

# 2022 Annual Report to the School Community

School Name: Croydon Hills Primary School (5255)



- 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 23 March 2023 at 11:13 AM by Christian Holdsworth (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 11:44 AM by Sian Jamison (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

Croydon Hills Primary School, established in 1988, is situated in the Maroondah Council, in the eastern suburbs of Melbourne. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

The school's vision is: To provide a child-safe, inclusive, caring, and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance, and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety. We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy and empowered.

The school's values are Integrity, Care & Compassion, Respect, Resilience, and Responsibility.

The school's purpose is to optimise learning growth in Literacy and Numeracy, empower students to take a higher level of responsibility for their learning, and enhance the well-being of all students. The school's partnership with the community continues to be a highly valued feature of the school. As reported in the annual Parent Opinion Survey, the level of parent endorsement on their school satisfaction is high, with 85.4% positive responses, 5.5% higher than the state.

In 2022 Croydon Hills Primary School had an enrolment of 753 students with an SFOE of 0.2175. The school proudly caters to a diverse range of families from different ethnic, cultural, and socio-economic backgrounds. Eleven students identified as Koorie, four were in Out of Home Care, sixty-three EAL, two were international students, 6% were acknowledged as disadvantaged (funded via DET's Equity Funding), and twenty were supported by the Program for Students with a Disability/Disability & Inclusion (Tier 3). The most common language other than English spoken at home is Mandarin.

The school employed 82 staff (65.30 Full-Time Equivalent) consisting of:

- Three Principal Class (3.0 FTE)
- Five Learning Specialists teachers (4.0 FTE) who lead the building of practice excellence in curriculum development, delivery and instruction.
- 49 teachers (38.7 FTE), eight of whom were Professional Learning Team leaders of each level of the school.
- 17 Integration Aides/Teacher Support Staff (12.99 FTE) who support individual educational needs
- A Wellbeing Officer (1.0 FTE)
- 6 Administration staff (4.61 FTE) including Office staff, a First Aid Officer, a Canteen/Uniform Shop manager, and a Library technician
- A groundskeeper (1.0 FTE)
- One First Nation staff member.
- In addition, School Council employees a team of 13 Out of School Hours Staff

The school is a dynamic and vibrant learning environment that is appreciated by the staff. The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey, is high with 83.6% positive responses, 10.2% higher than the state.

The school's spacious six hectare tree-lined campus is surrounded by natural bushland, parks, and walking tracks. It is divided into four sub-schools of Prep (six classes), Junior School (five Year One, and five Year Two classes), Middle School (four Year Three and four Year Four classes), and Senior School (nine multi-age Year Five and Six classes) with average class sizes of 22.8 across the school. Each sub-school has its own dedicated learning area and accompanying playgrounds and outdoor spaces. In addition to the school's 33 classrooms, the school facilities include:

- a visual arts room
- a computer laboratory
- a science laboratory
- a library
- a Performing Arts Centre (the original school hall)
- a dedicated language room (Indonesian)
- a dedicated Out of School Hours facility
- two multi-purpose rooms (school-owned)
- a competition-size sports stadium
- four outdoor sports courts (two of which are covered in synthetic grass, one of which is covered by a waterproof shade shelter)
- a competition-size cricket/football oval
- a junior-sized soccer pitch
- two junior-sized football ovals
- five playgrounds that are dedicated to the learning levels of the school
- a farm complete with vegetable gardens, chickens, and a frog bog
- a Japanese garden.

In 2022 Croydon Hills Primary School, like all Victorian schools, returned to full-time onsite learning following the interrupted school years as a result of the global pandemic of 2020 and 2021.

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

### Learning

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of *'Supporting both those who need extra support and those who have thrived, to continue to extend their learning, especially in numeracy'*. The school achieved this by:

- Embedding Collaborative Planning Time (CPT) structures to support teacher collaboration with a focus on formative assessment, planning, and differentiation (catering for the wide range of student needs within our teaching and learning programs). Specifically:
  - Establishing a school inquiry cycle that frames routine weekly collaboration with teachers coming prepared and actively engaging in CPT for the purposes of formative data analysis, curriculum planning and differentiation
  - Articulating the cycle of planning and data foci in the school's Whole School Scope and Sequence
- Developing the capacity of teachers to implement the school's agreed instructional models with a focus on differentiated teaching. Specifically:
  - establishing and implementing individual and whole school professional learning plans on the school's agreed instructional models and differentiated teaching
  - delivering Leadership Team Workshops to ensure all leaders are able to confidently lead CPT data discussions and curriculum planning to identify and cater for the learning needs of each student
  - providing formal professional learning pertaining to Whole School Approaches.

