

# 2022 Annual Report to the School Community

School Name: Noorat Primary School (1178)



- 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 28 April 2023 at 08:04 PM by Ilona Watkins (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 08 May 2023 at 09:28 AM by Erin Lanchester (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

Noorat Primary School is a small rural school in South West Victoria that is located 7 kilometers North of Terang in a picturesque setting that is overlooked by Mount Noorat. Established in 1873, Noorat Primary School has a proud history of providing high quality education for its community within a safe and inclusive environment of community spirit, respect and honesty. Our school values of Excellence, Care, Respect and Responsibility are evident in everything we do. When you enrol your child at Noorat Primary School, you become part of a unique small school community where relationships and partnerships are vital in all aspects of school life. This partnership between home and school is key to ensuring each child receives the best possible learning opportunities and education. A strong emphasis is placed on providing a settled classroom learning environment, with a focus on positive behaviours and mindsets for learning. Literacy and Numeracy are at the core of all learning for students. Teachers are highly skilled professionals and do everything possible to see that students develop their literacy and numeracy skills and feel confident in their years of primary schooling. We provide a research-based, highly individualised learning program to suit the needs of every student to ensure they can flourish and reach their full potential.

Staffing consists of 5 Staff, of which the breakdown is: 1.0 Principal / Teacher, 1.0 Teacher (FTE 0.8), 2.0 Educational Support staff for teaching and learning support within classrooms (combined FTE 0.54) , 1.0 Educational Support Staff for Business Administration (FTE 0.4), and 2.0 Educational Support Staff for our Hands on Learning program (FTE 0.16) and Grounds and Maintenance role (FTE 0.2). Our 2022 enrolment was 14, and we have a clear goal to increase student numbers in the future. The Student Family Occupation and Education (SFOE) Index is Medium.

Noorat Primary School consists of a highly professional & committed staff who embrace meeting the diverse needs of our students. Working within our two Learning Communities (F-3 & 4-6), students are educated in a vibrant, challenging and positive atmosphere where each child is taught and encouraged to enhance wellbeing, overcome challenges and nurture positive relationships. We have strong links to the community and value the importance of family at the heart of education. We prepare our students to ensure they can meet the demands of a 21st Century world. Quality specialist programs are offered in The Arts, Physical Education, MARC Library, Kitchen / Garden, STEM, Health and LOTE (Japanese). We pride ourselves on being able to provide every opportunity to every student through our personalised approach to teaching and learning. Staff meet with other small schools fortnightly to engage in Professional Learning Communities (PLC's) which enable us to learn from and challenge each other, reflect on student learning data and utilise evidence to plan, evaluate and review our teaching and learning. We have high expectations for the learning of all students and believe that every student can be successful.

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

### Learning

We encountered many challenges again as a school community in 2022 with the Coronavirus pandemic still playing a part in our daily school operations. Students were able to return to on-site learning, however the uncertainty of what could happen was evident in the students and their families. Staff prioritised working collaborative to dig deeper into student data to ensure our planning and teaching was highly individualised and at the individual student point of need. As a school, we undertook the Professional Learning Communities (PLC) training to enhance our impact when looking into data and student / school progress. Student progress was closely monitored, both with whole-school online data tracking as well as our data wall.

Unfortunately, the data provided in the summary report provides little value on the learning as student numbers prevent access due to individuals being identified when looking at this data alone. Our school-level data, however, indicated that every student, except 1, made the expected level of growth in Reading, Speaking & Listening and Writing across the 2022 year according to Teacher Judgement, with a quarter of students making above expected growth. Our data is not as consistent for Numeracy, which is why it continues to be a focus for our school. In Number and Algebra, 67% made expected growth, 11% made above expected growth and 22% made below expected growth. We continue to work on this area both as a school, within our PLC Cluster and across our Network.

