

2022 Annual Report to the School Community

School Name: White Hills Primary School (1916)



- 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 21 March 2023 at 01:07 PM by Andrew Schaeche (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 23 March 2023 at 11:37 AM by David Treloar (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

White Hills Primary school is located on the north eastern edge of Bendigo, four kilometres from the city centre. The original school opened in 1877 but moved to the current site after construction of a new school was completed in 1985. The school consists of the main building that contains 13 permanent classrooms, two art spaces and maker spaces (shared spaces between groups of classrooms) an refurbished staff space and new school library. The school also has three relatively new relocatable classrooms and four older portable buildings. A staff car park was constructed in 2019.

VISION White Hills Primary School's vision is to provide students with the appropriate skills and foster a community of global lifelong learners striving for excellence. We provide an environment that acknowledges students' individuality and supports independence, resilience, self-motivated and responsible students who enjoy and are purposefully engaged in ongoing learning.

MISSION White Hills Primary School's mission is to cater for academic, physical, social and emotional needs. Our School's motto, "educating for the future" enables students to understand, contribute to and succeed in a rapidly changing society. We will ensure that students receive a high quality education to develop both the skills and the competencies essential for success. We seek to create an environment that achieves equity for all students and ensure that each student is a successful learner, fully respected, and learns to respect others.

PURPOSE White Hills Primary School's objective is to prepare our students to contribute productively to an increasingly globalised world.

VALUES The school values of Resilience, Responsibility, Respect and Aspire are reinforced through the use of Values Matrix posters in all classrooms and throughout the school, at assembly through Principal Awards and in the yard with Values stickers. Students are treated with a consistent approach, ensuring they have a shared understanding of behavioural expectations linked to the school values matrix. Children are fostered to be independent and self-motivated. Our students are engaged in learning and motivated to succeed through the establishment of authentic personal learning goals. Student-led conferences with parents enable our students to have ownership of their own learning and the opportunity to share their achievements.

ENROLMENT & STRUCTURE: White Hills PS had an enrolment of 579 students in 2022 with a medium SFOE of 0.4755 (The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community.), 52 students had English as an Additional Language and 29 identified as Aboriginal or Torres Strait Islander. Enrolments have declined over the past couple of years and are predicted to continue to decline over the next three years due to large cohorts in Grades 5 & 6. Workforce composition comprised 59.4 equivalent full-time staff: 2 principal class, 43 teachers and 12.4 Education Support Staff. This is a large increase in Education Support staff from previous years due to the changeover to the Disability Inclusion funding model in 2022, providing more funding to schools for students requiring substantial adjustments. This team of professionals is committed to ensuring the positive tone and ethos of White Hills PS is reflected in their practice and standard of education delivery. The White Hills learning community is characterised by open communication and the formation of genuine relationships between staff, parents and students. All members of our community ensure our school is a caring, positive and stimulating environment. The school layout offers the opportunity for team teaching to occur in some of its spaces.

PARENT SATISFACTION: The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was 81.5% compared to the State average of 79.9%. (Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.)

SCHOOL STAFF: The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 61.9% below the State average of 73.4%. (Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.)

Our students have many opportunities to develop leadership skills, including the student-led assembly, a focal point for the community to gather together every week. Student voice and agency are practised in all classrooms with goal setting a key feature. Students also reflect on their learning regularly and provide feedback to staff on the learning and teaching. The students at White Hills PS are proud of their school and have a strong sense of belonging and this is evident in the high Student Attitudes to School survey results.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy

Writing focus: A review of the Writing learning sequence was a focus for 2022 with teachers developing a school wide Writing sequence. Writing engagement has also been a focus area through teacher Professional Development on the use of Writers Notebooks to give further voice and agency to students in their writing. This will complement the introduction of 6+1 Writing Traits in 2023.

Soundwaves was implemented as a consistent and systematic approach to spelling across the school. 2022 NAPLAN data indicated a positive upward trend for both Grade 3 and 5 in the area of spelling. Grade 3 students had 36% in the Top 2 Bands (an increase of 4% from 2021). Grade 5 students had 24% in the Top 2 Bands (an increase of 6% from 2021).

