

# 2022 Annual Report to the School Community

School Name: Newtown Primary School (1887)



- 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 26 April 2023 at 04:44 PM by Corrie Barclay (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 05 May 2023 at 02:27 PM by Kate Judd (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
- 

### 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

At Newtown Primary School we believe "every individual will learn and flourish with the support of a committed team".

As a school that prides itself on its academic performance and inclusive practices, we recognise the importance of the partnership between schools and parents to support student learning, engagement, and wellbeing. We share a commitment to, and responsibility for, ensuring inclusive, safe and orderly environments for children and young people. At Newtown Primary School we have one core value of RESPECT with particular emphasis on the four pillars that underpins this. These are, "respect for self, respect for others, respect for learning and respect for the environment". Our school values set out our expectations for all members of the school community, including the principal, school staff, parents, students, and visitors. Our value of respect heavily supports the diversity of individuals within our wider school and addresses the shared responsibilities of all members towards building a safe, supportive, and respectful school community.

Newtown Primary School is in the heart of Newtown, 2.1 kilometres west of the Geelong City Centre. The school is located on an extensive block with ample external space including a large, natural grassed oval that is fully irrigated, a large playground, a nature play space, a basketball and netball court, 15 external shade sails to provide shade and sun cover, and 2 outdoor classroom spaces for external learning opportunities. Most of our learning spaces are open plan allowing for flexible yet collaborative approaches to teaching and learning. Flexible seating and furniture arrangements allow for learning areas to be co-designed with students with inclusive educational practices at the forefront. All learning areas have access to digital LED displays which complement our integrated use of technology, including our year 3-6 BYOD iPad Program.

In 2022 we had 4 core learning areas of Foundation, Junior, Middle and Senior that made up our year level PLC (Professional Learning Communities). This consisted of 1 Prep class within our Foundation Learning Area, 2-year 1/2 classes within our Junior Learning Area, 3 year 3/4s in our Middle Learning Area, and 3-year 5/6 classes within our senior Learning Area. As in previous years, specialist teaching subjects were offered in the areas of Physical Education, Visual Arts, and Indonesian as our LOTE. In 2023 we will be adding a fourth specialist class to our school focusing on music and performing arts.

The school demographics in 2022 were as follows.

- School enrolments from Foundation through to Year six sat at 209 students. This figure was down for the 6th consecutive year.
- The student family occupation index was 0.1706, the lowest it had been in the past 5 years.
- 8% of our students were from a socially disadvantaged background.
- There were 18 students identified as EAL and 5 who identified as ATSI. - There are 2 gender diverse students at NPS, and this has had a positive impact on our inclusivity and the practices that underpin it.
- There were 6 students aligned with the PSD program. One within the SBD category and 5 identified as having an ID.
- 12 students were identified on the NCCD register, all of whom require extensive adjustments made in a variety of ways to support their individual needs.
- In 2022, there was 18.0 FTE staff at Newtown Primary School, consisting of 14.5 teaching staff (this including Principal class and all teaching classifications such as a Learning Specialist), and 3.5 Education Support Staff. There was also a chaplain onsite for 0.3 and a technician for 0.15. The school had 0 teachers who identify as ATSI. \*Numbers correct at time of publication.

---

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

### Learning

In 2022 the school continued to work on its strategic goals of maximising the learning and growth in Literacy and Numeracy for all students.

Of our year 3 and year 5 students who sat NAPLAN assessments in 2022, 7 out of 10 assessments saw greater growth and achievement than the previous year with our year 5 students doing extremely well. Our Teacher Judgement Data - Age Expected Level, seen an increase also from the year prior with more students achieving above their age expected level in all areas of English as well as Numeracy. This is testament to the increased and renewed focus being placed on effective teaching practice.

The work that was outlined within our 2022 AIP (Annual Implementation Plan) document saw an intended and targeted focus upon numeracy growth and achievement, as well as making sure the mental health and wellbeing of all students was being appropriately addressed. Our learning key improvement strategy of - 'Learning - Support both those who need extra support and those who have

thrived to continue to extend their learning, especially in numeracy' continued to see teaching practices examined and students heavily involved in their learning. Specific data and the outcomes set to track this work are as follows.

