

2022 Annual Report to the School Community

School Name: Clunes Primary School (1552)



- 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 21 April 2023 at 03:35 PM by Sonia Jardine (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

To be attested by 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
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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)

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

VISION

Our Clunes Primary School commitment is to provide a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.

VALUES

Clunes Primary School values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. All members of the school community are expected to follow our Values and Beliefs based on School Wide Positive Behaviour Support and You Can Do It philosophies and principles.

The values and beliefs that form the basis of our actions are:

- Respect- We show respect.

We respect and care about one another and our community.

- Learning- We learn.

We are confident, we are organised, we persist, we cooperate and we give effort.

- Safety- We are safe.

We get along with one another and we are responsible.

The school also believes in having high expectations for all students and a commitment to hard work.

MISSION

Clunes Primary School's mission is to provide high quality education and prepare young people to become active, engaged and responsible citizens of the local and global community.

OBJECTIVE

Clunes Primary School's objective is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

In 2022 Clunes Primary School had a complement of 10.1 equivalent full time staff consisting of Teaching; 7.1, Principal and Teacher Class and Non-Teaching; 3.0 Education Support Staff. The school had no identified Aboriginal and Torres Strait Islander staff. Literacy & Numeracy Learning Specialists (0.5 each) supported all classes Foundation (Prep) to Year 6. DET continued to provide funding for the implementation of the Tutor Learning Initiative. The teaching mix combined a Graduate with Classroom Teacher 1 and 2 classifications. Commonwealth funding provided for a Chaplain for 1.5 days per week.

Clunes Primary School, located in the rural community of Clunes, was established in 1875. It is thirty-two kilometres north of Ballarat, at the far western end of the Hepburn Shire on Dja Dja Wurrung Country. Clunes Primary School boasts an original heritage main school building maintained with pride and purpose. Other facilities include a Multi-Purpose Hall with a kitchen, art/ craft room, resource rooms and functionally equipped flexible indoor and outdoor learning spaces. Our grounds are extensive with two ovals, a perimeter walking, general fitness and Energy Breakthrough training track, Kitchen Garden area, shaded adventure play areas and an 'inclusive schools' Play Space including including a dry creek bed, cubbies/ shop fronts, an outdoor stage area and outdoor musical instruments.

A total of 105.9 students were enrolled at Clunes Primary School in 2022 (February Census). The socio- economic profile of the school was Medium with a Student Family Occupation and Education (SFOE) index of 0.4478, having gradually reduced from Low-Medium, 0.53 in 2017. In 2022 there were four students eligible for Program for Students with Disabilities (PSD) funding. The school began transition to Disability Inclusion at the beginning of Term 2 2022. At the beginning of the year eight students identified as Aboriginal or Torres Strait Islander (ATSI). No English as an Additional Language (EAL) students were identified. In 2022 there were 32 Equity Funded students and 75 Not Equity Funded students. No programs were offered for overseas students. In 2022 our class structure was 5 Classes- a Prep/ 1 composite, Year 1 /2 composite, Year 3 /4 composite, Year 4 /5 composite and a Year 5 /6 composite.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our teachers fully embraced the opportunity to work collaboratively as a single Professional Learning Community to embed all components, following initial PLC training in 2021. Collaborative professional learning within the school, and external to the school, utilising online Professional Learning Community leaders and co-learning schools, supported our goal of continuous improvement in literacy and numeracy with a focus on Instructional Model delivery. Students and staff relished the opportunity to all be back on-site and our staff continued to respond to school community feedback, introducing a student communication tool – See Saw, with a focus on student goal setting and feedback linked directly to their learning. Reading Intervention and Acceleration, SRA (Spelling Mastery) Spelling, Multi-Lit, Extending Mathematical Understandings (EMU) and QuickSmart intervention and acceleration programs were fully implemented (although absence effected for students and staff) and attained moderate learning gain results for identified participants. The Tutor Learning Initiative supported identified students from across the school and learning gain was noted as well as improvement in mental health and attendance for these students. Multiple Year 5 and Year 6 students were selected by the Department of Education for participation, each term, in the Victorian High Ability Program in Literacy and Numeracy. In 2022, in NAPLAN Online, the school percentage of students in Year 3 in the top three bands in Reading and Numeracy performed below the Similar Schools and State average, as did students in Year 5 in the top three bands in Numeracy. Our Year 5 students performed well above Similar Schools, and the State, in Reading. Teacher Judgement of student achievement determined that Clunes Primary School performed higher in English but lower in Mathematics; Years Prep- 6 relative to other Similar Victorian Government schools and the State average.

