

# 2022 Annual Report to the School Community

School Name: Mount Eliza North Primary School (5140)



- 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 03 April 2023 at 12:43 PM by Julie O'Brien (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 26 April 2023 at 06:29 PM by James Batty (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

Mount Eliza North Primary School strives to create a community of learners who are empowered to inquire, achieve and contribute to the world around them.

Mount Eliza North Primary School, an accredited International Baccalaureate Primary Years Program school (IB PYP), is situated on a large tract of hilly land bordered by an extensive nature reserve. It is located in the Mornington Peninsula suburb of Mount Eliza, 5 kilometres from Frankston and 45 kilometres from the centre of Melbourne. The school was opened in November 1979 and was built to an architecturally designed plan incorporating many open plan learning spaces. Twelve state of the art portable classrooms have been installed to cater for the student population. The school is currently capped at 650 students with the majority of families residing within or just outside the neighbourhood boundary.

The extensive playground provides a variety of areas for students in a unique, rural setting whilst the vast grounds provide ample provision for outdoor activities and Physical Education. The playground includes an oval, synthetic turf soccer pitch and games area, an outdoor basketball/netball court, cubby houses, large sandpit, additional asphalt areas and purpose-built play equipment for each sub school. The school has a full-size gymnasium with an adjoining music/band room complex.

The IB PYP develops active global citizens. Our school community values knowledge that is relevant and significant. We develop skills which enable students to become lifelong learners with positive attitudes towards learning. The IB program provides a concept driven, inquiry-based framework for teaching and learning which allows for every child to maximize their learning potential.

At Mount Eliza North Primary School, we are committed to continuous improvement and excellence in teaching and learning. Students learn in an engaging environment where we develop inquiring, knowledgeable, caring young people. The classroom organisational structures allows teachers to meet the individual needs of the children. We teach to the developmental stage of the child, not the chronological age of the child. This belief is supported through the practices of the teachers, programs and initiatives throughout the school. Students acquire knowledge and apply understanding through high quality programs as well as extensive specialist classes including Physical and Outdoor Education, PMP, Performing and Visual Arts, Language Other Than English (LOTE) program F – 4 French & Year 5- 6 German and Library. Our students are also able to access individual or small group instructional lessons for instruments such as flute, clarinet, trumpet, saxophone, drums, guitar, violin, keyboard and singing.

Learning Technologies are a key component of all education programs in the school. Each classroom has access to a variety of digital devices with all classes networked and linked to the Intranet and Internet. The school has net books and iPads available for classroom use, providing one device between two students. Middle and Senior School classes have large screens in their classrooms and all Junior School classrooms have large interactive screens.

An extensive student leadership program is provided to promote nurturing and development of organisation, initiative, confidence and responsibility in our students. A proactive Student Representative Council has 2 representatives from each grade who are led by our Year 6 Student Representative Council leaders.

There is a strong partnership between parents and staff with a high level of parent participation including: School Council, PFA, classroom helpers, student mentoring, excursions, the camping program, fundraising and social activities.

To support our students through their transition to and from primary school, the school has developed excellent

relationship with Walkers Road Kindergarten, Mount Eliza Secondary College and other local schools and kindergartens.

At Mount Eliza North Primary School, we have a Principal and 2 Assistant Principals. The first Assistant Principal is responsible for Wellbeing, School Organization and Facilities while the second is responsible for IB / Pedagogy leadership. Our support staff includes 3 office staff, a first aid officer and 5 integration aides. The school staff has a range of experience, from graduates to highly experienced classroom and specialist teachers. We have 23 fulltime and 11 part time teachers on staff. All staff are enthusiastic, supportive, willing to embrace change and strive to create excellence in teaching and learning.

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

### Learning

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

To support the implementation of KIS 1, the school employed the following actions:

- Develop and implement a school-wide numeracy strategy.
- Establish Professional Learning Communities (PLC) processes and protocols to enhance teacher collaboration and strengthen teaching practice with a particular focus on numeracy.
- Build the capacity of middle leaders to lead the teaching of number and mathematics.
- Plan whole school professional learning utilizing evidence- base approaches to supporting students learning in numeracy.

