

# 2022 Annual Report to the School Community

School Name: Albert Park Primary School (1181)



- 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 01 May 2023 at 09:15 AM by Katrina Mildner (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 01 May 2023 at 11:49 AM by Amy Guy (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

Albert Park Primary School is a sought after, popular inner city-bayside school located in the City of Port Phillip with an enrolment of 522 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village. The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. Neighbouring schools include Middle Park Primary School, Port Melbourne Primary School and St Kilda Park Primary School. On leaving Albert Park Primary School, approximately 15% of students move to independent schools and a large majority attend the well respected and popular Albert Park College.

At APPS, we believe in developing the whole child, providing a wide range of learning experiences across the curriculum including social and emotional well-being. Students are proud of the work they do. Learning dispositions are explicitly taught and developed; these include persisting, reflecting, collaborating, creating and self-regulating. A growth mindset is celebrated and is becoming increasingly understood and embedded in the school culture. Critical and creative thinking capabilities have been developed throughout this year through our development of engaging and challenging inquiry units of work - the children enjoy discovering new ways of thinking, problem solving and working collaboratively. All skills necessary for a 21st Century learner.

The Albert Park Way is a way of life. It is embedded in the school's culture and children are guided by and proud of their school values: Be kind and fair; Act safely; Respect everyone's rights; One voice at a time and Keep trying. Our children feel safe and happy in our school with wellbeing and a high academic achievement focus central to developing our children from P-6.

Partnerships in learning with our parent community are strongly supported and are an integral part of our close community. School Intent - to maximise the learning growth of every student in English, Mathematics and Science. - to make learning visible in every classroom and the use of consistent planning and data collection processes. - to have the school's agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress. How we will achieve this: - continue to refine and embed the Albert Park pedagogical model, with particular emphasis on Critical and Creative Thinking and STEM; continue to improve Professional Learning Community (PLC) processes to build staff capacity to improve student outcomes; continue to build middle leadership capacity in the school and just as importantly, continue current wellbeing initiatives such as Respectful Relationships and working with parents.

The school is well-resourced with an Art, PE and French specialist. In any given year, students are given the opportunity to participate in a wide-range of sporting and cultural activities making the most of access to some of Melbourne's best sporting venues, museums and art galleries. Children have opportunities to take part in events with local schools ranging from sporting gala days to Port Phillip Mayor leadership program. Camps for G4, 5 and 6 are offered and taken up by almost all students to develop their social and emotional resilience as well as provide opportunities to develop team work skills and growing independence.

Student voice and agency is an important part of the APPS way and we are increasingly seeing students strong and confident in their skills of reflecting and taking ownership of their learning. Students lead by example with our Grade 6 student leaders providing excellent role models for our younger students through our leadership program. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with students who want to come to school to learn each day.

Our parent community are highly engaged and supportive of the children and their learning. It is expected that as a community we show respect and great kindness towards each other. Our staff is made up of a 21 equivalent classroom teachers, 3 specialists, 1 part-time learning support teacher, 2 principal Class Officers, Wellbeing & Inclusion leader, 4 educational support staff (including a School Counsellor) and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Learning Specialists to support the development of teaching & learning across the school. The teaching staff currently have a good balance of experienced and newly qualified teachers.

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

### Learning

2022 NAPLAN results were positive and testimony to the hard work and effort put in by staff, students and families throughout last year. The school has been strategic, evaluative and responsive to their students' needs both wellbeing and academic. We have much to be proud of as a school community.

Overall, the school has done very well to maintain a high performing status. In both grade 3 and 5 in reading the school is above similar schools; above similar schools in G3 writing and well above in Numeracy.

Numeracy in Grade 5 the school performed at the level of similar schools but there is gender inequity with boys outperforming the girls. This will be an area of development in the 2023 school strategic plan. Overtime girls are achieving better than boys in Reading / Writing; while boys are achieving better than girls in Numeracy. The school aims to reduce any inequity in all of these subject areas.

