

# 2022 Annual Report to the School Community

School Name: Glen Huntly Primary School (3703)



- 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 27 March 2023 at 05:09 PM by Elizabeth Alessi (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 29 March 2023 at 08:51 AM by SUPRIYA ARIKAREVULA (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

Glen Huntly Primary School (GHPS) is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in South East Victoria Region. The West Site of the school opened in 1914 and the East Site in 1921. It is located on Grange Road on two separate sites on opposite sides of the road and it is connected by an overhead footbridge.

The school's vision is to optimise student learning growth across all Learning Areas and levels of ability. The mission statement is to nurture respectful, positive, informed and caring global citizens and to help develop children who are happy, confident and who love school and learning. The school is in the second year of the Strategic Plan for 2020-2024. GHPS has a deep commitment to:

\*Inspire our students to be respectful, caring, and resilient citizens of the local and global community; Learning Today Leading Tomorrow.

\*Be a high performing school with embedded evidence informed best practice that is visible in each classroom. School values which have been agreed to as being pivotal for how students, staff and members of our school community learn together are:

Respect and care for each other and the environment

Pride in our actions and striving for personal best for ourselves and our school

Resilience to accept and adapt to challenges, try hard and build positivity and self confidence

Teamwork and learning together with optimism and enthusiasm to achieve

Creativity to allow us to view and develop new possibilities to meet our goals

The community takes pride in the cultural and social diversity of its students and being able to connect in a friendly, approachable and supportive way. Thirty-nine percent of students have English as an additional language and there were fewer than ten students who were Aboriginal or Torres Strait Islander background.

The staffing levels of the school include 23.52 equivalent full-time staff: two Principal class, one Leading teacher, one Literacy Leader and one Mathematics Learning Specialist, English as Additional language (0.4) in the EAL Butterfly House, Tutor Learning Teacher (0.63) High Ability Practice Leader and 4.44 Integration Aides and Teaching Support Staff. A new substantive Assistant Principal has been appointed and the EAL Leader has taken up a position closer to home. EAL and non EAL students have been supported through Whole School Intervention Model.

Specialist programs include Physical Education, Performing Arts, Music and Japanese Language, Visual Arts, and Science. The Science Specialist program teaches Years 4-6 in Semester 1 and P-3 in Semester 2 Library is supported by an educational support staff member and classroom teachers take their class weekly. In addition to curriculum enrichment programs including Cooking through Gourmet Kids, there is a small vegetable garden and raising chooks.

Teaching Support Staff include 1.0 Business Manager and administration staff at 0.63. Integration/Education Support roles assisted PSD funded students (Tier 3) and identified tier 2 students received point of need support through the Disability Inclusion funding rollout in South Eastern Victoria Region. Students have been attending 1: 1 in the Tree House Reading Program and have been provided with in class support for Literacy/Numeracy where it has been identified that the learning growth for these students is needing catching up. This has also been provided by way of Tree House Reading /MiniLit Years 1-2 intervention programs for identified students.

The 276.6 EFT supports thirteen classes in 2022: nine classes on the East Site and four on the West Site. The school's SFOE (Student Family Occupation Enrolment) band value is low (0.1168) which is trending positively. In addition to 276.6 Student Resource Package funded students, there are three International full fee paying students and included 3.6 students who receive funding through the Program for Students with Disabilities. Tracking the mobility of enrolments over 2022 reveals that there has been a gradual increase in the number of overseas students able to transfer in due to travel restrictions being lifted, however movement by families to the growth corridor suburbs to access more affordable housing has continued. The school hosts a campus of the Noble Park English Language School where NPELS enrolls eligible students who have been in Australia for less than 12 months and who are English

as Additional Language learners. The travel restrictions have affected numbers of enrolments.

