

# 2022 Annual Report to the School Community

School Name: Wallan Primary School (0664)



*"Working Together for a Better Future"*

- 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 02:20 PM by Tanya Kirkright (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 01 May 2023 at 02:10 PM by Liarna Talarico (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

Wallan Primary School was established in 1857 and is situated in the township of Wallan, approximately 50 kilometres north of Melbourne. At our 2022 February census student enrolments were at 644 and our August census recorded 666 students. Currently (March 2023) enrollment sits at 724.

The SFOE index in 2022 was rated as 'high' which represents a high level of socio-educational disadvantage.

Our community has a multicultural profile. In 2022 we had 153 students from a language background other than English. The students in this group spoke over 20 different languages at home, with the majority of students representing a variety of Indian dialects. We had 41 Aboriginal or Torres Strait Islander (ATSI) students enrolled across all year levels. 29 students participate in the E.A.L program. The E.A.L program is primarily a withdrawal program for students in their junior years to work in small groups with a dedicated E.A.L teacher to develop their language skills through play-based learning. Our E.A.L teacher also supports our upper students with one-on-one sessions focused on developing literacy skills. The school offers a well-developed PSD program with 21 funded students across the school.

Wallan Primary School consists of 28 classrooms with 4 straight classes in each year level. Classrooms are mostly of modern design, with four classes in two relocatable buildings. Students have various learning opportunities at Wallan PS, such as weekly Physical Education, Visual Art and Digi Tech classes across the year. Students participate in Indonesian for one semester. The school has a Digi Tech space, art room, wellbeing space, music tutor space, canteen, current gym, learning tutor spaces, literacy support program spaces, conference and teacher resource rooms, E.A.L space and a dedicated library.

In 2022 the school council transferred from a school managed based Before and After School Program (BASP) to an outsourced model. The successful applicant through the tender process has demonstrated its high level of care and organisation in 2022.

Wallan PS is currently in the middle of a \$6.7 million capital build project for a new competition-sized indoor basketball court, storage space, teacher office, classroom, outdoor half court and landscaped gardens.

Wallan PS is structured with a Principal and one Assistant Principal, with the main responsibility for wellbeing. Our school has two Leading Teachers with a teaching and learning focus (Literacy and Numeracy), one Learning Specialist with a well-being focus, two Learning Specialists with a teaching and learning focus, 41 classroom/specialist teachers and 21 Education Support Officers.

Our school vision: Wallan Primary School provides a safe and positive learning environment in which all learners are provided opportunities to experience a sense of achievement and strive for their personal best. We strive to be safe, respectful, responsible learners. Our school motto: "Working Together for a Better Future"..... "Because they're worth it." Our school values: Getting Along, Organisation, Persistence, Confidence and Resilience.

Our school is committed to continuous improvement delivered through consistent practice utilising a common pedagogical model and research-based approaches such as the workshop models for literacy and numeracy.

Wallan Primary School implemented the Tutor Learning Initiative (TLI) throughout the school. Students were identified to participate in the TLI through various assessments and collaboration between teachers and our teaching and learning leaders. The tutors provided literacy and numeracy instruction for students who needed support and extension.

Students have the opportunity to engage in a variety of extra-curricular and co-curricular activities such as the Interschool Sports, Student Leadership days and clubs. In 2022 we also partnered with an external music provider to offer students optional music lessons. We redeveloped our transition programs, running weekly Friday Fun sessions with 3 year old and 4-year-olds in the community as well as connecting with local early childhood centres and opening up our classrooms and grounds to facilitate learning sessions for their students.

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

### Learning

The student achievement data for Teacher Judgement shows that Wallan Primary School is slightly below (4.9%) similar schools for English in Years Prep to 6. The Mathematics data is 14.7% below similar schools in Years Prep to 6. The school results for teacher judgement continue to show improvement, with the gap between similar schools reducing. In 2022, Wallan Primary School identified support for both those who need extra support and those who have thrived to continue to extend their learning as a major improvement focus within the four-year Strategic Plan and the Annual Implementation Plan. To ensure precision in catering for student learning needs, teachers use a range of standardised and formative assessment tools. All classroom teachers work in year-level teams and together they collaboratively analyse student assessment data and plan developmentally sequenced and engaging

units of learning for English and Mathematics. The cohort planning is then differentiated at a classroom level for the individual students in each class.

