

2022 Annual Report to the School Community

School Name: Pembroke Primary School (4937)



- 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 06 March 2023 at 03:46 PM by Megan Ganter (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 07 March 2023 at 02:23 PM by Tanya Richardson (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

Pembroke Primary School opened on the 1st of November, 1965. It is located in the township of Mooroolbark, on a 2.6 hectare treed site. Pembroke is a multicultural community, with students from a range of backgrounds. Pembroke Primary School aims to provide a welcoming, safe and engaging learning environment for all members of the school community. Student learning is at the centre of everything that we do. We work together to identify and support the needs of each student as an individual, to recognise and celebrate their unique talents and abilities, and support them to reach their potential as learners. At Pembroke Primary School, we want all of our students to become highly proficient in literacy and numeracy, as well as possess the knowledge, behaviours and dispositions towards learning to be successful in the future. A key feature of our school is the implementation of School Wide Positive Behaviour in which we achieved Silver accreditation in 2022. This year, we also achieved Level 1 accreditation for our International Student Program (CRICOS Provider Code 00861K).

Pembroke Primary School's motto is 'Learning Together with Pride, Passion, Purpose and Persistence.' Through this motto, we aim to develop our students' capacity to demonstrate:

Pride: - in themselves, their school and their community - in their achievements and contributions - to always strive for their personal best

Passion: - to become curious, confident and independent learners - to discover new interests and strengths by participating in a broad range of learning experiences - to believe that their actions can affect positive change in both local and global contexts

Purpose: - by understanding the importance and value of learning - by demonstrating agency in, and ownership of, their learning - by being an active and engaged learner

Persistence: - to set goals and work hard to achieve them - to show resilience when challenged - to accept and respond to feedback to continually improve

In 2023, Pembroke's workforce consists of 1 Principal, 6.2 FTE teachers, including a Learning Specialist, Learning Excellence and Inclusion Leader and 3.41 Education Support staff members. Our ES team includes a Business Manager, in-class support for students with additional learning needs, literacy and numeracy support (including the Tutor Learning Initiative), a Multicultural Education Aide and school Chaplain. There are currently 71 students enrolled in 4 classes.

At Pembroke Primary School, we believe that all students can learn and be successful. Teachers use student achievement data to identify the individual learning needs for their students and create differentiated programs to address them. We strive to build an environment where excellence is promoted and celebrated across all areas of the curriculum. The school offers a comprehensive teaching program based on the Victorian Curriculum, with emphasis on literacy and numeracy. Specialist programs are provided in Science, Technology Engineering and Mathematics (STEM), The Arts (Visual and Performing), Auslan and Physical Education.

Pembroke Primary School is part of the Victorian Professional Learning Communities (PLC) initiative. It provides an accredited Out of School Hours Care Program and a breakfast program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Pembroke Primary School undertook their school review. The school review process was conducted through detailed analysis of the school's performance over the past four years, including staff, parent/carer and student focus groups and survey data, highlighting strengths and setting the direction for future focus. 3 key highlights were identified as areas of strength and celebration for our school, which included: School Wide Positive Behaviour Support implementation, Family Engagement and Student Connectedness to school. Pembroke Primary School is a high performing school, achieving 'Excelling' ratings in the areas of Leadership and Engagement using the FISO 2.0 continua.

2022 School Performance

In 2022, our Year 3 students performed above similar schools and the state in the areas of reading, writing and spelling. 62% of our Year 3 students achieved in the top two bands in reading. Our Year 5 students performed above similar schools in writing and spelling. Strong literacy outcomes are a result of a consistent approach to the teaching of English across the school, investment in ongoing professional development and through the leadership, mentoring and expertise provided by our school literacy leader.

4 year Numeracy targets were met as part of the school review process, however, improving the teaching of Mathematics will continue to be an area for focus for our school in the future. This will be led by our school numeracy leader who completed the Primary Mathematics Specialist program in 2022.