The 7.12million Capital works project Stage 2 & 3 Construction has continued throughout 2022. The project has a refurbished and repurposed East Site Building B on two levels with the Main Administration, sick bay, resource rooms and Offices and a new Staff Lounge, Principal, Assistant Principal, Business Manager and conference room offices. The new main foyer provides a welcoming and spacious entry, new casual waiting spaces, and a conference room for parents or allied health visitors. There is a new staff and disabled toilet, sick bay and resource room for teacher preparation, A STEM room further engages students in Specialist Science. There is a cleaners' room, student toilets for both males and females and two staff toilets. Repair and replacement of windows and joinery has been completed throughout the identified areas on level 1 & 2. There are some external facing windows not within the scope of works but may be rectified through the contingency,

A full size gymnasium including stadium seating, music room, large kitchen facility, student toilets and change rooms has been completed just prior to the end of the year and offers impressive learning spaces for students and the wider community. Major landscaping around the new build, and new playground will be ready for the start of the 2023 school year. The Noble Park English Language School decanted to the Southern end of the oval and has Mod 3 x3 buildings and toilets. The school has upgraded the West Site playground spaces, including synthetic resurfacing to include an area for ball games and a running track, a running track, upgraded sections of fencing and installed new gates.

Parent satisfaction was 83.8 which was a slight decrease from 2021, but higher than the state average by 3 percent. The School Climate for staff endorse percentage increased by 10 % to 87.1 and was higher than the state average - 74.4%.

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

### Learning

#### Numeracy

Targets for Numeracy have exceeded 12 month targets. NAPLAN targets were met with Year 3 - Percent of students in top 3 bands sitting at:

GHPS - 90%, Similar Schools - 82.4%, State Average - 64%

NAPLAN targets were met with Year 5 - Percent of students in top 3 bands sitting at: GHPS - 82.5%, Similar Schools - 77.3%, State - 54.2%

Our 2022 AIP Goal to improve outcomes in Numeracy was supported by targeted Professional Learning incorporating Gender Disparities from PAT Testing, NAPLAN and ICAS results. Addressing misconceptions of groups of students and individual students in planning for Term 4 and into 2023. As a staff, through PLC Inquiry Cycles, we have broken down the Gradual Release of Responsibility Instructional Model to focus on Explicit Teaching Strategies through PL, Area Leaders Meetings and Team PLCs.

Teacher Judgements place GHPS at the percentage of students above expected level in Numeracy at 93.7% against similar schools at 94.2% and State averages at 85.9%. Ongoing Monitoring/tracking of students is kept up to date and our Response to Intervention Model was again reviewed with staff and maintains a priority focus

#### Literacy

The Literacy Leader collaborated with staff to imbed the Instructional Model and student learning data has indicated that learning outcomes through NAPLAN, PAT Reading testing, as well as internal school data such as whole school writing assessment shows there are areas for improvement that maybe best rectified with more onsite learning. GHPS will continue to use the 6 + 1 Traits to Writing Success. Students identified as needing learning catch up have been supported through the Tutor learning Program with an added focus on Numeracy. Reviewing the percentages of the students in the top three bands for NAPLAN Reading and Numeracy for Year 3, the results are well above the State averages, but there is room for growth and improvement for Relative Growth between 2021 and 2023 with this cohort. The Year 5 results are well above State averages for Reading and Numeracy with Numeracy with the strongest percent of students in the top three bands. NAPLAN Learning Gain Growth from Year 3 (2019) to Year 5(2021) showed the highest gains in Numeracy, Writing and Spelling and the lowest percentages of low growth in Grammar and Punctuation and Spelling. Teacher Judgement of Student Achievement resulted in the percentage of students

working at or above age expected standards in English and Mathematics to be as the same as the similar schools average.

## Wellbeing

Glen Huntly takes a holistic approach to student wellbeing and mindfulness with a focus on building student resilience and connectedness across the school.

