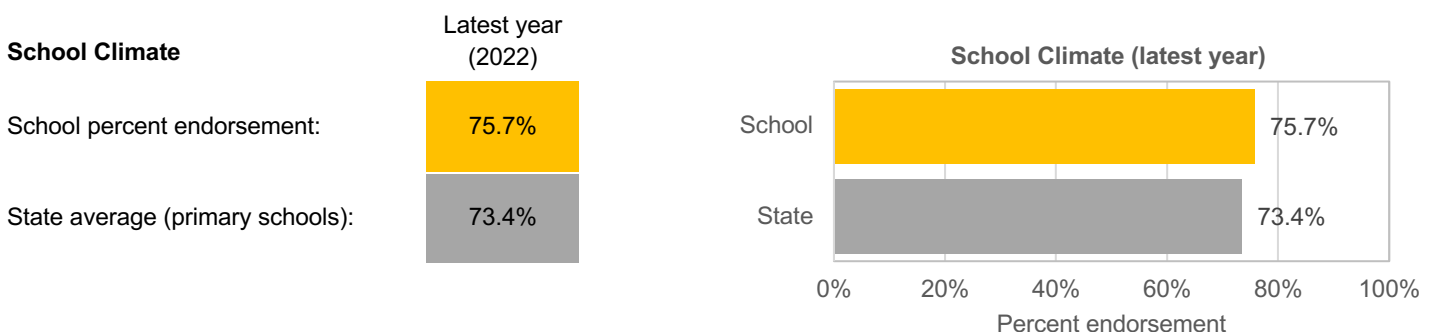


### School Staff Survey

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:

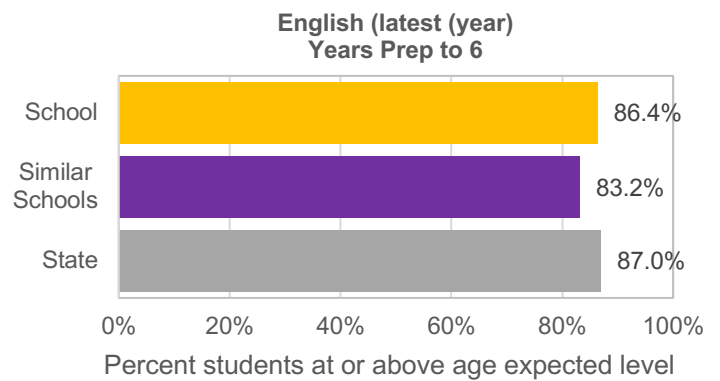
86.4%

Similar Schools average:

83.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

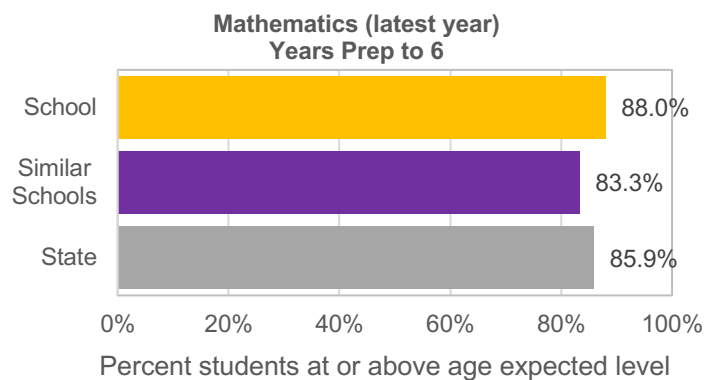
88.0%

Similar Schools average:

83.3%

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.