Year 3 and 5 NAPLAN results, for Reading and Numeracy show a steady improvement for students in Year 5. The Year 5 reading results for the percentage of students in the top three bands is 4.1% higher than the previous 4 year average. The Year 5 Numeracy results for the percentage of students in the top three bands is 3.8% higher than the previous 4 year average. The Year 3 results for Numeracy are slightly lower 0.4% and lower for reading 4.6%. The Year 3 results were a factor in our Little Learners Love Literacy implementation in Years Foundation to Year 2 in 2023.

Equity funding was used to appoint extra tutors and ES members to support students who were identified as high achieving or working below the expected level. Leading Teachers collaborated with staff to inform their instructional practice in Literacy and Numeracy, as per our Instructional Model. In addition, the school continued to invest considerable funds toward the Literacy books for each classroom.

We also had 38 of our Year 5/6 students participate in the VHAP (Victorian High Ability Program) across the year as they have been identified by their high-level results in NAPLAN for literacy or numeracy.

Wallan Primary School continued to implement the Tutor Learning Initiative (TLI) throughout the school. Students were identified to participate in the TLI through various assessments and collaboration between teachers and our teaching and learning leaders. The tutors provided literacy and numeracy instruction for students who needed support and extension through a withdrawal program for small groups.

Students in the Program of Students with Disabilities worked towards achieving the goals of their Individual Learning Plan, which were reviewed in the Student Support Group meetings held each term; all students showed progress towards achieving their goals. In 2023 the school will continue to support both those who need extra support and those who have thrived to continue to extend their learning. The Little Learners Love Literacy Program will be embedded in Foundation to Year 2 to improve reading and writing.

## Wellbeing

Our results in the 2022 Student Attitudes to School Survey for students in Years 4 to 6 showed a Sense of Connectedness to School (75.8%) to be similar to that of similar schools (74.9%) and management of Bullying (76.1%) to be above similar schools (72.4%) and similar to state results (75.8%).

In 2022, we continued our strong focus on student well-being through various programs. All students have weekly social and emotional learning sessions as a class, fortnightly class meetings and participate in our Team Building program. The Team Building program occurs fortnightly where students meet as a cohort in the gym for a fun and engaging team-building activity. At the conclusion of the session, the cohort sits together to share and celebrate each other's wins, obstacles and strategies to work as a team. Individual students are identified and celebrated by their peers.

Once again all classes started the 2022 school year with our T.E.A.M (Together Everyone Achieves More) unit. Classroom teachers and students work through various school and class expectations to set themselves up for a successful year and build the foundations of a strong relationship. Each classroom refreshes the message at the start of each term. In 2022 we increased our Wellbeing team and defined roles to ensure that we can support all students across the school using the language of tiers to clarify our vision. The "Hub" was open at every recess and lunchtime, staffed by the well-being team, and a proactive oval program, overseen by the Wellbeing Learning Specialist, and run by students occurred at recess and lunch every day on the oval. Clubs were introduced in 2022 with a variety of clubs catering for various interests throughout the week.

The school ran whole school PL sessions with all staff members, targeted sessions for our wellbeing team and a community session to support student wellbeing and behaviour. In the second half of the year, we used Mental Health Menu funding to add extra support in the wellbeing team to drive the implementation of Respectful Relationships and an ES member to work with families to support them to connect to services in the community. We pride ourselves on building a safe, strong and welcoming culture through the teaching and implementation of our School Values.

Student Wellbeing will continue to be investigated and improved in order to ensure that all students feel safe, are learning, and are happy at our school.

In 2023, the school will undertake periodical assessment of student engagement and wellbeing through the implementation of a new whole-school survey in addition to the Attitudes to School Survey. Support will be sought from our school-based wellbeing team, External Speech Therapist, Student Wellbeing and Engagement Officer, Network SSSO staff, KESO and outside agencies for students deemed at risk.