Differentiation: Catching up on learning gaps has continued to be a strong focus through the Tutoring Learning Initiative. Paw Law (EAL Education Support) ran small group sessions focused on Reading and Writing for our EAL students in P-2. Tutoring sessions run 3-4 times per week and have seen positive progress noted by the teachers in both Literacy and Numeracy. Rachel Swinnerton (EAL Teacher) provided weekly group instruction for EAL students.

Several opportunities were provided to extend students in Literacy. Katrina Nannestad led a Writing Workshop with a selection of students in Grades 3-6. 2022 was the first year competing in the Global Academic Reading Challenge (ACER high abilities competition). We had 29 students in Grade 4 and 6 participate in this challenge.

Literacy Growth in Reading - There have been continued positive upward trends noted in 2022 Reading data. Year 3 students outperformed state averages with 77.4% of students achieving in the top three bands (State average – 76.6%). White Hills is below similar schools in the top three band data for Year 5, however, data is making steady upward gains.

Literacy Growth in Writing: In both Grades 3 and 5, White Hills outperformed similar schools. Grade 3 - There were 46% of students in the top two bands (41% similar schools). Grade 5 – 25% of students were in the top two bands (19% similar schools).

Mathematics

Staff continued to refine their planning and teaching of mathematics through the implementation of the whole school instructional model, reflected in weekly and termly planners. Weekly activities are planned to promote and embed the maths proficiencies of Understanding, Fluency, Problem Solving and Reasoning. Maths focused PLCs were undertaken by 6 out of 7 teams, with particular success coming from the implementation of the Bond Blocks Resource in P-2 to address identified misconceptions and gaps in learning stemming from interrupted learning throughout the pandemic. Differentiation and questioning in line with the instructional model will continue to be a focus in 2023 to enable teachers to support, challenge and extend all students across the school.

Teams have been supported to develop their data literacy through PLCs to support staff to identify and track individual and cohort growth and to plan targeted teaching to address the needs of the cohort. Whole school moderation, including professional learning on the achievement standards in maths, was delivered by the Maths Leading Teacher and Learning Specialist.

The Tutor Learning Initiative allowed for the continued provision of support and extension mathematics programs for students.

Moderated and triangulated data was used to identify students in need of support and extension, with more extension being provided than in previous years. Assessment data indicates that this program was successful in bolstering the growth of students achieving both above and below the expected level. High achieving math students were given additional extracurricular opportunities to further extend their understandings and skills, such as participation in the High Abilities program, the AMT maths competition and participation in the Maths Association of Victorian Games Day, held in Melbourne.

The 2022 NAPLAN data indicated a continued positive upward trend for both Grade 3 and 5 in the top 2 bands. Grade 3 students had 43% in the Top 2 Bands (an increase of 12% from 2021) and well above similar schools (29%) and schools in our network (33%). Grade 5 students had 28% in the Top 2 Bands (an increase of 9% from 2021), and well above similar schools (17%) and schools in our network (20%). The top three bands also indicate upward trends when compared to past results and similar schools and state results. 66.1% of our year 3 students were in the top three bands (56% for similar schools and 64% for the state).

Although the year 5 results are still below state and similar schools for the top three bands, we saw a significant increase in the top 2 bands as noted above.

Wellbeing

Staff participated in the remaining two of the four Berry Street Education Model (BSEM) training days. BSEM strategies including Morning Circle, Brain Breaks and Ready to Learn scales were used across the school to support the health and wellbeing of staff and students. Staff used these opportunities at the beginning and throughout the day to 'check in' with students. The strategies allowed staff to monitor and support students as required. The BSEM training and implementation will continue into 2023. BSEM builds on the previous School Wide Positive Behaviour Support framework training and strengthens our commitment to the Health and Wellbeing of staff, students and their families.

The Respectful Relationships curriculum was consistently implemented throughout the year. Staff leaders from each year level worked with the Wellbeing Leading Teacher to ensure effective and consistent delivery of this curriculum.