- Teacher Judgement Data: Reading from 90 per cent (2021) to 92 per cent (2024). We witnessed a reduction to 88% however had more students achieving above age expected level.
- Teacher Judgement Data: Writing from 82 per cent (2020) to 86 per cent (2024). This increased to 83% in 2022.
- Teacher Judgement Data: Number and Algebra from 82 per cent to 86 per cent (2024). This increased to 87% in 2022.

Key actions that were taken to address the above were to.

1. Have students knowing how lessons are structured by knowing the instructional models, and how these support their learning.
2. Have teachers and support staff developing strong relationships with the parents/carers/kin of all students.
3. Have students who require extension being identified early and being given opportunities to strengthen and build upon their knowledge.
4. Have students reporting higher levels of confidence with numeracy skills and learning through in-depth engagement with the school-wide instructional model.
5. Have students identified and involved in the TLI initiative that will be extended regardless of below or above-expected level.

Like that of 2021, although we made positive growth within our academic achievement, and particularly within Numeracy as a core focus, we still identified that we need to continue to build upon the connectedness to our families and involve them in their child's learning journey. In 2022, the work of our Primary Math Specialist Staff continued to have a positive impact on our mathematics teaching practices which resonated to improved confidence, perceptions, and outcomes for our students in math. 2022 saw a continued range literacy and numeracy supports in place to support our students and their learning.

The continuation of the Tutor Learning Initiative was a benefit to our school in supporting our identified students as well as through ensuring we were extending high achievers through programs under the Victorian High Ability Program and Victorian Enrichment and Challenge Series.

Although proud of our *Learning* achievements and growth as shown below in the performance summary, we have identified following our 2022 AIP what core work needs to be achieved for 2023 to continue to see the growth we know our students are capable of.

## Wellbeing

In 2022 we continued to develop and strengthen our school wide practices regarding inclusive education, supporting students with additional needs and requirements, and ensuring that tier 1, tier 2 and tier 3 actions were in place to support student mental health and wellbeing.

Throughout the year we ensured that the DoE State-wide Key Improvement Strategy of "Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable" was at the centre of all wellbeing discussions and that the work that we sought to undertake was achieved with this as a core focus. In 2022 the school achieved this by:

- Consolidating and strengthening the school's wellbeing program via reviewing our approach to the Resilience, Rights and Respectful Relationships curriculum. As evidence:
  - Inducting new staff into the school's agreed upon school wide approaches pertaining to health and wellbeing (Respectful Relationships, liaising with DoE SSS, Zones of Regulation, Focus Plan Development, Internal Documentation reviews)
  - Developing a partnership with The Resilience Project and working closely with them to strengthen student wellbeing practices.
  - Strengthening our 2 weeks 'Starting Right' program that seeks to provide all students and classes with an opportunity to ensure our school values and expectations are introduced to all students with consistency and clarity.
  - Teachers implementing and modelling consistent routines as outlined by our school wide positive behaviour matrix.
  - Teachers, leaders and the school community will sharing a common understanding of the whole school approach to supporting the physical, social, and emotional well-being of students - as evidenced by our Multi-Tiered System of Wellbeing Supports.
  - Ensuring all students feel supported and engaged in their learning and have the capacity to contribute towards a strong learning culture.
  - Working closely with our families of at-risk students (social, emotional, academic) b making sure regular communication and support from the school is in place.

When comparing our 2022 Wellbeing data, as depicted below, to state and similar school results, we see that we have some growth to make however as per the actions taken in 2022 as identified below, we are highly confident that the school will continue to make the wellbeing growth it wishes to see. Actions taken in 2022 were:

- Improvements made to classroom teaching practices to support and cater for students with additional needs as well as supporting those presenting with wellbeing/mental health concerns.
- Redevelopment of core documentation, policies and/or frameworks. I.e.. PBS Matrix, Individual Education Plans, Individual Learning Plans, Behaviour Support Plans, Response and Safety Plans.
- Internal and external professional learning attendance and shared readings for staff.
- Student pre and post support surveys data via the PIVOT data.
- Documentation of support strategies students will use at school.
- Engagement data from learning management systems such as compass.
- Continued focus upon student attendance data and identified chronic absentees.