Relative to the similar schools group, Pembroke Primary School's writing results over the past 3 years in writing benchmark growth from Year 3 to Year 5 is well above the results for primary schools with similar characteristics. No benchmark growth data for literacy or numeracy was available in 2022 as the Year 5 students did not complete NAPLAN in 2020 due to Covid 19. In 2021, less students experienced low growth from Year 3 to Year 5 than in previous years. A key enabler has been our tutoring program (TLI), which provides individualised support in reading, writing and mathematics for many of our students across all year levels.

Additionally, as our Student Opinion Survey data demonstrates, our students are improving their disposition towards learning in an environment where they feel safe, connected and are engaged in learning.

Based on the review findings, the 2022-26 School Strategic Plan was written in consultation with staff, parents, students and the wider community. The School Strategic Plan outlines the vision, values, intent, rationale, focus and context of the school. It identifies goals, targets and key improvement strategies for the next four years. The 2022-2026 Strategic Plan has highlighted six key improvement strategies to maximise student growth in literacy and numeracy and improve student engagement and wellbeing.

These include to:

- Develop the capacity of middle leaders to lead improvement through the PLC initiative
- Build a consistent, whole school approach to the teaching of Mathematics
- Embed high impact, evidence-based practices in the teaching of literacy
- Implement School Wide Positive Behaviour Support with high levels of fidelity
- Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes
- Strengthen learning partnerships through the provision of quality feedback mechanisms with students and their families

These are aligned with the Department of Education Priority learning and wellbeing goals for all schools in Victoria, which include:

- Learning: To support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

- Wellbeing: To effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Pembroke Primary School is a learning organisation. We are committed to using the Framework for Improving Student Outcomes (FISO) improvement cycle to ensure that we are continually examining our practice, policies and procedures and making improvements based on the needs of our students and their community.

Wellbeing

School Wide Positive Behaviour Support provides a clear framework for all community members to understand the school values of Respect, Responsibility and Trustworthiness and related behavioural expectations. Strategies are implemented with fidelity across the school, and are supported through consistent visuals (posters/signage), the explicit teaching of expected behaviours, coaching and professional development of staff and monitoring of behaviour through data collection methods. SWPBS promotes student voice and community engagement and is embedded in school policies and procedures. The tiered nature of the School Wide Positive Behaviour Support framework enables a systematic approach to providing support to students at Tier 1 (universal), Tier 2 (small group) and Tier 3 (individual) levels.

In 2022, Pembroke Primary School was recognised for excellence in SWPBS, achieving Silver Accreditation with the Victorian Department of Education. Students particularly enjoy the token system and earning class and whole school rewards for demonstrating positive behaviours. Our whole school celebrations, earned by filling our school beehive have included a pizza day, a student-led carnival day, inflatable obstacle course and most recently, a Colour Explosion Fun Run. The positive impact of SWPBS can be seen across all aspects of the school environment and is reflected in student, staff and parent opinion survey data, as well as student behavioural data, wellbeing and learning outcomes.

Positive student outcomes were reflected in the 2022 Panorama Student Wellbeing Supplementary Report, with Pembroke Primary School achieving the 'embedding' or 'excelling' ratings in 7 out of 11 domains, including: sense of connectedness, advocate at school, positive attitudes to attendance, managing bullying, respect for diversity, student voice and agency.

Pembroke Primary School employs a Learning Excellence and Inclusion leader, whose role is to ensure that all students have access to an engaging learning environment that meets their individual needs. This is done through a range of engagement and wellbeing initiatives which are implemented across the school, including Disability Inclusion (formerly known as the Program for Students with Disabilities), Respectful Relationships and the School Start up Program. In 2023, school staff are exploring the High Impact Wellbeing Strategies (HIWS) to further improve outcomes for students.

Personnel such as the Learning Excellence and Inclusion Leader, School Wide Positive Behaviour Support teams, School Chaplain, Education Support Staff, Literacy and Numeracy tutors and Kids Hope mentors provide a structure and process for referrals and additional assistance for those who need it. We continue to engage with a range of community and government organisations to further enhance the health and wellbeing of our students and their families. This includes: Yarra Ranges Council, Foundation House, Victoria Chin Baptist Church, Eastern Health, Life Education, Smile Squad dental initiative and Sporting Schools.