In 2023 there will be a focus on student well-being programs such as further developing our proactive social skills groups, Kinder and Secondary Transition Program, House Teams and student leadership opportunities for all cohorts.

## Engagement

The school's average number of absence days measured 28 days in 2022. This is higher than the 4-year average of 19.5 days. The State average of absence days was 23.3 and similar schools was 26.6 The attendance rate by percentage for each year level is as follows:

Foundation: 84%, Year 1: 86%, Year 2: 86%, Year 3: 87%, Year 4: 86%, Year 5: 86%, Year 6: 86%

In 2022 our school worked closely with our Wellbeing Network Community of Practice with a focus on attendance. Our Assistant Principal, the ES Attendance Officer and our ES Mental Health Community Connection role tracked student data and made contact with families regarding student absences. Processes around late arrivals and logging absences through the school management portal were clarified with families and this led to some significant improvements in "on time" school attendance for individual students and families. The number of unexplained absences also decreased. We continued to celebrate a class each week for the best attendance with a whole school celebration involving the attendance mascot "Patch" and our new mascot in 2022 "Taco." In addition, term celebrations and an annual celebration occurred for students with 100% attendance for the year. Regular attendance updates are provided to the families and community through digital platforms.

Teachers continue to use Wallan PS protocols and procedures to ensure students build positive relationships with teachers and peers. This is still a high priority to ensure that students can interact with others in a successful manner after the gaps in previous years due to covid and the reduced opportunity to interact with peers. In 2022 social disadvantage (equity) funding was continued to be used to provide the students of Wallan Primary

School with highly engaging programs and experiences to support their learning.

In 2023 the school will continue to build our practices in well-being and regularly monitor attendance data to ensure that all students are supported to successfully attend school each day.

Our student leaders meet weekly and plan various fundraising events for our students throughout the year. In 2022 our student leadership group developed the student voice aspect of their meetings. Student leaders collected ideas and feedback from students across the school. Ideas were collated and presented to our Principal by representatives of the student leaders. Feedback was then provided to the students on their ideas and if we could make them possible. Our Principal initiated termly meetings with student representatives throughout the year to collect feedback and ideas for improvements around the school and what the students believed needed to be celebrated in our school.

In 2023 the school will continue to strengthen these structures and add a student voice element to our junior end of the school.

In 2022 one of the goals was to further develop the community connections with the school due to the return from remote learning in previous years and the appointment of a new Principal. To connect and engage with the community the school purchased new signage with QR code links to the school's platforms and introduced a new school management system, a new website and the use of social media to celebrate the school and students. The school management system introduced families to new features such as online permissions and payments to make school events easier for families. The new website also featured translation options for articles and the school also translate many of the school documentation for EAL families.

The school also implemented a community survey each term to collect feedback and ideas to support the school moving forward.

The official parent opinion survey usually has around 20 responses and in 2022 we had 100 responses which was a great result.

In 2023 the school will continue to strengthen these platforms and introduce a platform to share samples of student learning with families.

## Other highlights from the school year

2022 was our school review year and a great time for our school community to reflect on what we have achieved over the past four years, celebrate successes and identify the next steps for our school. In 2022 we had the introduction of many new events and activities as well as bringing back some previous celebrations that have not occurred since returning from remote learning. The main aim of our events was to provide students with various opportunities, connect to our community and acknowledge various cultures and people in our community. Please see some examples of what occurred in 2022 below:

- Student leaders and FAF (Family and Friends) led the Father's and Special Person's Day Stall and Mother's and Special Person's Day Stall
- ANZAC day attendance at the Wallan RSL service and walk along the main road
- Open Day (25th May) for families and the community to visit classrooms
- Harmony Day - dressing up in their cultural dress
- Literacy and Numeracy Week activities - competition and prizes
- Student Leaders run a fundraiser each term e.g. Selling bandanas to help raise funds for canteen cancer, Animal dress up day - raise funds for animals in need
- Whole school dress-up days - Character Dress Up for Book Week and Team Colours