### **NAPLAN data summary\***

#### **Grade 3**

##### Reading Top 2 Bands

- Percentage of students in the top 2 bands (78%) is level with similar schools for 2022. Noting that the mean scale score has increased every year over the past 5 years.

##### Writing Top 2 Bands

- Percentage of students in the top 2 bands (73%) is above similar schools for 2022.

##### Maths Top 2 Bands

- Percentage of students in the top 2 bands (70%) is well above similar schools & network schools.

#### **Grade 5**

##### Reading Top 2 Bands

- Percentage of students in the top 2 bands (68%) is above similar schools for 2022.

##### Writing Top 2 Bands

- Percentage of students in the top 2 bands (39%) is below similar schools for 2022 but in line with local network schools.

##### Maths Top 2 Bands

- Percentage of students in the top 2 bands (39%) is in line with similar schools & network school
- However, in 2022 we note a significant difference in gender equity – Males 53%; 24% females and this will be a key focus for 2023.

\*Due to no 2020 NAPLAN assessments, there is no growth data for 2022

In 2023, the key focus is to continue to maximise growth in Numeracy and Literacy for all learners. The school's early years reading program was reviewed in 2021 with and continued to be rolled out across the school with all staff now having completed the training. Part of the reform includes a spelling program PhOrMeS that continues to develop learners systematic understanding of phonics, word origins and meaning. Staff will undertake training for the delivery of this program throughout 2023.

Professional learning community (PLC) teams meet every week and undertake learning inquiry cycles with a focus on improving student outcomes and quality of teaching and learning in the classroom. All staff completed the training to implement an effective inquiry cycle including developing their data analysis skills and knowledge, deepening their curriculum knowledge and high impact teaching strategies that make a difference to student outcomes in the classroom. The impact of these inquiry cycles and focus on effective teaching strategies are shared at whole school staff meetings to celebrate the collective practice and to develop consistency of practice.

The school developed integrated inquiry curriculum is well-embedded. It is aimed at increasing children's engagement in learning, in particular developing their Critical and Creative Thinking Capability, as well as enhancing their autonomy as learners. The successful outcomes from this had been an Inquiry approach that deliberately fosters students' voice and agency in their learning. Teachers have continued to strengthen their knowledge of the Victorian Curriculum to create purposeful cross-curricula links; with emphasis on higher order thinking and practical application.

## **Wellbeing**

As a whole school, APPS puts the wellbeing of all students at the core of all we do. We believe this enables all students to enjoy school, feel like they belong and succeed in all aspects of school life including as aspirational learners in the classroom.

The Respectful Relationships Program introduced in 2020 has continued to be embedded across the school by class teachers; and regular circle times scheduled in class to support emotional and social well-being by hearing about challenges, different points of views and solutions to these challenges. This continued in 2022 with the addition of the Smiling Minds program rolled out across the school. The Smiling Minds program along with Respectful Relationships were used as excellent resources to deliver a highly effective social & emotional curriculum across the school.

The Albert Park Way remains central to how we care for and treat each other at Albert Park Primary School, we are a kind, caring and strong community that supports each other. There is a whole school understanding of APW with displays across the school; our students are knowledgeable about the Albert Park Way and can explain it in any context and with great confidence. It remains core to building a positive school culture. Through the Grade 4-6 student survey we know that 89% of students feel a sense of inclusion and 74.5% of students have a sense of connectedness (in line with similar schools).

In 2022, we achieved this through a positive and inclusive classroom culture that is expected to be developed in each classroom and with programs such as the Prep & Grade 5 buddy program; Grade 6 sports leaders supporting younger children's play at

breaktimes through peer mediation and lunchtime activity clubs as well as school sporting events; and the very successful Albert Park Community Award buddy reading program with Grade 1 and Grade 6.