The Wellbeing Team members including, Leading Teacher, Student Wellbeing Support and Chaplain continued to support students and families within our community. Regular referrals were made to the Wellbeing Team through staff and families. Over 80 students were supported through one on one sessions and small group work.

In addition to the Wellbeing Team, the partnership between Anglicare and White Hills PS continued to support families. At the conclusion of 2022, the Anglicare School Based Family worker program was evaluated and it was decided that it would be replaced by the Early Help Program in 2023. The Early Help Program is a support service that offers short term early intervention to families to help them to achieve their goals.

Engagement

ATTENDANCE: The average number of days absent in the school in 2022 was 20.3 days per student, a significant increase from 2021 (15.6 days per student) and the school's 4 year average of 16.4 days per student. This trend however was consistent with similar schools 24.2 days average per student (***'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.***) and the State 23.3 days per student. Both similar schools and State averages increased by 6% on the four year averages where our school increased by 4%. COVID-19 continued to impact on average attendance rates in our school and across the State. The Grade 5 & 6 cohorts were the only two to average below 90% or more attendance in 2022. The school continued to focus on students and families with a history of poor attendance rather than the COVID impact with considerable Wellbeing resources (including referral to the Anglicare family support worker) dedicated to assisting families/students with 20 plus days absent. This will continue to be a focus in 2023.

COMMUNITY PROJECTS: The school's Fathering Project continued in 2022 with several very successful activities undertaken including an airplane making and flying competition (over 120 in attendance) and a Maths Games & Bingo night with over 70 in attendance. This was made possible by the commitment and support of a sub-committee of dads and sponsorship from local businesses enabling free participation for all. Unfortunately a planned sleepover at school was cancelled in Term 4 due to rain and has been rescheduled for Term 4 in 2023.

PARENT OPINION: The school had 51 respondents to the Parent Opinion survey in 2022, an increase from 2021 where it was 36. One of the key focus areas in the school's current Strategic Plan is Parent Community Engagement. The school positive endorsement was 78% (includes parent participation and involvement, school and teacher communication) higher than like schools 71% and the State average of 76%. The school's result was nearly identical to the 2021 result but lower than years prior to this (2018-2020). The school will introduce 'Start Up interviews' in 2023 to provide parents and students with the opportunity to meet with the classroom teacher prior to the start of the school year. We believe this will alleviate parent and student anxiety and establish a relationship with families right from the start of the school year.

Safety is the other factor the school has aimed to improve over the Strategic Plan period. (This includes managing bullying, students not experiencing bullying, promotion of positive behaviour and respect for diversity.) Unfortunately in 2022, the school's positive endorsement was lower (79%) than in 2021 (83%), however this was consistent with similar schools (76%) and the State average (81%).

STUDENT VOICE & AGENCY: This is another school priority during the current Strategic Planning period. In 2022 the school investigated methods used in other schools to collect and or promote student voice and agency and completed relevant professional learning on this topic. Some new initiatives the school will trial in 2023 will include the introduction of a Student Representative Council, fluid goal setting within their learning with input from students and increasing roles and responsibilities for Student Leaders in the school to name a few.

Other highlights from the school year

Due to the school being proactive, we were able to access the Positive Start Camps program for Grade 6 students in semester 2 of 2022 meaning that there was no cost to the parents for the camp. This funding has been made available by the Government due to the COVID-19 period of no camps/excursions etc. Pleasingly we were able to access camps in Semester 1 2023 for all Grades 3-6 students under this program also.

The school plans to introduce STEM (Science, Technology, Engineering & Mathematics) as a Specialist subject in 2023 due to the new State Education Agreement commitment to providing additional release time for staff to plan and prepare. This will include linking in to environmental programs such as River Detective (making use of the Bendigo creek that runs along the school's western border) and the Bendigo Sustainability Group.

Financial performance

In 2022, White Hills Primary School Council formulated, implemented and monitored school revenue and expenditure budgets. The school operated at a managed deficit of \$11,080 due to staffing. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school's Annual Implementation Plan. Funds allocated by the Department of Education were used for the Tutor learning Initiative.