Our students are supported both emotionally and academically through a range of programs and resources that build positive relationships and promote wellbeing. Glen Huntly follows the Victorian State Government's Health and Wellbeing Achievement Program and this year the emphasis has been on being SunSmart, healthy eating and being physically active both at school and at home. The school revisited the importance of being sunsmart with students and had a big emphasis on healthy eating at school. Students are encouraged to take regular short breaks throughout the day to get up and be physically active before returning to work. In addition, the school has partnered with Sporting Schools to provide several sporting activities at the school outside the normal PE Program. Sports offered this year have included soccer, hockey and AFL.

The school runs a weekly Wellbeing Wednesday Session, a dedicated one-hour block focusing on and explicitly teaching these areas of focus. During this hour the school follows the State Government's Resilience Rights and Respectful Relations Program. All staff have received inhouse training around this program and it forms the basis of our explicit teaching during the Wellbeing Wednesday hour.

Our teachers use wellbeing checklists that help us identify students at risk and in need of support. Our staff have completed professional development on student wellbeing and first aid training which is being used to support students.

The school runs a Buddy and Leadership Program, whereby students in Prep are matched up with an older buddy in Grade 5. When the Prep student moves up to Grade 1 the next year, they keep the same buddy as they move into Grade 6. This program is great for promoting leadership and responsibility among our older students and proved to be very successful in building connectedness across the school. It was also one of the most popular initiatives identified by many of our older students when reflecting on their year.

At lunchtime, the school ran several initiatives, one of these included training a team of Grade 6 students as Inclusive Monitors. Their role was to organise games among our Prep and Grade 1 students at lunchtime and to involve those students to join these games.

Our school is on two sites and twice a week, Grade 2 students spent their lunchtimes on the Junior Campus so they could use the Junior playground and sandpit over there.

Several clubs operate at lunchtime including the Art Lunchtime Club, Pod Casting Club and Sports Club where the Grade 5/6 students were given access to the gym at lunchtimes. The Art Club ran two sessions,

one for junior and one for senior students and was student led. The students also organised a toy shop to raise extra funds for art supplies.

Our student attendance data across the school is strong with our 4 year average at 15.4 days compared to the state average of 17 days. Also, the results from our Student Attitudes to School Survey, clearly indicates our students feel safe, happy and motivated at school. The percent endorsement on the Sense of Connectedness factor indicates that our school has performed above state 78.1% and similar schools 80.9% with our school reporting 83.7%.

The school provides extra extension and catchup support to students through the Tutor Learning Initiative and our Tree House Reading Program which contributes to all students achieving success in their learning.

### Engagement

The effective utilisation of the Compass Attendance and Days Late data base has continued during 2022. This along with cumulative Attendance and Days Late data being published and communicated directly to parents/carers for each semester in June and December reports, makes all families aware of their child's situation in relation to these figures. This data is also used along with the school's supportive Attendance Policy to encourage and promote high attendance being the case for all students, along with aiming to maximise our Attitudes to Attendance, School Connectedness and Sense of Inclusion data in our AToSS survey data.

Performance Summary data indicates that for 2022 our Attendance data was: Prep 89%, Year 1 85%, Year 2 87%, Year 3 84%, Year 4 88%, Year 5 86% and Year 6 89%, with the school average number of absence days being 26.5 days, compared to the State average of 23.3 days and Similar Schools being 18.9 days. This represents a shift in the data from the previous year with the Attendance data being: Attendance rates were all above 93% for each year level with Year 5 at 96%, Years Prep, 3 and 6 at 95%, Year 4 and 2 at 94% and Year 1 at 93%, with the school average number of absence days being 11 days.

Our four year average student absence figure was 15.4 days, correlated against the State average of 17 days. Focusing on an "Every Day Counts" approach and Punctuality will therefore still need to continue to be a priority and a strong focus during 2023.