- Transition connections with early childhood centres
- Colour Run and Cross Country- Whole school
- Student Led Conferences
- Camps/Celebration for all year levels
- Attend Mitchell Library - all classes
- Gala Sports Days with local schools
- Fortnightly whole school assemblies
- Opportunities for excursions and/or incursions each term, linked to inquiry units

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## Financial performance

The school continues to be in a strong financial position. The school has clear processes in place for the financial management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

In 2022 the school received Equity funding totalling \$628,213 for the purpose of improving student learning. Additional tutors and education support members were employed to support our students with their learning. A Wellbeing Learning Specialist was employed to work with teachers to improve their practice and support our students through support plans and proactive social groups. We also continued to purchase literacy and numeracy resources to support our students.

The school council entered contracts with a new uniform supplier, canteen company and before and after school care provider. The school council entered a lease agreement for student devices to support the move to ensure each child in Years 3-6 has a device allocation of one-to-one. The school received a grant to supply two new shade sails to the outdoor spaces to support outdoor learning. The school received a \$60 000 grant each year, for 2022 and 2023, to support the introduction of school holiday care for students. The school also received a once-off sign-on fee from our before and after-school care provider which will go towards beautification and continued maintenance of the school spaces for our students and before and after school care. The school received sports grants each term to support students' learning and this provided students with access to various external sports coaches such as tennis and basketball. The school also refreshed the Family and Friends (FAF) fundraising committee and ran various events across the year with one of the major school fundraisers being the Colour Run.

In line with the community connections component of the AIP funds were used to boost the school's use of technology to connect with families through the upgrade and development of a new website, the introduction of a new school management system and the use of social media to inform the community about events, celebrations and general communication.

The school has committed to continued maintenance and beautification of the school as well as the purchase of digital technologies and other resources to support teaching and learning.

Expenditure in 2022 included: ICT hardware, leasing of new Chromebooks/Trolleys to ensure all Year 3-6 students are now one-to-one, the purchasing of Literacy resources, replacement of interactive whiteboards to televisions, new signage and purchasing of new staff and student furniture.

Total Operating Expenditure for the school was \$7,368,253. In 2022 the school ended the year with a surplus listed at \$507,801

**For more detailed information regarding our school please visit our website at**

**<https://www.wallanps.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 642 students were enrolled at this school in 2022, 321 female and 321 male.

24 percent of students had English as an additional language and 8 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).

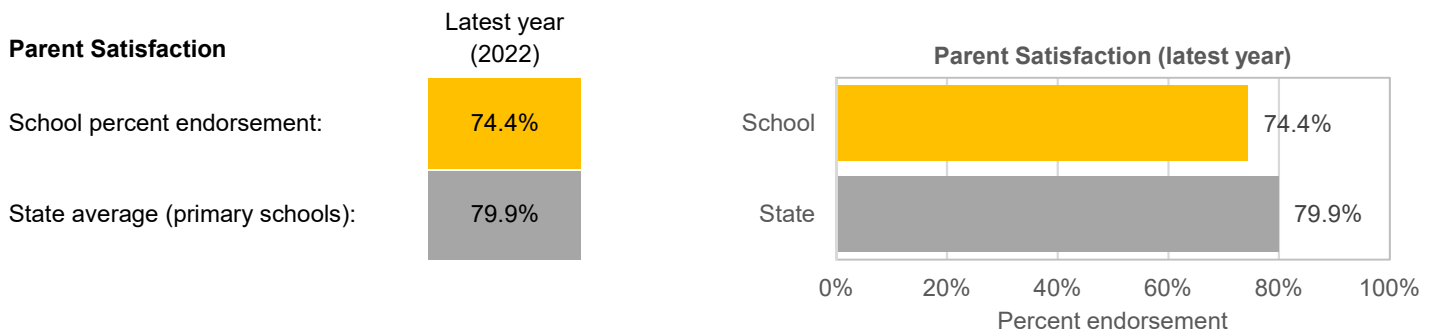
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