Engagement

At Pembroke Primary School, we value parent/carer input and feedback and aim to build a strong sense of connectedness and community. Through the review process in 2022, parents/carers identified a number of key highlights for the school including:

- Sense of community and partnership
- Individualised approach and personalised learning provided by dedicated teachers and staff
- Teachers and staff know the students well and individuals are celebrated for their unique talents and supported in a way that works for them
- Parents/carers are encouraged to be involved in the school
- Parents/carers value the School Wide Positive Behaviour Support framework, token system and the positive behaviour outcomes for students.

Additionally, parents/guardians value the constant improvement of school grounds and facilities through accessing grants and fundraising efforts, increasing student attitudes and wellbeing.

In the 2022 Parent Opinion survey, Pembroke Primary School outperformed similar schools, network schools and state % positive endorsement in every survey dimension, including: parent engagement 95%, connection and transitions 97%, school ethos and environment 95%, safety including the management of bullying 96%, student cognitive engagement 95% and student development 95%.

A large proportion of our students come from non-English speaking backgrounds, with the majority of families speaking Hakha Chin. A range of resources, strategies and initiatives are in place to ensure that every student feels welcome, included and are engaged in learning, which include: implementation of the new EAL pathways curriculum, trial and implementation of the EAL TEAL (Tools to enhance assessment literacy) assessments and the Alphabeenies School Readiness program.

Our school Multicultural Education Aide supports our families to engage with the school as well as supporting students in the classroom to maximise student outcomes. Communication strategies include: Viber translated chat group, translated notices and parent surveys, translators at 3 way conferences (online and in person) and Hakha Chin language included in student reports. The Garden of Diversity (community garden), Chin National Day and our Harmony Day dress up day, as well as events that acknowledge our First Nations students such as NAIDOC week and National Aboriginal and Torres Strait Islander Children's day, recognise and celebrate the rich cultures and traditions in our school community.

Student voice and agency has been a consistent area of focus at Pembroke Primary School. Key enablers have included:

- raising the profile of the Student Representative Council (SRC) and their initiatives
- a greater focus on building student leadership capabilities from Foundation to Year 6, particularly through the Start Up program and engagement with the SRC
- formalising the student leadership program, including Year 6 Leadership roles and responsibilities
- implementation of student-led lunch time clubs

Additional school initiatives that enhance student voice, leadership and agency include:

- Start up program
- Respectful Relationships program
- School Wide Positive Behaviour Classroom Systems training for all teaching staff
- 3-way conferences with students, parents/carers and teachers
- Use of feedback stations and other feedback tools (for example, student surveys, formative assessment tools, exit tickets)

Other highlights from the school year

At Pembroke Primary School, we offer a broad range of curricular and extra curricular activities for our students. Highlights from 2022 include:

- Circus production
- Camping program for Years 3-6
- Excursions and incursions including: Water and Road Safety programs, Kia Toa, Year 6 Maths Physical Day, Whole School Excursion to Melbourne Zoo
- Sports program including Hoop Time, cricket, t-ball, netball, tennis, soccer and volleyball
- Swimming program for Years Foundation-6
- Colour Explosion Fun Run

In 2022, two teams demonstrated sporting excellence, winning the district championship in soccer, and the district and division championships in volleyball and placing third in the Eastern Metropolitan Region.