Wellbeing

In 2022 Clunes Primary School continued to strive for excellence in teaching and learning in a positive, supportive, caring climate, and safe environment. In line with the Department of Education's Framework for Improving Student Outcomes (FISO) 2.0, providing equity between Learning and Wellbeing. We used our whole school values based approach- School Wide Positive Behaviour Support and You Can Do It, to positively support student wellbeing. Our Values- We Learn, We Show Respect, We are Safe, were well reflected within our school community and students were kept at the centre of all endeavours.

In 2022 relative to other similar Victorian Government Schools, Clunes Primary School's Year 4- 6 student opinion data relating to Sense of Connectedness at 84.2%, was well above the Similar Schools average; 77.3%, and the State average; 78.1%. The Management of Bullying factor in the school's Year 4 to 6 student opinion data, 79.2%, was above the Similar Schools average; 76.9% and the State average; 75.8%. Student opinion data was very high in the areas of Stimulating Learning, Sense of Confidence, Differentiated Learning Challenge, Self Regulation and Goal Setting, Perseverance and Motivation and Interest. Parent Opinion and Staff Opinion data remained high, with 89.4% of staff satisfied with the school overall and Parents satisfied with 81.6%. Both Staff and Parent Satisfaction results were above the Stage Average. Staff endorsement in the measured areas of Collective Focus on Student Learning, Guaranteed and Viable Curriculum, Collective Responsibility, Collective Efficacy and Staff Trust in Colleagues remained very high. Our Chaplain; Michael employed for 1.5 days, supported our students, staff and families in Wellbeing matters. Foodstuffs continued to be distributed to our families in need, and our weekly (two days) Breakfast Club was able to be reinstated post Remote Teaching and Learning. Student Leadership remained a major focus in 2022 with weekly Student Leadership Meetings and Junior School Council meetings twice a term. The school continued to encourage and promote student voice and agency from Prep- 6 introducing See- Saw as a means of Child- Parent Communication with a focus on student- led goal setting and feedback. Our School Captains and Vice- Captains missed the State Parliamentary Convention due to the Camp Wyuna experience. Four House Captains were able to attend the GRIP Conference. A whole school Day Excursion to the city to see the 'Girls with Altitude', an Arts Centre performance was a highlight for multiple students. It was conducted in Term 4. We were also able to implement our Term 4 Swimming Program P-6 at BLAC. Staff engaged in professional learning in the Mental Health Menu and Disability Inclusion in order to better support students in need.

By half year our School Council & Parent Group were able to begin to conduct their usual fundraising efforts to directly influence the learning and engagement opportunities for our students. Fundraising opportunities were again significantly down. Our staff continued to enjoy an excellent rapport with parents, students and support agencies. Student Engagement and Wellbeing based on School Wide Positive Behaviour Support philosophies and practices continued to be a proactive model at this school. Staff specifically focused on implementing whole school/ class programs to enhance physical, social & emotional wellbeing eg. DET Positive Schools programs (Pinnocchio). Our Families Program with a focus on 'You Can Do It' each term, continued to enhance much needed connectedness between students across all year levels and our staff across the school. Our Buddies Program began late due to COVID based requirements, and was modified significantly, but our Year Six Buddies continued to provide invaluable connections with their P /1Buddies. As a Health Promoting School, our School Council, Parent Group and staff continued to provide and promote activities that further enhanced positive relationships & healthy choices across our school & wider community. eg. Our embedded weekly Walk to School program. A parent volunteer prepared and donated fresh fruit in platters weekly for our students. Clunes Primary School in partnership with Clunes Pre-School implemented a very positive Pre-School to School Transition program & support was provided to the 13 Year 6 students to help reduce any levels of anxiety transitioning to multiple (3) secondary settings. In addition, a broad range