The school's performance against 2022 AIP Targets was a reflection of the school's efforts to mobilise available resources to support students' well-being and mental health in 2022. This was highlighted with our 'Teacher Concern' Responses being the equal highest positive response the school has received in the previous 5 years.

## Engagement

At Newtown Primary School, student engagement has and is a continual focus for our school.

In 2022, following two years of interrupted learning, we identified a successful return to school at the beginning of the year and made all attempts to sustain this throughout the year however specific engagement challenges presented themselves which saw it a challenge to continually engage students at their point of need and through establishing and empowering learning environments that seek to promote our school values. Due to this, opportunities presented themselves which allowed the school to review internal processes around consistency and clarity of academic and social expectations. Evidence that can be highlighted to demonstrate this is by:

- Teachers confidently and accurately identify student learning needs of all of students.
- Professional Learning Communities will engage in reflective practice to evaluate and plan curriculum, assessment, and explicit lessons with a focus on student engagement.
- Students in need of targeted academic support or intervention were identified and supported through a multi-tiered system of achievement. I.e.. TLI.
- Students knowing what their "next steps" are to progress their learning through detailed and appropriate feedback from teachers.
- School Professional Learning Community guidelines outlining what high performing PLCs are at NPS were developed and embedded.
- Students feedback was structured and targeted to support differentiation, the schools instructional model, and use of common teaching practices and strategies.
- Teachers using formative assessment data and summative judgements against the curriculum to best plan for student needs.
- Teacher/parent communication increasing with purpose upon not just academic discussion.

2022 also witnessed the return of pre-COVID community events, extra-curricular opportunities, extension and support programs students were offered, and more. Examples of these include:

- Year 6 Student Impact Teams being developed to build student leadership, agency and voice and to ensure the school provided rigorous opportunities for students to take responsibility and be involved in decision-making.
- Assemblies, camps, excursions, and incursions.
- Facilitating a rigorous Tutor Learning Initiative program to cater for all student needs.
- Parent Information Evenings and Parent Teacher Interviews.
- School wide community events such as Arts Shows, School Concerts, Indonesian Days, Wellbeing Days, and school wide sporting events.
- Parent open mornings to highlight and share new teaching approaches.

As per previous years, our school's greatest engagement challenge remains student attendance as highlighted below. Our school average number of absence days in 2022 sat at 26.4 days - 7.5 days higher than the previous 4-year average. 2023 will see the school continue to work on this through developing a stronger culture of the importance of all students to be at school every day on time and ready to learn.

---

## Other highlights from the school year

Newtown Primary School is extremely proud of what it achieved throughout the 2022 school year. As mentioned previously, there is still identified and targeted work to be focused upon and we are confident that through having a strategic intent to build on the already strong practices in place we will continue to see and make the growth we wish to see. Highlights of the 2022 school year include:

- Many curricula focused year level excursions to build knowledge and or celebrate the work achieved by students.
- The return of school camps for years 3/4 and 5/6 which were both hugely successful.
- Multiple school incursions to enhance teaching and learning programs. I.e. Visits from the Royal Australian Ballet,
- The return of our annual school concert, art show and Indonesian celebration day.
- Student Leadership conferences and workshops such as engagement with the Geelong Cats GMHBA Healthy Heroes Program.
- Multiple inter-school sporting events.
- Teaching staff working closely with educational consultants to improve teaching practices within Numeracy.
- Several major fundraising events, most notably being the schools first ever Colour Run and the Annual Parents and Friends 'Trivia Night'.
- The building of connectedness and cohesion between the school and its families through the opportunities created to strengthen this partnership.

---

## Financial performance

Newtown Primary School finished the year in a surplus cash and credit position.

