

# 2022 Annual Report to the School Community

School Name: Sorrento Primary School (1090)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2023 at 03:13 PM by Elaine Lesiuk (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 27 April 2023 at 04:05 PM by Sarah Newnham (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

Sorrento Primary School is the southern-most school on Victoria's Mornington Peninsula, and has served the students of the local area since 1871, on several different sites. Its current setting is near the centre of Sorrento.

Sorrento Primary School vision is to provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community. The school values are Respect, Integrity, Resilience, Collaboration, Persistence and Learning. Sorrento Primary School is the southern-most school on the Mornington Peninsula. In 2022 the enrolment was 283, 140 female and 143 male. One percent of students were Aboriginal or Torres Strait Islander and at the time of the report one had English as an additional language, however a family meeting this criteria did enroll later in the year. No overseas students were enrolled nor required programs. There were 22.7 equivalent full time teaching staff, made up of one Principal class, 15.9 (equivalent full time) teachers and 4.8 Education Support Staff. Twelve classes operated – two Foundation, four Year 1/2s, three Year 3/4s and three Year 5/6s. A restructure occurred during Term 2, releasing Dan Liu from the class to act in the capacity of Assistant Principal. During Term 3 Haidee Rowell was appointed as a Learning Specialist. A PLC approach to curriculum planning promoted consistency of delivery throughout the entire school. The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school. The school's socio-economic band is low to medium.

The school has a strong focus on literacy, numeracy, and student engagement. In 2022 we had a stable return to onsite learning, with a gradual process being implemented to include the school community in learning programs and school events. Absences remained higher than average with the pandemic impacting on school attendance, and families showing additional concern for reinfection with Covid-19 prevalent in the local community after the holiday break. A number of students were more anxious about school, post pandemic.

Our new principal, Elaine Lesiuk commenced at the start of the school year, after a successful handover from the retiring principal Meg Dallas. The year started smoothly, with some changes noticed to the Leadership structure. During Term 2 Dan Liu was removed from class teaching to focus on Student Wellbeing and Inclusion, in an acting Assistant Principal role. Other staff changes occurred and continued to provide some instability throughout the year. These changes were managed to have the least possible impact on student learning.

As we transitioned back to "normality" reports were a blend between pre and remote learning. Some curriculum areas had not been reported on during Remote Learning which meant there was not growth to compare nor report on. Parent/Teacher Interviews, School Council meetings and many school events were modified to reduce risk where necessary. This is something that will be rectified during 2023. The new School Strategic Plan was implemented, with new Goals and Targets. A strong focus remains on the key areas of English, Mathematics and Student Wellbeing. A handful of long-term staff retired at the conclusion of the year (Julie Baldwin, Heather Martin and Phillipa Gordon), and were recognized for their positive influence on many students over their careers. Parent satisfaction, as measured through the Parent Opinion Survey reported a 79% satisfaction rate compared to a State Average of 79.9%. The School Staff Survey reported 78.7% positive endorsement compared to the State Average of 73.4%.

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

### Learning

2022 started with a focus on our newly formed goals, targets and strategies from the School Strategic Plan, focusing on our first goal:

To improve student learning outcomes for every student in literacy and numeracy by:

- Building teacher capacity to use data to inform teaching, learning and assessment at the students point of need (Evaluating impact on learning)
- Deepening teachers' understanding of the Victorian Curriculum as a continuum of learning (Curriculum planning and assessment)

Our year saw these strategies implemented at a whole school level. Our School Improvement Team participated in Professional Learning Community training and an improvement cycle focused on differentiating the teaching of number (mathematics). This led to

a collaborative approach toward assessing and teaching across the school. This PLC work has guided our planning for 2023. We changed to using Google Drive and our timetable was adjusted for team planning. Introduction of the new Agreement meant a revised meeting schedule was devised, with staff working hours being clarified.

### Teacher Judgement

School percent of students at or above the expected standards in English and Mathematics is at or above the similar schools average and is also above the state in 2022.

