

2022 Annual Report to the School Community

School Name: Niddrie Primary School (5410)



- 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 28 April 2023 at 08:27 AM by Sarah Dalton (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 28 April 2023 at 09:34 AM by Jess Spring-Brown (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

School Context

Niddrie Primary School provides a safe, respectful, inclusive and supportive learning environments for all. With a focus on continuous improvement, we maintain high expectations for all learners achieved through strong engagement and community partnerships where all voices are valued. We hold four clear values that assist us to maintain our school ethos, they are Respect, Resilience, Learning, and Inclusion. We are focused on delivering a comprehensive learning program to our students that is differentiated at each child's point of need. Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established area is adjacent to the Calder Freeway and is well-served by public transport. Niddrie Primary School shares land titles with the adjoining Essendon Keilor College (EKC) Niddrie Campus. The School facilities include an administration block and staff room, a Professional Learning Community (PLC) room, thirteen air-conditioned and heated classrooms, three mod-5 portables, well-equipped specialist areas for Art, Italian and Physical Education, a multi-purpose hall, a canteen, a music room, an all-weather oval and a shade covered basketball court. The 2022 school population was 331 students. 3% of students identified as Aboriginal or Torres Strait Islander, and 10% identified as having English as an Additional Language (EAL). Enrolments within our school zone are steady, reflecting population growth and urban development trends in Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has a Student Family Occupational (SFO) index of 0.30 which is low-to-medium. Niddrie Primary School has a rich mix of students from varying backgrounds and attracts International students through word of mouth. International students are paired with a buddy for their schooling and regular and consistent communication with families is prioritised whereby additional supports are identified. Students are provided with additional English language support through the tutor learning initiative and through small group instruction in their regular classroom. Individual Education Plans are co-constructed with families to ensure the best learning experience for all International students. Organisationally the school is structured in professional learning communities (PLCs): Foundation, Year 1/2, Year 3, Year 4, Year 5, and Year 6.

In 2022 our staffing profile consisted of a Principal, an Assistant Principal, two Learning Specialists, 21.8 full time equivalent (FTE) teachers and 4.3 (FTE) education support members. None of our staff identify as Aboriginal or Torres Strait Islander. Our teachers work in highly effective PLC teams, planning for the success and learning of every child in the school. The timetable is designed to support each team with at least one period of PLC time together during the school day. The professional learning schedule is structured with PLC meeting time after school one afternoon per week. All professional learning times are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus to support the achievement of our long-term school goals. An emphasis on curriculum, instruction, assessment and feedback is evidenced through the use of the Niddrie Instructional Model. The School Wide Positive Behaviour Strategies (SWPBS) framework and the Resilience, Rights and Respectful Relationships (RRRR) program promote positive relationships, security and a sense of belonging for all. Specialists' programs in 2022 include Italian, Physical Education, Wellbeing (The Resilience Project and RRRR) and Visual and Performing Arts.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Niddrie Primary School focused on the Department-led priorities goals which encompassed two parts, Learning and Wellbeing.

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2022, the school dedicated a large amount of our resources into building our whole school capacity in Numeracy. With dedicated professional learning with a Mathematics consultant, and sufficient time allocated for staff collaboration, new learning has been able to be applied into classrooms immediately. Staff are understanding and planning using the learning trajectories for concepts (Big Ideas) in Number and Algebra and students are engaging positively with mathematics. There is a common language now being used, and teachers and students are speaking and thinking mathematically with higher complexity and understanding. Staff are using data collected in Professional Learning Community (PLC) inquiry cycles to form small focus groups and provide regular explicit teaching in a recognised area of need. Staff are sharing their inquiry cycle learnings with each other through PLC presentations, and this is informing planning across the school. Modelled best practice and staff peer observations have become commonplace and there is an increasing staff willingness to observe and be observed.

Students are receiving feedback during focus group sessions regarding how they have gone with their learning. Student voice is encouraged by allowing students to reflect on their learning and learning ladders/Bump It Up walls are making the learning visible for all students. Individual student goals are created/co-created with students in alignment with learning ladders and Bump It Up Walls to ensure continuous monitoring of learning and the development of self-regulation.