Although it was forecast that the credit position of the school's SRP would become a deficit, the school's SRP finished the year in a credit position. The credit surplus from 2022 will be carried into 2023 and it is anticipated that it will be expended on 2023 staffing with the probability of seeing a deficit in some scale at the end of 2023. One main driver of the uncertainty being the employment of additional classroom-based education support staff despite having uncertainty around funding amounts from the new tired funding model of disability inclusion, Tier 3. The school continues to maintain an experienced teaching staff, with the large majority of them retained at the top of the teaching pay scale. 2022 saw the completion of the Primary Maths Science Specialist (PMSS) initiative, the continuation of the Tutor Learning initiative (TLI) and the commencement of the Schools Mental Health Fund initiative.

The school's SFO index remained similar as previous years, with a small financial contribution of equity funding associated with this index - \$13,493.40 in total (credit and cash funding). This was directed to supplement staffing costs and a small portion assigned to purchasing resources.

Newtown Primary School entered into a new agreement for the leasing and service of 3 Toshiba photocopiers and also commenced a new waste management contract for general waste, sanitary bins and paper & cardboard recycling. The update of the school's phone system also included the move to a new telephone service provider in 2022. The Chaplaincy service agreement came to an end in 2022 with the current provider, a new provider was sourced and a new agreement entered into.

Major fundraising returned to Newtown Primary School in the running of the annual Trivia Night for the first time since 2019, raising a total of \$9,487. Another fundraising event featuring in 2022 was a school wide colour run, raising a profit of \$4,801. Total fundraising efforts in 2022 collectively raised \$22,834. With the exception of \$1,162, which was directed to the Art department via Art show proceeds, the proceeds of 2022 fundraising, with residual 2021 fundraising, were directed to the asphalt resurfacing and line marking of the basketball court and line marking installations in other areas of the school. These works will be completed in 2023. The school opted not to utilise any of its Building Fund in 2022 but to instead grow the fund for a further 12 months. The amount of \$12,233 will be carried over into 2023. Unused funds for the Swimming in Schools program, for years 2020 and 2021 were utilised in the delivery of a fully funded school wide 10-day intensive swimming program in 2022. A surplus of \$7,731 will be carried over into 2023 in addition to new funding received for the swimming in schools program. The Sporting Schools grant was received for 2 terms in 2022 totalling \$6,200. This allowed for the purchase of additional various sporting equipment in the sporting areas of athletics, softball, netball and hockey.

The school also participated in a rolling facilities evaluation, resulting in \$50,000 to be directed to fund the required works outlined in the report over the next 5 years. The school also strongly partitioned the Department for the funding of upgraded boundary fencing. The office is committed to maintaining high standards of financial controls and keep up to date with relevant policy updates and training opportunities.

For more detailed information regarding our school please visit our website at  
<http://www.newtownps.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 216 students were enrolled at this school in 2022, 111 female and 105 male.

9 percent of students had English as an additional language and 3 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).

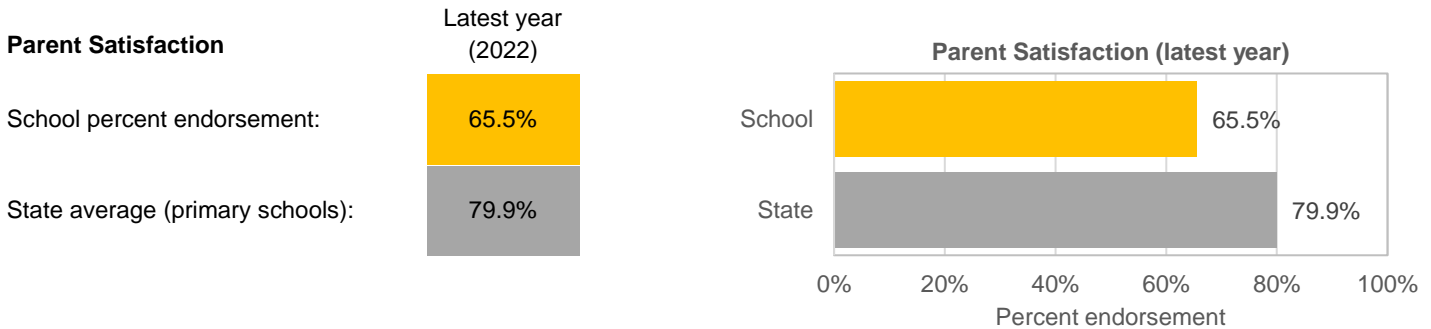
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