This priority area was addressed by / with:

- Highly strategic planning to ensure our F-3 and 4-6 Learning Communities were separate during specialist classes. This was to minimise the impact of behaviour on teaching time and to increase student engagement by providing a more tailored teaching program for each year level that met their differing interests.

- Utilising our Tutor Learning Initiative (TLI) funding to increase our F-3 Classroom Teachers hours, leading to an increase in time spent operating as separate classrooms. Students were identified, according to data, to see who would benefit from additional support, with both the classroom teacher and Education Support Staff. Increasing teacher hours allowed students to work consistently in a small group scenario daily.
- Our Education Support staff were provided clear planners and instruction from classroom teachers to enable them to work 1:1 or in small groups of 2-3 to support or extend student learning. This meant that all students were closely monitored and supported in the classroom through every literacy and numeracy session across the year, by both the classroom teacher and Education Support staff.
- Every student who was identified as needing additional support, or extension had an Individual Education Plan (IEP) created. Teachers met a minimum of twice per term to review, evaluate and set new goals that were specific, measured, achievable and realistic, ensuring student learning was highly personalised.
- Students would move between learning communities to the group that would better support their individual needs. This enabled us to support intently or extend those needing to be challenged.

As a whole, Staff took another step from 2021 and continued to raise the expectations of all students and families upon returning onsite fully in 2022. Staff worked closely with students to provide opportunities to learn and be challenged. Responsibility of their own learning was emphasised and expectations of work, behaviour and the manner in which they communicated with others increased. Students knew they would be supported by Staff to work through any challenge, whether it be learning or personal. Students know they will receive help when needed to achieve their goals. achieve their goals and

## Wellbeing

Noorat staff value the whole child and have a strong focus of building student health and wellbeing strategies into daily practice. All staff are trained across a wide range of trauma-informed practices including, 'Berry Street Educational Model' to ensure we can support every student and their family during and following a difficult change / event. Our unique small school community, means relationships and partnerships are vital in all aspects of school life, and our school values of Excellence, Care, Respect and Responsibility were evident throughout 2022. Staff worked closely with students and families to support everyone to achieve the best outcomes. We are extremely proud of the progress that we have made in improving student wellbeing which is reflected in the data.

The data within our Attitudes to School Survey (AtoSS), which is completed by students in years 4-6 were positive which shows that our students feel a strong sense of connectedness, have teachers who they feel supported by and are happy with their student voice and agency surrounding their learning. Our students are happy and feel safe and supported at Noorat. Areas for future focus, although not unknown prior to receiving this data, are student resilience, perseverance and sense of confidence.

This priority area was addressed by / with:

- Daily inclusion of mindfulness practices and bringing the attention to the present for every student while focusing on gratitude and the challenges we've faced and overcome.
- We worked closely with students to build their capacity to identify their emotions and provided support and strategies to regulate these before behaviour escalated.
- Our highly valued Hands on Learning Program which provides four students the unique opportunity weekly to work as a collaborative team building meaningful relationships, social skills and daily life skills in an outside environment. Students identify projects within the school and wider Noorat community to give back in a real and meaningful way. Student engagement increases significantly for all students who are a part of this incredible program.
- We introduced Life Skills Go which is a platform for collecting consistent student wellbeing data as they 'check in' each morning. It allows staff to see exactly how each individual has entered the learning space, and allows a space for a quick discussion or use of a ready to learn strategy to prepare them for the days learning. We also utilised the teaching resources linked to this program to teach a wide range of health and wellbeing areas which support the RRRR.
- Utilising grant opportunities, every student engaged with a cellist throughout Term 3 to teach how music and movement can help us regulate and connect with our emotions. Half of the school received 1:1 sessions, as well as every class having a session weekly.