### NAPLAN

Reading Year 3:

- 2022 above similar school and state average in top three bands
- 4-year average noticeably below the similar school and state average in the top three bands

Reading Year 5:

- 2022 above similar school and state average in top three bands
- 4-year average below the similar school and state average in the top three bands

Numeracy Year 3:

- 2022 below school and state average in top three bands
- 4-year average below the similar school and state average in the top three bands

Numeracy Year 5:

- 2022 slightly above similar school and state average in top three bands
- 4-year average below the similar school and state average in the top three bands

In 2022 Student learning continued to be supported through:

- Professional Learning around the purpose and evidence base, positive impact on implementing a 'Daily Review' for literacy in the junior school
- Focus on improving literacy resources within the school through purchasing of new take home readers and decodable readers for junior school
- Establishing a whole school library
- Employment of a Learning Specialist in Term 3 2022 to lead curriculum and PLC practices and oversee whole school data
- PLC training for SIT members.
- Alterations to timetable to allow PLTs to collaboratively plan, ensuring consistency of curriculum delivery across cohorts and sharing of professional knowledge
- Beginning of implementation of PLC practices including consistent agendas and meeting schedules, whole school norms
- SIT Improvement Cycle – focus: improving student outcomes through ZPD targeted teaching in mathematics strand of Number and Algebra
- Development of Instructional Model of Practice
- Professional Learning around Sorrento PS Instructional Model of Practice with a specific focus on the 'Engage' phase of the model
- Professional Learning around using Essential Assessment summative data to inform teaching to students Zone of Proximal Development and inform fluid teaching groups that were focused to individual students point of need
- Transition to Google Drive for efficiency and increased ability to collaborate across the whole school
- Professional Learning and improving the data literacy of all staff commenced in Semester 2, with a particular focus on the triangulation of data and the role of summative and formative assessment in reaching an informed and accurate Teacher Judgment in the curriculum areas of English and Mathematics

## Wellbeing

2022 continued with a previous focus on improving student engagement in learning, with the 2024 target to increase positive endorsement on the Year 4 to 6 Attitudes to School Survey for the factors of:

- student voice and agency from 67% to 85%
- motivation and interest from 78% to 85%
- sense of confidence from 80% to 85%
- stimulated learning from 76% to 84%

The Sense of Connectedness for Years 4 to 6, showed Sorrento Primary School significantly outscoring both Similar Schools (76%) and State (78.1%) with a score of 88.9%. The 4-year average also has Sorrento outperforming Similar and State averages. Management of Bullying sees Sorrento (90.6%) significantly outscoring Similar and State schools (76% and 75.8% respectively).

Overall the data reflects an improvement in Student Wellbeing - both Connectedness and Management of Bullying, with outstanding endorsement across these area.

These results have been supported by a strong focus on behaviour management and student engagement in learning. A whole school behaviour management plan was put in place, with professional development for staff building a whole school approach. At the commencement of Term 2, a Learning Specialist was appointed and taken out of the classroom full time to lead Wellbeing and Disability Inclusion. Systems for communication between parents, teachers and leadership were put in place, to ensure student wellbeing was at the centre of daily operations. Student accountability for behaviour was heightened with a focus on "Above the Line" behaviour. Senior students participated in an Options Programme in Terms 2 and 4 with Student Voice allowing for choice and opportunities to follow individual interests.

## Engagement

The average number of student absences in 2022 was 28.2 days; this was higher than the state average (23.3). Transition from remote learning, higher levels of illness and postponed family holidays may have contributed to this figure.

In 2022 student engagement was supported by:

- Monitoring and following up on attendance, including students who were having difficulty transitioning back to on-site learning.
- Staff PD on developing rich IEPs to engage students with diverse learning needs
- Appointment of a staff member to Assistant Principal and Disability Inclusion coordinator
- Increase parent voice via surveys to develop fundraising projects (Junior School Readers, pool fence replacement and basketball court upgrades)
- Increase of Student Voice and Agency during learning by introducing developmental play from F-2 and whole school 'choice boards' in Numeracy
- Increase of Student Voice and Agency during learning by continuing the Options Program (Years 5/6)
- Continue facilitating Breakfast Club to encourage punctual attendance and increase an inclusive school culture
- Planning documents to reflect consistency of Brain Breaks, Circle Time and RRRR
- Referring students to Counselling (NSWP)
- Students selected for the Tutoring Program to support engagement in Numeracy
- Review and modification of SPS's Instructional Model to increase general student engagement during learning, with a focus on numeracy
- Commenced Digital Technologies as a specialist subject to engage students through the use of digital devices, programs and interfaces
- Produced SPS's first Art Show, which was led by student's choice of artwork
- Held working bees to engage our community members to create an inclusive Vegetable Garden and self-regulation space
- Developed an Inclusion/Sensory Space to engage students with diverse needs
- Use of Compass to provide regular updates on student learning and activities
- Host a community Harmony Day to increase an inclusive school culture, with a focus on belonging

In 2023 student engagement will be further supported by:

- Commencement of a STEM and Outdoor Education specialist programs to engage students learning
- Professional Learning for staff including Disability Inclusion to continue to engage students with diverse learning needs
- Introduction of the Fathering Project to increase community engagement (predominately fathers)
- Continuing to monitor attendance data with a focus on unapproved, unexplained and family holiday absences
- Ongoing Parent and Student Focus Groups
- Continuation of Options Program
- Introduction of developmental-play learning (Coastal School) to engage students to learn with nature in an outdoor environment
- Use Seesaw to communicate student learning experiences in Foundation
- Host a community Harmony Day to increase an inclusive school culture, with a focus on belonging

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## Other highlights from the school year

2022 saw return to "normality" in many ways. Parents and the community were back working in partnership with our school, visiting classrooms and engaging in whole school events and celebrations. We had many sporting achievements and events including swimming, athletics and inter-school sports days. Our Performing Arts program culminated in a three night production extraordinary "Saving Neverland". Our Visual Arts inaugural and highly-successful "Sorrento Art Show". Our environmental team led a working bee

to develop a Vegetable Garden which will in future lead to a Kitchen Garden program. Our school community got behind many fundraising events, enabling us to prioritise many projects for completion in the 2023 school year.

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## Financial performance

At the close of 2022 Sorrento Primary School remained in a financially sound position, with an operating cash reserve of \$82,982 carried forward to 2023.

In addition, \$144,565 in committed funds were carried forward for a number of ongoing projects and programs: \$75,000 for the establishment of the Outside of School Hours Care program, to be run by Their Care from the beginning of the year, funds totalling \$23,475 for a number of school based programs which will continue in 2023, namely, the Disability Inclusion Tier 2 program, Respectful Relationship Leadership program, Student Excellence program and Core Professional Learning. \$17,308 was held in credit for families from either CSEF funds or 2023 school charges paid in advance, \$3,200 for the publication of the 150th anniversary book, \$8,000 for the continued works on our kitchen garden and surrounding area and \$17,582 for the final payment of the new swimming pool fence and towards the re-surfacing of the basketball court.

Our ongoing commitment to the improvement of our school grounds gained more momentum during 2022 with the construction of two new shade sails outside the Cove, providing yet another protected outdoor learning space and play area for our students. Our new swimming pool fence was completed, this has dramatically increased the space around the pool and will provide us with the opportunity to further develop the entire space, including landscaping, seating and grassed areas. Major works were carried out to our water system, whilst this work is not a visible improvement it is nonetheless an important upgrade to our underground water pipes which will dramatically cut our water consumption over the whole school.

Once again, our incredible fundraising team outdid themselves throughout 2022. The major fundraising events were the Parent Lunch (\$9,915), the Art Show (\$5,714) and the Lapathon (\$10,432). Along with those fabulous events, a number of sausage sizzles, raffles and stalls were held, all of which combined to raise the amazing total of \$38,557.

Our students continue to participate in a broad range of sporting activities, utilising our unique local environment. In Physical Education, students experience a wide variety of sports onsite and at competitions outside of school. We are also able to offer the unique opportunity for students to have intense swimming lessons in our school pool and participate in other water activities at one of our local beaches. The Australian Sports Commission Sporting Schools Program provided us with \$4,700 in funds in 2022, which assisted us greatly with our sporting program.

Student well-being is a priority at Sorrento Primary School, we support this with individual student tutoring and classroom support. We once again received \$20,000 in funding from the National School Chaplaincy Program for the provision of a school chaplain, an invaluable part of our student well-being focus.

We look forward with enthusiasm to 2023 when we will be introducing a number of new programs and learning initiatives. We will, for the first time, offer an onsite before and after school program providing working parents with an invaluable service. Our major focus in literacy and numeracy will further develop with a dedicated learning specialist providing ongoing on-site support and professional development in those areas. Dedicated rooms will be set up for Digital Technologies and STEM classes. Our Foundation students will participate in our brand new, unique Coastal Schools Program, whereby they will learn off-site at Point Nepean one day per week and we will implement an inquiry based approach to learning across the schools where individual learning spaces will be re-organised and set up to facilitate this.

**For more detailed information regarding our school please visit our website at**  
<https://www.sorrentops.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 283 students were enrolled at this school in 2022, 140 female and 143 male.

NDP 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).