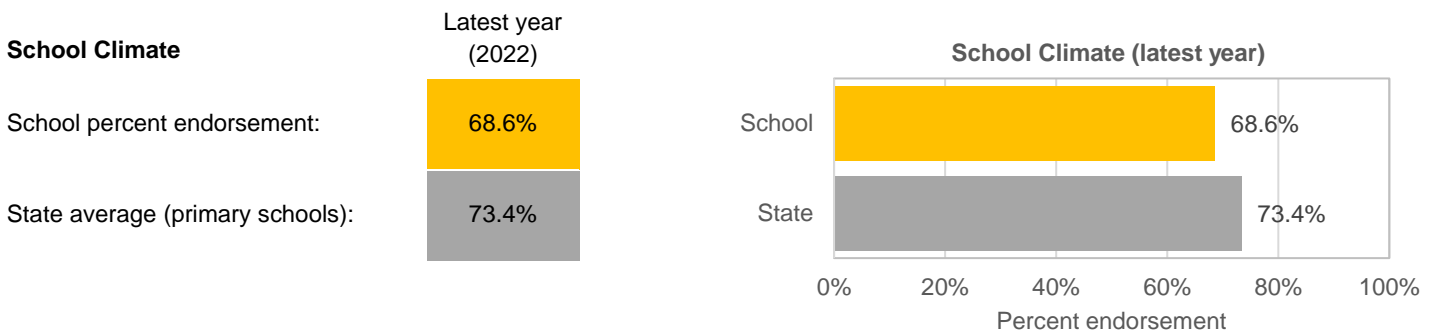


### School Staff Survey

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:

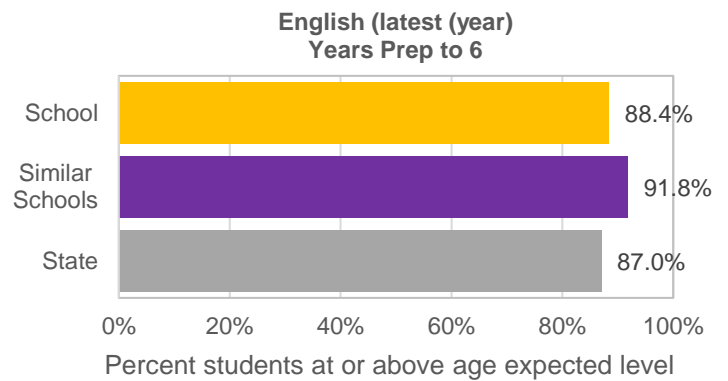
88.4%

Similar Schools average:

91.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

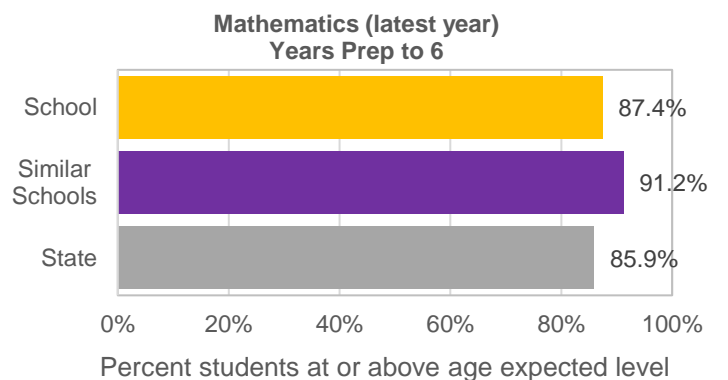
87.4%

Similar Schools average:

91.2%

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.