- Reviewing and refining the school's whole-school approach to Numeracy. Specifically:
  - Enhancing data literacy to inform the ability-based group and point-of-need teaching in all year levels
  - Establishing Year 4 maths groups across the level (three times per week, consistent with Years 5 & 6)

The school's success in *Learning* is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP).

Regarding student *Learning* outcomes when measured against:

- Similar Schools, the school's Year 5 *Latest Year* performance exceeded in NAPLAN Top Three Bands for Reading and Mathematics.
- AIP/SSP Targets, the school met or near met all bar one of the aspirational targets in NAPLAN Top Two Bands across the ten assessments.
- The Victorian Curriculum, the school's *percentage of students (P-6) at or above age expected standards* exceeded the State average in English (+2.9%) and Mathematics (+5.9%)
- *Learning* components in the School Staff Survey, performance against AIP Targets was exceptional and well above Similar Schools.

Comparatively the school's performance against the targets is much higher than in previous years. This is attributed to increased resourcing, the data work the teams have done during CPT, knowing and assessing against the curriculum, and the progress students have made as a result of the enhanced focus on point-of-need learning.

## Wellbeing

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of '*Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable*'. The school achieved this by:

- Consolidating the school's Positive Education program and the Resilience, Rights and Respectful Relationships curriculum. Specifically:
  - Inducting new staff into the school's agreed Whole School Approaches pertaining to Health and Wellbeing (Positive Education, Respectful Relationships, Student referral processes, U R Strong Friendology)
  - Enhancing the Building Learning Communities (first 7 day program) to provide all students and classes with an opportunity to ensure the capabilities, school values, and character traits were introduced to the classroom learning program at the start of the year
  - Undertaking a data analysis and implementing related actions aligned to attesting any deficits in this space as a result of our COVID interrupted 2020 and 2021 school years. Eg. The development of the peer-led 'Helping Hands' initiative to assist students to develop and build social skills in the playground.
  - Establishing a viable Respectful Relationships curriculum
- Identifying and provide timely, targeted interventions to at-risk students. Specifically:
  - Enhancing the role of the Student Wellbeing Officer (increased time fraction, clearer processes, and clearly identified roles and responsibilities) to work closely with the Assistant Principal - Student Wellbeing & Inclusion, on identifying and referring students with emerging or acute wellbeing needs.
  - Extending the school's lunchtime clubs program to target at-risk and intervention cohorts with the introduction of Artspace (dedicated art therapy) and Journey Tracks (cultural exploration program for Indigenous students).
  - Providing Professional Learning pertaining to Individual Education Plans, Child Safe Standards and Trauma.

The school's success in *Wellbeing* is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP).

Regarding the school's *Wellbeing* outcomes as reported in the student Attitudes to School Survey (ATtSS), the school had a:

- 93.1% percent positive endorsement on the Sense of Connectedness factor (16.5% greater than Similar Schools)
- 90.3% percent positive endorsement on the Management of Bullying factor (15.5% greater than Similar Schools)

The school's performance against AIP Targets was a positive reflection of the school's efforts to mobilise available resources to support students' well-being and mental health with students reporting an 8% increase (84%) in positive responses to Teacher Concern in the ATtSS.

## Engagement

In 2022, following two years of interrupted learning, the school identified a successful return to school would involve a concerted effort to reengage students via a differentiated learning program that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering learning environment that values the positive contributions of students. The school achieved this by:

- prioritising the pre-COVID community events, extra-curricular opportunities, extension and support programs students were offered, including:
  - Junior School Council and student leadership to ensure the school provided opportunities for students to take responsibility and be involved in decision-making
  - Assemblies, camps, excursions, and incursions (despite the challenges faced operating these in COVID Safe environments)
  - Turbo-charging the Department's Tutor Funding Initiative with additional resources ensuring all students felt successful in their learning
  - Year level differentiated maths groups
- ensuring high levels of connectedness to school by fostering an inclusive environment that is conducive to positive behaviours and effective engagement in learning by:
  - Focusing on the promotion of the school's values, expected behaviours and Positive Education Character Traits
  - Reestablishing clear behaviour management expectations, strategies to support classroom management and implementing processes to arrest negative behaviour contagion
  - Prioritising staff energy on