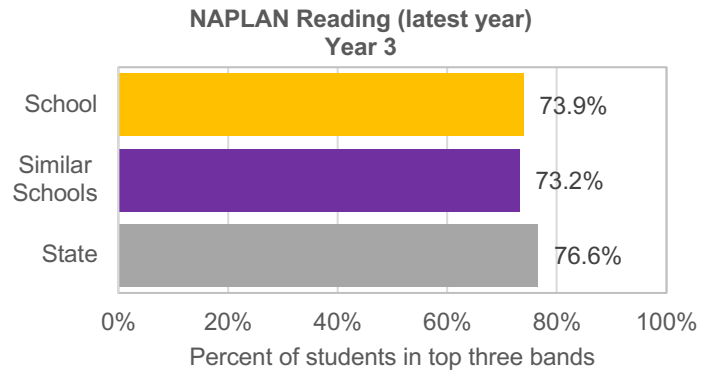
### NAPLAN

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.

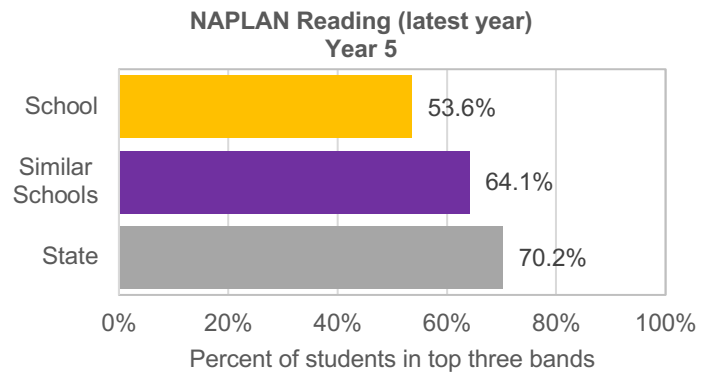
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	70.2%
Similar Schools average:	73.2%	72.7%
State average:	76.6%	76.6%



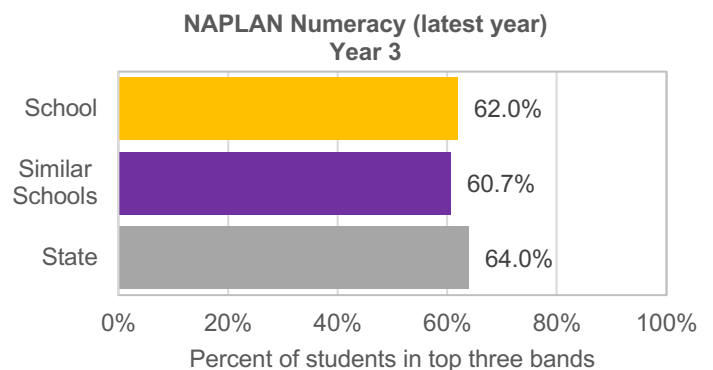
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.6%	58.5%
Similar Schools average:	64.1%	64.9%
State average:	70.2%	69.5%



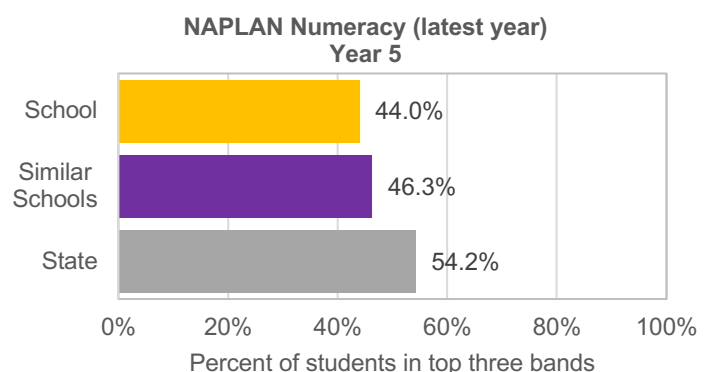
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.0%	59.3%
Similar Schools average:	60.7%	61.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.0%	44.9%
Similar Schools average:	46.3%	51.7%
State average:	54.2%	58.8%



