

2022 Annual Report to the School Community

School Name: Mount Pleasant Road Nunawading Primary
School (4808)



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

Attested on 25 April 2023 at 06:31 PM by Kim Streitberger (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 29 April 2023 at 07:44 PM by Rebecca Smith (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

Mount Pleasant Road Primary School and Kindergarten is located in the suburb of Nunawading, in the City of Whitehorse. We are unique to the area as we provide education for children from Three Year Old Kindergarten through to Year Six, with daily before and after school care and vacation care programs provided. The school is set within large picturesque grounds with a student kitchen garden, a range of different play areas and new, state of the art facilities including a cafe studio that supports a cooking, Science and Visual Arts program. The flexible learning spaces, with a range of furniture, complement our excellent teaching and learning practices and provide for collaborative learning opportunities. Classrooms connect to the outdoor learning spaces which include landscaped adventure, sporting and passive play areas.

At Mount Pleasant Road Primary School and Kindergarten our renewed vision is to provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them. At the centre of everything is student well-being. Students will learn when they are happy to come to school, feel safe to make mistakes, and have a connection to their peers and teachers. Developing resilience, empathy, confidence and self esteem gives students the skills and strategies to be their own problem solvers. We promote the values of Life Long Learning, Respect, Integrity, Responsibility and Inclusion. Students are encouraged to develop and build on their character strengths and are given many opportunities to be actively involved in their school.

In 2022 the school's enrolment was 424 students. There were three Foundation and five Year 1/2 classes in the Junior School and, six Year 3/4 and five Year 5/6 classes in the Senior School. The Kindergarten provides one Three Year Old and three Four Year Old classes. Our multi-cultural school is growing with one Assistant Principal, 28 teachers (24 Full Time Equivalent (FTE)), 11 (eight FTE) Education Support (ES) staff, one office administration staff and a Business Manager. The teaching staff includes 2.0 FTE Learning Specialists provided by two highly experienced teachers, a 1.0 FTE Literacy Intervention Teacher and a 1.0 FTE Tutor Learning Initiative Teacher. We continue to maintain high standards in English and Mathematics and are committed to excellence in teaching and learning and continuous improvement for our students. There is ongoing assessment and continual analysis of students' learning to inform our teaching and learning programs, making sure that we provide a personalised learning approach for all students. Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support and enrichment at all levels. We value and encourage high academic achievement with high expectations held for all students. Our enthusiastic staff take collective responsibility to ensure all students are engaged, feel empowered in their learning and inspired to achieve personal growth.

Our holistic approach ensures development in areas such as Performing Arts, Visual Arts, Physical Education and sport and Languages Other Than English, Indonesian and these programs are provided by Specialist staff. We also offer instrumental music, inter school sport an outdoor education program including Senior School camps, extensive transition programs, enrichment programs, Literacy intervention and a Buddy Program for all year levels. There are a range of co-curricular programs such as dance, chess, board games, craft and drawing lunchtime clubs, a school running club and Senior and Junior choirs. There are opportunities for students to develop leadership roles and we encourage strong, active student voice and agency across all year levels. Our well-being and values programs are targeted at specific age groups and are supported by the Zones of Regulation, Inner Critic/Inner Coach, Positive Psychology: Character Strengths, Let's Talk and Respectful Relationships programs from Kindergarten to Year 6. Access to and the critical use of digital technologies is a priority, with a robotics program in place from Kindergarten to Year 6 and a very successful BYO iPad program for all students in the Senior School. Information sessions for families have promoted the success of the use of digital devices and are combined with comprehensive eSmart sessions assisting students and families with online safety across all year levels. The school supports on average four students on international visas to attend from within our local school zone. They are provided with access to the equivalent curriculum, enrichment and support programs as all students. Involvement of families and the wider community is highly valued and actively sought. There are 'Parent Reps' for each class to facilitate social connections and our Sentral parent portal, newsletter, a strong Parents and Friends community, all support families to be highly connected with the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