A Wellbeing & Inclusion leader was appointed in Term 4 2021. The work that was started to ensure the school was meeting the department's new Disability & Inclusion policy continued to grow in strength throughout 2022. The Wellbeing & Inclusion leader along with other senior leaders and staff undertook to ensure all students with any needs were identified and appropriate support implemented with the resources the school had available. This work was done in partnership with home and external professionals through the identification of any needs; support with strategies for class teachers to be able to support students both academically, social, emotionally or physically including any adjustments for any playground/ attending camp strategies/ excursions etc. SSG meetings were held termly and SMART goals identified for the student to work towards. Staff also had professional learning to support students in their class with ADHD and ASD.

The newly upgraded Smiling Minds program was implemented after staff undertook training to deliver it on a weekly basis across the school. Including social & emotional development lessons and regular mindfulness sessions.

## Engagement

Attendance in 2022 was 89%. This is below previous years but can be explained by a high number of families taking longer leave during the school term to visit overseas relatives post COVID as well as a higher than usual level of absence due to illness. 2022 proved challenging with another year of disruption with the lingering effects of COVID and post COVID affects, with both higher than usual student and staff absences. Staffing was difficult at times but the school worked hard to minimise the impact of these absences on students. The grade 4-6 student survey shows that 85% students believe attendance is important to their success at school. Both APPS and The Department of Education focus in 2023 will be to improve attendance through developing a whole school policy in consultation with staff and parents in line with DoE guidelines and communicating to the school community the importance of attendance, 'every day counts', for both student success and wellbeing.

The school strategic plan (2021-2024) key improvement strategy, developing student voice and agency in 2022 has had some successes with a whole school focus in the classroom of developing learner engagement with learning intentions and success criteria (learning goals) that students are able to support students with clarity of individual learning goals and support self-assessment of where they are with their learning and what they are working towards achieving. The G4-6 student survey shows that in 2022, 67% students (in line with similar schools), believe they have some agency and voice at school. However, 84% of students say that they are driving some of their own learning through self-regulation and goal setting; the survey also shows that differentiated learning challenge at 85% is year on year improving (above similar and state %'s) and meeting students learning needs, in particular our high achieving students.

Student voice and agency has been effective in bringing about change to the school environment. The Junior School Council present each year to the School Council their suggestions for whole school improvement. The top priority has been improved bathroom facilities. As a result, the School Council applied for a grant to upgrade the main school building student toilets and were successful with a \$180,000 grant. The students sent a video to DoE as part of the submission. The students have been consulted on the design and the realisation of this project will take place in 2023.

In addition, the Grade 6 leaders and School Council leaders met with Port Phillip City Council Mayor to present their case for the upgrading of the adjacent Moubray Street Community Park. They presented their views and designs on behalf of the whole school. This had a major influence on the final design and informed the response from the school community to PPCC.

The Junior School Council formed a collective focus on how they could support communities that needed our support. They elected to support a local charity with food hampers at Christmas, the national Indigenous Literacy Foundation and UNICEF with a fundraising event organised for each charity. APPS students care deeply about others.

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## Other highlights from the school year

It was an exciting year with the re-opening of the school hall with the refurbishment finally completed mid-year. A surprise celebration concert of music and dance for the whole school was organised to showcase and celebrate the refurbished hall space along with the AV and lighting system generously donated by the parent community through their fundraising efforts. For the first time, our Grade 6 students were able to deliver a high quality musical production in Term 3 and a talent filled graduation at the end of the year as well.

Once again the school had premises to hold whole-school assemblies in the event of inclement weather; a range of incursions across all year groups including e-Safe workshops for students and staff (online provided for parents to attend with their children); a puppet-show building social skills for our Preps; drama, music with an indigenous performer and science.

Grade 4 adventure camp to Foster North, Grade 5 adventure camp to Phillip Island and Grade 6 historical and indigenous focussed camp to Warrnambool went ahead last year. All three camps were hugely successful and enjoyed by both students and staff. These camps are valuable opportunity for students to develop autonomy, self-confidence and social skills.

The school successfully applied for a sustainability grant and installed new solar panels as well switching to greener energy supply as part of our ongoing commitment in working towards becoming assessed as a carbon neutral school. This was the result of a hard working School Council environment sub-committee and key school staff.