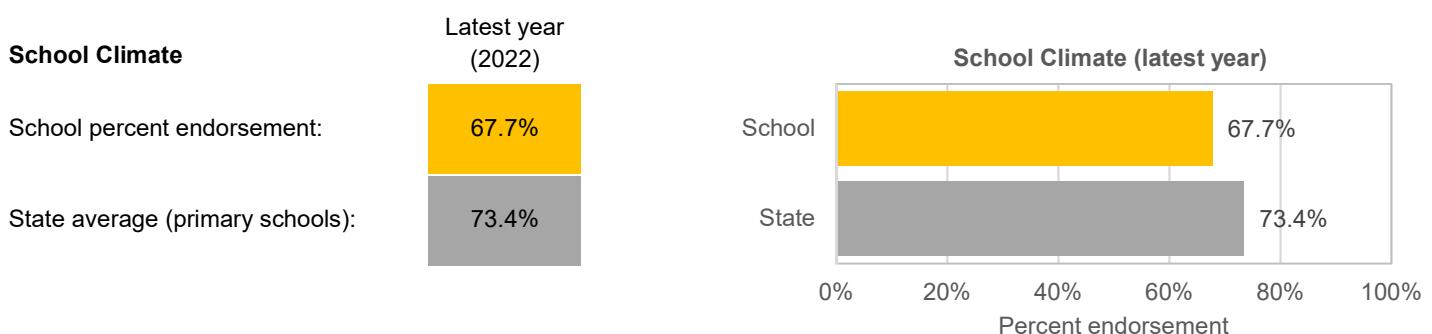


### School Staff Survey

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:

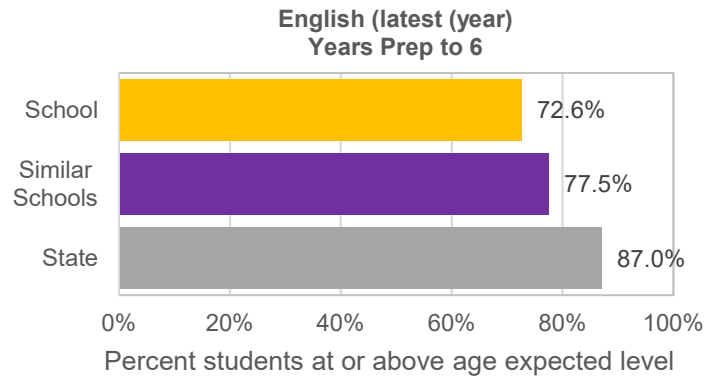
72.6%

Similar Schools average:

77.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

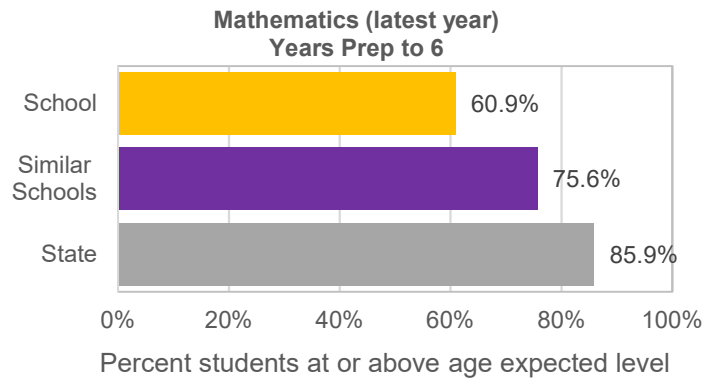
60.9%

Similar Schools average:

75.6%

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.

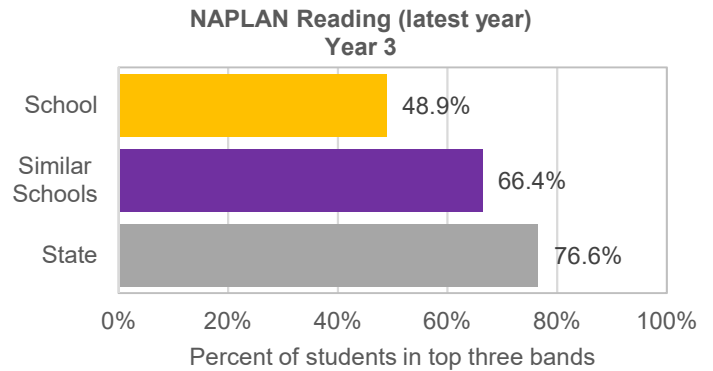
**NAPLAN**

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.