of curriculum and extra-curricular opportunities were provided to the students. These included Specialist Programs in Visual Arts, Physical Education and Japanese. For the first time we introduced a Performing Arts Specialist program. We were able to reintroduce our regular home-grown learn to cook with fresh produce cooking program for all students P-6 and maintained the extensive vegetable garden and chicken coop. A focus on sustainability practices as a Resource Smart school continued. The eSmart program was included as essential curriculum given our extensive use of IT. The DET Respectful Relationships program was embedded into our curriculum. Our Year 5 & 6 students were thrilled to be able to participate again in the Maryborough Energy Breakthrough (EB).

Engagement

Engagement

In 2022 Clunes Primary School worked hard to continue to progress our Strategic Plan goals to support improvement in Engagement outcomes. Our Engagement (attendance) data in 2022 dipped considerably. Our Average Number of Student Absence Days- Years Prep-6 was 26.8 compared to 12.9 in 2021 and 11.9 in 2020. This was higher than Similar Victorian Government schools at 24.6 and also higher than State average results at 23.3. Attendance rates were all at or above 83% in 2022 compared with 90% in 2021. Attendance at Year 1- 83% and Year Two- 85% were our weakest attendance results. Our 4 year average remains only slightly below the State Average at 16.9, having been buoyed by the positive attendance of students for the previous three years.

In 2022, the school worked proactively to recognise the positive attendance efforts of our families. Support systems, such as regular personal face to face, phone contact, SMS contact and even personal collection assisted our 'at risk' engagement families. Our school worked tirelessly to ensure that a diverse range of stimulating and engaging learning programs were provided that promoted and encouraged regular student engagement. Ten students received awards at the beginning of 2023 for having missed only 5 days of school or less in 2022. The majority of our students (and their families) valued their time at school. Their attendance records were excellent and this was reflected in their improved social skills and academic achievement and positive mental and physical health attitudes. A small minority of families, at particular year levels, continued to attend school irregularly, impacting on specific class data. Post two Lock-Down years several families chose to take extended family holidays within Australia and Overseas. COVID continued to also have an impact on attendance as did other illnesses for students and for staff. Our families followed our request to stay home if ill, and it meant, that in most instances, our school programs implementation continued to be not impacted by illness absence. In 2022 our school again implemented the DET mandated daily Notification Strategy with daily sms messages forwarded to parents. A high percentage of our parents informed the school of absence in advance, however the percentage of students/families with significant absence data remained disappointing.

Our school's enrolment base in 2022 remained static or rose slightly towards the end of the school year reflecting a state-wide trend in relocating to regional and rural areas. The school actively promotes & engages our school in the community to ensure students and parents who move to Clunes during the year are well informed about our school and quickly develop a strong rapport & engagement with all individuals in the school community. Our school writes monthly articles for the Clunes News to ensure that the wider Clunes Community remains informed. In 2022 and 2023 students/ families demonstrating significant absences will be of particular focus again, in alignment with the South- Western Victoria- Central Highlands engagement improvement strategy.

Other highlights from the school year

It should be noted that Clunes Primary School made active use of and highly valued the Department of Education Positive Start Grants in 2022. Whilst we independently chose to engage and 'reconnect' the entire school in an excursion to the Halls Gap Zoo in late 2021, as part of our 'recovery' from a tumultuous COVID- effected two years, last year we were able to access the grant to enable a fully- funded whole school excursion to the City and Flying Fruit Fly Circus- 'Girls with Altitude' performance at the Victorian Arts Centre. It was an incredibly rewarding day for students and staff. Several of our students had never been to Melbourne. Our Year 3s and Year 4s were able to participate in their three-day Log Cabin Camp at no cost, and the school was also able to access a Rural Arts Victoria performing artist incursion. We utilised the Swimming in Schools grant to ensure that all students had the opportunity to engage in our annual Swimming Program at a significantly reduced cost.