The School Council fundraising committee held a range of community events that supported families coming together and connecting as well as raising important funds to improve the school environment for the students. All of these events were well attended and feedback was very positive. The school is very grateful to the commitment of the volunteers and school community who worked hard to put these enjoyable and fun events together that helped everyone re-connect.

APPS is a school community that cares deeply about its community and works hard to support our students in understanding how they are an important part of the broader community. It is a community that clearly thinks about now and the future.

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## Financial performance

Albert Park Primary School operated within the designated expenditure budget for the 2022 year, fully funding all school programs and priorities as planned as well as the purchasing of furniture to complete the refurbishment of the school hall. The 2021-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation. The school is committed to providing high quality teaching and learning experiences for our students and of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$14,058. Our surplus along with fundraising initiatives will allow us to complete our target for 2022 of various school council initiatives, including a significant contribution to the upgrading of the multi-purpose outdoor space that will be completed in 2023. In addition our creative and hardworking School Council fundraising team organised various events throughout the year that raised a significant amount of funds (\$88,516) to be able to fully cover the costs of the upgrading of the multi-purpose court.

The school successfully applied for grants for an additional two shade sails and the student toilets to be refurbished. One shade sail was installed near the library mid-year 2022 and the other shade sail and student toilets projects will be realised in 2023.



# 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 522 students were enrolled at this school in 2022, 257 female and 265 male.

7 percent of students had English as an additional language and 0 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).

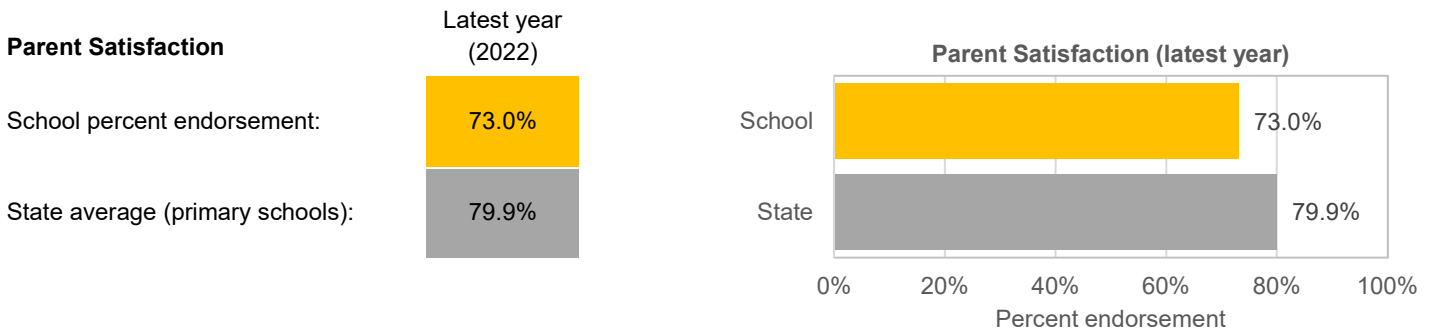
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

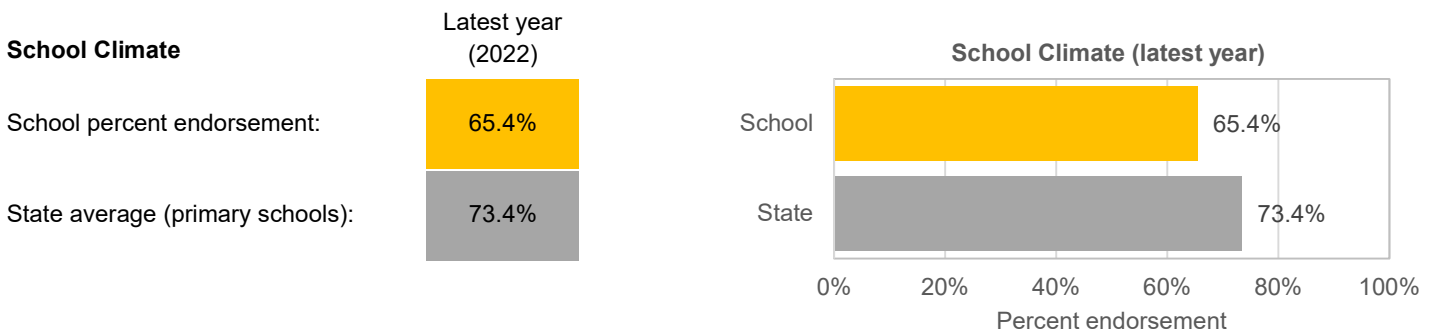


### School Staff Survey

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:

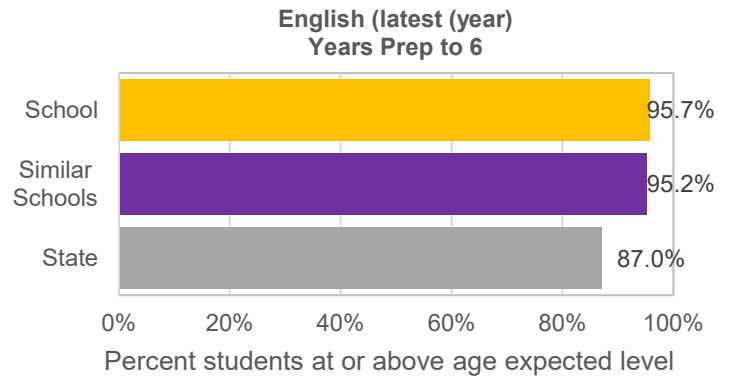
95.7%

Similar Schools average:

95.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

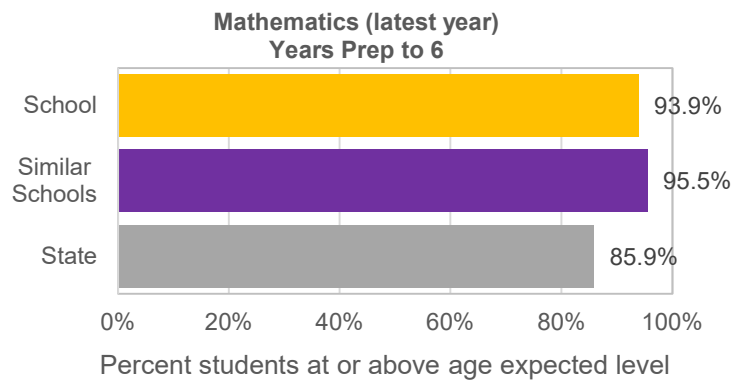
93.9%

Similar Schools average:

95.5%

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.

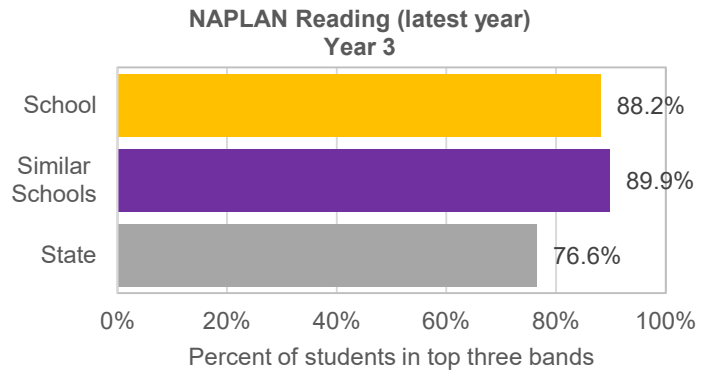
**NAPLAN**

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.