We provide differentiated programs which engage and motivate all students guided by the school's Instructional Model. Teachers use a variety of assessment tools to determine the students' needs and explicit instruction methods to cater for individual learning

styles. MPRPS has adopted a whole school approach to teaching Reading and Writing with the Write to Read (phonograms) and VCOP Big Write programs assisting students to analyse their skills, set future goals and monitor their progress. There is also a whole school approach to the teaching of Mathematics that includes a documented curriculum program with a detailed scope and sequence. With rigorous informative pre and post testing informing the development of open-ended learning tasks used to engage all learners at their point of need. The teaching of financial literacy with a student-managed shop is an important addition. In 2022 the percentage of students in year levels Foundation to 6 working at or above the age expected standard in all areas of Mathematics and English as assessed by Teacher Judgements were above similar schools and well above the State. The percentage of students in Year 5 achieving the top two bands in NAPLAN Reading, Writing and Numeracy increased significantly and are well above school's with similar characteristics. The percentage of Year 3 students achieving the top two bands in Reading remained static and was below similar school's by 2% although, well above the state. The results in Numeracy were also below similar schools and well above the state. Well established Professional Learning Communities (PLC) are in place that use the Data Wise Project from Harvard Graduate School of Education to support teachers in using collaborative data inquiry to drive continuous improvement of teaching and learning for all of our students. A continued focus of the PLC will be around Numeracy, Reading and Writing achievement in the Junior School to address the Year 3 results. For those students who were identified as not achieving at the expected level there is ongoing specific individual program instruction, including MiniLit and MacqLit reading intervention programs. Student Support Group meetings, attended by parents and teachers, are held to discuss their child's progress and how to work in partnership with the school to improve their child's achievements. In addition, a dedicated team delivered the Tutor Learning Initiative to target students who did not make expected growth over Remote Learning using a comprehensive analysis of assessment data and then the development of individual goals through Individual Education Plans (IEP.) In 2022, teachers continued to receive additional teaching support in the classroom for their students on the Program for Students with a Disability and students showed progress at satisfactory or above in achieving their individual goals as identified in their Individual Education Plans (IEP). IEP's are prepared to cater for the specific needs of students achieving six months or more below or eighteen or more months above the expected standard and also often address Personal and Social Capability skills. Students are given the opportunity to be active participants in the development of their IEP's, with an increasing number of students attending the SSG to explain and reflect on their progress with their parents/carers.

Wellbeing

Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program and Moving into the Teen Years for Years 5 and 6, Values For Life for Years 3/4, Zones of Regulation, Inner Coach/Inner Critic and the use of Positive Psychology - Character Strengths and Growth Mindsets teach students life-skills. Our school has a restorative approach to behaviour management with the Respectful Relationships Program being embedded across the school to complement whole school well being.

Parents and families are encouraged to participate in a wide range of school programs and activities and although there were continued interruptions to these opportunities in 2022, many adaptations were created. Having parents connected to the school assists the well-being of their children. Our staff work collaboratively to plan and support the well being of their students. This has continued to be a central focus during 2022 and highlighted the importance of the initiatives we already have in place.

Students graduating in 2022 enrolled at a range of local government and independent schools with the Year 6 Exit Survey indicating they had made a successful transition to secondary school, with 100% indicating MPRPS had ensured they were prepared to start secondary school. The positive responses to the exit survey can be attributed to the responsiveness of the teachers to students' surveys and the 'Step Up Week' to support transitions across the school. Step Up week included a Secondary School style timetable for Year 6 which involved local Secondary School teachers teaching and secondary school subjects being taught. Our Kindergarten program enables us to ensure a smooth transition to Foundation and our Foundation Orientation program supports students and families to make connections with their new community before the start of the school year.

The 2022 Student Attitudes to School Survey indicated students have a very high sense of connectedness (sense of belonging) of 84%, and the work around activating student voice and agency within the classroom, school and community is increasing with 71% positive endorsement. The high level of parent satisfaction of 91% is attributed to engaging with parents in many ways across the year including, very responsive parent/teacher communication, follow up by teachers, leadership and Principal class to support student wellbeing challenges, provision of extra curricular activities including a range of lunchtime clubs and the increasing opportunities for enrichment and intervention. Elements from the Parent/Caregivers Opinion Survey show an increase in positive endorsement of the school providing a 'stimulating learning environment' and opportunities for 'student voice and agency'. The 2022 School Staff Survey demonstrated the extent to which staff are positive, committed to improving practice and promoting a culture that is conducive to improving student outcomes with an increase to 87% of staff indicating they were positive about the school climate.