The school continues to share learning with our school community in a variety of ways. Termly overviews are published each term and placed upon the school website, with feedback requested to ensure the documents are able to be understood and utilized by families. Through Individual Education Plans and Student Support Group meetings families are understanding expected outcomes for learning growth. Staff are holding discussions with parents about what we've been learning in the classroom and further on-going communication in the fortnightly newsletter about learning in each area of the school is published.

The school continues to produce academic results in Literacy and Numeracy that are on par with similar schools and the State. 2022 was marked by our year 3 students achieving some wonderful NAPLAN reading results with 70% of our students in the Top 2 Bands which placed them above State (58%), similar schools (63%) and the network (68%). Our year 5 students produced pleasing reading results, with 50% of our students in the Top 2 Bands, placing them above State (44%) and similar schools (45%) and giving the school the best year 5 result noted in a five-year period.

The school provided a small group tutoring program to students identified as requiring additional support or extension throughout 2022. This was supported by the Tutor Learning Initiative funding. As tutoring was a priority, the school also utilised additional SRP funding to provide additional hours of teaching support to the program. The composition of students in the tutoring program was reviewed on a termly basis, with students entering and exiting the program according to achievement of identified goals. Tutor Learning and small group interventions have become more targeted and timelier. Tutors and Learning Specialists are working alongside teachers to share learning and intervention goals that are being included into Individual Education Plans and monitored in termly cycles.

Many students were identified at year 5 to participate in the Victorian High Ability Program in 2022. The school also provided further opportunities for high-ability students through master classes with authors and robotics incursions. The school's High Ability Practice Leader facilitated a master class at the school whereby students and teachers from other schools came to Niddrie Primary to participate in a writing master class with a renowned author.

Wellbeing

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Niddrie Primary School is recognised within the greater community for the care and support we provide to all children and their families. We have worked diligently to maintain that status in 2022 and will continue to do so in 2023, guided by best-practice and current research. As always, the school encouraged all families to reach out to school staff with any concerns around mental health and general wellbeing throughout the year. We pride ourselves on being approachable and willing to learn from families. Schoolwide data sets and prior knowledge of learners were used to identify students 'at risk' or 'vulnerable' and additional supports and referrals were implemented accordingly. Our online notification portal, Compass, was used to share resources with our school community and to maintain up-to-date communication. Daily wellbeing check-ins and social and emotional learning were timetabled as a priority in 2022. Through staff consultation, a specialist class called 'Wellbeing' was enacted, where the focus was on delivering social and emotional literacy, through the implementation of The Resilience Project and explicit wellbeing instruction. This was in addition to our whole school SWPBS approach and the Resilience, Rights and Respectful Relationships curriculum already being implemented. Students completed the Resilient Youth Survey and staff utilised the data to understand trends and the perspectives of our students. Snippets of de-identified information were shared with the school community through the newsletter, and strategies on how to best support wellbeing published alongside. Parents were encouraged to participate in the Parent/Carer hub and invited to attend several live TRP sessions focused on improving family wellbeing.

School staff became more familiar with the tiered model of supporting student wellbeing, and our professional learning program reflected dedication to understanding Universal and Targeted supports. Tier 1 and Tier 2 supports for every classroom were implemented and monitored for consistency and effectiveness. The Positive Pathway was adjusted in consultation with students, to ensure it was user-friendly and easy for students and teachers to understand and enact.

Several staff are undertaking professional learning through the Master of Inclusive Education and Behaviour Champions Pilot and continue to lead the improvement of our skill sets to support students with diverse learning and wellbeing needs. Staff have been able to collect and analyse wellbeing data with more accuracy and implement strategies and supports to ensure success at school for all of our learners. Students have been encouraged to voice their concerns, to suggest solutions that will help them, and use their developing knowledge of emotional literacy to understand their emotions and actions.