Clunes Primary School continued as a pilot school for Marrung Strategy implementation, led by staff member Jordyn Dargaville. Our key commitment as part of our Aboriginal Education Plan implementation has been to support improved outcomes for our Koorie learners and to increase our understandings of Koorie culture and history, to create culturally safe learning environments and lay a strong foundation for culturally inclusive practices in our school. We conducted our first Welcome to Country and Smoking Ceremony in 2022.

In 2022 Clunes Primary School was invited to engage as a pilot school in the Department of Education's Diverse Learners initiative. This very exciting initiative began in earnest in late 2022 and will continue in 2023.

Financial performance

In 2022 Clunes Primary School maintained a strong financial position whilst transitioning back from the complexities of two challenging COVID effected years. The 2021- 2024 School Strategic Plan, along with the 2022 School Annual Implementation Plan, continued to provide the framework for strategic school council funds allocation. Unforeseen program delivery requirements and priorities specific to COVID illness and absence cover eg. CRT reimbursement required significant program budget adjustments. The Financial Performance and Position report shows an end of year surplus. Once again in 2022 a portion of the school's initial credit surplus was utilised by DE to supplement the funding allocation provided for the 2023 Tutor Learning Initiative at the school. The school's initial cash surplus was supported by a generous community (ACCIONA Wind Farm) community grant to support our Marrung Strategy focus on building our knowledge of Native Plants and incorporating our new learning and practises into our Kitchen Garden and Cooking Program. Fundraising efforts at local community events were again significantly affected in 2022 (COVID and Flooding), however two election- based 'Democracy Sausage' fundraisers were conducted as was our annual Tree Drive. DE identified required buildings and grounds works via the Victorian Schools Building Authority (VSBA) and AIMS; incorporating the previous 'Maintenance Blitz', our School Maintenance Program (SMP) and (PMP)- Essential Safety Measures, were commenced and completed where possible (eg Roof treatment works, management of significant leaks and flooding mitigation works). These are scheduled to be completed in 2023. Clunes Primary School received significant Equity Funding, which contributed towards intervention and acceleration programs and employment of staff to implement these targeted teaching and learning programs. The School Council of Clunes Primary School continued the Agreement with Daylesford Family Day Care; including the option of Before and After School Care as well as a School Holiday Program option.

For more detailed information regarding our school please visit our website at
<https://www.clunesps.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 106 students were enrolled at this school in 2022, 49 female and 57 male.

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

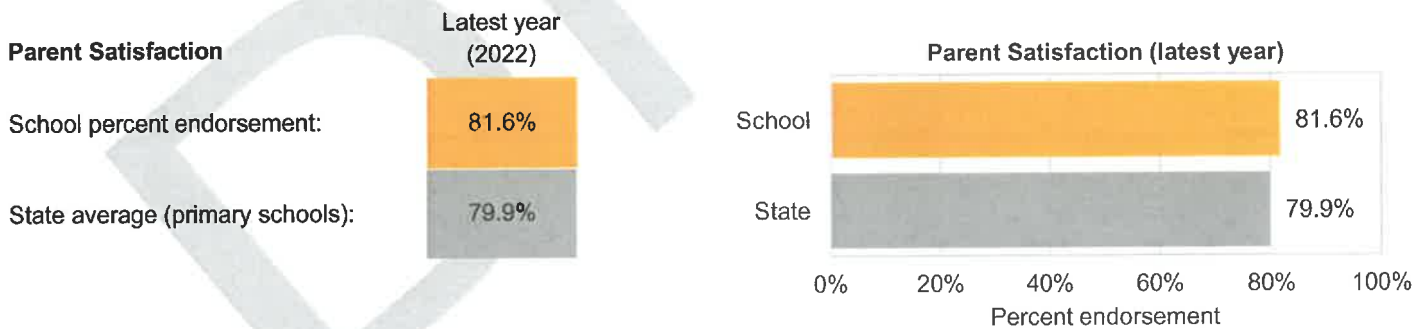
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