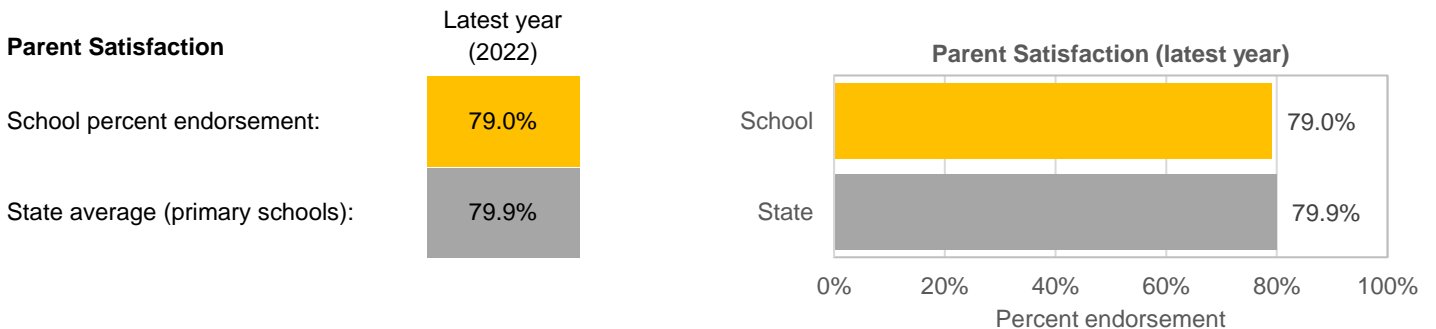
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

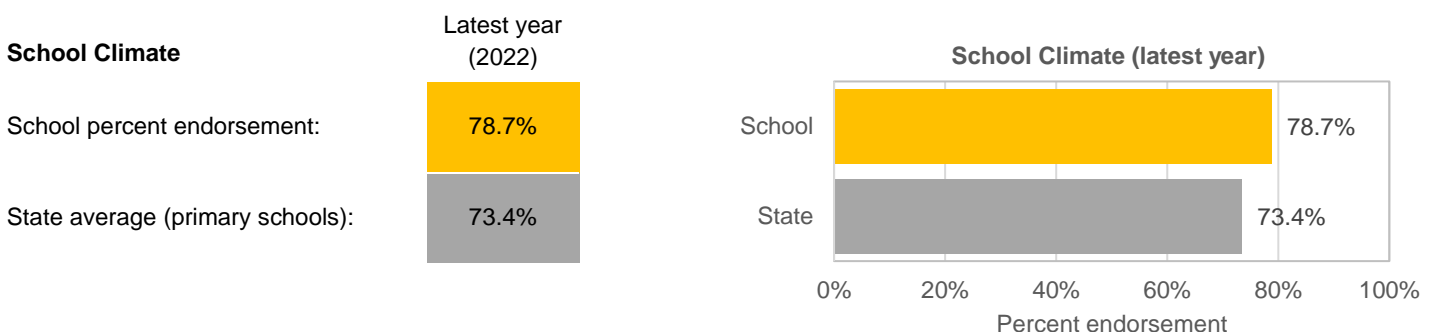


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

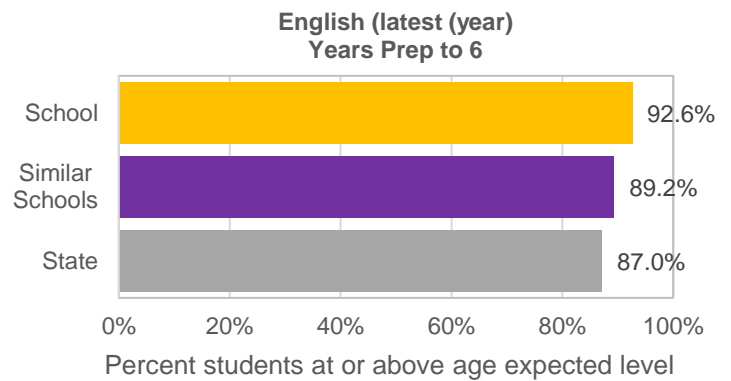
92.6%

Similar Schools average:

89.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

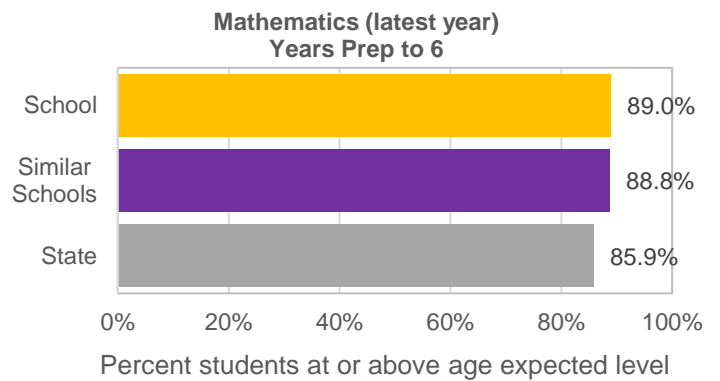
89.0%

Similar Schools average:

88.8%

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.