Parents/carers and the community have been integral in supporting a range of activities including:

- Mothers and special persons' day stall (including hand made items from our parents/carers and community businesses)
- Working bees throughout the year
- Election polling place and BBQs
- Family Fun Night
- Special lunch days
- Whole School Christmas Lunch

Community and government partnerships/initiatives have included:

- Outside School Hours Care service implementation
- Chaplaincy program
- Breakfast Club
- Breakfast Club Family cooking classes
- Kids Hope Mentor program
- Club Connect Grant after school soccer sessions

Financial performance

Pembroke Primary School remained in a sound financial position in 2022. This is a result of careful financial and workforce planning and effective resource management. Pembroke Primary School staff continually look for improvements in practice to benefit all students, including those who are equity-funded. The staff work to ensure that a background of disadvantage is not a barrier to students reaching their potential as learners. In 2022, a high priority was placed upon the maintenance of school grounds and facilities to ensure a safe school environment. This included: playground refurbishment, extensive tree works, security lighting and internal/external painting. The school utilises Equity, CSEF, EAL and Refugee funding to employ additional staff members including a Learning Specialist (teacher) and a Multicultural Education Aide, to support the diverse needs of our students. Additionally, this funding enables all students to participate in a range of learning experiences including camps and excursions, purchase of high quality learning resources, including library and take home books, hands-on Mathematics resources, and ICT devices such as laptops and iPads. Tier 2 Inclusion funding has also enabled additional classroom support for students in 2022, including the employment of a Learning Excellence and Inclusion leader and Education Support staff. Pembroke Primary School actively seeks a broad range of State, Commonwealth and external sources of revenue beyond the Student Resource Package (SRP) to maximise student outcomes. We strategically review organisational design and structure, policies, processes and procedures to ensure optimal use of human, physical and financial resources in supporting continuous improvement. In 2022, Pembroke Primary School received additional funding from a range of sources to improve teaching, learning and school facilities. These included: - OSHC grant to establish our Outside School Hours Care program - Sporting Schools Grants - Active Schools Small Schools grant - Club Connect grant - School Chaplaincy Program. We also were successful in applying to participate in the DET PMSS initiative in 2021, which included the funding of 0.5 Mathematics Specialist for 2 years and an extensive professional development program to support the leadership of Mathematics.

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

<https://www.pemprim.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 78 students were enrolled at this school in 2022, 37 female and 41 male.

55 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).

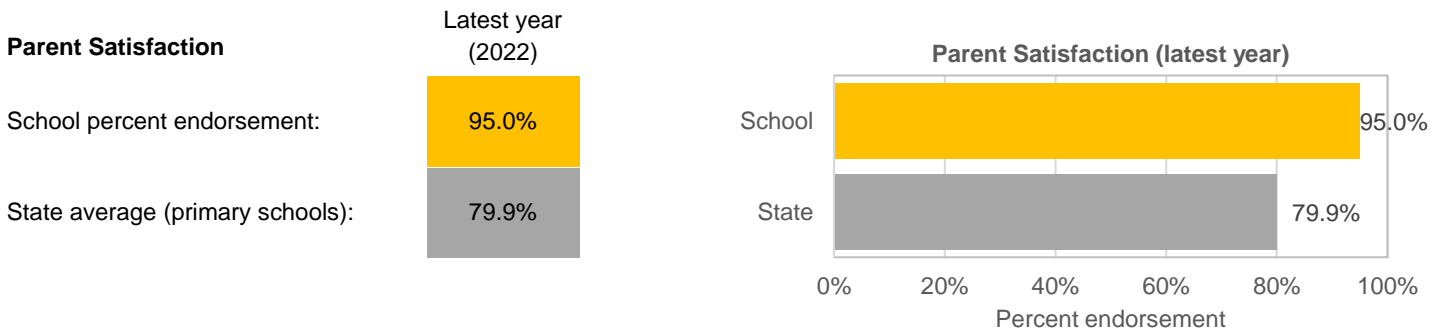
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