The school was successful in its aspiration to recreate the historically high pre-COVID school engagement levels as evidenced by the 5 year high positive responses to the student Attitudes to School Survey Factors:

- Differentiated Learning Challenge (92% compared to 82% Similar Schools)
- Effective Classroom Behaviour (94% compared to 78% Similar Schools)
- Stimulating Learning (93% compared to 75% Similar Schools)
- Teacher Concern (84% compared to 70% Similar Schools)
- Respect for Diversity (93% compared to 77% in Similar Schools)
- Sense of Connectedness (93% compared to 77% Similar Schools)
- Sense of Inclusion (96% compared to 86% Similar Schools)
- Student Voice and Agency (85% compared to 62% in Similar Schools)
- Managing Bullying (90% compared to 75% in Similar Schools)

The school's *latest year absence data* reflected students were absent, on average 21.3 days per year. This is better than the State average but higher than the school's 2019 (pre-COVID) average of 13.3 days per student. The school acknowledges the increase is attributed to COVID-enforced absences and, given the abolishment of travel restrictions, increased parent-approved absences for holidays. Over the course of the year, the school identified and provided timely, targeted interventions to at-risk students.

Specifically:

- Identifying trends in chronic student absenteeism and consistently following up via formalised Student Support Groups and Student Absence Learning Plans
- Offering optional remote learning to those students isolating as a result of COVID-related absences

## Other highlights from the school year

Croydon Hills Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlights of 2022 include:

- The community events hosted by the school's very active and dedicated parents' association, CHAPS (Croydon Hills Association of Parents), incorporating MOTHS (Men Of The Hills), most notably CHAPS's annual Colour Run.
- The week-long Visual Arts Murrundindi incursion which enhanced the school community's connection to country. It also sparked a student-led project of one of our school's proud indigenous students who drew upon her learning in Journey Tracks and from the Murrundini incursion to develop her own piece of Art - an Indigenous version of our school sports top. Read more [HERE](#).
- The return to operations as normal with students enjoying the camps, musical productions, the Art Show, sporting events, Science excursions, Indonesian competitions, and termly excursions and incursions aligned to class units of study and special events - these experiences deepen learning and engagement in school and were very much missed during the previous two COVID affected school years.

## Financial performance



In 2022 the school enhanced its reputation within the school community of expending or committing funds to provide the optimal learning environment for students and staff. Careful financial management throughout the year and post-COVID resulted in a whole school year net operating surplus of \$185,918. The surplus was a result of:

- Additional revenue beyond what was predicted in the school budget, via the school's services (Out of School Hours Care, Canteen, and Uniform Shop) and parents' association fundraising.
- Reduced expenditure associated with capital expenditure, namely, committed funds towards projects currently held with the Victorian School's Building Authority; conversion of the natural grassed Prep/Junior Oval to a synthetic grass surface, and the school's co-contribution towards the Department's Minor Capital Works project of ceiling replacement.
- Unbudgeted revenue as a result of: additional full fee-paying overseas students (\$14,035), a DET Shade Sail grant (\$25,000), a Junior Landcare Grant (\$5000), Sporting Schools grants (\$10,800), and the proceeds of sale from the disposal of obsolete digital technology assets (\$7,352).

In addition, the school secured works as a part of Department's Safe Trees Program to the value of \$43,000.

The school has carried over-committed funds of \$190,000, of which \$25,000 is attributed to the fundraising of the parents' association, for the synthetic oval conversion.

In 2022, School Council ceased its Stadium hire agreement with Warrandyte Basketball Association (by mutual agreement) and began hire agreements with Maroondah Magic Basketball Club and Socca Joeys with an annual revenue of \$22,440.

Capital Expenditure contributed to facilities projects including carpeting, asphaltting, landscaping and garden reinstatements, CCTV camera upgrades, accordion doors, and the purchasing of a school-owned portable unit (4m x 2.4m) dedicated to the health and wellbeing needs of staff and students (Allied Health consulting room, lactation room and conference room).

Equity funding totalling \$24,985.90 contributed to increased resourcing of materials to support the school's Learning Enhancement and Wellbeing programs.

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.

**For more detailed information regarding our school please visit our website at**  
<https://www.croydonhps.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 753 students were enrolled at this school in 2022, 356 female and 397 male.

11 percent of students had English as an additional language and 1 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).