## Engagement

We are proud of our achievements in student engagement programs across the school and saw this as a strength again in 2022. Teachers worked extremely hard to deliver engaging and relevant learning experiences for all students from Foundation to Year 6. Students at Noorat are provided with a wide-range of learning opportunities with a mix of self-directed, paper-based and online learning tasks. Despite the overall high engagement in remote learning throughout 2020, many students came back with significant gaps in their learning, with those who were already facing challenges at home impacted more severely. The work that was produced was not at an expected level and the perseverance of students was low. We worked across the year to ensure solid foundations were made, with learning highly personalised to meet every student's individual needs. This high-level of personalised learning meant our students were wanting to come to school daily and spend time with their teachers and peers.

This priority area was addressed by / with:

- Highly personalised learning programs to meet individual student needs.
- A staff focus on student voice and agency by providing student input whenever possible to their learning and school environment.
- Prioritising Hands on Learning as a subject to engage our older and more vulnerable students who were at risk of disengaging.
- Being highly strategic with grant application to allow specialised programs, such as Positive Start on 'The Song Room' and Sporting Schools to purchase materials based on the interests of students.
- A strong sense of inclusion for all students by consistently modelling acceptance and positivity so all feel welcome and like they belong.
- A staff member meeting each student at the front of the school each morning with a big smile and hello.
- Consistent and informative parent communications - to families through our fortnightly newsletter, regular Class Dojo posts, social media posts to celebrate learning and achievements as well as all staff being present at the school gate to mark the end of each day.
- Contacting each family member if a student is not at school and we have not been provided a reason to check in.
- Consistency with Casual Relief Teachers to minimise anxiety of the unknown for students who don't cope well with change by prioritising relationships and maintaining high expectations with a familiar face.

## Other highlights from the school year

As a small school, we pride ourselves on being able to provide a wide range of opportunities for every student! 2022 was a year about reconnecting our school, our families and the wider community.

A few highlights across the year were our artist in residence where we engaged with local Indigenous Artist, Asha Roche. Asha worked with all students to create a collaborate 'family tree' artwork which is proudly visible in our sensory garden. Every student designed and painted a few discs to add to our tree and create our complete 'Noorat family tree'. Asha spoke to the students about her background, culture and the importance of family and nature in her life.

Work began in 2021 for the design and installation of a brand new playground. Students from Foundation to Year 6 all had input into the playground elements and design. This was a much anticipated addition to our school grounds and is enjoyed by all. The final 'Ninja Warrior-style circuit' is a huge hit!

School Camps are always a highlight for students and we were delighted to have regular camp programming return in 2022. Our Year 3/4 and 5/6 Camps joined Cudgee, Panmure and Nullawarre Primary Schools to enhance the experience and enable a wider range of relationships to be formed. Our Year 5/6 students went to Roses Gap for a 3-day outdoor adventure camp complete with kayaking, the flying fox, night time walks and nature walks through the Grampians National Park. Our Year 3/4 students went to Camp Coorimungle and experienced hut building, damper making, archery and the giant swing. Our Year 1/s students each enjoyed a school sleepover after our end of year 'big day out'. Students selected meals and their movie to enjoy in bed once the sun went down. It was about providing a fun opportunity to stay away from home in a safe and familiar environment.

The final highlight to finish 2022 was the installation of our new basketball court to replace the slippery synthetic turf which was previously there. The installation of our new sports court is fantastic and highly eye-catching. It now provides a great space for all sport activities and is great in all weather!

We were also delighted to be asked by the Noorat Resident's Association to create the Christmas window display in the town window. Students worked collaboratively in Art sessions to create each piece, and were assisted by Hands on Learning who created the signpost. The community spirit was alive and the town was buzzing with our eye-catching display.

