

2022 Annual Report to the School Community

School Name: Kingsley Park Primary School (5135)



- 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 30 April 2023 at 12:48 PM by Gill Gray (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 30 April 2023 at 02:02 PM by Jess Hegarty (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

Kingsley Park Primary School is the hidden gem of the Frankston Bayside area. We are located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area and have a current enrolment of 375 students. Nestled in a semi-bush setting, Kingsley Park has a rural feel with spacious tree lined grounds and large play areas. For approaching 35 years, the school has served its local community which over the years continues to be a community undergoing demographic change. Our current enrolment is 372 students (52% are male and 48% are female).

Kingsley Park offers an attractive, safe and stimulating learning environment where students are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Teachers personalise learning to maximise student growth in all areas. We strongly believe that working with parents helps our students to achieve their best and highly value community relationships and working with families to make a difference in the lives of our students. We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community combined with our Keys to Learning Success of Resilience, Persistence, Getting Along, Organisation and Confidence. We are well known in the community to be a friendly, family orientated school providing great student and family support. We welcome all families who believe in working alongside us in their child's learning journey and to create the best environment we can. Our school motto is 'Together We Make a Difference'.

Our priority areas include improving student outcomes in English and Maths whilst equally focusing on each student's wellbeing. This is achieved through explicit teaching catering to the differentiated needs of students, having high expectations, setting learning goals for students, regular assessment tracking, and consistent collaborative efforts of teachers working together in teams. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures engaging learners through the promotion of accountability for learning and respectful relationships. Kingsley Park offers a BYO iPad device school from grades 3-6, effectively incorporating Digital Technologies into our daily classroom practices.

The school provides a curriculum framework differentiated to meet student needs. Throughout the school, classes are a mix of straight grades and multiage groupings according to Victorian Curriculum levels with teachers working together for curriculum planning and professional development. Sixteen classes operate – three Foundation classes, 5 Junior classes, (Years 1 & 2) four Middle (Years 3 & 4) classes and four Senior (Years 5 & 6) classes. We have two Principal Class Officers, a Learning Specialist, an Inclusion and Well being leader, 19 classroom teachers, 5 specialist teachers, and 21 Education Support Staff.

Kingsley Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in specialist programs of Physical Education and Sport, The Arts (Visual and Performing Arts), STEM and AUSLAN. Other programs include a breakfast club, Student Representative Council, lunchtime clubs, morning running club, concerts, camps, athletics, swimming, inter school sport and cross country events and attending Human Powered Vehicle events. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities. Students with special learning needs are catered for with a number of programs including; an effective and efficient disability inclusion and Speech Pathology Assistance Program. As the community has grown and changed, so has the need for additional assistance for students. We have also welcomed this year a School Chaplain funded through the National School Chaplaincy Program.

Parents are strongly encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in assisting with home reading and other school activities and programs including Parents Group, School Council, excursions and classroom support.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued researched practice of Science of Reading using a systematic synthetic phonics program and Decodable Readers Australia resources with consistency throughout Foundation to Year 2. The reading, phonics and spelling programs were aligned to use the same scope and sequence ensuring consistency in student learning and teacher practice. Years 3 to 6 followed the same sound sequence in spelling, and this was further extended and supported with explicit teaching and practice of spelling rules, word origins and developing understanding of parts of words. In Foundation to Year 2 assessments in reading also aligned with the sequence and progression of skills. Data analysed to date has shown excellent improvement in students progressing through this consistency of practice. Our phonics program was also used to support some intervention students in Middle and Senior modules.

Our NAPLAN data showed excellent growth in Year 3 Reading with the percentage of students in the top three bands reaching 81.3% which was above both State (76.6%) and Similar Schools (74.7%). Our Year 5 data is still catching up with us achieving 63.5% which was just slightly lower than both Similar Schools (68.3%) and State (70.2%). In English, Teacher Judgement showed that 85.3% of students were achieving at or above the expected standard. This was in line with Similar Schools (85.6%) and slightly below State (87%).