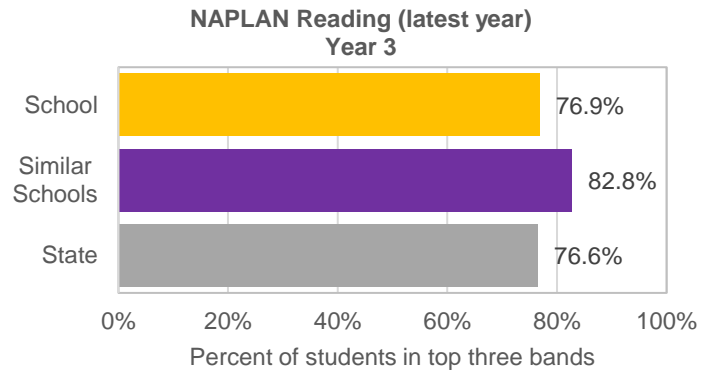
### NAPLAN

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.

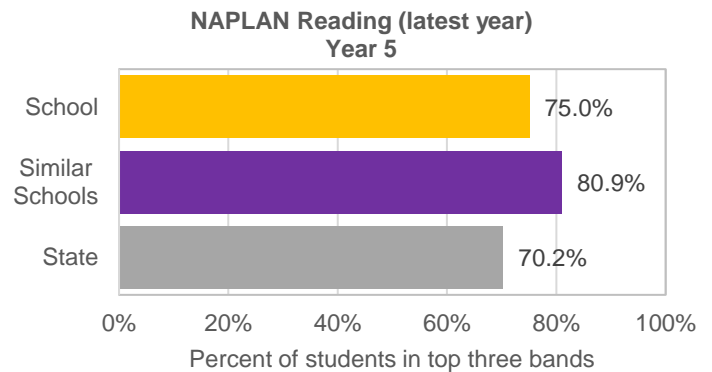
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	79.8%
Similar Schools average:	82.8%	84.9%
State average:	76.6%	76.6%



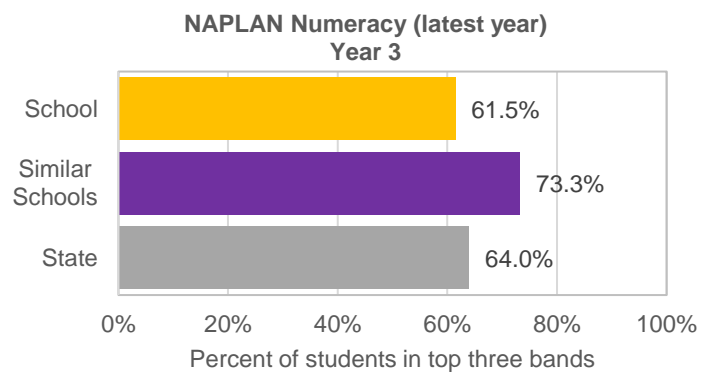
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	72.3%
Similar Schools average:	80.9%	79.6%
State average:	70.2%	69.5%



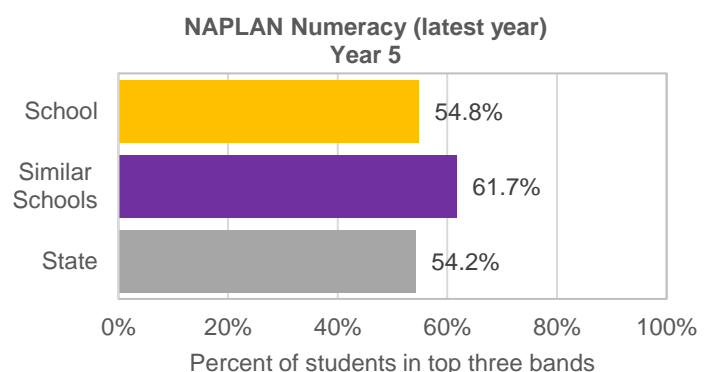
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.5%	64.1%
Similar Schools average:	73.3%	75.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	63.0%
Similar Schools average:	61.7%	67.3%
State average:	54.2%	58.8%