With the new Child Safe Standards coming into effect students developed their own Helping Hand Poster which is seen alongside the PROTECT poster and is a powerful way for students to know where they can go for help across the school. The focus on empowerment and student agency through Child Safe and the reviewed school vision involved the student leaders in reviewing school policies. The continued development of the Let's TALK program also assists students to talk through concerns with trained student and staff mentors.

Engagement

The Student Representative Council (SRC) is pivotal as a means for students to give and discuss feedback, with representatives from Foundation-Year 6 given the opportunity to voice their classmates' opinions and organise school events and fundraising. The SRC meets fortnightly and reports to the school community at assemblies and through the newsletter. Circle Time runs in every classroom to support students' connections with their peers and class teacher. Well-being lessons are planned for each week for all year levels and support the embedding of our Wellbeing programs including Respectful Relationships. Guided Inquiry, alongside Play Based Learning in Foundation, supported the improvement in Student Voice and Agency and Stimulated Learning positive endorsement with immersion sessions involving students in the direction for their Guided Inquiry units.

The 2022 Attitudes to School Survey indicates that we have excellent standards of student learning confidence, sense of inclusion and connectedness of students to their peers and high perception of student safety. The school had a focus on improving students' perception of Stimulating Learning and now matches similar schools with student motivation and interest very high at 84%. Students' perception of Student Voice and Agency (71%) and parent perceptions of the same (86%) have continued to increase. We have school-wide positions of responsibility for all Year 6 students who work in teams and support each other and rotating positions of responsibility for all Foundation to Year 5 students. 96% of Year 6 students believed they were able to make contributions in their role as a student leader. Staff reflect and act on feedback from school based student surveys to improve the teaching and learning environment. To support student engagement Lunch Time clubs are organised to support students' connection with peers and the Let's Talk program continues. Step Up week has supported students positive transition into their new class for the following year, with a 71% positive endorsement of school stage transition to Year 7 and for new students. The 2022 Parent Opinion Survey indicated that 86% of parents were positive about communication between teachers, parents and the school. 90% of parents believe the school provides a good standard of education for their child with high expectations for student success and effective teaching. Attendance was impacted in 2022 by longer periods of absence for illness and families travelling for holidays, although the absences match similar schools. This is an area that will continue to be carefully monitored. Strategies such as communicating information on the benefits of regular attendance at Orientation and year level information nights, in the newsletter, records of attendance in Semester reports and phone calls to parents are in place to support students to arrive at school on time and to minimise unexplained absenteeism. The school sends email/SMS messages requesting parents to notify/explain to the school of any absences and staff make phone calls after two days' absence to check in with families. Parents choosing to take family holidays during the term apply to the Principal and reply emails reinforce the importance of attendance and the impact of extended absence periods.

Other highlights from the school year

In 2022 we embraced every opportunity to involve students in a range of activities. The return to school after Remote Learning presented many challenges and making sure students were engaged, happy and felt safe was paramount. All students participated in their Camping and Outdoor Education program with Year 3-6 Camps, Year 2 School Sleepover, and Year One Late Stay. The whole school two week intensive swimming program, opportunities for Buddies to come together, and the Investigate Create Express program were also highlights. We further enhanced our Kitchen Garden program to allow students to have more time in the kitchen garden and cook in the cafe studio across the year.

Whole school events from sporting carnivals, the Junior School Production, Mount Pleasant's Got Talent, Colour Fun Run, Guided Inquiry Showcases including a Wellbeing Open Morning to show families the programs and initiative in place to support student's wellbeing, meant our parents and families could come into school again and witness their children's learning. Knowing that being back at school and being able to hold these events supported families, students and staff to not only reconnect but thrive.