The extracurricular activities and opportunities we offered our students are:

- Book Fair
- Students worked collaboratively to revitalise our sensory garden path.
- The implementation of OSHC at Noorat
- Athletics Sports - local and District, as well as Cross Country

- Free swimming lessons for all students
- JSC events included a PJ day, disco, movie fundraiser and other dress-up days.
- Sporting Clinics - AFL & hockey
- Book Fair and Education Week
- Calves for the Cows Create Careers program
- Science Incursions - Marble run, electricity and robotics & coding
- Book Week Dress Up and Author Visit
- Excursion to the Terang RSL to commemorate Remembrance Day
- End of Year excursion - Go Surf session, ten pin bowling and drinks & ice-creams purchased by the JSC
- Annual end of year water fight - staff, students and parents
- The Song Room music program
- The Nature Bus visits - story stone work and nature walks
- Visit to May Noonan to sing Christmas carols

## Financial performance

Noorat Primary School is in a positive financial position due to careful management of funds, the support of equity funding and highly strategic planning. We ensure the budget allocations support our programs, resources and professional development. Each year the allocation of funds is a highly strategic process which takes into account the context of the year - student cohorts, achievement data, responsiveness to student wellbeing and learning needs, and to the DE priorities.

Successful PSD applications enable us to increase the hours of our Education Support Staff to provide additional classroom support, to support student wellbeing and provide Sounds Write intervention. We employed a teacher to take PE which allowed students to have classes separate and increased time spent focused on teaching. We allocated our TLI funding to our part-time teacher to ensure Learning Communities received highly personalised learning. Noorat utilised its smaller class sizes to enable small group point of need teaching to be maximised.

Working with a local philanthropist, we secured a range of donations to the value of \$17 000 for our towards our Hands on Learning Program. This highly valued program connects our most vulnerable students on a much deeper level and provides them with an outlet each week to be creative and learn in a hands on manner. We successfully applied for the 'Positive Start' program and implemented a cellist from 'The Song Room' throughout Term 3. We were again successful in the Acciona grant and were able to install a new phone and internet booster in the BER to enable greater connectivity.

After many years of strategic planning and saving, we were also able to install our new playground (\$36 500) in Term 2 which was designed by the students, as well as resurface our basketball court (\$23 500) in Term 4. These are both massive financial outputs that directly benefit the health and wellbeing of our students.

Our Parents and Friends Association, along with Staff continued to fundraise throughout 2022. These included activities / events such as; donations from local Foundations, raffles, a Bunnings BBQ, a bulb fundraiser, the Noorat Show chook poo lotto, and canteens at local sporting events. These fundraising efforts continued to be successful for the school in 2022 and we are extremely grateful to our committed PFA team.

We finished 2022 in surplus. The surplus funds will be carried over to the programs and school needs for 2023.

**For more detailed information regarding our school please visit our website at**  
[www.nooratps.vic.edu.au](http://www.nooratps.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 14 students were enrolled at this school in 2022, 7 female and 7 male.

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

### Overall Socio-Economic Profile

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

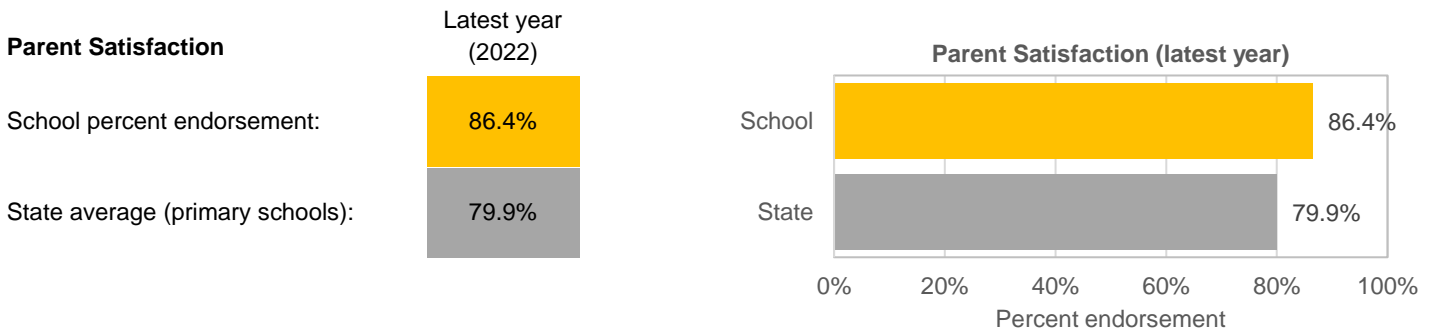
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