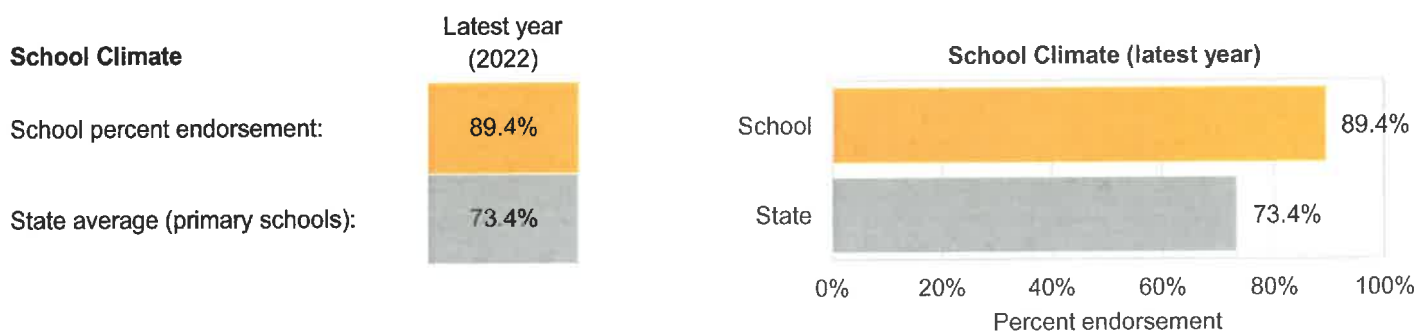


School Staff Survey

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.

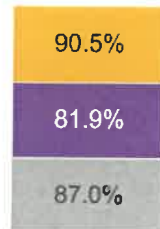
English Years Prep to 6

School percent of students at or above age expected standards:

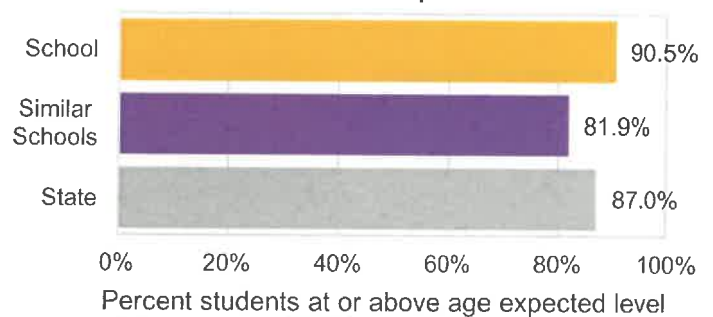
Similar Schools average:

State average:

Latest year
(2022)



English (latest year) Years Prep to 6



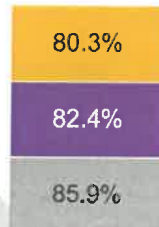
Mathematics Years Prep to 6

School percent of students at or above age expected standards:

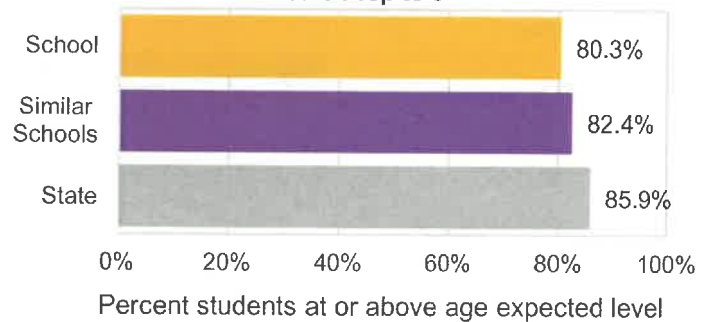
Similar Schools average:

State average:

Latest year
(2022)



Mathematics (latest year) Years Prep to 6



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.