Mathematics throughout Term 1 was focused around Place Value ensuring that students had a solid understanding of numbers and their place value, ensuring that potential gaps in learning from interrupted schooling (remote learning) were covered and students had a solid understanding before moving into the operations and other areas of Mathematics. Further to that there was a whole school focus of Number and Algebra. A further area of whole school practice improvement in Numeracy was open ended Maths tasks and utilising of problem solving strategies as well as student led investigations. In NAPLAN, our Year 3 Numeracy data was excellent with 69.4% of our students in the top three bands of testing, above both State (64%) and Similar Schools (60.5%) and in Year 5, we had 48.1%, equal to Similar Schools (48.5%) and just below level of State (54.2%). Our Teacher Judgement in Mathematics showed that 83.6% of our students are achieving at or above the expected standard, slightly below both Similar Schools (85.3%) and State (85.9%).

Teachers further improved their collaborative planning and working not only within teams, using the digital skills improved from online work during remote learning, but also working across teams with far more for sharing of resources and practice. We also focused on differentiation ensuring students were catered for at their level of need with targeted teaching and further looked at Open Ended Tasks (Investigations) to differentiate and challenge students in Problem Solving and Reasoning. We began the year with school wide ICC focus of target groups ensuring that students worked in small groups with their teachers to support their learning needs. Our Education Support Staff were provided professional development on working with small groups and were utilised in this capacity within classrooms. Having a similar ICC focus run across the school assisted with planning, discussions, meeting students' needs and resourcing across the whole school.

In Professional Learning Team (PLTs) collaborative planning and meeting times, teachers worked together to analyse student data and use this to inform planning. PAT testing also provided additional data for teachers to use to support their teacher judgements for reporting. The Learning Specialist attending all of these meetings assisted with consistency of practice throughout the school. Data Walls were introduced throughout the year allowing teachers to look at cohort and school wide data; identifying areas to be celebrated and areas of concern, identifying goals which were included in ICCs, many of these achieved.

The DET provided Tutor Learning Initiative funding allowed us to have a tutor work with students across the school who were working 6-12 months behind the expected level in English or Mathematics. In the Senior school a tutor worked 3 days a week with intervention or extension students assisting in reducing class sizes and reducing the range of needs within the classroom.

Wellbeing

Student wellbeing in regards to returning onsite was very strongly considered in 2022 and the provision for students to reconnect and feel comfortable with being back onsite was a focus for all teachers and ES staff. Teachers spent time in the day to conduct circle time lessons or various other versions of check in time where students had the opportunities to share feelings and talk about worries or even celebrate being back onsite!

The school started to deliberately record both positive and negative incidents through our whole school program Sentral and captured in total close to 2,000 incidents. Of these 1,384 were positive and 574 were negative. This data really indicated a shift in the culture of the school regarding recording and valuing positive moments that occurred as well as negative ones which we had

captured previously. The noticeable difference being that students could articulate school values in a very positive and proud way and the support from The Sixth Child is integral to this model. We are focusing more on the positive affirmation and less on negative incidents which has seen a positive turnaround in the mindset of students wanting to improve and do their best.

The extra support that students required, especially from Prep to Year two during outside play in particular in order to be able to successfully socialise co-operatively and use play equipment safely was required for most of the year as was Senior students in managing high intensity games on the oval. The Student Attitudes to School Survey data (Years 4-6) showed that 'Sense of Connectedness' was 73.4%, this is slightly lower than in previous years and slightly lower than both State and Similar Schools averages showing that we still have some work to do to get our students feeling fully connected.

The school employed a school chaplain two days a week and an Inclusion and Wellbeing leader who was also a qualified speech pathologist. The school had an increased number of therapists to manage this year who attended onsite for students with NDIS funding. This is a large load for the school to manage and find spaces for but is of great benefit to the students and families in helping to meet student needs.

Engagement

With students returning to onsite learning for the first time in two years one of the schools main focus of 2022 was to ensure we really focused on engagement. Planning was changed to explore resilience and engagement with students as the core focus of the first two weeks, settling in and spending time getting to know each other. Overall we were very pleased with the attendance rate and engagement of most families. Many communicated well with us in regards to illnesses and absence reasons, this saw our rate of explained absences increase greatly and opened communication lines for far greater engagement of families.