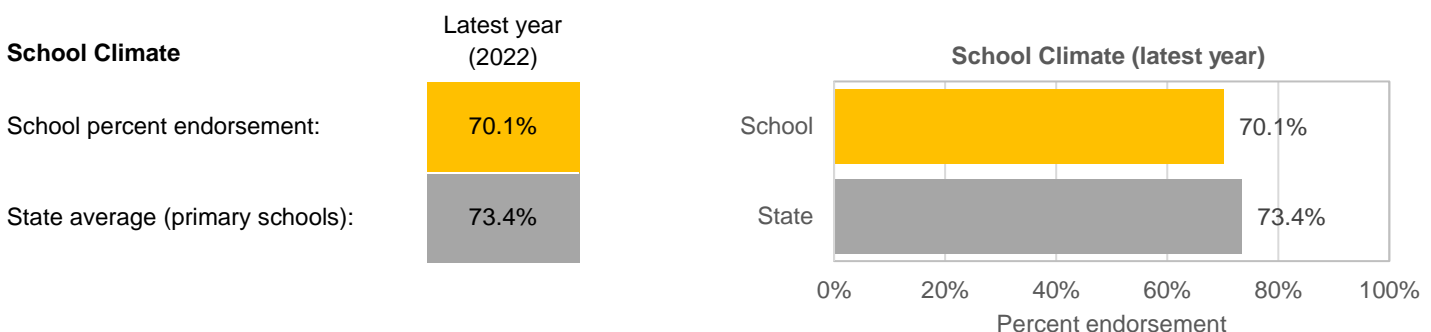


### School Staff Survey

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:

NDA

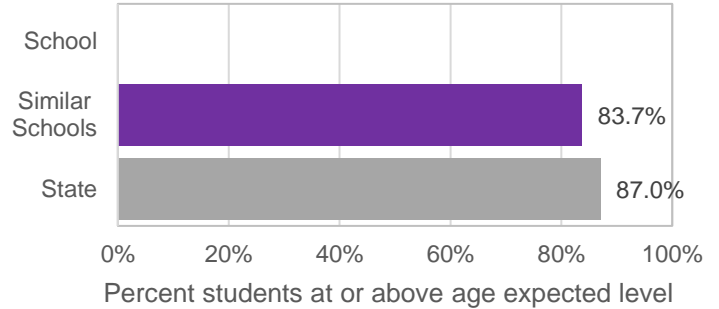
Similar Schools average:

83.7%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

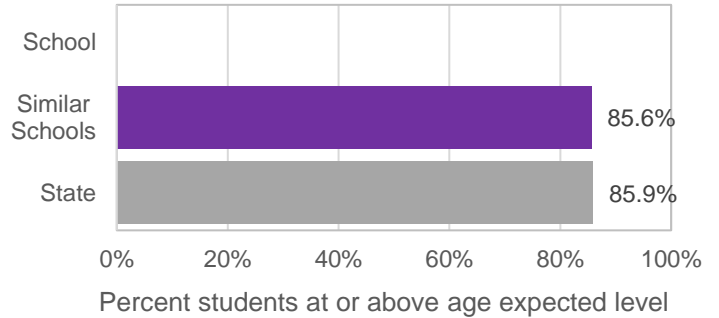
Similar Schools average:

85.6%

State average:

85.9%

#### 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.

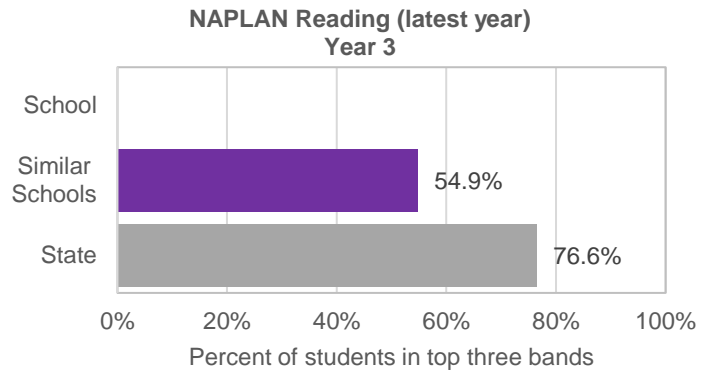
### NAPLAN

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.

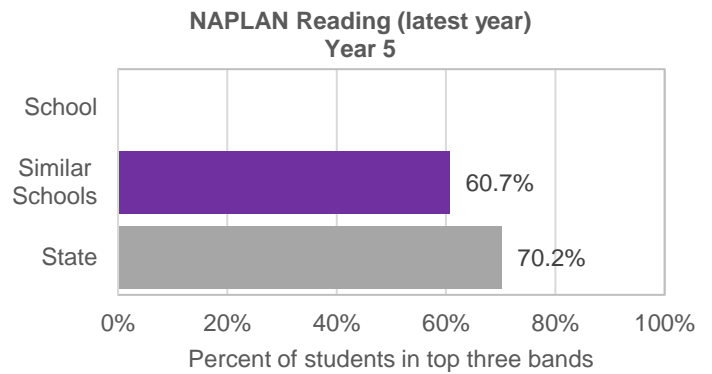
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	54.9%	63.2%
State average:	76.6%	76.6%



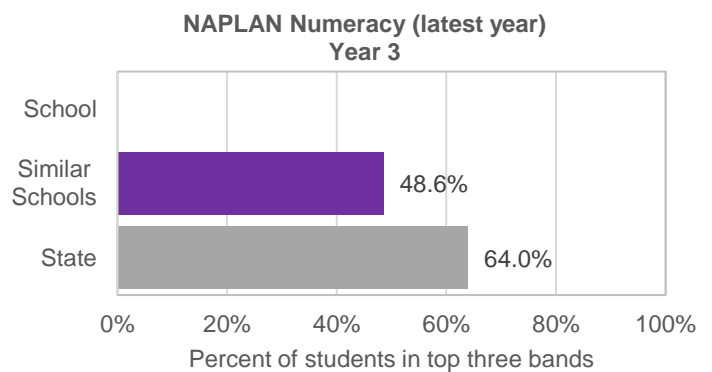
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.0%
Similar Schools average:	60.7%	60.4%
State average:	70.2%	69.5%



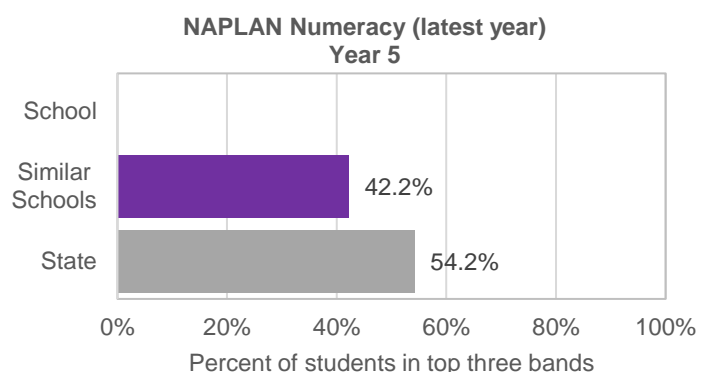
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	48.6%	62.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	20.0%
Similar Schools average:	42.2%	48.8%
State average:	54.2%	58.8%