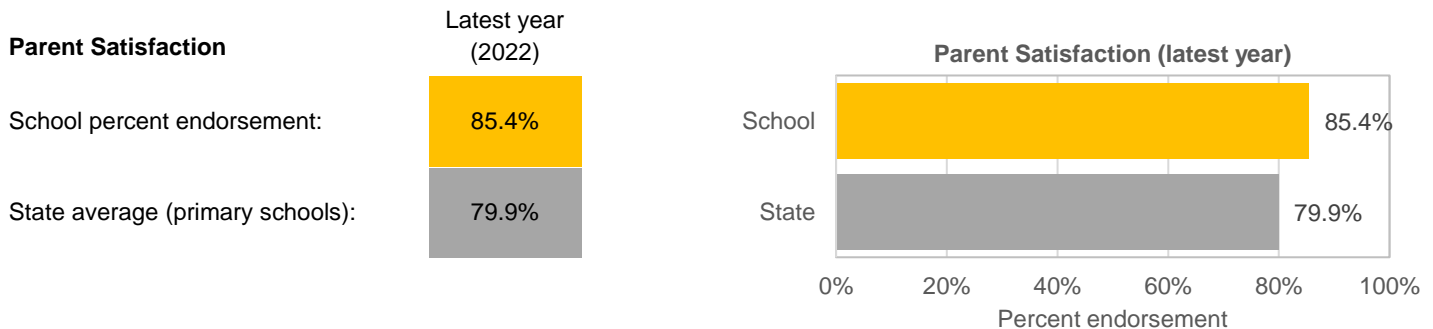
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

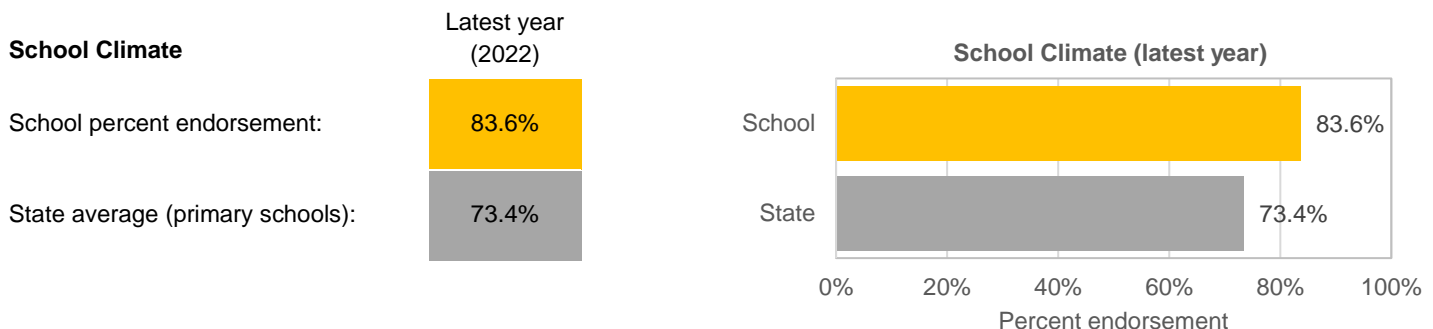


### School Staff Survey

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:

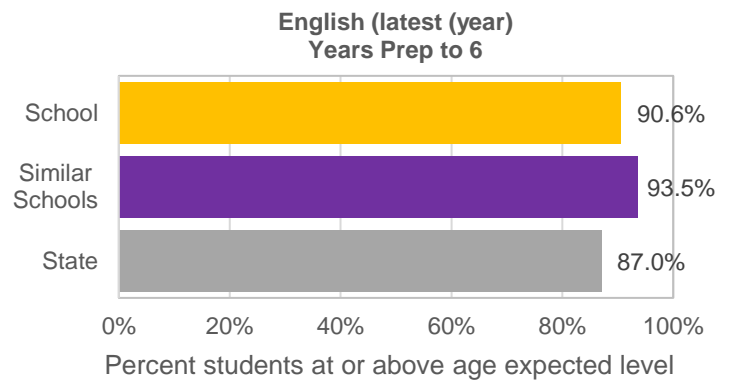
90.6%

Similar Schools average:

93.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

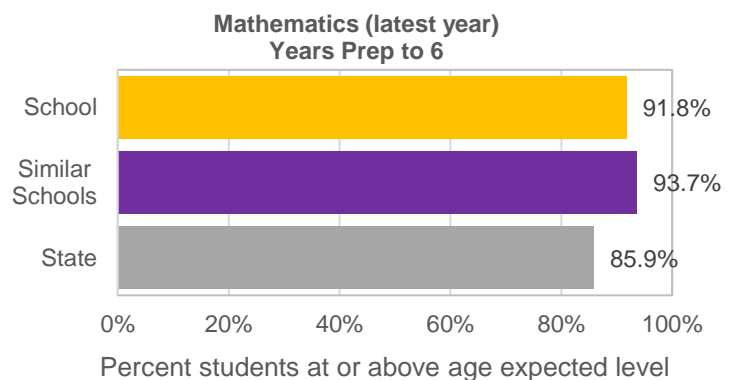
91.8%

Similar Schools average:

93.7%

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.