A lot of time was spent on attendance follow up and discussions with parents alongside teachers engaging with families, doing wellbeing check-ins with increased discussions on how to best support student wellbeing and encouragement of learning. Covid 19 continued to impact student absences and parents were extra cautious, keeping students home when feeling slightly unwell. Our average absence blew out to an astounding 21.5 days, this however was still below State and Similar Schools averages. We had a number of students who raised the average level; 5 students on re-engagement programs due to high anxiety, both high needs students who had over 110 days of absence each for the year, 1 prep child had major surgery and was off for over 70 days, a year 1 student went on an overseas holiday for 3 months, 2 immune suppressed students had almost 50 days absent each and a family who have school refusal concerns. All absences were investigated and followed up with a great deal of work going into supporting these families in particular. Staff absences also continued to be affected with COVID and other reasons which did have an impact on student engagement in some classrooms.

Our Student Attitudes to School survey showed that Student Connectedness remained high with 73% of students surveyed highly positive and 19% showing neutral favour. This was investigated and discussed with students on how we could work together to improve this for the remainder of the year. 84% shared a strong 'Sense of Inclusion' and 91% feeling a strong need for 'High Expectations for Success'. Student 'Emotional and Relational Engagement' was low at only 65%, 7% lower than 2021 and 6% below State which also gave us an area to focus on to further engage our students. Our 'Effective teaching practice for cognitive engagement - Stimulated Learning' indicated a decrease from 77% to 69% which was also 9% lower than State however, our 'Differentiated Learning Challenge' remained strong at 82%. Parent Opinion showed strong indicators of a 'Stimulating learning environment' at 81% and 'High expectations for success' at 90%. This was discussed with both staff and students to assess how we could improve this for our students.

From parents' perspective, Engagement with our families was pleasing with 'School Communication' at 86% positive, although a decrease from 2021, it was above State, Network and Similar school levels alongside 'School ethos and environment - School pride and confidence' in which we achieved 90% positive, again a decrease from 2021 but also above Similar, Network and State levels.

Other highlights from the school year

This year the school worked closely with a charity called "The Sixth Child" and its founder Jaimie Ramos. The Sixth Child kindly provides the school with positive "Shout Out" prizes for the students to be recognised for following our Kingsley Park Values. Jaimie approached the school, interested in doing a big project and with his community help and financial support transformed the sandpit into an inclusive play space that allowed wheelchair access along with an adjustable height basketball tower, chess table and a ball game we later named "Captain Underpants". To create this space and have new sandpits built really showed a fantastic community spirit - especially as virtually all the work was completed in the pouring rain!

The school also gained our first official outdoor learning space with tables, chairs and shade sail for a grade to use. This has also provided a great community space for parents to sit and enjoy time together while watching their children play on nearby equipment.

This has really encouraged parents to return to being in the school grounds and connect with each other, it is also well utilised on weekends by many families enjoying our grounds.

The School Carnival of 2022 will long be remembered as one of the most successful to date. Highlights included: Each class having a stall, a silent auction, an oval full of rides, the highest funds raised, some very wet and well dunked teachers and incredibly kind weather! This was a key activity that helped bring our community in to the school and has strengthened parent involvement with the school helping us return to having a very strong community feel.

Financial performance

Kingsley Park Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding along with the Tutor Learning Initiative funding has provided the school with options in regards to staffing and programs that are enhancing and enriching our students' learning and allowing support to students and families with additional needs. We have been able to keep our class sizes relatively small in the F to 4 classrooms and been able to provide a Student Wellbeing Manager (0.4) and Speech Therapist (0.2) alongside our Curriculum Learning Specialist (0.8).

The continued effect of COVID did cause a drain on resources in a few areas including staffing replacements and unfortunately a great deal of tutoring time was used to cover this due to the lack of availability of replacement teachers. Other funds have enabled the school to improve the school buildings and grounds in line with our Essential Maintenance Schedule. Property maintenance continues to be a focus of the school due to the size of the property and design of the buildings. Overall, the school remains in a sound financial position with a net operating surplus in 2022 while maintaining programs within the school with reduced enrolments. A surplus has been maintained to assist with covering an expected deficit in 2023. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals for the year it was provided for. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position through the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2022 was compared against the budget and variances investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2022 year. We had an audit in early 2022 which assured us our processes and practices are operating well with very minor suggestions for improvement offered.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.kingsleypark.vic.edu.au](http://www.kingsleypark.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 372 students were enrolled at this school in 2022, 175 female and 197 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