The school continues to work closely with the Student Support Services, Health and Wellbeing Key contacts, and external allied health providers, to improve the opportunities and supports for all of our students. In 2022 the school partnered with the Murdoch Children's Research Institute to participate in the Mental Health in Primary Schools (MHIPS) research pilot, surveying students and

their families about mental health. The school will continue to partner with these institutions in the future to ensure continued accurate supports are able to be provided for our students.

Engagement

Niddrie Primary School has continued to increase engagement in learning within the community. Each class has a designated Parent Representative/s that communicates with the teacher and Community Engagement in Learning Leader to encourage Parent Helper participation in the classroom, along with parent involvement in various fundraising and social opportunities. A dedicated accessible Parent Helper online training course was developed to assist parents to understand how to help students with learning in the classroom and all classroom helpers complete an OH&S and Child Safety induction prior to assisting.

Engagement in learning has been elevated with the use of learning ladders and 'Bump it up Walls' in the classrooms. Students understand and articulate their learning goals and know the next steps for learning, facilitated through regular 2-way feedback with teachers. Staff work closely in their Professional Learning Communities to create learning ladders that explicitly demonstrate the graduated steps of a particular skill acquisition to enable all students to be successful in their learning. As students progress through their schooling years, they work with teachers to co-construct learning ladders and rubrics for assessment.

Student Leadership continues to expand and grow at the school. In 2022, our 3-6 students attended the GRIP Leadership conference and were passionate about how they could influence and lead opportunities throughout the school. They organised lunchtime events aimed at including all students, undertook some fundraising for charity (The Royal Children's Hospital and Doing It for the Kids) and undertook the task of renaming our four school houses after animals that are native to the Moonee Valley area. Through student surveys and forums, and consulting with Wurundjeri elders and Uncle Bill, they translated the names of the house mascots into local language. Our four houses and mascots chosen are: Red house - Wombat = warin (waa rin), Blue house - Blue-Tongue Lizard = duroop (do roop), Yellow house - Cockatoo = ngayarnong (nay yar nong), and Green house - King Parrot = uu gup(oo goop). The student leaders will continue with this work in 2023, hoping to engage a local indigenous artist to create visual logos with mascots for each of these new house names.

We continue to support students entering their next year of schooling through our 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning and achievement data. Students and parents are provided with opportunities to provide feedback and learning partner requests for the new year ahead. School tours and formal transition programs are offered to all new Foundation students entering the school and this process begins early in term 2 each year.

Attendance has continued to be a priority goal at Niddrie Primary school in 2022, with information regarding the importance of attendance featuring each fortnight in the newsletter. Teachers are proactively communicating with families when students are absent from school via phone call or email. Unfortunately, in 2022, our absence data indicated 24% (84 students) were absent for 20-29.5 days and 22% (77 students) were absent for 30+ days. Much of this data reflected community requirements for COVID isolation or medical/illness absences. As some of the restrictions eased, many families took the opportunity to go on holidays and visit relatives overseas. Reducing student absences to below 15 days continues to be a priority.

Many schools across the State witnessed a decline in Attitudes to School data in 2022, and Niddrie Primary School was no exception. It is important to note that despite some small declines, the school measured higher than State, Network and Similar Schools in nearly all satisfaction measures. Staff spent many hours looking at the data, and understanding trends, then asking students for their opinions on how to improve their experiences of school. The data was discussed with students in the upper school throughout the year, with many students noting a lack of understanding of the questions. Staff continue to work with students to make the survey more accessible and to ensure they understand how their opinions matter in making the school better.

Parent satisfaction with the school continues to rate above State measures, despite the declines noted across the State in 2022. School pride and confidence at Niddrie in 2022 had 93% positive endorsement, compared to State (83%), Network (80%) and Similar Schools (84%) indicating strong parent confidence in our school. Our Community Engagement in Learning Leader continues to engage families through various means. We hope that more families will take up the opportunity to complete the survey in 2023.

School Staff Survey data notes a 79% positive endorsement to School Climate measures, rating above State (73%), Network (77%) and Similar Schools (76%). This indicates a 9% increase on the previous year. We continue to work hard to ensure Niddrie Primary School is a great place of employment for all staff.