## WELLBEING

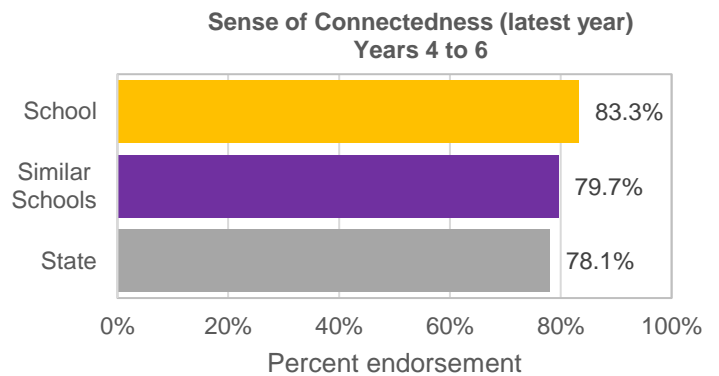
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	83.3%	74.4%
Similar Schools average:	79.7%	79.6%
State average:	78.1%	79.5%

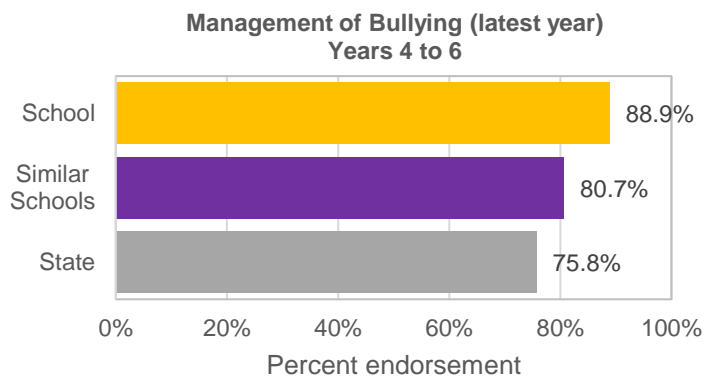


### Student Attitudes to School – Management of Bullying

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:	88.9%	75.6%
Similar Schools average:	80.7%	81.7%
State average:	75.8%	78.3%



## ENGAGEMENT

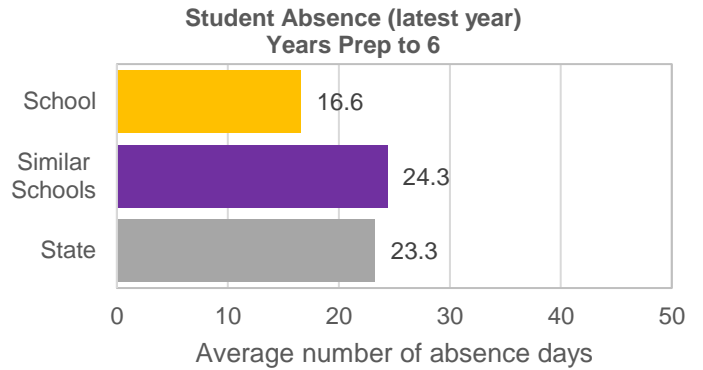
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	16.6	14.0
Similar Schools average:	24.3	17.7
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	79%	NDP	NDP	95%	NDP	92%	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$325,158
Government Provided DET Grants	\$273,169
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$7,332
Locally Raised Funds	\$25,838
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$635,996</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,389
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,389</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$316,195
Adjustments	\$0
Books & Publications	\$158
Camps/Excursions/Activities	\$5,783
Communication Costs	\$529
Consumables	\$9,189
Miscellaneous Expense <sup>3</sup>	\$4,951
Professional Development	\$1,465
Equipment/Maintenance/Hire	\$10,229
Property Services	\$41,988
Salaries & Allowances <sup>4</sup>	\$25,883
Support Services	\$6,045
Trading & Fundraising	\$39,374
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,343
<b>Total Operating Expenditure</b>	<b>\$471,133</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$164,863</b>
<b>Asset Acquisitions</b>	<b>\$74,257</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$189,213
Official Account	\$7,740
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$196,953</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$24,582
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$148,651
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,270
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$176,503</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.*