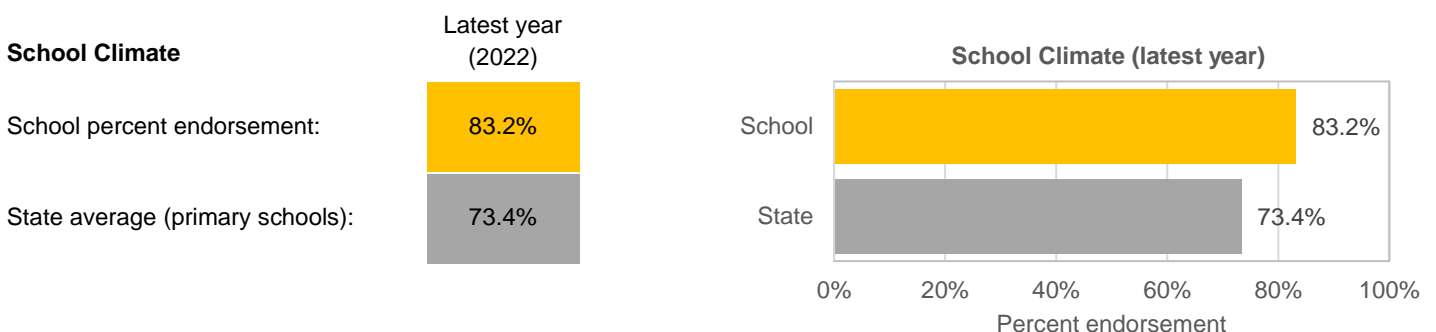


School Staff Survey

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:

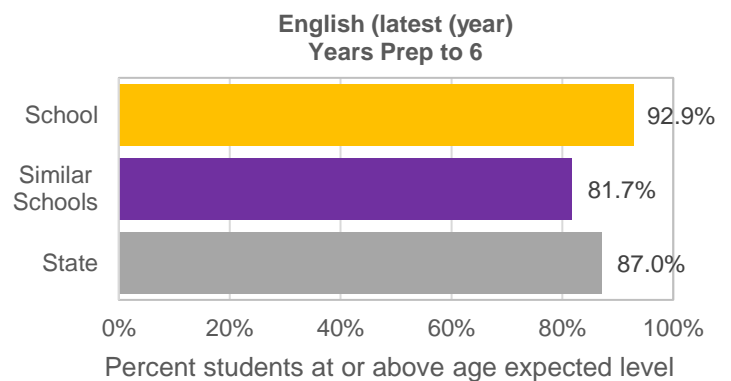
92.9%

Similar Schools average:

81.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

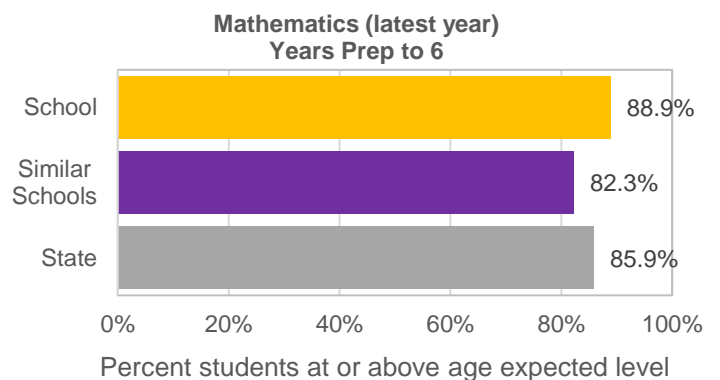
88.9%

Similar Schools average:

82.3%

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.

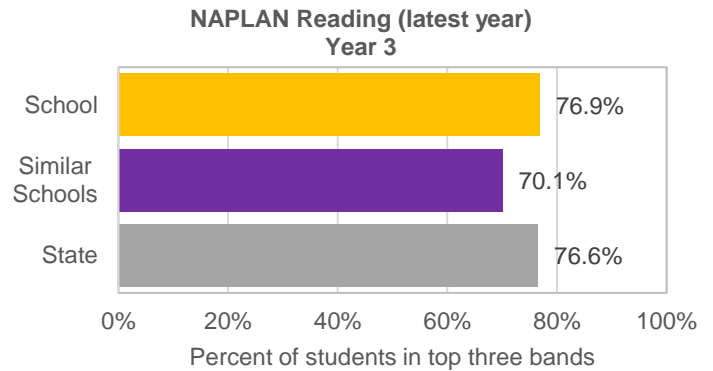
NAPLAN

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.