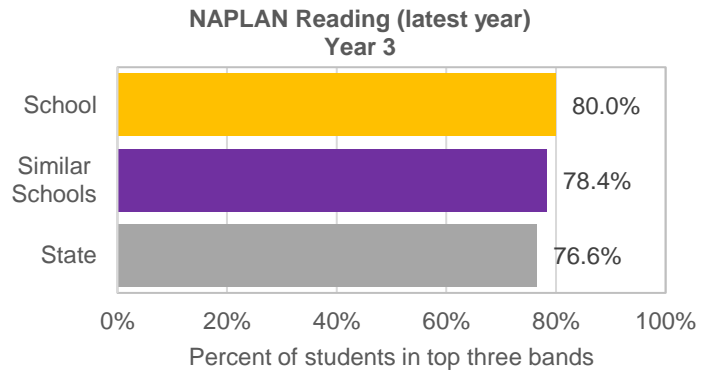
### NAPLAN

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.

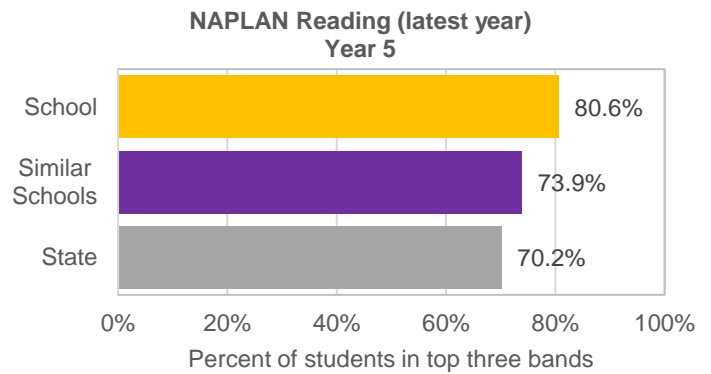
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	69.0%
Similar Schools average:	78.4%	79.0%
State average:	76.6%	76.6%



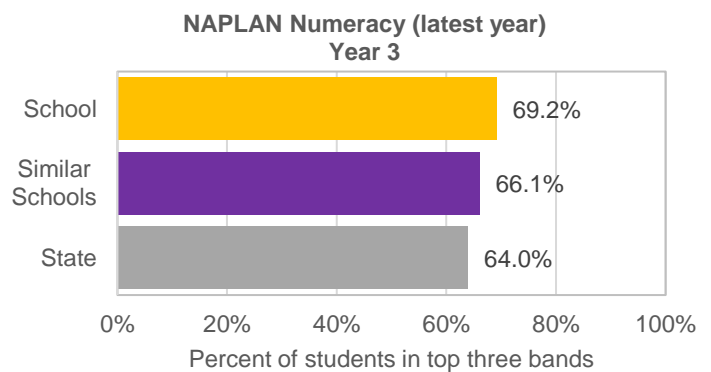
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	66.7%
Similar Schools average:	73.9%	72.9%
State average:	70.2%	69.5%



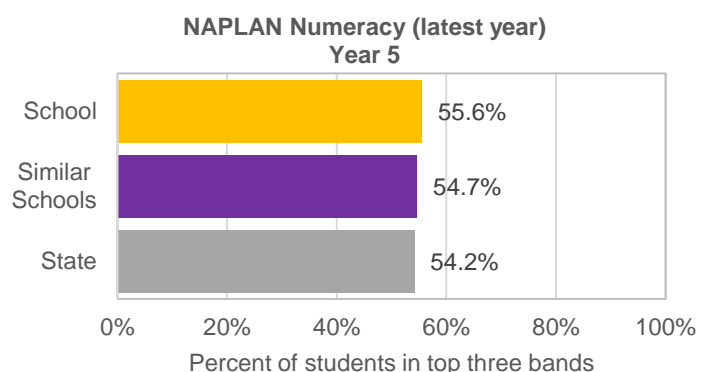
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	65.2%
Similar Schools average:	66.1%	69.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	54.2%
Similar Schools average:	54.7%	58.7%
State average:	54.2%	58.8%