Across the year the school vision was reviewed and redeveloped to include what we do well and elements we aspire to. With input from students and parents/carers, we have a renewed purpose to ensure our instructional model, programs and strategies align with the vision.

Financial performance

Mount Pleasant Road Primary School and Kindergarten maintained a very sound financial position throughout 2022, despite managing refunds and a lack of fundraising opportunities, due to the ongoing impact of COVID19. The 2019 - 2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for School Council's allocation of funds to support school programs and priorities. The School Council operates the Three Year Old and Four Year Old Kindergarten and this is reflected in the Locally Raised Funds and Salaries and Allowances. As a Lead School for the implementation of the DET Respectful Relationships initiative, grant funds were used to support the implementation at MPRPS&K and also to support our network schools.

The Financial Performance and Position report shows an end of year surplus, with many staff in the early years of their careers. The school received a small amount of Equity Funding and English as an Additional Language funding which contributes towards the employment of two Learning Specialists and a full time Literacy Intervention teacher. The school receives a licence fee from OSHClub to operate the Before, After School and Vacation Care service based in buildings onsite. Additional funds are being committed to future building and ground upgrades e.g. oval development, hard surface renovation of Basketball/Netball courts, addition of flexible classroom divisions and small consultation rooms, and indoor/all weather Physical Education facilities. The Kindergarten was awarded \$300,000 to completely redevelop the outdoor learning environment with the School Council allocating further local funding to support renovations to the roof, windows and external cladding addressing the Facilities Evaluation completed in previous years.

The school was awarded 9.982 million in May 2022 to deliver the final stage of our Master Plan. Building 1 will be replaced with new state of the art classroom learning facilities. Enhancements to the Cafe Studio including a Science Laboratory, Performing Arts Studio and Media Room making the area a true Makers Space will be built. Stage One of the Master Plan was delivered some 5 years ago and it is exciting to be able to complete Stage 2. Students, staff and parent/carers were invited to collaborate on developing the Asset Management Plan's 1 and 2 which included the educational opportunities we wanted to be able to provide. Architects were chosen and a new Master Plan has been developed which will ensure all buildings will be integral to the way teaching and learning are delivered for our students now and into the future.

For more detailed information regarding our school please visit our website at
www.mtpleasantroadps.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 424 students were enrolled at this school in 2022, 214 female and 210 male.

33 percent of students had English as an additional language and NDP 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).

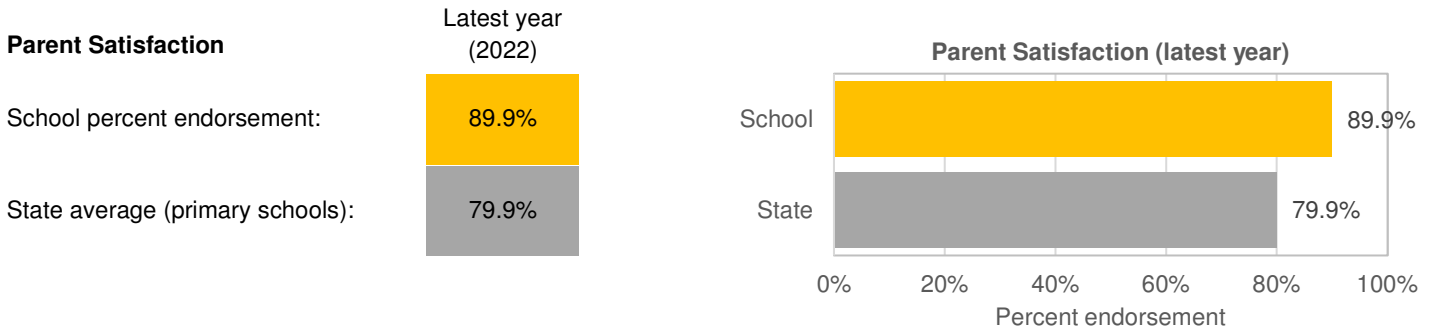
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