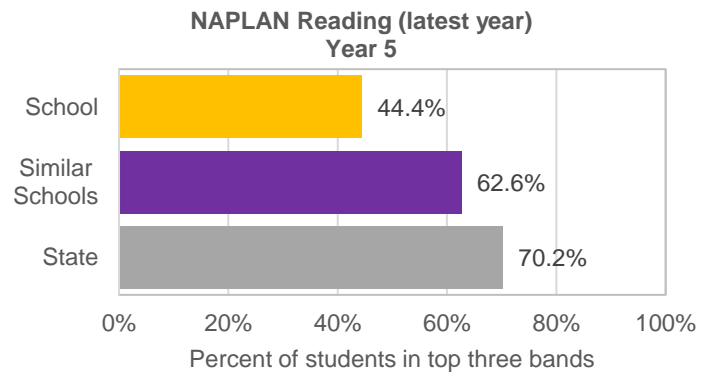
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	77.8%
Similar Schools average:	70.1%	69.0%
State average:	76.6%	76.6%



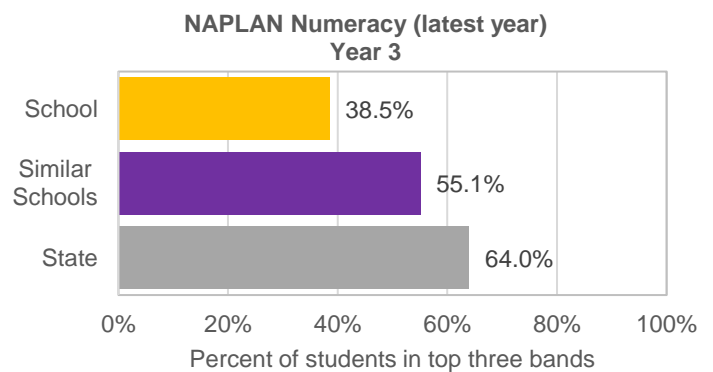
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	50.0%
Similar Schools average:	62.6%	61.7%
State average:	70.2%	69.5%



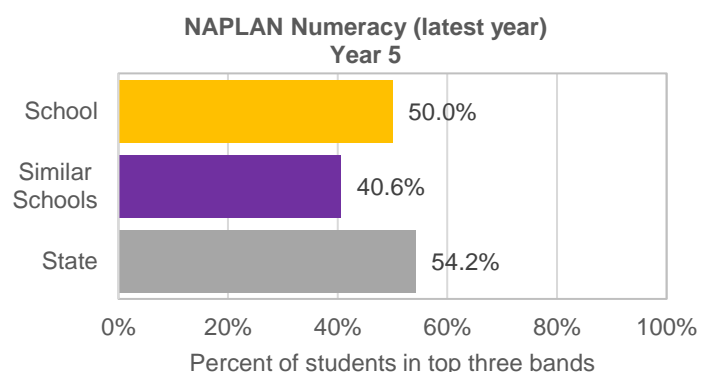
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.5%	51.9%
Similar Schools average:	55.1%	57.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	53.6%
Similar Schools average:	40.6%	48.7%
State average:	54.2%	58.8%



WELLBEING

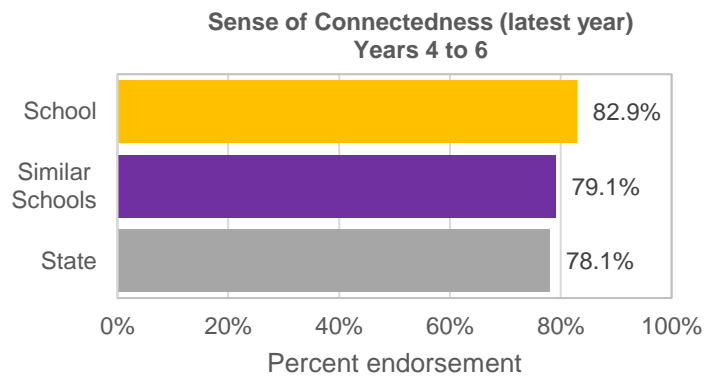
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.9%	86.8%
Similar Schools average:	79.1%	79.5%
State average:	78.1%	79.5%