## WELLBEING

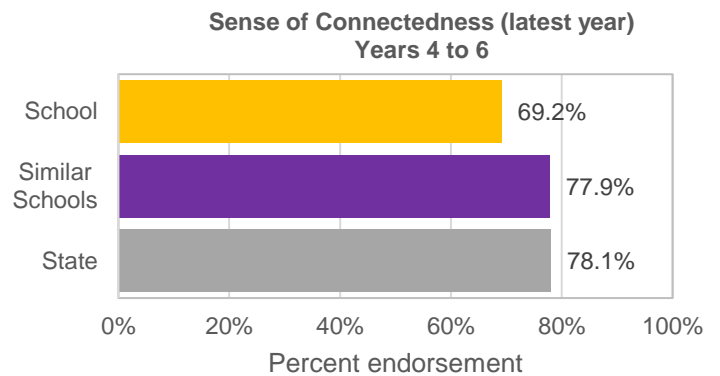
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	69.2%	71.7%
Similar Schools average:	77.9%	79.7%
State average:	78.1%	79.5%

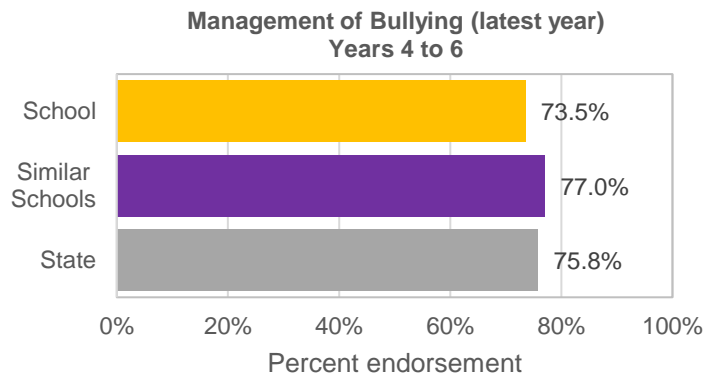


### Student Attitudes to School – Management of Bullying

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:	73.5%	77.7%
Similar Schools average:	77.0%	80.5%
State average:	75.8%	78.3%



## ENGAGEMENT

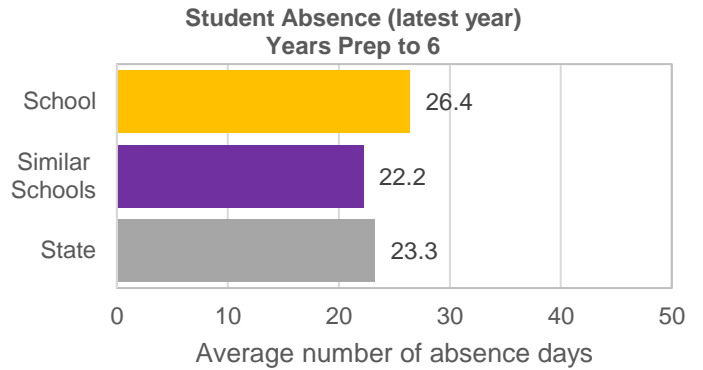
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.4	19.9
Similar Schools average:	22.2	15.9
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%	87%	88%	86%	85%	86%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,114,840
Government Provided DET Grants	\$305,678
Government Grants Commonwealth	\$9,044
Government Grants State	\$0
Revenue Other	\$10,118
Locally Raised Funds	\$130,109
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,569,790</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,493
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,493</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,043,197
Adjustments	\$0
Books & Publications	\$471
Camps/Excursions/Activities	\$63,188
Communication Costs	\$2,668
Consumables	\$37,115
Miscellaneous Expense <sup>3</sup>	\$9,058
Professional Development	\$8,570
Equipment/Maintenance/Hire	\$53,599
Property Services	\$80,516
Salaries & Allowances <sup>4</sup>	\$77,717
Support Services	\$83,417
Trading & Fundraising	\$19,500
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,906
<b>Total Operating Expenditure</b>	<b>\$2,510,921</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$58,869</b>
<b>Asset Acquisitions</b>	<b>\$32,189</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	\$258,833
Official Account	\$16,983
Other Accounts	\$12,233
<b>Total Funds Available</b>	<b>\$288,049</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$72,927
Other Recurrent Expenditure	\$9,062
Provision Accounts	\$0
Funds Received in Advance	\$9,660
School Based Programs	\$133,726
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$914
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$226,289</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.*