In 2022, equity funds were directed towards:

- *The continuation of intervention support teachers and Education Support staff employed to support non-funded students, the ongoing employment of an English as an Additional Language teacher (EAL) and a translator to support the school's growing population of Karen students.*
- *Continuation of payment for Leading Teachers to support the development of teaching staff in the areas of maths, literacy and wellbeing. These roles will continue in 2023 and equity funding will be used to fund their employment.*
- *To continue the school's one-to-one netbook computer program for students in grades 5&6 and the upkeep and purchase of netbooks for the Grade 3 & 4 students as well as iPads for the junior classrooms. This will continue into 2023.*
- *Literacy resources to support the school's Annual Implementation priorities in reading and writing: Soundwaves (spelling assessment program for the whole school), PAT R, PAT G&P (Reading and Grammar and punctuation assessment tools), and Fountas and Pinnell (intervention kits to support students involved in intervention programs)*

The Mental Health Funding and Disability Inclusion Tier 2 cash component supported the credit budget to assist with wages for Education Support Staff for funded students, Disability Inclusion coordinator (0.4 of the Wellbeing Leading Teacher wage), the school's Wellbeing worker, Autism Spectrum Disorder (ASD) Coach and Chaplaincy along with resourcing for cyber safety, School Wide Positive Behaviours and Berry Street.

Funds raised through payments from OSHClub will be directed towards a major solar project for the school. This was put on hold due to the pre-election promise from the Labour Government for additional funding (\$9.25M) to build a school gymnasium and replace the roof on the main building (this was not achieved during the last refurbishment due to a lack of funding).

Future funds raised by the Parents & Friends Group will be directed towards new basketball rings and a wall mounted advertising sign to advertise school events/activities.

The school used some surplus funds to complete jobs that were removed from the Government funded building project due to the overall cost being too high. They include some painting works, development of the second sunlab, ongoing repairs to roof surfaces due to leaks, maintenance and repair of the school oval's sprinkler system to name a few. Some monies allocated to furniture allowance from the building project has been carried forward and will be used to furnish and resource the Science Technology, Engineering and Mathematics (STEM) room for use in 2023 onwards. This has been added to the Specialist subjects offered at the school.

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 were provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.whitehillsp.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 579 students were enrolled at this school in 2022, 296 female and 283 male.

9 percent of students had English as an additional language and 5 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).

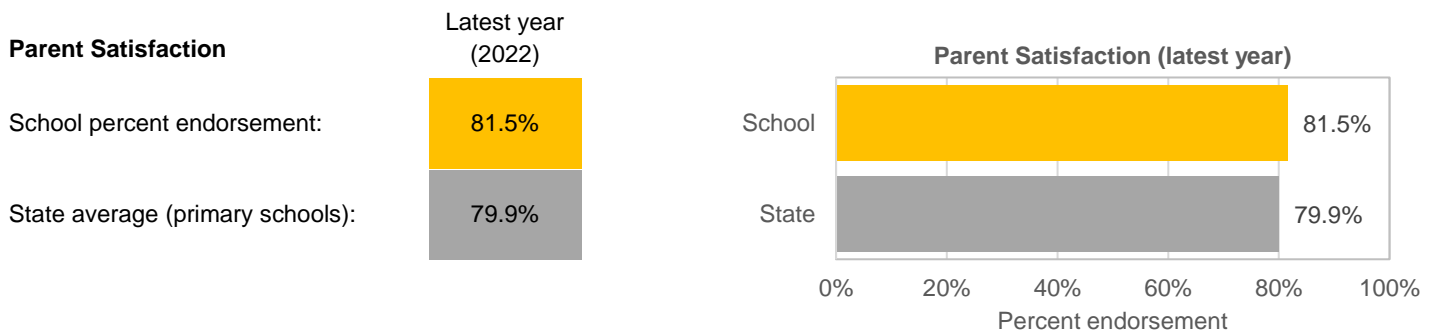
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

