**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 27 March 2023 at 11:32 AM by Joanne Ryan (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 06 April 2023 at 12:39 PM by Daria Turnbull (School Council President) | |

School Name: Lightning Reef Primary School (5541)

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

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**

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| **School context** |
| Lightning Reef Primary School boasts outstanding open planned facilities and large grounds beside Bendigo Showgrounds. The grounds are expansive and provides for active and passive play as well as a chicken enclosure and vegetable gardens. The full size gymnasium and indoor canteen ensure a range of indoor activities are encompassed in daily learning opportunities. The school's mission is to provide a welcoming and challenging environment that fosters respectful and responsible global citizens capable of thriving in the future. We hope our students graduate as knowledgeable, skilled, confident and critical thinkers through the school being a centre of excellence committed to sharing best practice.   Our key values demonstrate our shared and relentless commitment to implementing our mission so that our vision becomes a living reality.-We value RESPECT We respect ourselves, others and our environment.-We value CO-OPERATION We co-operate with our friends, peers, teachers, parents and community-We value RESPONSIBILITY We take care of ourselves, others, our belongings and the environment-We value BEING OUR BEST We all strive to be our very best in everything we do.   The enrolment in 2022 ranged between 161 and 169, and was 165 at Census day. The Student Family Occupation (SFO) index in 2022 was 0.86 and the Student Family Occupation and Education Index was also high, at 0.77. This characterises the school as a low socio-economic school community. In 2022, there was two students funded by the Program for Students with Disabilities (PSD) and another who qualified for DI funding in December.  21 ATSI students, 4 in Out of Home Care and 46 with a Karen background. The school went through a School Review mid 2022, which was a wonderful celebration of the gains it had made in all areas of school improvement. The staffing profile altered with six new teachers members joining the school adding a new dynamic to every teaching and leadership team.  The Acting Principal continued in the role with the support of the Learning Specialist and Business Manager taking on higher duties to backfill the vacant Assistant Principal role.   The school started the year with ten classes, but reduced to nine at the end of Term 1 due to less numbers arriving at the school than were enrolled to commence. This coincided with the departure of a classroom teacher, which aided a smooth transition. Homegroups were taught by 16 teachers, including a LS and two LTs, 5 part-time Intervention teachers, 3 specialist teachers and a tutor. Nine Education Support Officers (ES) supported students across the school. The school's specialist programs in 2022 were Visual Arts, Music and Physical Education and a LOTE program in Karen with the assistance of our Multi Cultural Aides.   The school enjoyed strong ties with the Greater City of Bendigo Council who sponsor local businesses to participate in an aspirational work program called Passions and Pathways (P&P) targeting year six students. The school also had strong ties with both the Eaglehawk and Bendigo Sandhurst Rotary Clubs, with Bendigo Sandhurst Rotary Club leading a weekly volunteer gardening program. The club also donated fresh fruit weekly that complemented our daily breakfast club. The school maintained positive community partnerships that supported our students and their families. The school accessed DET Speech Pathologists, Psychologists and Koorie Education Support Officers in 2022, supplemented by employing our own speech aide and a qualified Social Worker, employed as our Primary Welfare Officer (0.6) to complement these services using Equity funds.  A major success in 2022 was the introduction of a designated Student Attendance and Wellbeing Leading Teacher. This substantial commitment via Equity funding saw a total review of processes to track student absences, work closely with the Regional Team and families to support students to attend school on a regular basis. Although our Attendance Data remained a challenge, the newly developed Staged Response to Non-Attendance will provide us with a clear implementation strategy for future years.  Equity funding also supported additional ESS and a second Leading Teacher to promote and oversee SWPBS and RR&RR and manage Disability and Inclusion at a whole-school level. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The 2022 our focus regarding building leadership capacity was to continue to build the capacity of Middle Leaders across the school.  In 2022, the school split the two School Improvement Teams into Student Learning and Student Engagement and Wellbeing. This change allowed the teams to focus solely on one area and ensure both were focused and targeted to school needs.  