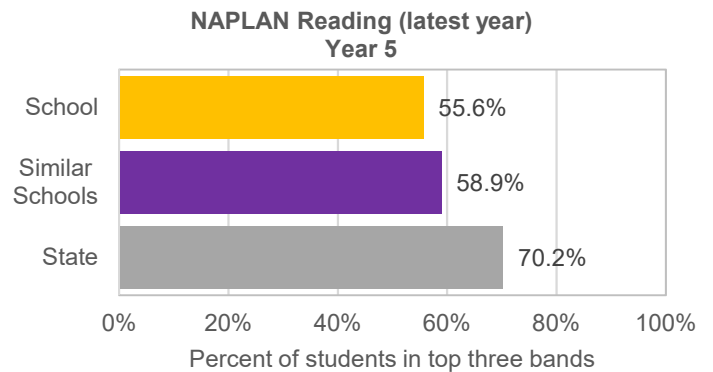
**Reading  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	53.5%
Similar Schools average:	66.4%	67.9%
State average:	76.6%	76.6%



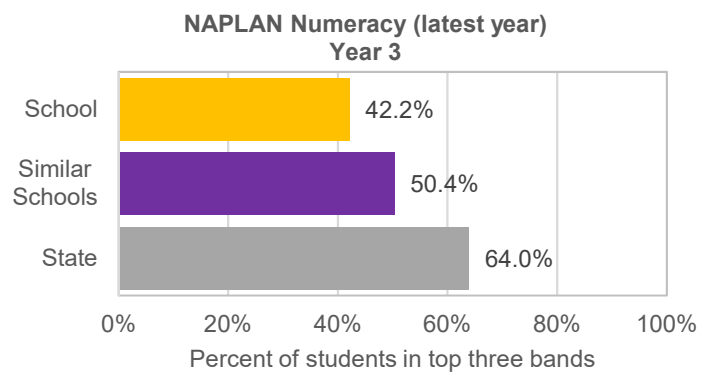
**Reading  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	51.5%
Similar Schools average:	58.9%	58.1%
State average:	70.2%	69.5%



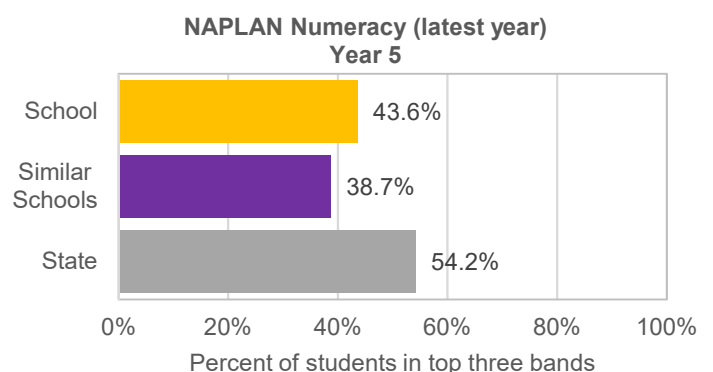
**Numeracy  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	42.6%
Similar Schools average:	50.4%	54.0%
State average:	64.0%	66.6%



**Numeracy  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.6%	39.8%
Similar Schools average:	38.7%	44.0%
State average:	54.2%	58.8%