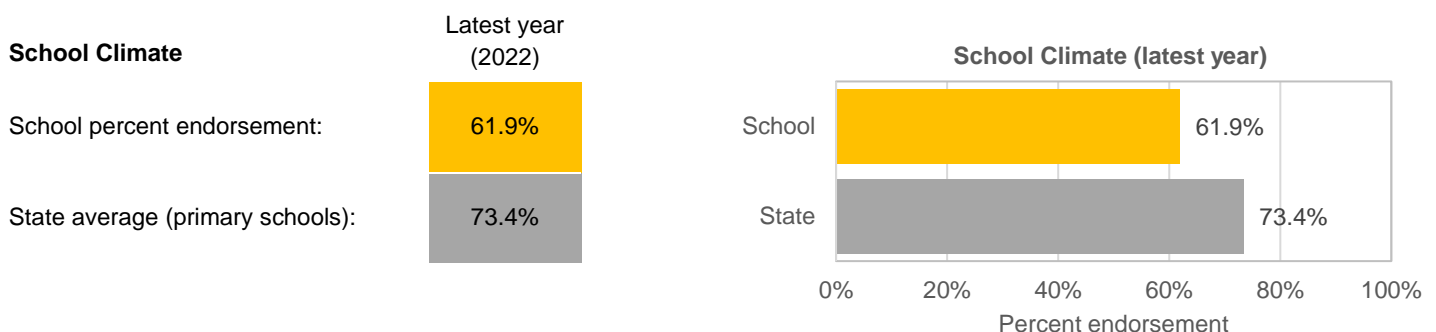


School Staff Survey

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:

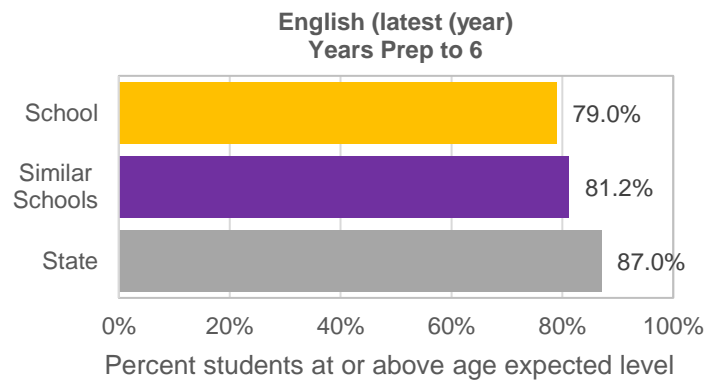
79.0%

Similar Schools average:

81.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

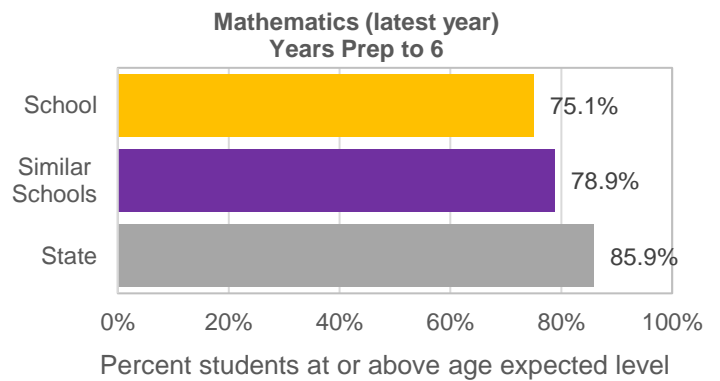
75.1%

Similar Schools average:

78.9%

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.

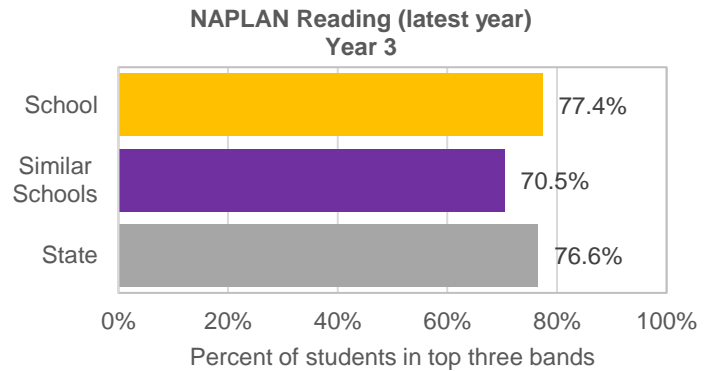
NAPLAN

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.