Other highlights from the school year

In 2022, Niddrie Primary School were very privileged to work with the community group Friends of Steele's Creek, led by Helen Van Den Berg, who organised and funded an Indigenous Experience for the students to learn about caring for Country. We had a visit

from Uncle Bill Nicholson Jnr from Wurundjeri, who performed a very special Welcome to Country and Smoking Ceremony. He taught us that Smoking Ceremonies are performed to cleanse places and people of bad spirits and promote the wellbeing of Aboriginal people and guests on Country. Our grade 3-6 students had lessons with Uncle Bill to learn about how Wurundjeri Woi-wurrang People cared for Country and what plants are used for food, fibre, tools and medicine. Our Grade F-2 students had a visit from the Djirri Djirri Dance Company who shared a cultural story with us and taught us a dance to represent the story.

Financial performance

The financial position of the school at the end of 2022 indicated a healthy surplus with a full operating reserve. The operating position of the school at the end of the year was very positive due to diligent budget monitoring and planned spending. The school committed money to contribute to major capital works beginning in 2022/2023. The school prioritised curriculum spending to upgrade student learning materials for every classroom in 2022, with a significant amount of hands-on materials purchased for Mathematics and the expansion of the classroom libraries and home readers for English. Additional tactile materials were purchased to support inclusive classrooms. In 2021, the school successfully attracted a \$10,000,000 major works grant to update and modernise the main building. After significant value management throughout the design development stage of the project in 2022, the school was successful in attracting a further \$2,300,000 to ensure the project was able to deliver the scope set out in the Ministerial order. Capital works are due to run from 2022 - 2024 and will signal a significant upgrade for the school.

A small Equity funding grant was used to provide additional tutoring support for students identified through the DET and through school assessment. This funding was also used to ensure students had access to all the learning materials and additional extra-curricula opportunities on offer. Each identified student is assessed on an individual needs basis. The school used the Tutor Learning Initiative funding to provide a small group tutoring program to students identified as requiring additional support or extension throughout 2022. As this was a priority, the school also utilised additional SRP funding to provide additional hours of teaching support to the program.

Through dedication and continuous fundraising, the fundraising sub-committee successfully raised in excess of \$30,000 which will be utilised to build a new playground in the future. Due to the cost of playgrounds, these fundraising endeavours will continue throughout 2023.

The School Council successfully negotiated a contract renewal with the Out of School Hours provider, Team Kids, and this continues to be a positive ongoing source of revenue for the school.

For more detailed information regarding our school please visit our website at
<https://niddrie.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 334 students were enrolled at this school in 2022, 180 female and 154 male.

10 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

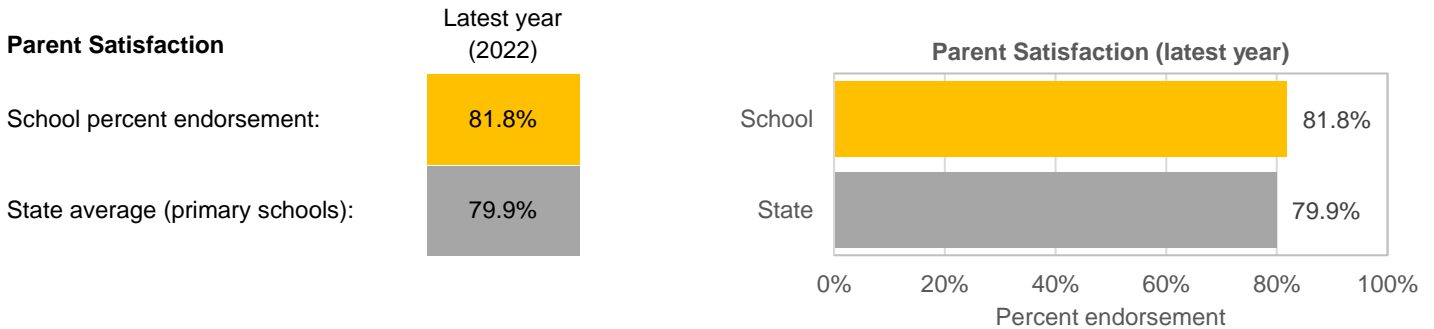
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