The Student Learning SIT met fortnightly and allowed Middle Leaders to extend their capacity to lead others and ensure the dissemination of information occurred consistently and allowed for timely feedback. Additionally, data literacy and school accountability documentation were continuously addressed at meetings to deepen Middle Leaders perspective and apply whole school thinking.  The Learning Specialist had both a teaching and coaching role in 2022. When not teaching, the LS prioritized her time to support team planning in both Literacy and Numeracy and individual instruction across Year 2-6. Time was also dedicated to auditing planning of Literacy and Numeracy and aligning curriculum documentation with the Victorian Curriculum. The Acting Principal also had a coaching role in 2022 supporting team planning for Literacy and Numeracy in Foundation and Year One.  2022 NAPLAN Results showed significant gains in Writing and Spelling in both Year 3 and Year 5. Students working in the top two bands increased while those working in the bottom two bands decreased significantly. These results reflected the commitment to improving our practice across year levels through explicit teaching, differentiation and improved data literacy. Teacher judgement based on school-based data maintained in Semester One for both Reading and Numeracy, however students across the school achieved significant growth in Semester Two in Reading.  PLC Inquiry Challenges each term allowed teachers to work collaboratively to improve student outcomes. Teams completed inquiries into Reading, Writing and Numeracy ensure all areas were a focus through the year. Peer Observations were completed each term with teachers reflecting on their teaching and gaining valuable learning from their peers.  Whole school professional Learning was also a focus in 2022.  Teachers benefited from ‘What’s the Big Idea?’ and ‘Differentiation That Works’ PL through Love Maths and 6+1 Writing Traits Professional Learning. 2022 also saw the start of extensive coaching/ team planning with Peter Sullivan that will continue in 2023.  Reading Recovery continued to make a positive impact. Eleven students benefited from the program in 2022. Tutoring continued in 2022 in both Reading and Numeracy. The impact of these programs was profound with students making outstanding growth over the year.  Home / School partnerships continued to improve through termly student led conferences. During these students led conferences, student goals were reviewed and negotiated with students, parents/carers and teachers, in order to allow student voice and agency to drive individual improvement.   Resilience, Rights and Respectful Relationships sessions continued to be taught by teachers in every Home Group. This focused on developing students’ social, emotional, and positive relationship skills.  The new Disability Inclusion Funding Scheme in 2022 opened opportunities for more students to have access to assessments, adjustments and funding as well as staff professional development on inclusive classrooms. Our Disability Inclusion Leading Teacher attended routine professional meetings surrounding the new funding model to then support our teachers, students and families in making and recording the adjustments made to support access to the curriculum. In 2022 we were successful in completing one Disability Inclusion Profile, leading into 2023 with a greater understanding of the process. |
| Wellbeing |
| SWPBS remained the framework from which we worked throughout 2022. We worked with the new DET SWPBS Coach to review our current practice as components had changed during 2021 due to COVID-19 and remote learning. We worked with our community to move from a four-level behaviour matrix to a Major/Minor behaviour matrix to keep in line with current SWPBS practice. A major achievement was the school retaining the Blue certificate (Tier One) in the VSWPBS accreditation process for the third year running.  Approximately twenty students (10%) required Tier Two or Three support to manage their behaviour. Fourteen students had twenty-four suspensions over the year.  We recognised the importance of re-establishing school-wide behaviour expectations, along with prioritising positive relationships. Classes again explicitly taught the school values and mantras, the behavioural expectations in classroom settings and yard, along with school responses to inappropriate behaviours. Teachers demonstrated how to react to negative behaviour with greater consistency through the whole school agreed behaviour chart, with students reporting they felt safe in the classroom. Staff who hadn’t completed the Berry Street Education Model did so in the first semester of 2022. This provided them with strategies to foster a calm learning environment and utilise de-escalation strategies. This action reinforced the value of consistent practices, brain breaks, calming area, fidget toys and zones of regulations which was observed in classroom observations during the Review.  Students Attitude to School Survey data showed positive endorsement of the factor Sense of Inclusion at 88% and the Parent Opinion Survey factor of Promoting Positive behaviour at 90%.  