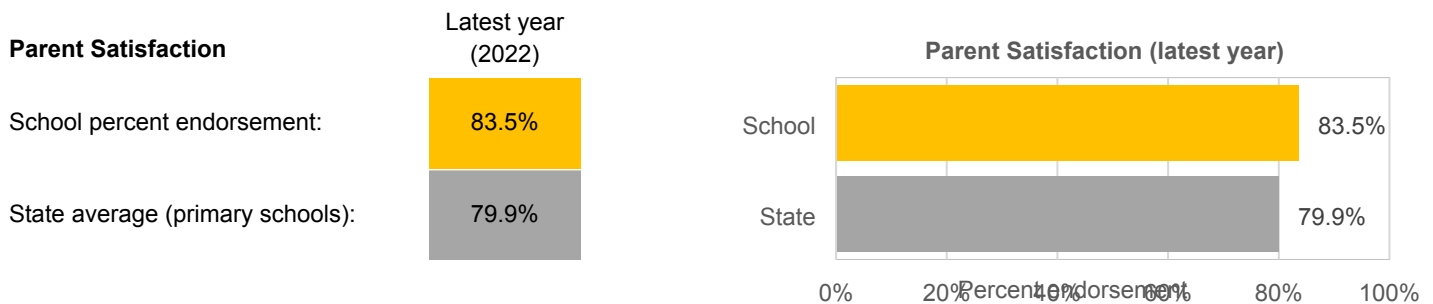
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

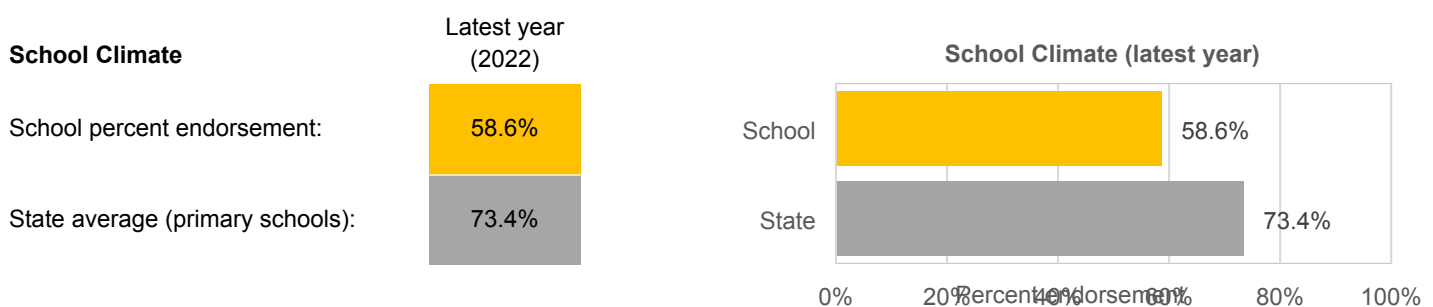


School Staff Survey

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:

85.3%

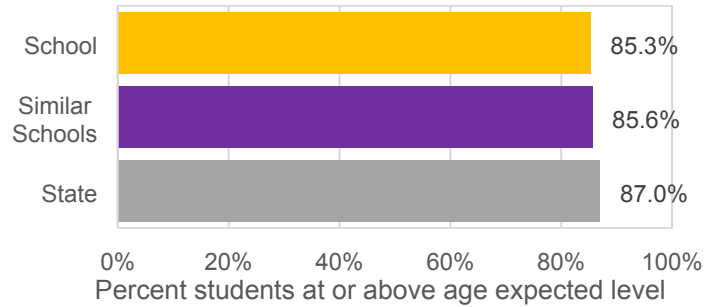
Similar Schools average:

85.6%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

83.6%

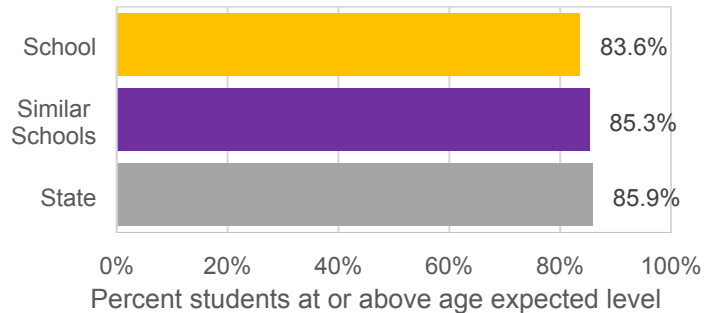
Similar Schools average:

85.3%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



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.