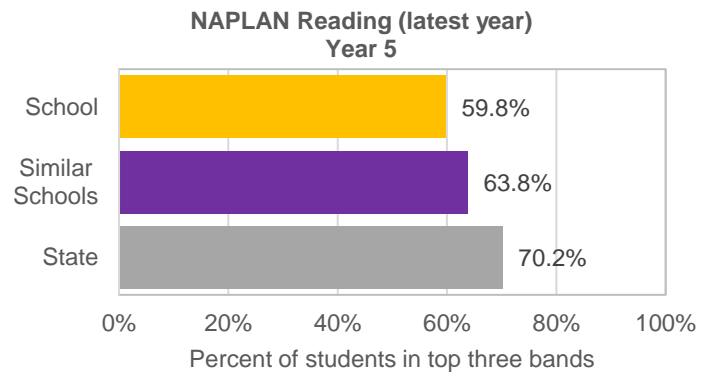
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	75.7%
Similar Schools average:	70.5%	71.0%
State average:	76.6%	76.6%



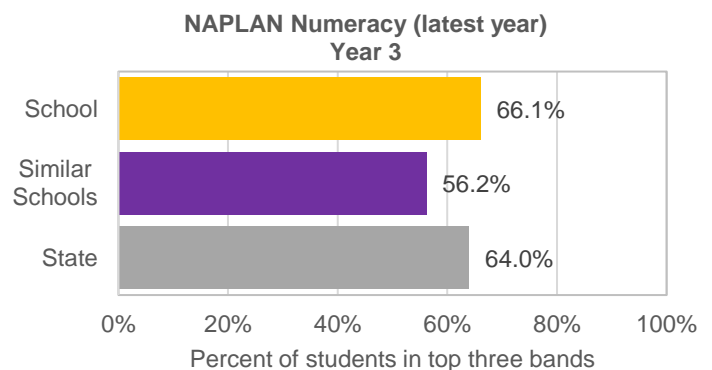
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.8%	58.4%
Similar Schools average:	63.8%	63.3%
State average:	70.2%	69.5%



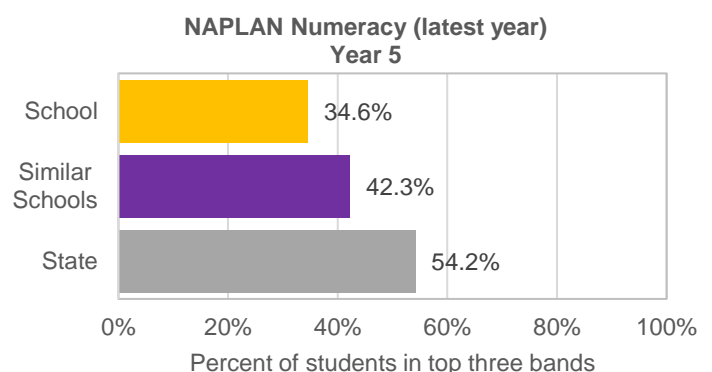
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.1%	62.6%
Similar Schools average:	56.2%	59.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.6%	47.7%
Similar Schools average:	42.3%	48.4%
State average:	54.2%	58.8%



WELLBEING

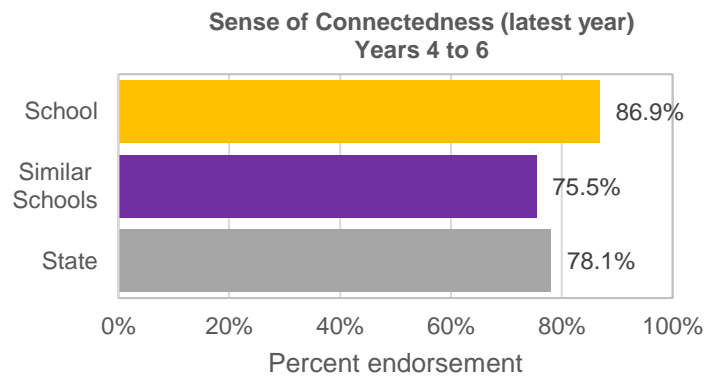
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.9%	86.9%
Similar Schools average:	75.5%	77.6%
State average:	78.1%	79.5%