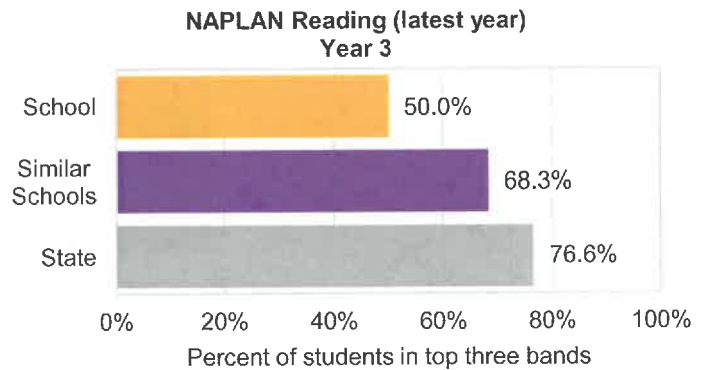
NAPLAN

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.

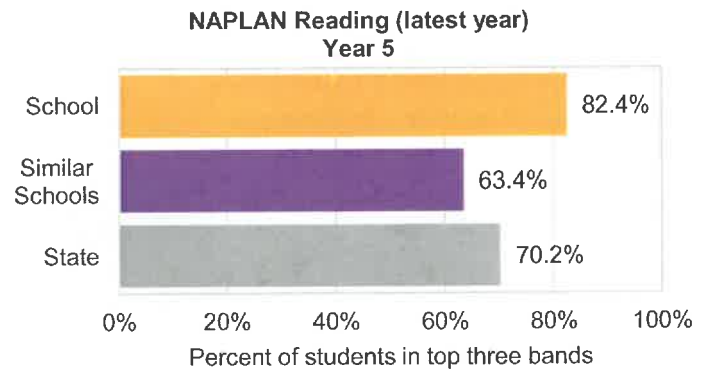
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	71.4%
Similar Schools average:	68.3%	69.4%
State average:	76.6%	76.6%



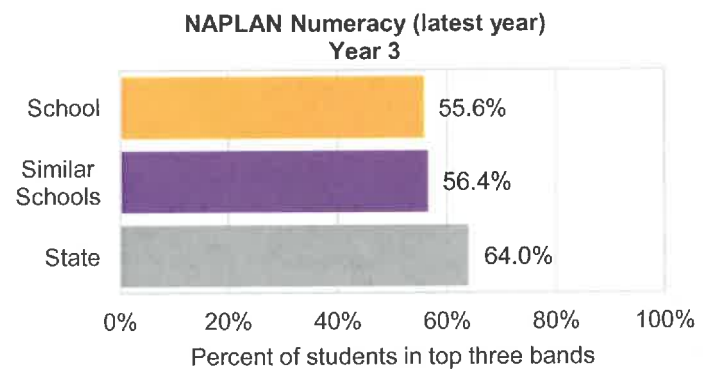
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	68.5%
Similar Schools average:	63.4%	63.6%
State average:	70.2%	69.5%



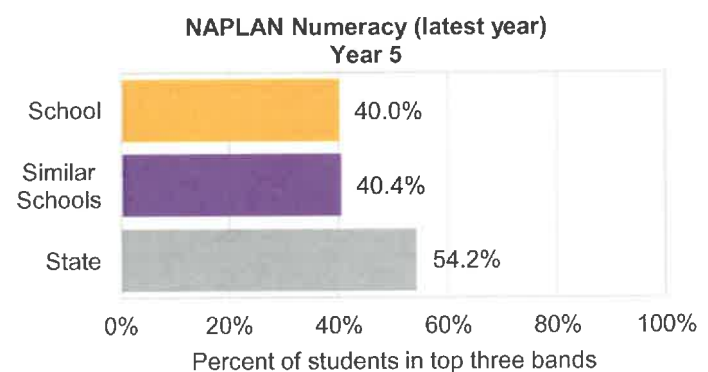
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	56.4%
Similar Schools average:	56.4%	60.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	43.1%
Similar Schools average:	40.4%	48.4%
State average:	54.2%	58.8%