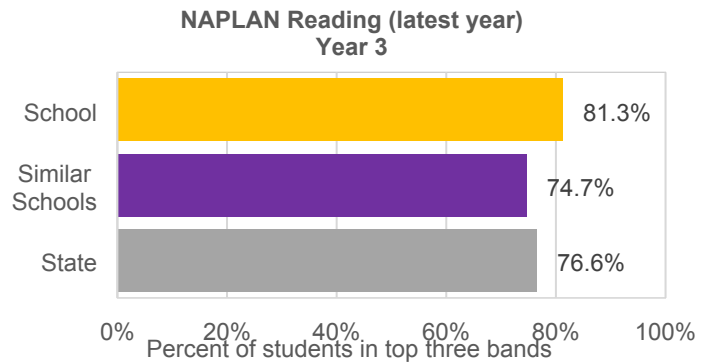
NAPLAN

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.

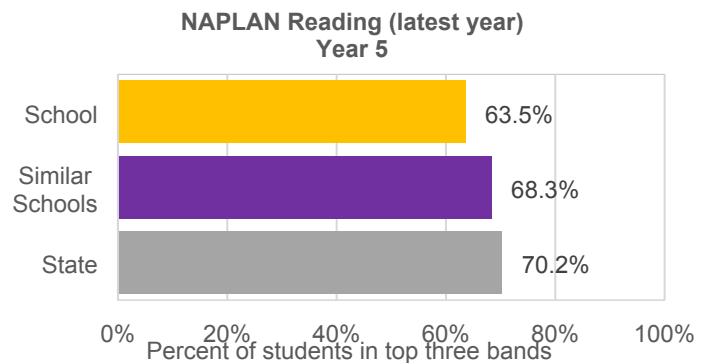
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	73.9%
Similar Schools average:	74.7%	73.2%
State average:	76.6%	76.6%



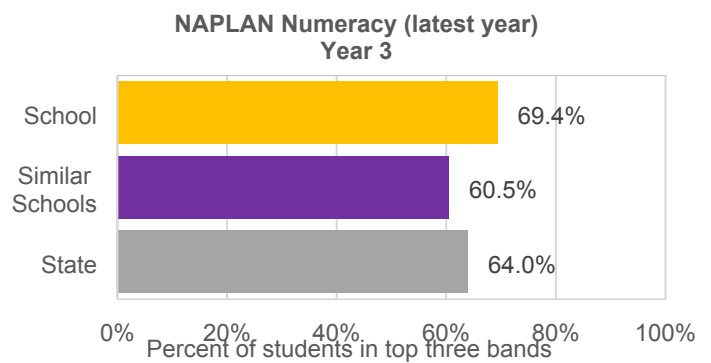
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.5%	67.6%
Similar Schools average:	68.3%	66.7%
State average:	70.2%	69.5%



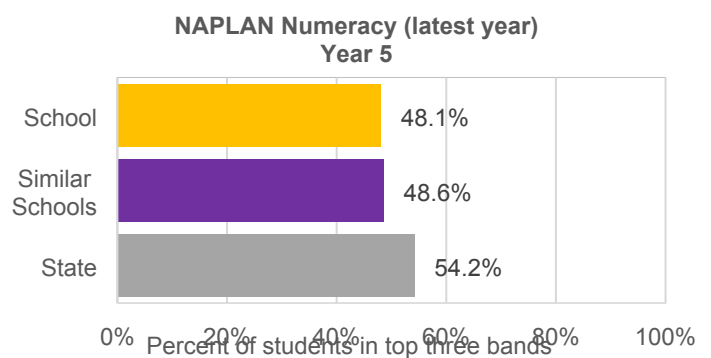
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.4%	67.1%
Similar Schools average:	60.5%	62.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.1%	57.6%
Similar Schools average:	48.6%	52.5%
State average:	54.2%	58.8%