## WELLBEING

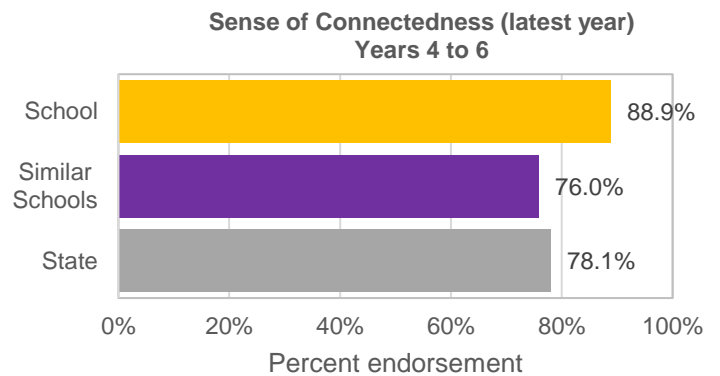
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	88.9%	82.5%
Similar Schools average:	76.0%	77.2%
State average:	78.1%	79.5%

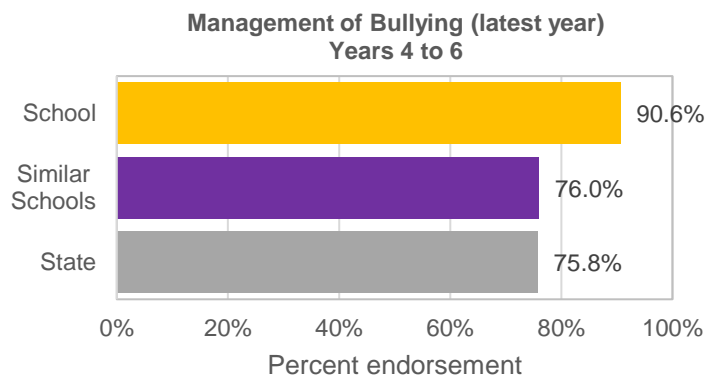


### Student Attitudes to School – Management of Bullying

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:	90.6%	84.8%
Similar Schools average:	76.0%	77.8%
State average:	75.8%	78.3%



## ENGAGEMENT

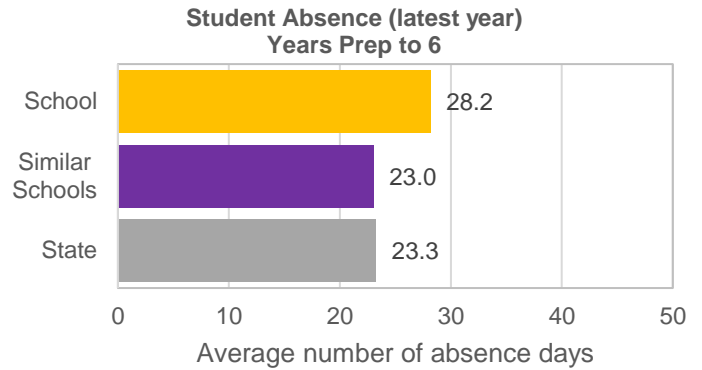
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	28.2	20.9
Similar Schools average:	23.0	16.7
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	85%	86%	86%	86%	87%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,556,056
Government Provided DET Grants	\$413,057
Government Grants Commonwealth	\$7,010
Government Grants State	\$0
Revenue Other	\$21,137
Locally Raised Funds	\$233,278
Capital Grants	\$28,080
<b>Total Operating Revenue</b>	<b>\$3,258,617</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,906
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,563,502
Adjustments	\$0
Books & Publications	\$1,338
Camps/Excursions/Activities	\$118,910
Communication Costs	\$2,770
Consumables	\$56,164
Miscellaneous Expense <sup>3</sup>	\$11,676
Professional Development	\$12,881
Equipment/Maintenance/Hire	\$41,788
Property Services	\$88,804
Salaries & Allowances <sup>4</sup>	\$164,581
Support Services	\$31,746
Trading & Fundraising	\$13,904
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,830
<b>Total Operating Expenditure</b>	<b>\$3,141,893</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$88,644</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$195,289
Official Account	\$83,575
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$278,864</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,982
Other Recurrent Expenditure	\$999
Provision Accounts	\$0
Funds Received in Advance	\$6,308
School Based Programs	\$111,675
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	\$8,000
Maintenance - Buildings/Grounds < 12 months	\$17,582
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$227,546</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.*