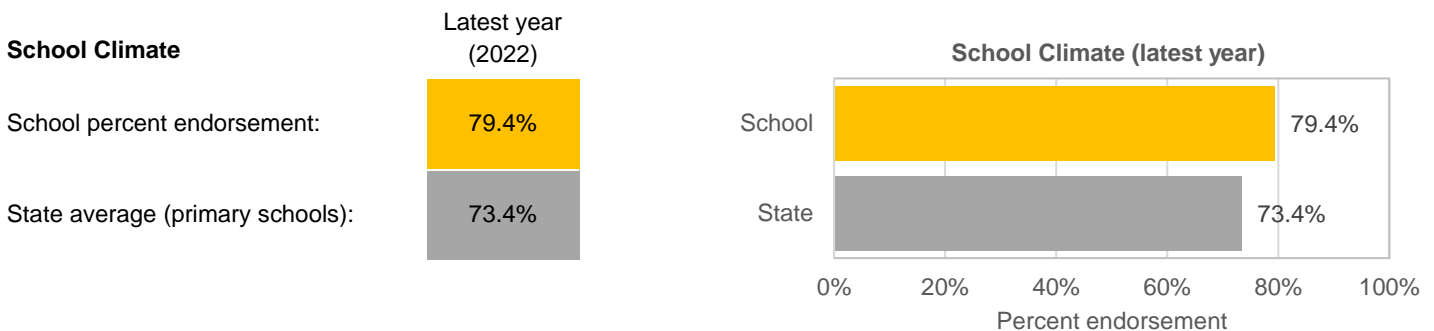


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

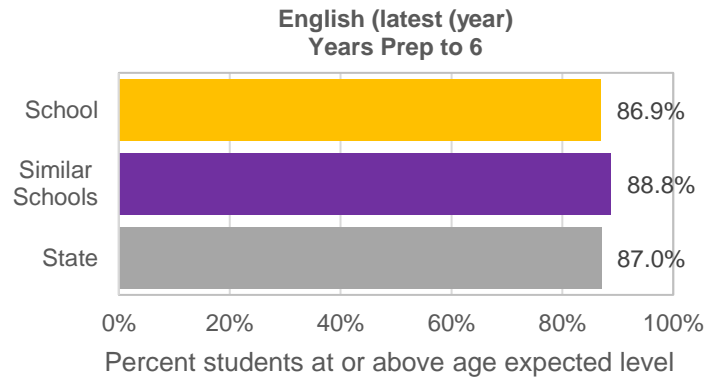
86.9%

Similar Schools average:

88.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

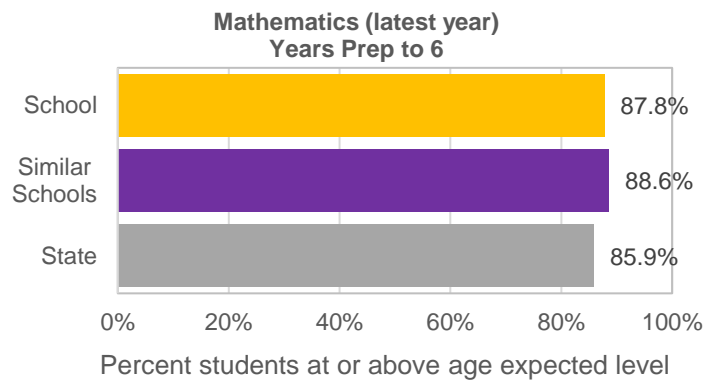
87.8%

Similar Schools average:

88.6%

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.