## WELLBEING

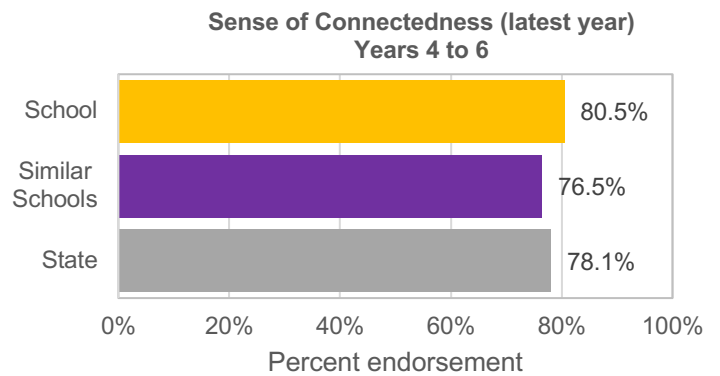
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	80.5%	77.1%
Similar Schools average:	76.5%	77.2%
State average:	78.1%	79.5%

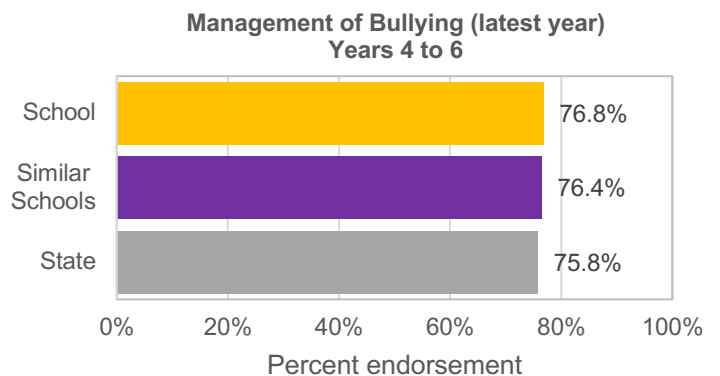


### Student Attitudes to School – Management of Bullying

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:	76.8%	77.7%
Similar Schools average:	76.4%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

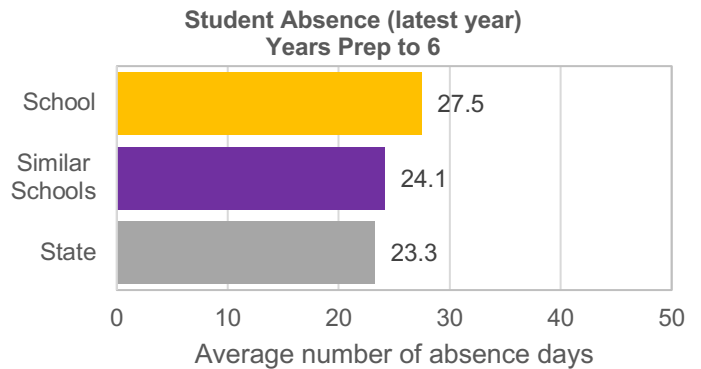
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.5	18.0
Similar Schools average:	24.1	18.0
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%	86%	87%	86%	85%	84%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,873,206
Government Provided DET Grants	\$852,192
Government Grants Commonwealth	\$302,900
Government Grants State	\$0
Revenue Other	\$84,576
Locally Raised Funds	\$518,414
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,631,288</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$186,771
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$186,771</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,204,907
Adjustments	\$0
Books & Publications	\$5,062
Camps/Excursions/Activities	\$203,760
Communication Costs	\$6,233
Consumables	\$199,531
Miscellaneous Expense <sup>3</sup>	\$23,875
Professional Development	\$19,287
Equipment/Maintenance/Hire	\$153,518
Property Services	\$325,162
Salaries & Allowances <sup>4</sup>	\$434,060
Support Services	\$0
Trading & Fundraising	\$96,905
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,278
<b>Total Operating Expenditure</b>	<b>\$7,730,578</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$99,290)</b>
<b>Asset Acquisitions</b>	<b>\$78,989</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	\$460,832
Official Account	\$15,963
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$476,796</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$220,473
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$310,792
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$531,265</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.*