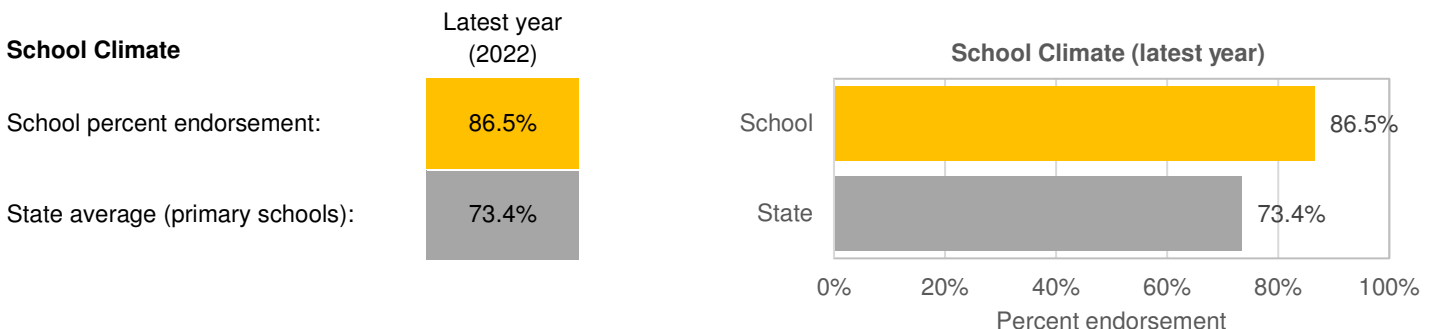


School Staff Survey

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:

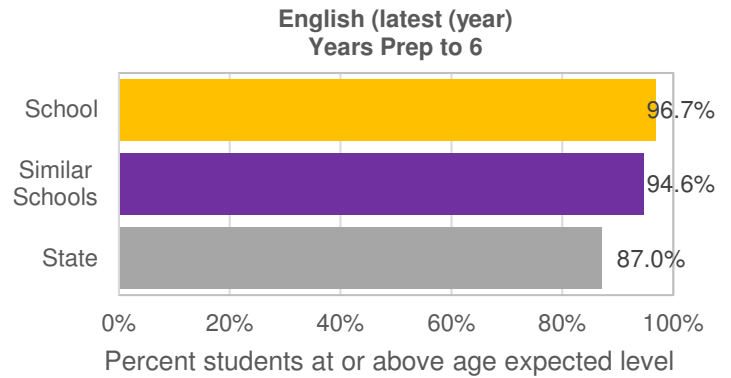
96.7%

Similar Schools average:

94.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

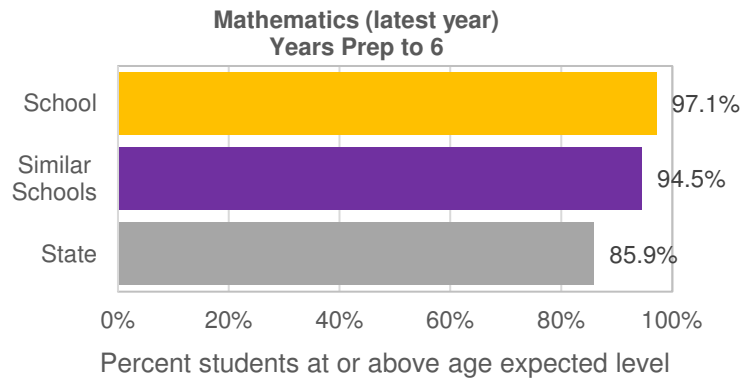
97.1%

Similar Schools average:

94.5%

State average:

85.9%



LEARNING (continued)