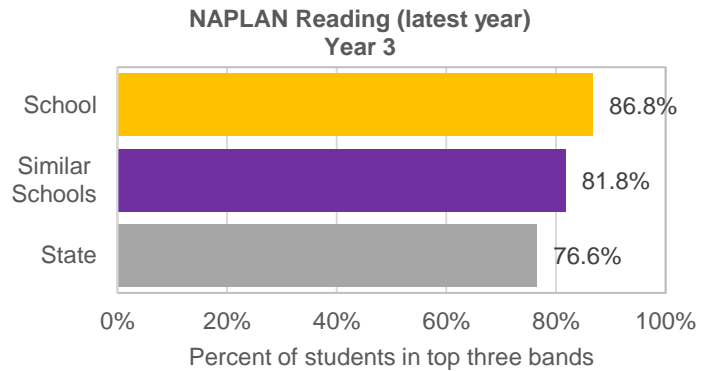
NAPLAN

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.

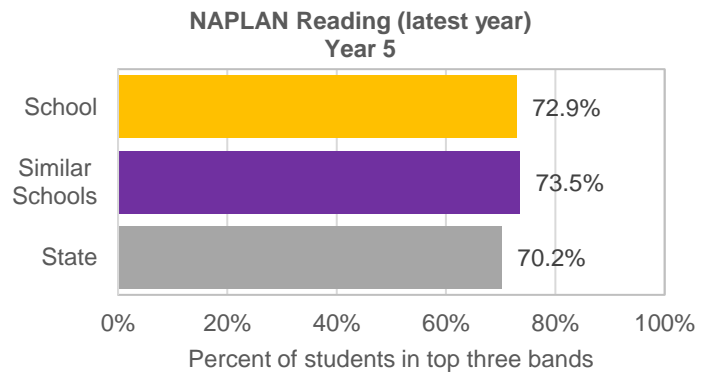
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	84.5%
Similar Schools average:	81.8%	80.7%
State average:	76.6%	76.6%



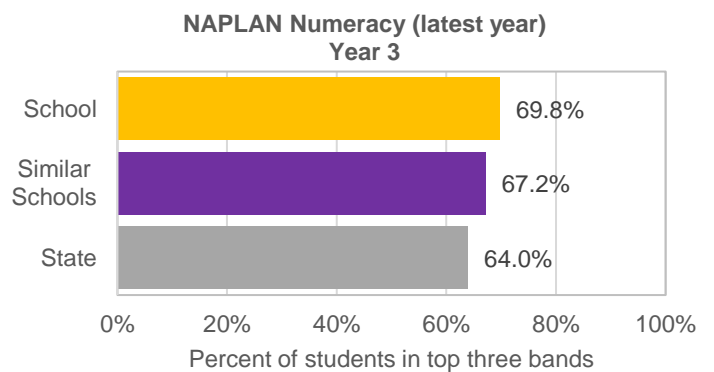
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.9%	72.1%
Similar Schools average:	73.5%	72.4%
State average:	70.2%	69.5%



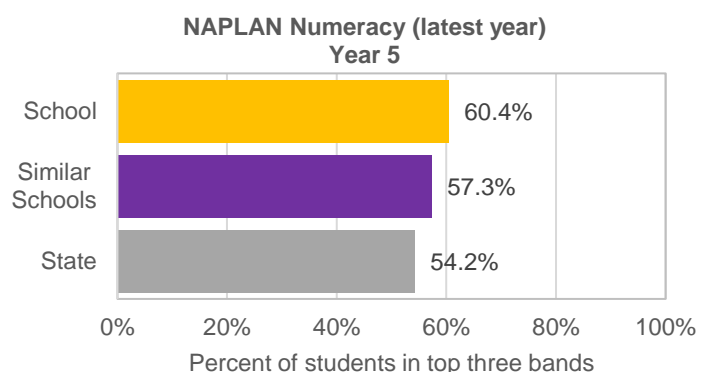
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	74.6%
Similar Schools average:	67.2%	70.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.4%	63.1%
Similar Schools average:	57.3%	60.3%
State average:	54.2%	58.8%