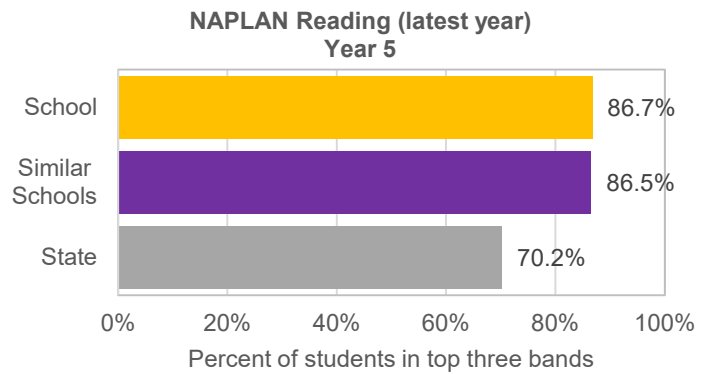
**Reading  
Year 3**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 88.2%              | 88.8%          |
| Similar Schools average:                       | 89.9%              | 90.0%          |
| State average:                                 | 76.6%              | 76.6%          |



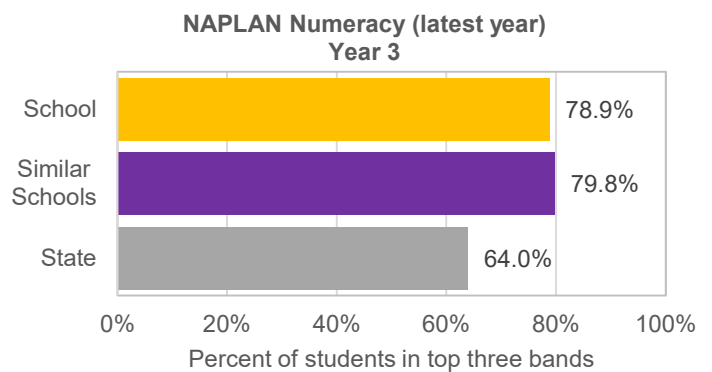
**Reading  
Year 5**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 86.7%              | 87.2%          |
| Similar Schools average:                       | 86.5%              | 85.7%          |
| State average:                                 | 70.2%              | 69.5%          |



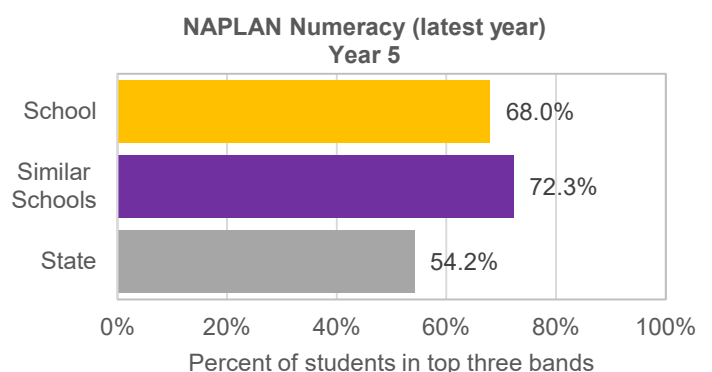
**Numeracy  
Year 3**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 78.9%              | 79.4%          |
| Similar Schools average:                       | 79.8%              | 83.2%          |
| State average:                                 | 64.0%              | 66.6%          |



**Numeracy  
Year 5**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 68.0%              | 72.8%          |
| Similar Schools average:                       | 72.3%              | 77.4%          |
| State average:                                 | 54.2%              | 58.8%          |



## WELLBEING

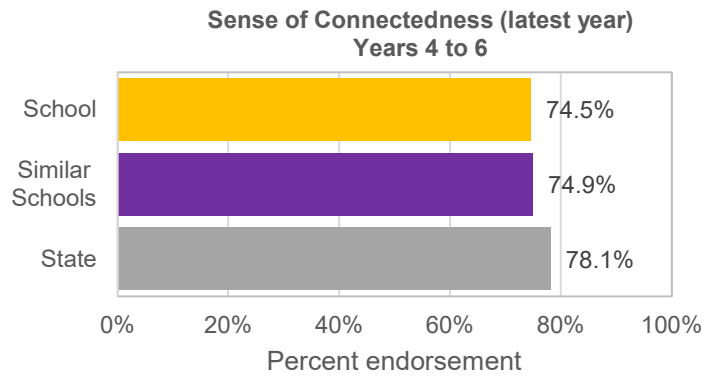
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 74.5%              | 76.3%          |
| Similar Schools average:    | 74.9%              | 77.2%          |
| State average:              | 78.1%              | 79.5%          |