The school implemented a school wide numeracy strategy using the PLC framework. To build the confidence and capacity of staff in the teaching of numeracy and to have a clear understanding of the meaning and connection between numeracy and mathematics a numeracy consultant was employed to provide professional learning for staff. The school Numeracy Learning specialist also delivered a series of professional learning sessions, with a focus on Maths Talks and Rich Assessment Tasks. PLC meetings maintained a focus on data literacy and planning to meet the needs of students. Data trackers were used in PLC meetings to monitor data on a regular basis, discuss strategies for planning, implement intervention measures, and discuss levels of intervention.

Mount Eliza North Primary School continues to be extremely proud of our achievements in student learning outcomes. In 2022, Teacher Judgement of students Years Prep to 6 working at or above age expected standard in English 95.0% and Mathematics 92.6% remain high.

NAPLAN Reading data – percentage of students in top three bands remain high in Year 3 94.7% and Year 5 88.2%, although a decline of 6% was noted

NAPLAN Numeracy data – percentage of students in top three bands remain high Year 3 89.7% and Year 5 69.6%.

In all NAPLAN data the school remains above similar school and state average results.

### Wellbeing

At Mount Eliza North Primary School we have a well well-defined whole school approach to Student Wellbeing. This approach is underpinned by policies and embedded processes for wellbeing. The school has a well-established Well Being team with representation from all sub schools including, Leadership, our Key Contact Support Officer and ES Staff including a speech therapist and social worker. The team meet on a scheduled fortnightly basis to plan for and provide support for students, families, and staff and to organise parent information sessions and professional learning for staff. The Wellbeing Team and staff use a variety of data to monitor student performance, track student absence and closely track and support 'Students At Risk'.

At Mount Eliza North Primary School we continue to implement an effective Behaviour Management Plan. Staff and students have a collective understanding of the processes and high expectations of student behaviour. Its key features include commonality of language, classroom and yard behaviour management processes, an Indoor Play area, building relationships, behaviour strategies and school-based positive recognition initiatives. The plan focuses on developing essential agreements between staff and students to ensure all stake holders feel safe, confident, and respected in the school setting. When needed a Restorative Group Chat (RCG) is held in the Indoor Play area. Here teachers guide students and help them reflect on their reaction or behaviour after a yard incident to build positive relationships and behaviour strategies.

In 2022 the Play Leaders program continued with over 50 Year 5 students applying and participating in a training day where they develop new skills including, learning new games and how to resolve conflict. Play leaders work in pairs to facilitate games with a range of students. During recess and lunch play leaders promote cooperation, inclusivity, and fun!

Mount Eliza North Primary School is an accredited eSmart school. As an eSmart school the smart, safe and responsible use of information and communication technology is a cultural norm and expectation here at Mount Eliza North Primary School. Our students, teachers and the wider school community are equipped to embrace the best these technologies can offer while being savvy about the pitfalls.

In 2022 we continue to implement the Resilience, Right and Respectfully Relationships program with all classes utilising the Department resources to support their learning.

In 2022 there was a strong commitment by staff to ensure that students mental health and well-being structures and supports were implemented. There has been a significant focus by the school to support a number of students who transitioned back to onsite learning with mental health and wellbeing issues. Of note was the significant work undertaken in the Disability Inclusion program, including supporting students at risk to participate in a range of Tier 2 interventions and programs.

2022 saw the continued implementation of the Mount Eliza North Primary School's Koori Policy in line with the state's Marrung Initiative. The policy outlines our commitment to several actions including all Koorie students having a Personal Learning Plan, Koorie links being made to the curriculum and units of inquiry and attendance data for Koorie students being tracked using Sentral. All staff have participated in the CUST (Cultural Understanding and Safety Training) to support our commitment to the initiative. Our students continue to have a strong sense of connectedness to school and positive response to management of bullying, as evidenced in our Wellbeing data. Student absence data indicates an increase in the average number of student absence days.