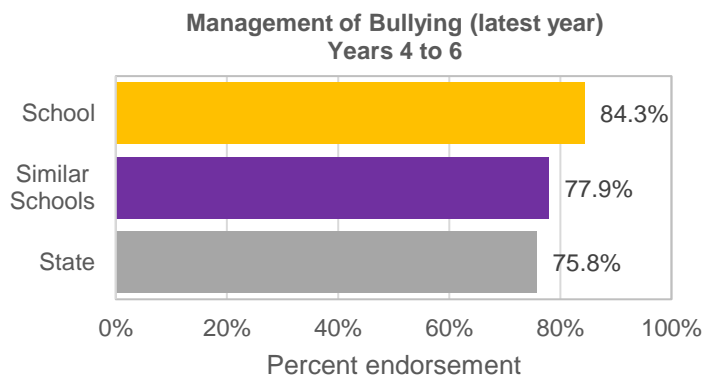


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.3%	88.7%
Similar Schools average:	77.9%	81.5%
State average:	75.8%	78.3%



ENGAGEMENT

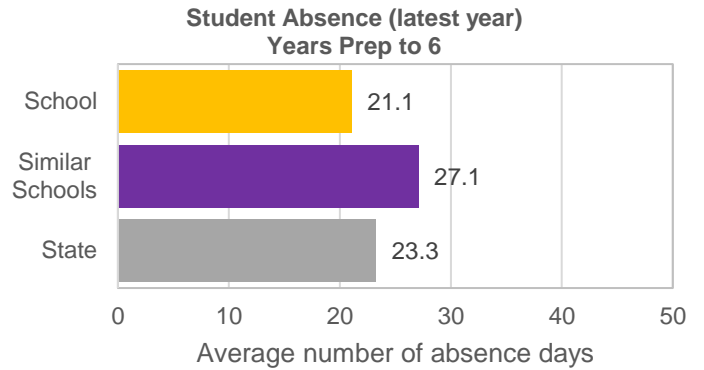
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.1	16.4
Similar Schools average:	27.1	20.3
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	90%	88%	86%	91%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,121,982
Government Provided DET Grants	\$394,765
Government Grants Commonwealth	\$4,000
Government Grants State	\$0
Revenue Other	\$9,705
Locally Raised Funds	\$57,097
Capital Grants	\$0
Total Operating Revenue	\$1,587,549

Equity ¹	Actual
Equity (Social Disadvantage)	\$263,815
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$263,815

Expenditure	Actual
Student Resource Package ²	\$1,209,423
Adjustments	\$0
Books & Publications	\$1,849
Camps/Excursions/Activities	\$43,789
Communication Costs	\$1,983
Consumables	\$35,304
Miscellaneous Expense ³	\$4,549
Professional Development	\$4,300
Equipment/Maintenance/Hire	\$25,218
Property Services	\$144,436
Salaries & Allowances ⁴	\$5,561
Support Services	\$73,116
Trading & Fundraising	\$19,415
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,944
Total Operating Expenditure	\$1,583,888
Net Operating Surplus/-Deficit	\$3,661
Asset Acquisitions	\$13,648

- (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	\$574,674
Official Account	\$25,303
Other Accounts	\$729
Total Funds Available	\$600,706

Financial Commitments	Actual
Operating Reserve	\$42,581
Other Recurrent Expenditure	\$948
Provision Accounts	\$0
Funds Received in Advance	\$8,363
School Based Programs	\$161,069
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$23,501
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$158,465
Asset/Equipment Replacement > 12 months	\$40,755
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$435,682

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.