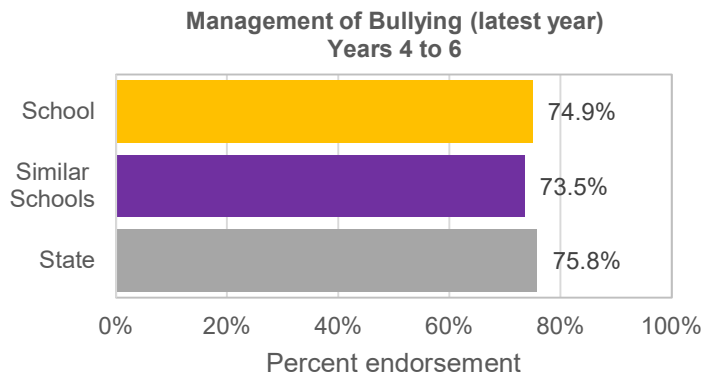


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

|                             | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 74.9%              | 77.2%          |
| Similar Schools average:    | 73.5%              | 76.5%          |
| State average:              | 75.8%              | 78.3%          |



## ENGAGEMENT

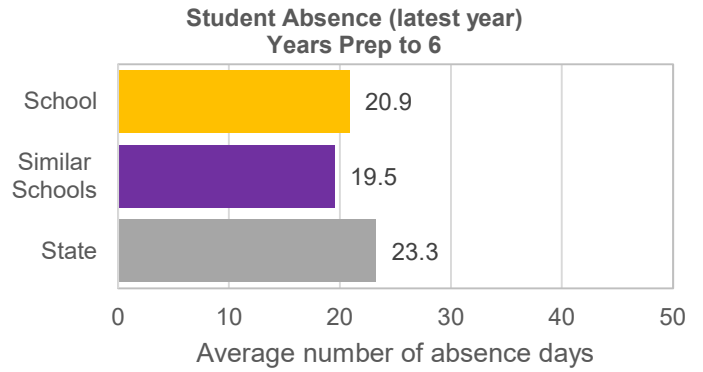
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 20.9               | 13.0           |
| Similar Schools average:               | 19.5               | 12.9           |
| 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): | 91%  | 89%    | 90%    | 89%    | 89%    | 89%    | 89%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$4,233,367        |
| Government Provided DET Grants | \$493,683          |
| Government Grants Commonwealth | \$15,135           |
| Government Grants State        | \$21,305           |
| Revenue Other                  | \$83,499           |
| Locally Raised Funds           | \$661,352          |
| Capital Grants                 | \$20,000           |
| <b>Total Operating Revenue</b> | <b>\$5,528,340</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$18,259        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$18,259</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,510,283        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$11,015           |
| Camps/Excursions/Activities           | \$235,267          |
| Communication Costs                   | \$375              |
| Consumables                           | \$117,842          |
| Miscellaneous Expense <sup>3</sup>    | \$53,798           |
| Professional Development              | \$18,457           |
| Equipment/Maintenance/Hire            | \$41,573           |
| Property Services                     | \$103,893          |
| Salaries & Allowances <sup>4</sup>    | \$218,254          |
| Support Services                      | \$108,595          |
| Trading & Fundraising                 | \$34,908           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$40,021           |
| <b>Total Operating Expenditure</b>    | <b>\$5,494,282</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$14,058</b>    |
| <b>Asset Acquisitions</b>             | <b>\$35,000</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 | \$790,289        |
| Official Account              | \$111,105        |
| Other Accounts                | \$55,755         |
| <b>Total Funds Available</b>  | <b>\$957,148</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$149,412        |
| Other Recurrent Expenditure                 | \$5,751          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$3,206          |
| School Based Programs                       | \$149,762        |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$19,710         |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$107,927        |
| Capital - Buildings/Grounds < 12 months     | \$10,000         |
| Maintenance - Buildings/Grounds < 12 months | \$0              |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$445,768</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.*