In relation to relevant 2022 AToSS data, our results were School Connectedness 84% (cf 85.1% 2021), Attitudes to Attendance 84% (cf 78% State) and Sense of Inclusion 89%. These figures indicate that we have maintained strong positive data in terms of these aspects. The continuation of regular Community Circle work in each class has provided meaningful platforms for Student Voice, Student Agency, the resolution and care for emerging wellbeing issues and the building of relationships in a class community context. The introduction and implementation of the Respectful Relationships program (Resilience, Rights and Respectful Relationships) school wide during 2022 has also supported and nurtured the development of student and staff wellbeing. Other such initiatives, such as the creation of Wellbeing captains, the Breakfast club, lunchtime club activities and improved school facilities have also been introduced and intended to enhance and advance Student Sense of Connectedness, student Sense of Belonging and Student Engagement.

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### Financial performance

Glen Huntly Primary School has maintained a sound Financial Position in 2022 and the Finance Sub Committee of the School Council has monitored and reviewed all financial reports throughout the year, including some large expenditure items throughout the year.

The Financial Performance and Position Report shows an end surplus of committed funds of \$10,000 at the end of

2022. These funds were committed to GPA bike shed.

We are very grateful to Theircare, our Before and After school care provider who donated \$27,512.08 towards our school which went towards ICT, science items, fence and gates, and classroom whiteboard trolleys.

GPS Parent community raised \$15,978.39 and the Building Fund raised \$1,252.13 resulting in a total of \$11,328.99, which contributed towards the building of the new GAGA pit, air purifiers (when the school did not have sufficient units) and outdoor deck shade sail on the West Site outside the Library.

In August 2022 School Council commenced discussions for the renewal of MOU with Noble Park Language School which will result in additional funds for the period of the MOU. This is yet to be signed off by the region.

Salaries and allowances totaling \$110,325 relates to cost of Casual Relief Teaching (CRT) Staff required to cover teachers on approved leave or unwell. The number of CRT days was unusually high and unforeseen due to COVID. The camps/excursions/activities expenditure is self-funded.

The New gymnasium will be finalized in late 2022, which the School Council has discussed leasing in 2023. Some revenue raised from leasing will contribute to covering the ongoing maintenance, insurance and running costs of the space.

**For more detailed information regarding our school please visit our website at**  
**<http://www.glenhuntlyps.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 277 students were enrolled at this school in 2022, 142 female and 135 male.

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

### Overall Socio-Economic Profile

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

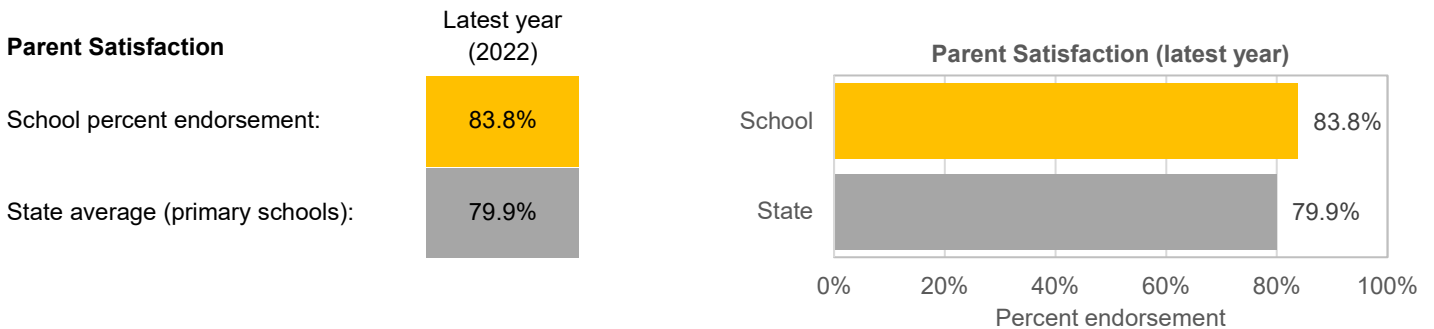
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