WELLBEING

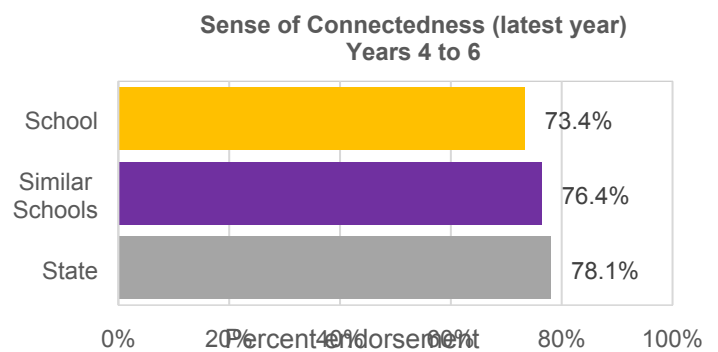
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.4%	78.6%
Similar Schools average:	76.4%	78.7%
State average:	78.1%	79.5%

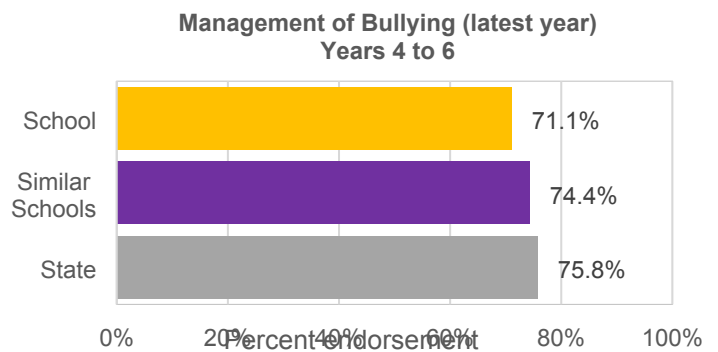


Student Attitudes to School – Management of Bullying

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:	71.1%	79.1%
Similar Schools average:	74.4%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

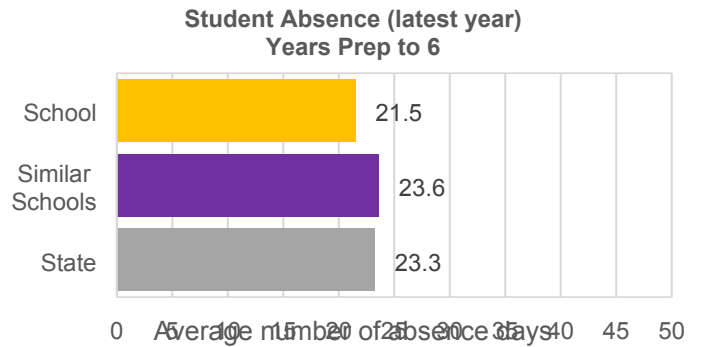
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.5	17.1
Similar Schools average:	23.6	17.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	91%	90%	87%	87%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,151,560
Government Provided DET Grants	\$582,876
Government Grants Commonwealth	\$6,787
Government Grants State	\$0
Revenue Other	\$7,000
Locally Raised Funds	\$303,386
Capital Grants	\$0
Total Operating Revenue	\$5,051,609

Equity ¹	Actual
Equity (Social Disadvantage)	\$127,864
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$127,864

Expenditure	Actual
Student Resource Package ²	\$4,008,341
Adjustments	\$0
Books & Publications	\$1,489
Camps/Excursions/Activities	\$78,979
Communication Costs	\$16,103
Consumables	\$35,797
Miscellaneous Expense ³	\$16,408
Professional Development	\$6,772
Equipment/Maintenance/Hire	\$48,720
Property Services	\$134,800
Salaries & Allowances ⁴	\$295,937
Support Services	\$63,528
Trading & Fundraising	\$92,704
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,072
Total Operating Expenditure	\$4,838,649
Net Operating Surplus/-Deficit	\$212,960
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$154,518
Official Account	\$78,029
Other Accounts	\$0
Total Funds Available	\$232,547

Financial Commitments	Actual
Operating Reserve	\$119,968
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$106,547
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$352,515

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.