WELLBEING

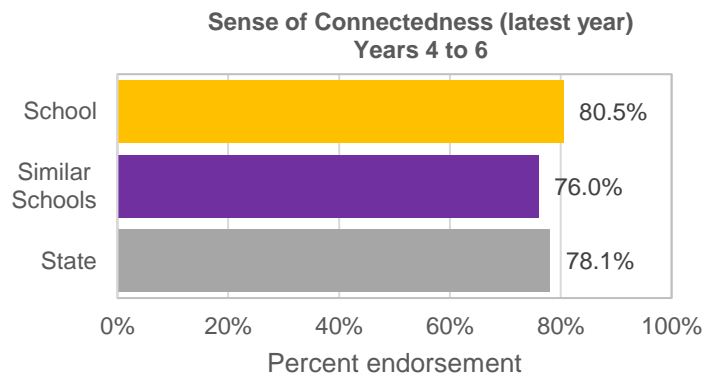
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.5%	83.7%
Similar Schools average:	76.0%	78.4%
State average:	78.1%	79.5%

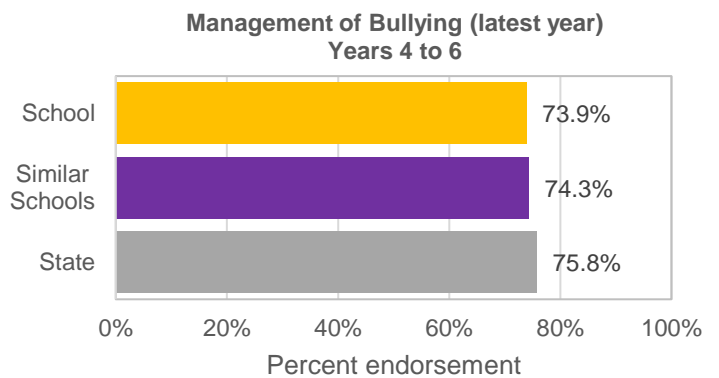


Student Attitudes to School – Management of Bullying

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:	73.9%	81.8%
Similar Schools average:	74.3%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

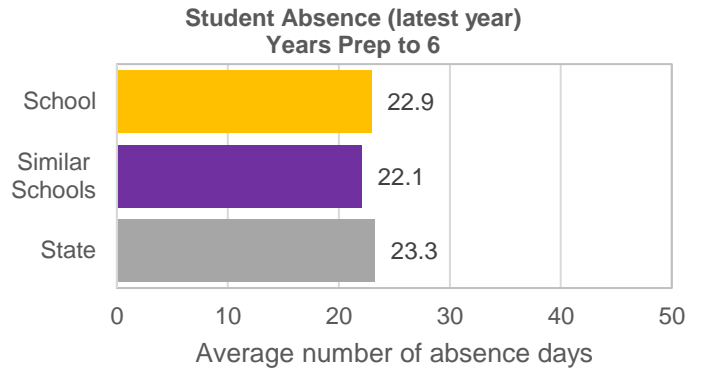
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.9	15.5
Similar Schools average:	22.1	16.0
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):	88%	88%	89%	89%	88%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,053,250
Government Provided DET Grants	\$481,090
Government Grants Commonwealth	\$11,276
Government Grants State	\$0
Revenue Other	\$34,230
Locally Raised Funds	\$370,882
Capital Grants	\$0
Total Operating Revenue	\$3,950,729

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,242
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,242

Expenditure	Actual
Student Resource Package ²	\$3,059,413
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$118,265
Communication Costs	\$6,551
Consumables	\$113,700
Miscellaneous Expense ³	\$4,956
Professional Development	\$28,578
Equipment/Maintenance/Hire	\$62,678
Property Services	\$89,910
Salaries & Allowances ⁴	\$149,477
Support Services	\$57,310
Trading & Fundraising	\$57,586
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,192
Total Operating Expenditure	\$3,786,615
Net Operating Surplus/-Deficit	\$164,114
Asset Acquisitions	\$0

- (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	\$493,883
Official Account	\$22,310
Other Accounts	\$0
Total Funds Available	\$516,193

Financial Commitments	Actual
Operating Reserve	\$107,739
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,641
Funds Received in Advance	\$24,803
School Based Programs	\$149,317
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,256
Repayable to the Department	\$6,163
Asset/Equipment Replacement < 12 months	\$33,697
Capital - Buildings/Grounds < 12 months	\$186,578
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$516,193

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.