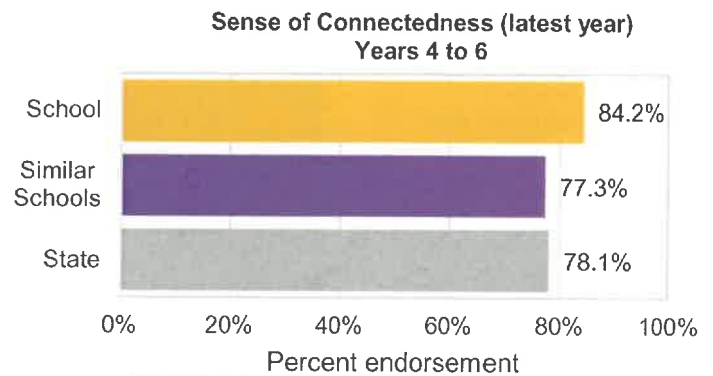
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

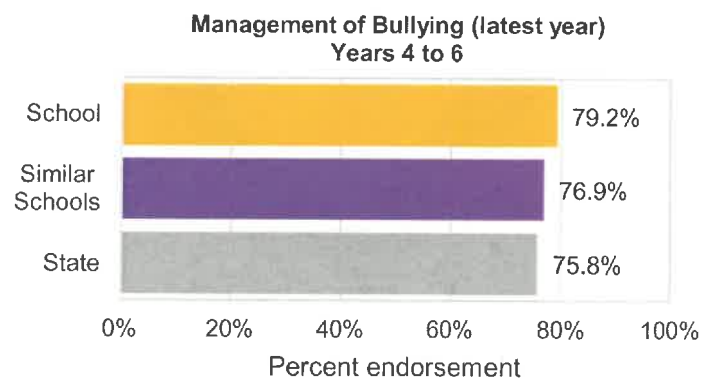
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	84.2%	79.5%
Similar Schools average:	77.3%	76.9%
State average:	78.1%	79.5%



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:	79.2%	76.2%
Similar Schools average:	76.9%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

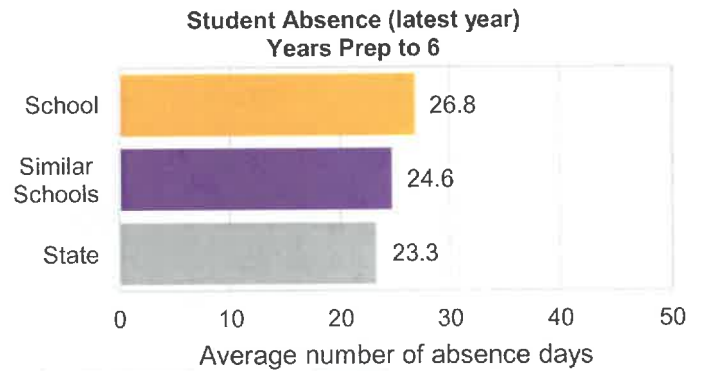
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.8	16.9
Similar Schools average:	24.6	18.1
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):	87%	83%	85%	89%	86%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,289,337
Government Provided DET Grants	\$274,609
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$2,684
Locally Raised Funds	\$78,214
Capital Grants	\$0
Total Operating Revenue	\$1,644,844

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,510
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$81,510

Expenditure	Actual
Student Resource Package ²	\$1,171,481
Adjustments	\$0
Books & Publications	\$443
Camps/Excursions/Activities	\$38,469
Communication Costs	\$2,347
Consumables	\$37,981
Miscellaneous Expense ³	\$4,274
Professional Development	\$7,311
Equipment/Maintenance/Hire	\$15,476
Property Services	\$51,450
Salaries & Allowances ⁴	\$120,209
Support Services	\$27,564
Trading & Fundraising	\$22,547
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,509
Total Operating Expenditure	\$1,525,062
Net Operating Surplus/-Deficit	\$119,782
Asset Acquisitions	\$7,984

- (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	\$227,990
Official Account	\$11,514
Other Accounts	\$0
Total Funds Available	\$239,504

Financial Commitments	Actual
Operating Reserve	\$56,248
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$273,367
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$177,622
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$14,826
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$522,063

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.