## WELLBEING

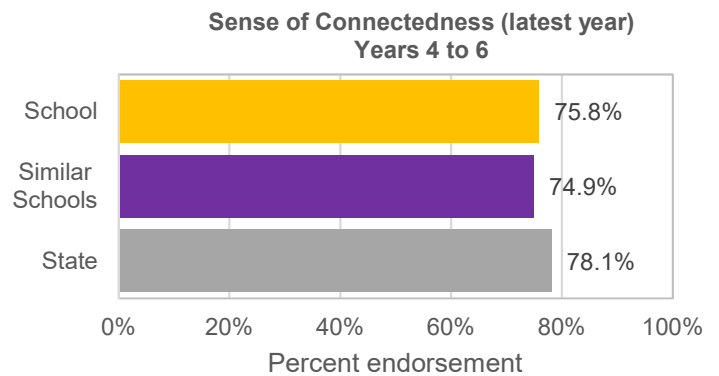
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	75.8%	75.6%
Similar Schools average:	74.9%	77.6%
State average:	78.1%	79.5%

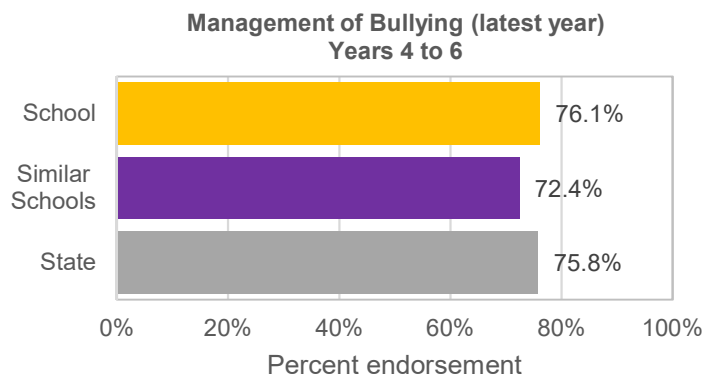


### Student Attitudes to School – Management of Bullying

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:	76.1%	75.6%
Similar Schools average:	72.4%	76.2%
State average:	75.8%	78.3%



## ENGAGEMENT

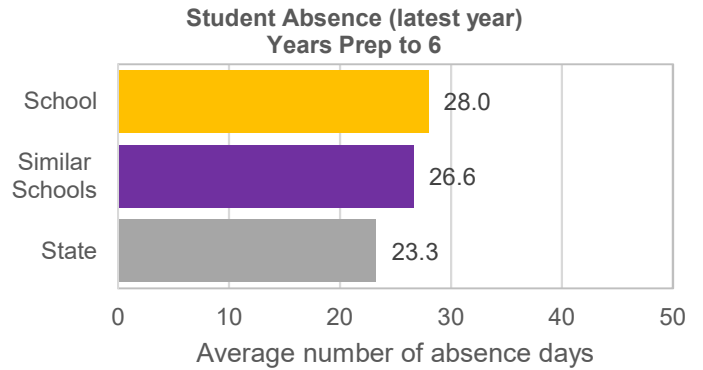
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	28.0	19.5
Similar Schools average:	26.6	20.1
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):	84%	86%	86%	87%	86%	86%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,349,964
Government Provided DET Grants	\$1,149,730
Government Grants Commonwealth	\$110,851
Government Grants State	\$26,844
Revenue Other	\$54,475
Locally Raised Funds	\$184,189
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,876,053</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$628,213
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$628,213</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,328,632
Adjustments	\$0
Books & Publications	\$54,525
Camps/Excursions/Activities	\$111,948
Communication Costs	\$24,634
Consumables	\$84,471
Miscellaneous Expense <sup>3</sup>	\$39,489
Professional Development	\$16,683
Equipment/Maintenance/Hire	\$97,689
Property Services	\$224,710
Salaries & Allowances <sup>4</sup>	\$237,874
Support Services	\$37,826
Trading & Fundraising	\$50,697
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,075
<b>Total Operating Expenditure</b>	<b>\$7,368,253</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$507,801</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

Funds available	Actual
High Yield Investment Account	\$1,556,259
Official Account	\$12,791
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,569,050</b>

Financial Commitments	Actual
Operating Reserve	\$154,629
Other Recurrent Expenditure	\$8,296
Provision Accounts	\$0
Funds Received in Advance	\$104,714
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,146
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$247,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$750,000
<b>Total Financial Commitments</b>	<b>\$1,568,785</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.*