As a school, we continued to participate in the School Breakfast Program, providing breakfast 5 days per week. The Body Safety Australia program was implemented across all year levels to educate all students about gender, puberty and cyber safety at an age-appropriate level.  In July 2022 the new Child Safety Standards came into effect, moving from seven standards and principles to eleven new standards. To meet compliance with the new standards, we updated eleven of our policies, put new signage in the school, created an action plan and conducted professional learning.  The Wellbeing Supplementary Report, taken from the Attitude to School Survey, indicated that our school is at the emerging stage for attitudes to emotional awareness and regulation and high resilience. Managing bullying, respect for diversity and sense of confidence is further along and is evolving.  The Staff Health and Wellbeing Survey showed mixed results, with a substantial discrepancy between Principal & Teacher class and Education Support Staff.  The Leadership and OH&S Team unpacked the Survey information to determine areas that the ES were particularly concerned about. The Leadership Team then devised an action plan to address the findings with ES Wellbeing to be implemented in 2023. |
| Engagement |
| In 2022, the average absence rate increased from 24.7 days to 29 days across the school. 30% of our students had 30 or more absence days, with a 5% increase from 2021. Our Year Six students were again our biggest concern. Absences attributed to medical and illness absences substantially increased due to the continued mandatory isolation periods in 2022 for those with or in a house with COVID-19.  The school worked closely with services and the DET Health Wellbeing and Specialist Services, to support students with chronic absences and their families to re-engage with school. Importantly, some students had particularly high absences due to the distance they lived from the school.  We supported these families to enrol at schools closer to their residential address so they could walk to school. We also worked closely with Attendance Officers at Region to develop a clear process to support the students who were absent for the equivalent of half a school year. The plan will be implemented in full in 2023. The school attributed poor attendance averages to trauma, mental health and issues with re-engagement. While regular attendance continued to be a real concern for our school community in 2022, the Leading Teacher was able to identify reasons for absence by being persistent in contacting families every time students had an unexplained absence, or patterns of absence were evident.  The school moved from Sentral to Compass as a main form of communication and role marking as many families were already familiar with the app due to other schools’ use. In 2022 teachers continued to use their school mobile phones as an effective way for teachers and families to have direct access to each other. The school continued to utilise Classroom Dojo as a tool for both communication and celebration of student achievements, growth and accomplishments. Families reported they liked dojo as it was user-friendly.  School phones, dojo, newsletter and the addition of Compass provided multiple mediums of communication for our school community.  The school continued to strengthen our partnership with Sandhurst Bendigo Rotary.  Volunteers came to run a weekly gardening club for students as well as providing funding to supplement the cost to Year 6 students to participate in the Passions and Pathways program.   Attitudes to School SurveyThe AToSS data indicated that our school is at the emerging stage for attendance and the embedding stage for advocate at school, sense of connectedness, stimulated learning and student voice and agency.Sense Of Connectedness increased by 10% from 72% in 2021 to 82% in 2022, reflective of a consistent year in the classroom, building in-person relationships. Additionally, managing bullying increased from 68% in 2021 to 74% in 2022, reflecting our focus on student behaviour and creating a shared definition of bullying within our school community accompanied by explicit teaching and incursions. Parent Satisfaction SummaryOur results indicated a continual improvement in overall satisfaction, outperforming the state average by 12%! Positive parent participation and involvement also increased by 3% from last year. With a strong focus on parent involvement teachers, lead teachers and our Primary Welfare Officer placed great time on ensuring parents and guardians are involved in all areas of their students school life. As a school, we also changed our assembly time in 2022 to the last hour on a Friday to better suit our families so they could attend and celebrate with us. Staff SurveyThe 2022 Staff Survey showed our school outperforming the state in all three areas of staff health and wellbeing! The significant focus of staff being encouraged to report health and wellbeing concerns with 81% positive endorsement compared to the state average of only 74%. Reflective of our supporting school climate was teacher collaboration with 82% compared to the state average of 66%, demonstrating our staff’s cohesive commitment to whole school improvement. |