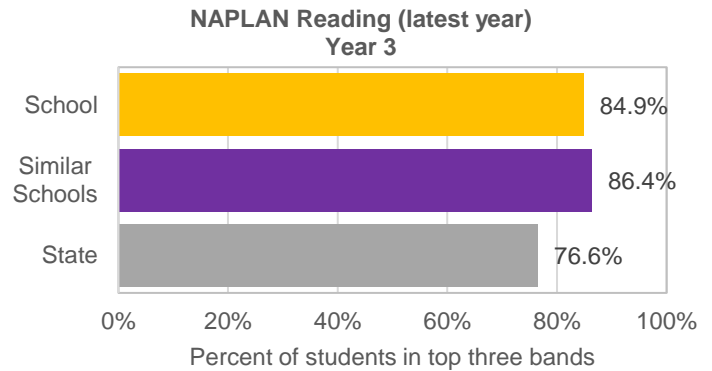
### NAPLAN

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.

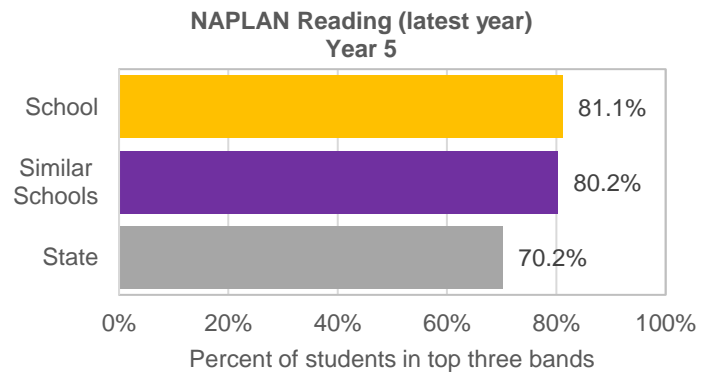
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.9%	82.8%
Similar Schools average:	86.4%	86.3%
State average:	76.6%	76.6%



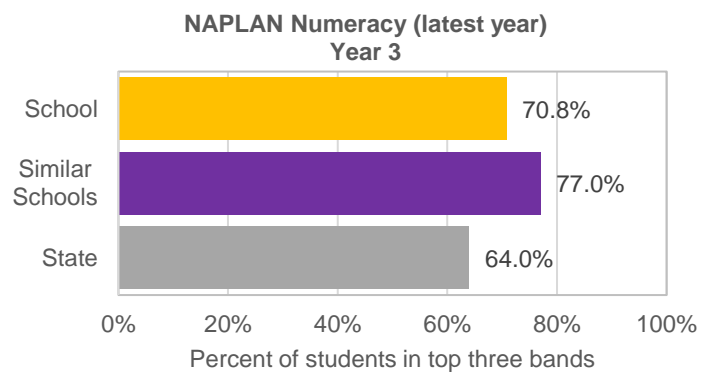
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.1%	77.6%
Similar Schools average:	80.2%	79.7%
State average:	70.2%	69.5%



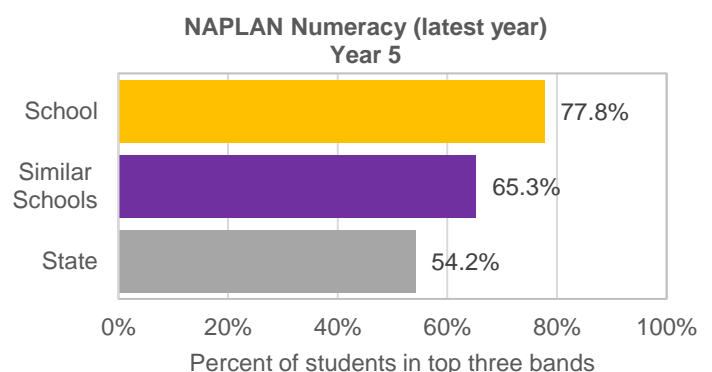
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.8%	79.2%
Similar Schools average:	77.0%	78.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	73.9%
Similar Schools average:	65.3%	70.2%
State average:	54.2%	58.8%