## Engagement

In 2022 the average days of student absences of 21.6 days or more was below the median of all Victorian Government Primary schools 23.3. Student absences at Mount Eliza North Primary School in 2022 can be attributed to illness, parent choice (unauthorised – usually sporting commitments) and the fact that many families take extended holidays during school time. Absence and attendance data in 2022 may have also been influenced by school processes and procedures adopted in response to remote and flexible learning.

Recording of absences using the Sentral platform and a formalised process for late arrivals, early leavers and school visitors has parents taking greater responsibility for their child's attendance. Student attendance data is shared with parents twice a year on Student Reports. Students with absenteeism concerns receive regular correspondence to alert families and in extreme cases, Student Support Group Meetings are held to address particular concerns. Information regarding the importance of students attending school daily is included in the school newsletter on a regular basis.

The Student Representative Council (SRC) continues to play a major role in student engagement and this forum provides opportunity for student voice throughout the school. The actions of the SRC are purposeful and authentic and include whole school cross-age special events such as: Footy Fun Day, school parades, whole school picnic, charity fund raising and sporting events. These events further promote student engagement with their peers across the school and greater connectedness to school. Sustainability continued to be a focus throughout 2002. The Sustainability and Environment teacher leads the Green Team; a group of students who help recycle and promote positive messages relating to the environment. We successfully applied for and obtained a grant from Mornington Peninsula Shire Council to promote sustainability throughout the school. We have painted and refreshed the area outside the canteen and are in the process of organising bins, labels and education for students as new sustainability measures are implemented.

School initiated programs provide opportunities for our students to be engaged in non-academic yet challenging activities. These include before school cross-country training, tennis, and basketball clinics through Sporting Schools. Lunchtime programs led by our PE specialist include basketball and soccer competitions. Teachers and Year 6 students led the HORIZONS lunchtime activities for our younger students. Year 5 Play Leaders support younger students play during lunchtime. Students can borrow play equipment such as games, cars, balls, chalk, books etc from the Developmental Play Shed during lunchtime. The Instrumental Music program continues to engage a large number of students across the school.

All students in Years 2 – 6 attend school camps. In 2022 Year 2 students spend the day at a local camp, Year 3 students attend a 1 night camp at Portsea, Year 4 students attend a 2 night camp at Phillip Island, and Year 5 and 6 students had 3 nights at Camp Coonawarra in Gippsland. Year 6 students usually have a 3-night Canberra Camp, but due to COVID bookings were unavailable until 2023.

Team Kids continued to conduct their holiday and before and after school-care program on site. Throughout 2022, a range of parent Information sessions were conducted by staff after school hours to further enhance community engagement in learning and to

support Remote Learning. These included sub school information sessions, PYP and Exhibition and literacy sessions. We also had presenter Jodi Richardson who educated our school community on supporting students with Anxiety and Kelly Nash who continued to deliver our comprehensive Body Education sessions for parents as part of our Resilience, Rights and Respectful Relationships work.

At Mount Eliza North Primary School, we continue to strive to provide our learning community with a stimulating, safe and nurturing environment where excellence in teaching and learning is at the core of what we do.

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## Other highlights from the school year

The school has a strong and supportive parent community. In 2022 the Parents and Friends Association organised a variety of whole school events and celebrations to both raise money and bring the community together.

One highlight of our school calendar is the Annual Art & Design Show. This fundraising events hosts both local and international artists to exhibit a variety of mediums including paintings, photography, sculpture, functional design and jewellery. In 2022 the show featured a photography exhibition of our students work.

The PFA host a range of events for our students and parents. These include special food days, Grandparents morning tea, Mother's and Father's Day stalls, a Colour Run, Student disco, sausage sizzles, Trivia Night and Welcome Picnic

All PFA community raised funds are spent by the school in the following year to improve school grounds or facilities.

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## Financial performance

The Finance Performance and Position document demonstrates strong financial management processes and procedures within the school administration. The High Yield Investment account at the end of 2022 held \$861,833 while the Official account held \$9,8760 Income generated from PFA events and locally raised funds for all events in 2022 totalled \$85,350.00, which is an outstanding effort on behalf of our school community.

Expenditure for casual relief teaching employment (CRT) increased during 2022 due to staff illness and staff accessing Long Service Leave. Staffing salaries have increased \$40,000 due to having senior staff levels and increments from the new Victorian Government Schools Agreement.