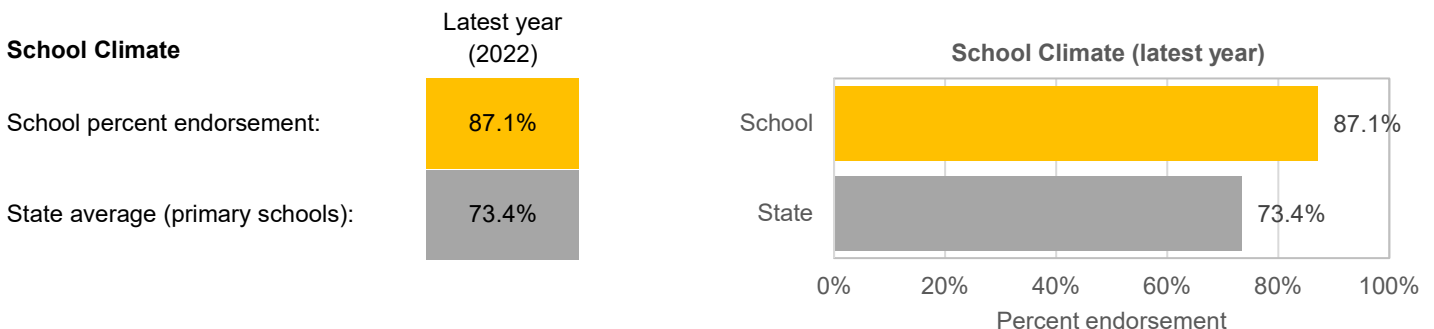


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

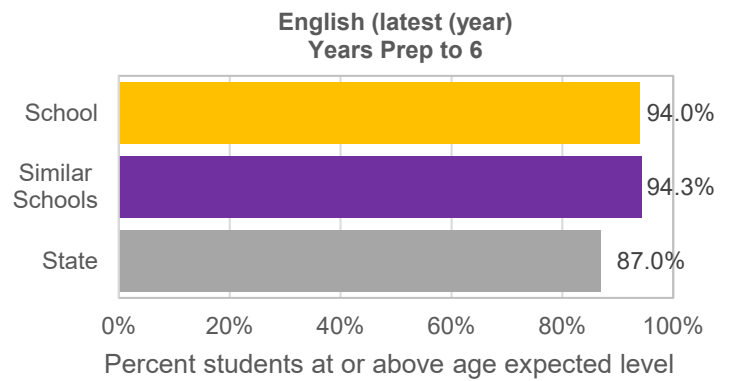
94.0%

Similar Schools average:

94.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

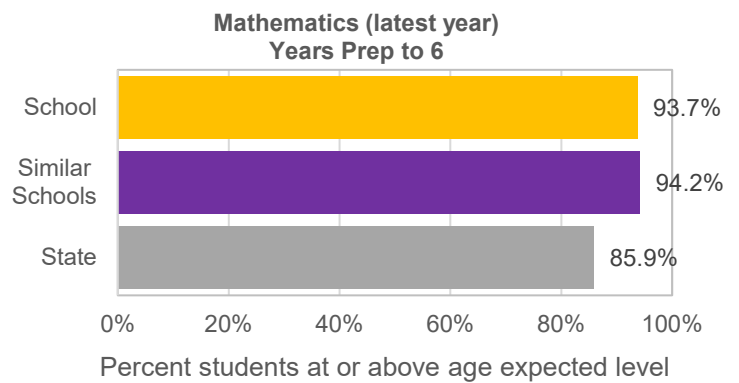
93.7%

Similar Schools average:

94.2%

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.

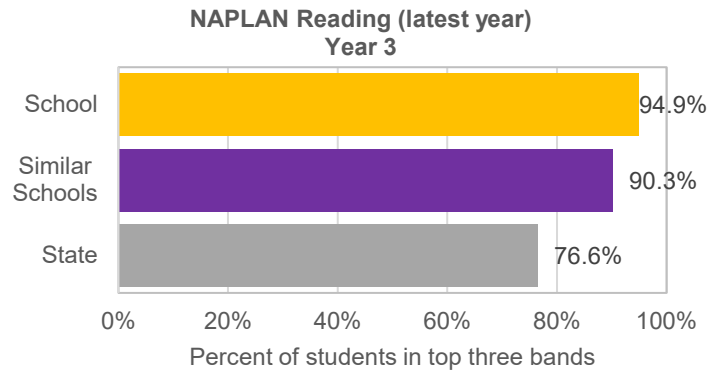
### NAPLAN

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.