## WELLBEING

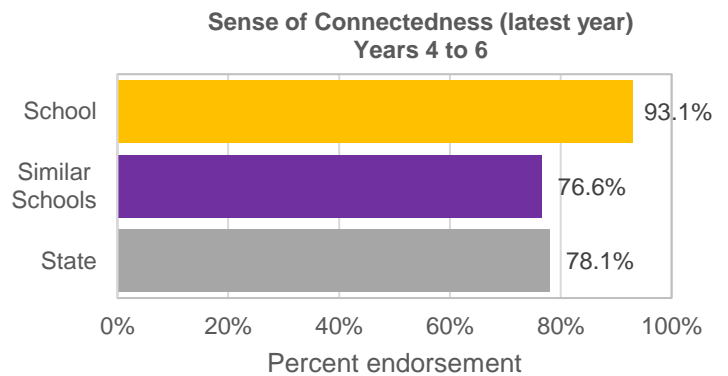
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	93.1%	88.0%
Similar Schools average:	76.6%	79.3%
State average:	78.1%	79.5%

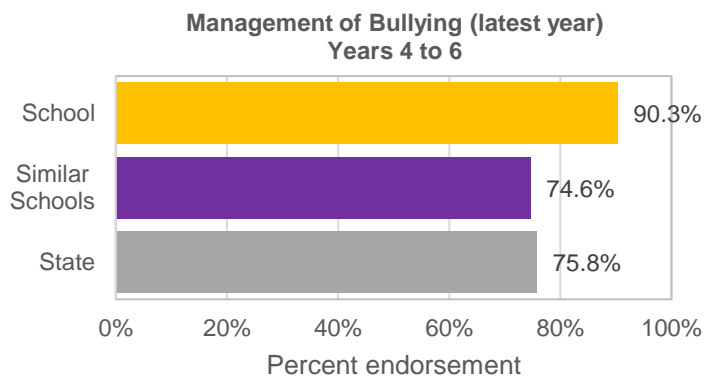


### Student Attitudes to School – Management of Bullying

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:	90.3%	85.7%
Similar Schools average:	74.6%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

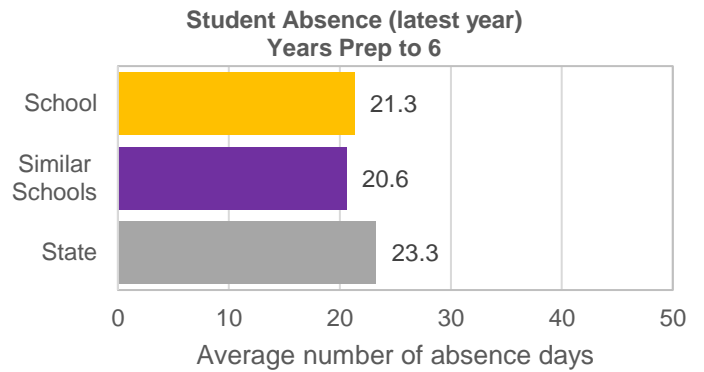
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.3	12.7
Similar Schools average:	20.6	14.1
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	89%	90%	89%	89%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,742,447
Government Provided DET Grants	\$605,205
Government Grants Commonwealth	\$468,772
Government Grants State	\$874
Revenue Other	\$58,427
Locally Raised Funds	\$1,250,037
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$9,150,762</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$24,986
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$24,986</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,777,565
Adjustments	\$0
Books & Publications	\$3,006
Camps/Excursions/Activities	\$316,081
Communication Costs	\$24,585
Consumables	\$202,079
Miscellaneous Expense <sup>3</sup>	\$69,063
Professional Development	\$50,774
Equipment/Maintenance/Hire	\$143,336
Property Services	\$137,979
Salaries & Allowances <sup>4</sup>	\$910,481
Support Services	\$49,114
Trading & Fundraising	\$190,522
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,638
Utilities	\$63,621
<b>Total Operating Expenditure</b>	<b>\$8,939,844</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$185,918</b>
<b>Asset Acquisitions</b>	<b>\$205,458</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	\$597,479
Official Account	\$48,166
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$645,645</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$343,512
Other Recurrent Expenditure	\$38,109
Provision Accounts	\$12,499
Funds Received in Advance	\$7,700
School Based Programs	\$25,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$190,000
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>\$616,821</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.*