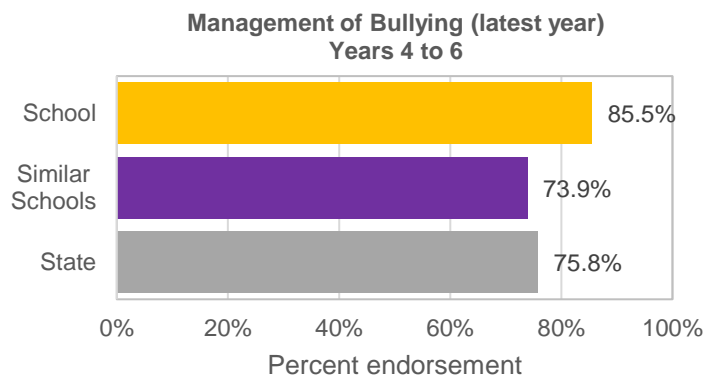


Student Attitudes to School – Management of Bullying

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:	85.5%	86.7%
Similar Schools average:	73.9%	77.1%
State average:	75.8%	78.3%



ENGAGEMENT

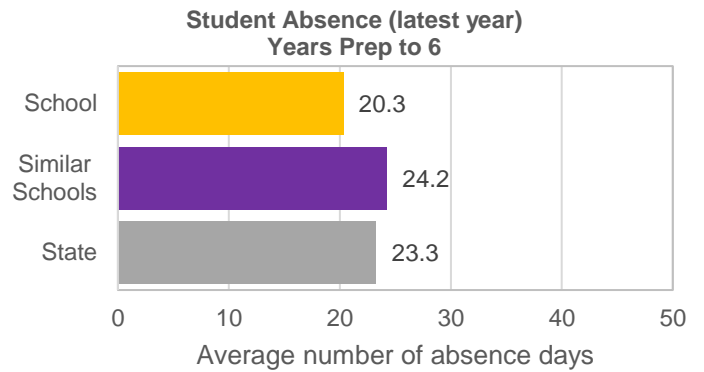
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.3	16.4
Similar Schools average:	24.2	18.2
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%	90%	91%	90%	90%	87%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,781,067
Government Provided DET Grants	\$1,003,639
Government Grants Commonwealth	\$3,200
Government Grants State	\$10,000
Revenue Other	\$42,840
Locally Raised Funds	\$309,198
Capital Grants	\$0
Total Operating Revenue	\$7,149,944

Equity ¹	Actual
Equity (Social Disadvantage)	\$565,144
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$565,144

Expenditure	Actual
Student Resource Package ²	\$5,705,484
Adjustments	\$0
Books & Publications	\$2,387
Camps/Excursions/Activities	\$161,853
Communication Costs	\$7,424
Consumables	\$112,126
Miscellaneous Expense ³	\$29,749
Professional Development	\$26,514
Equipment/Maintenance/Hire	\$156,924
Property Services	\$202,648
Salaries & Allowances ⁴	\$589,319
Support Services	\$93,432
Trading & Fundraising	\$15,335
Motor Vehicle Expenses	\$309
Travel & Subsistence	\$786
Utilities	\$56,733
Total Operating Expenditure	\$7,161,023
Net Operating Surplus/-Deficit	(\$11,080)
Asset Acquisitions	\$14,836

- (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	\$1,106,746
Official Account	\$90,491
Other Accounts	\$0
Total Funds Available	\$1,197,237

Financial Commitments	Actual
Operating Reserve	\$229,204
Other Recurrent Expenditure	(\$37)
Provision Accounts	\$0
Funds Received in Advance	\$40,686
School Based Programs	\$32,537
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$88,895
Capital - Buildings/Grounds < 12 months	\$124,495
Maintenance - Buildings/Grounds < 12 months	\$52,323
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$568,103

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.