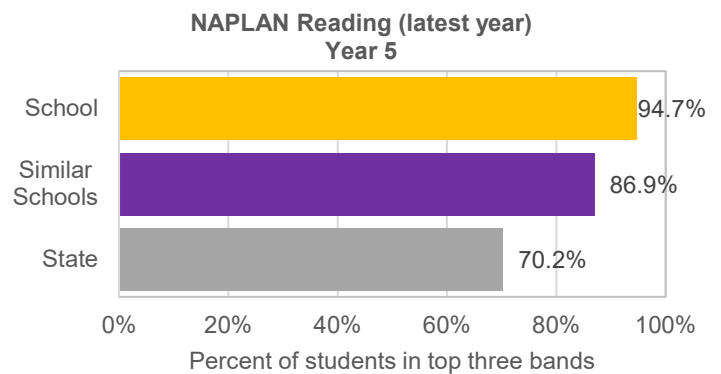
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.9%	88.4%
Similar Schools average:	90.3%	89.2%
State average:	76.6%	76.6%



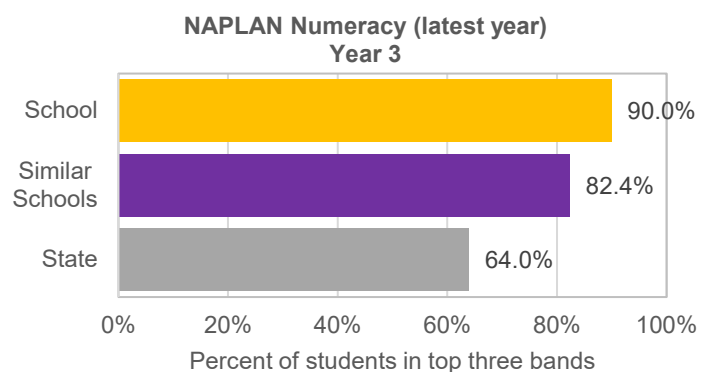
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.7%	83.5%
Similar Schools average:	86.9%	85.9%
State average:	70.2%	69.5%



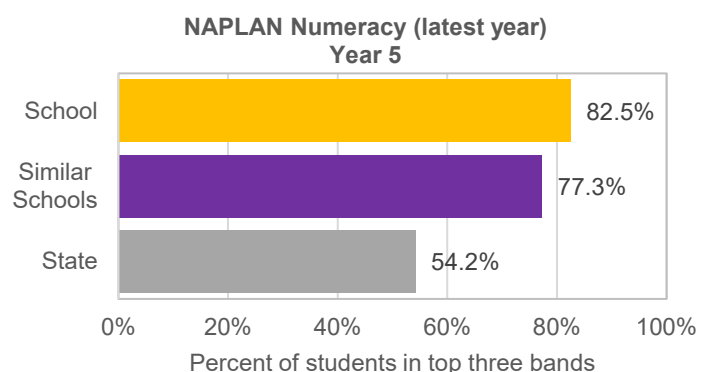
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	83.1%
Similar Schools average:	82.4%	83.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.5%	82.9%
Similar Schools average:	77.3%	80.2%
State average:	54.2%	58.8%