| **Financial performance** |
| Lightning Reef Primary School maintained a strong financial position throughout 2022. Working through the Review process and setting a new four-year School Strategic Plan, along with using the 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities.   School expenditure matched budget allocations and was used effectively to target school priority areas. Programs were conducted within budgets, with some variations that were noted by the School Council Management Committee during the year.   The large amount of Equity funds received in 2022 enabled the school to employ more staffing as required. In 2022, Equity funds were directed towards the following: - The continuation of intervention support teachers, to provide Reading Recovery, Extending Mathematical Understanding, Tutoring in Senior Literacy classes, EAL and Speech - Education Support staff employed to support non-funded students - Two Multicultural Aides to support the large Karen population - Continuation of payment for Leading Teachers to support the development of teaching staff in the areas of Attendance/Wellbeing and Disability/Inclusion   Additionally, being prepared for the likely  impact of Covid restrictions on staff through the 2022 school year saw a substantial increase of funds allocated to Casual Relief Teachers in order to minimise disruption to student programs.  In 2022, after the School Council formulated, implemented and monitored school revenue and expenditure budgets, the end result was a planned deficit of $413,084. These Equity funds will remain in the High Yield Investment Account to cover the 2023 Term Three and partial Term Four grant.  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. |
| **For more detailed information regarding our school please visit our website at** [**http://www.lightningreefps.vic.edu.au**](http://www.lightningreefps.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 165 students were enrolled at this school in 2022, 73 female and 92 male.

31 percent of students had English as an additional language and 13 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 90.5% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 65.4% |
| State average (primary schools): | 73.4% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 57.0% |
| Similar Schools average: | 68.7% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 44.2% |
| Similar Schools average: | 66.5% |
| 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.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 66.7% | 51.4% |
| Similar Schools average: | 59.7% | 59.8% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 52.9% | 39.2% |
| Similar Schools average: | 48.8% | 48.8% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 36.8% | 43.3% |
| Similar Schools average: | 41.4% | 45.0% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 18.8% | 21.9% |
| Similar Schools average: | 31.9% | 36.1% |
| 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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 81.7% | 74.7% |
| Similar Schools average: | 76.7% | 78.3% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 73.7% | 73.4% |
| Similar Schools average: | 74.1% | 76.6% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 28.9 | 28.6 |
| Similar Schools average: | 28.0 | 23.4 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 87% | 85% | 90% | 86% | 89% | 83% | 81% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,168,586 |
| Government Provided DET Grants | $576,980 |
| Government Grants Commonwealth | $21,980 |
| Government Grants State | $0 |
| Revenue Other | $18,904 |
| Locally Raised Funds | $94,137 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,880,586** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $772,463 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$772,463** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,534,354 |
| Adjustments | $0 |
| Books & Publications | $1,754 |
| Camps/Excursions/Activities | $32,508 |
| Communication Costs | $6,083 |
| Consumables | $43,566 |
| Miscellaneous Expense 3 | $9,403 |
| Professional Development | $22,838 |
| Equipment/Maintenance/Hire | $40,123 |
| Property Services | $71,611 |
| Salaries & Allowances 4 | $109,103 |
| Support Services | $36,137 |
| Trading & Fundraising | $30,680 |
| Motor Vehicle Expenses | $57 |
| Travel & Subsistence | $1,636 |
| Utilities | $34,839 |
| Total Operating Expenditure | **$2,974,693** |
| Net Operating Surplus/-Deficit | **($94,106)** |
| 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 | $1,154,076 |
| Official Account | $89,203 |
| Other Accounts | $0 |
| Total Funds Available | **$1,243,279** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $69,285 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $462,900 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$532,185** |

*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.*