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

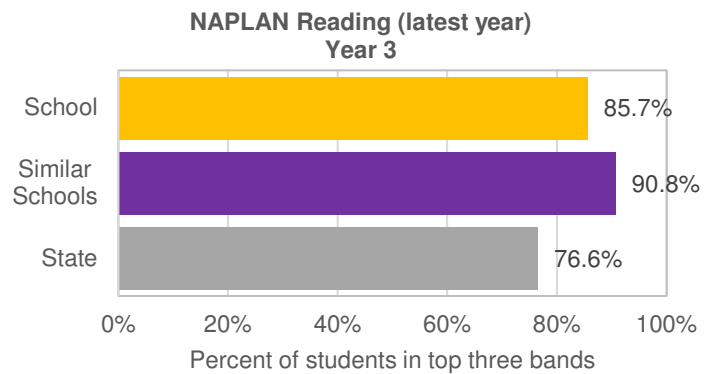
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

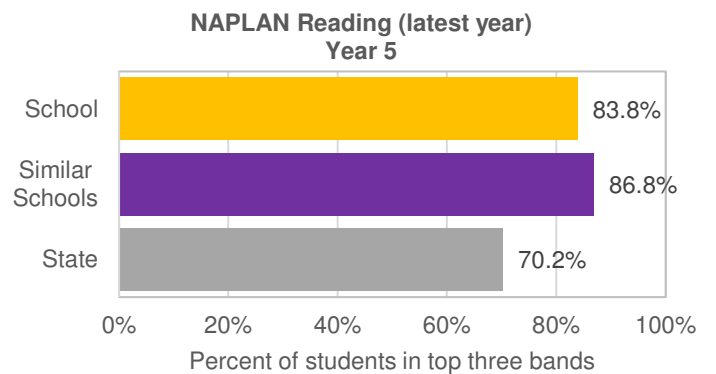
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	87.0%
Similar Schools average:	90.8%	89.9%
State average:	76.6%	76.6%



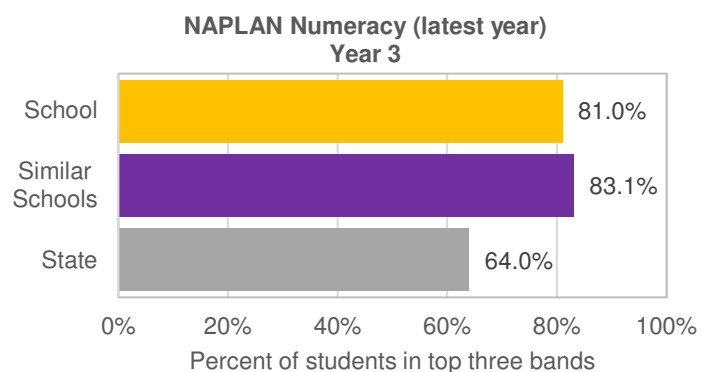
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.8%	86.5%
Similar Schools average:	86.8%	86.1%
State average:	70.2%	69.5%



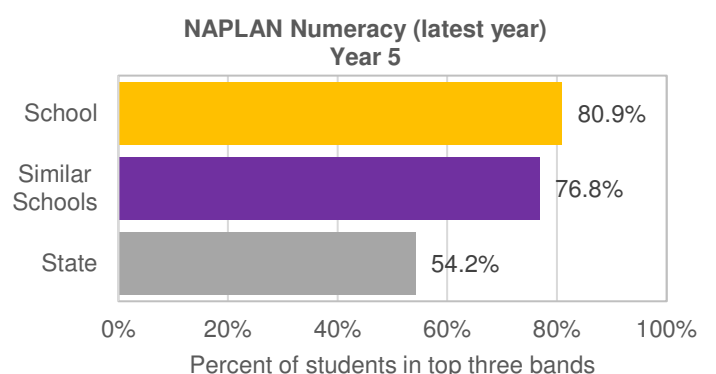
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	81.6%
Similar Schools average:	83.1%	84.2%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.9%	79.6%
Similar Schools average:	76.8%	80.1%
State average:	54.2%	58.8%