## WELLBEING

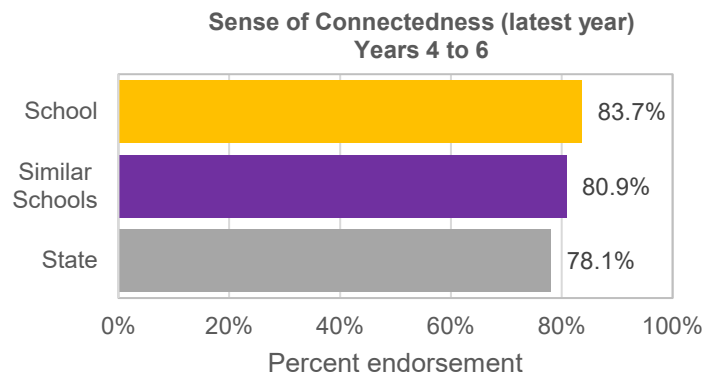
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	83.7%	86.2%
Similar Schools average:	80.9%	81.5%
State average:	78.1%	79.5%

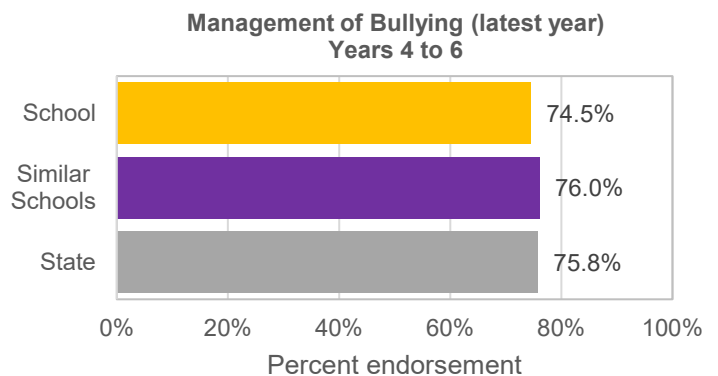


### Student Attitudes to School – Management of Bullying

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:	74.5%	80.1%
Similar Schools average:	76.0%	78.7%
State average:	75.8%	78.3%



## ENGAGEMENT

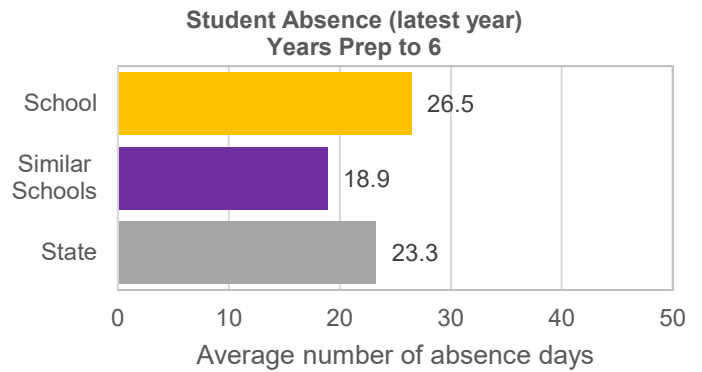
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.5	15.4
Similar Schools average:	18.9	13.1
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):	89%	85%	87%	84%	88%	86%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,583,236
Government Provided DET Grants	\$272,238
Government Grants Commonwealth	\$10,264
Government Grants State	\$25,000
Revenue Other	\$19,369
Locally Raised Funds	\$275,539
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,185,646</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,272
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,272</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,524,289
Adjustments	\$0
Books & Publications	\$3,267
Camps/Excursions/Activities	\$118,116
Communication Costs	\$3,335
Consumables	\$71,402
Miscellaneous Expense <sup>3</sup>	\$16,561
Professional Development	\$5,224
Equipment/Maintenance/Hire	\$85,790
Property Services	\$36,303
Salaries & Allowances <sup>4</sup>	\$90,878
Support Services	\$30,247
Trading & Fundraising	\$44,325
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,305
<b>Total Operating Expenditure</b>	<b>\$3,062,042</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$123,604</b>
<b>Asset Acquisitions</b>	<b>\$159,473</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	\$238,591
Official Account	\$35,728
Other Accounts	\$11,298
<b>Total Funds Available</b>	<b>\$285,617</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,545
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	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$99,545</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.*