WELLBEING

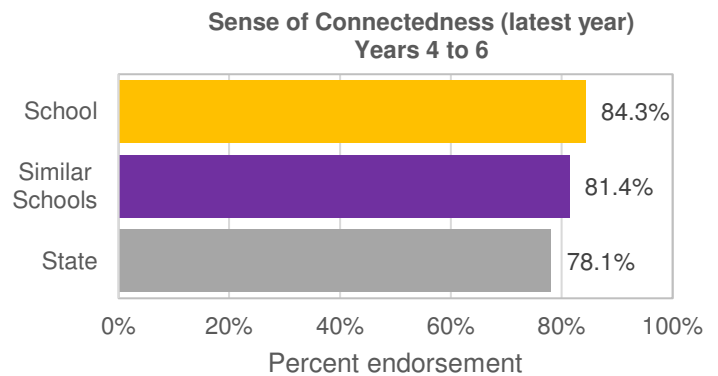
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.3%	84.3%
Similar Schools average:	81.4%	82.5%
State average:	78.1%	79.5%

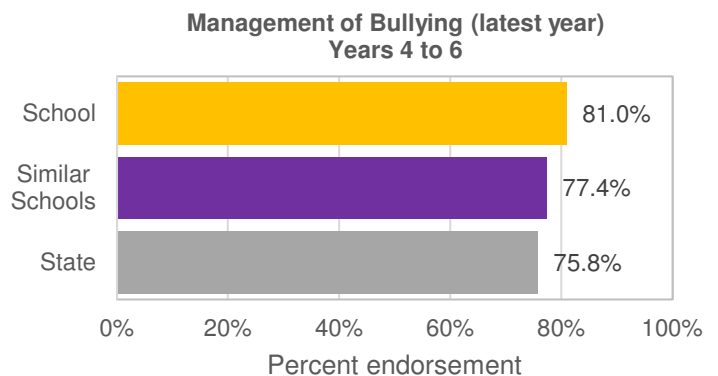


Student Attitudes to School – Management of Bullying

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:	81.0%	82.0%
Similar Schools average:	77.4%	80.1%
State average:	75.8%	78.3%



ENGAGEMENT

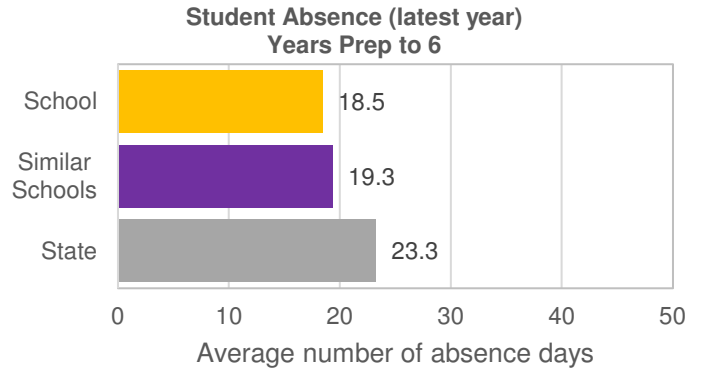
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.5	12.4
Similar Schools average:	19.3	13.3
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%	91%	90%	92%	91%	90%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,293,676
Government Provided DET Grants	\$874,868
Government Grants Commonwealth	\$15,624
Government Grants State	\$17,100
Revenue Other	\$39,460
Locally Raised Funds	\$597,223
Capital Grants	\$0
Total Operating Revenue	\$5,837,952

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,858
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,858

Expenditure	Actual
Student Resource Package ²	\$3,678,975
Adjustments	\$8,602
Books & Publications	\$1,222
Camps/Excursions/Activities	\$172,995
Communication Costs	\$2,601
Consumables	\$151,130
Miscellaneous Expense ³	\$55,905
Professional Development	\$3,730
Equipment/Maintenance/Hire	\$137,333
Property Services	\$124,749
Salaries & Allowances ⁴	\$647,473
Support Services	\$139,045
Trading & Fundraising	\$31,061
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,608
Total Operating Expenditure	\$5,213,428
Net Operating Surplus/-Deficit	\$624,524
Asset Acquisitions	\$276,658

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$717,657
Official Account	\$58,567
Other Accounts	\$1,826
Total Funds Available	\$778,050

Financial Commitments	Actual
Operating Reserve	\$235,256
Other Recurrent Expenditure	\$39,081
Provision Accounts	\$17,566
Funds Received in Advance	\$20,381
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$45,325
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$709,109

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.