Through the strategic allocation of equity funding the school employed a speech therapist to target students through a Phonemic Awareness Program, and to provide professional learning and support to staff. The school employed a social worker for one day a week to provide support to students and families and to provide professional learning and support to staff.

In 2022 the Tutor Learning program continued with the school employing 3 tutors to work in each sub school.

Professional Development for staff increased in 2022. The school held 2 curriculum days for all staff with a focus on teaching through the International Baccalaureate CONCEPTS. The Assistant Principal and Numeracy Leader undertook the Leading Numeracy program at BASTOW and 9 staff undertook PLC training with the Department of Education. The school employed a numeracy consultant to lead the Numeracy curriculum day and to work with sub school leaders to map the curriculum.

Teacher Professional Practice days funded by the state government continue to be highly valued by all teaching staff.

**For more detailed information regarding our school please visit our website at**  
<https://www.menps.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 600 students were enrolled at this school in 2022, 293 female and 307 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

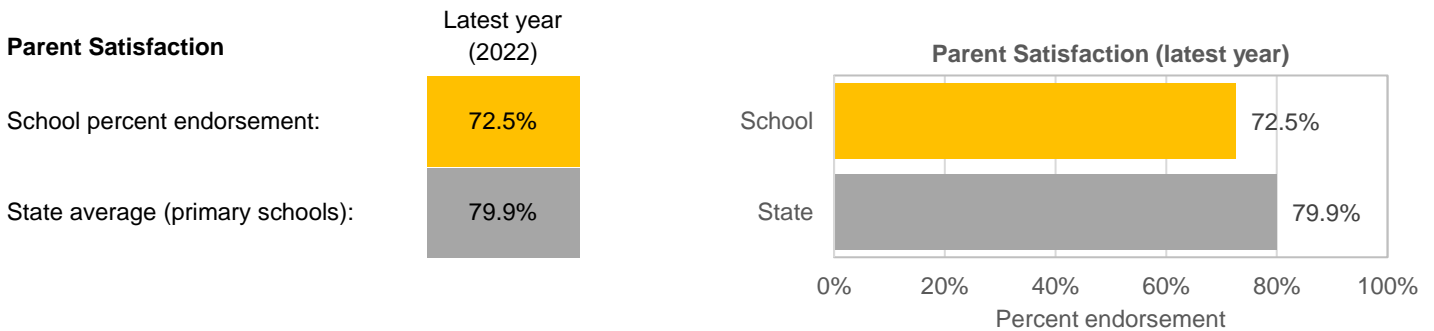
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

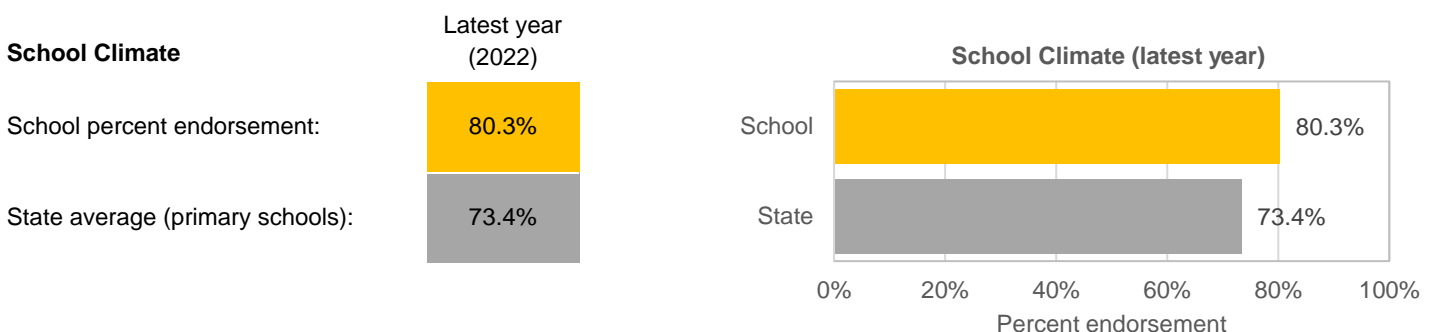


### School Staff Survey

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:

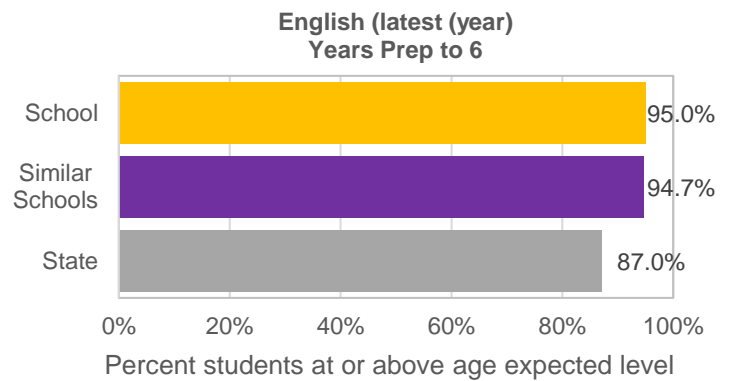
95.0%

Similar Schools average:

94.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

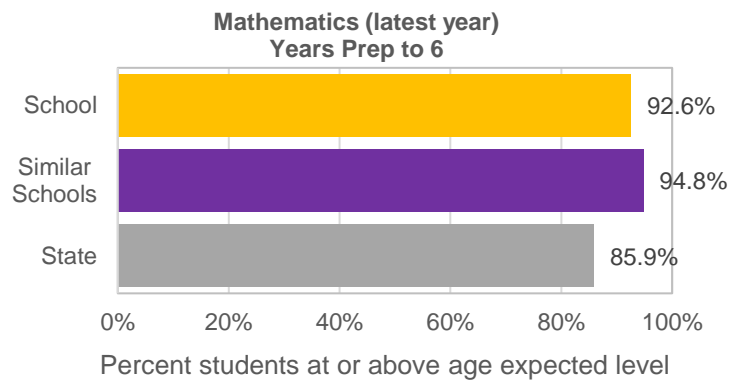
92.6%

Similar Schools average:

94.8%

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.

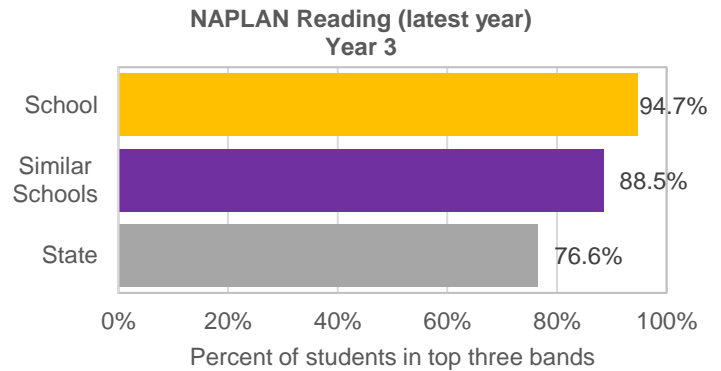
### NAPLAN

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.

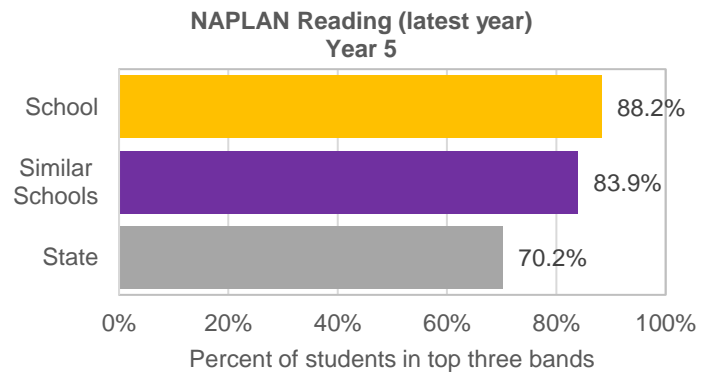
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.7%	94.4%
Similar Schools average:	88.5%	88.8%
State average:	76.6%	76.6%



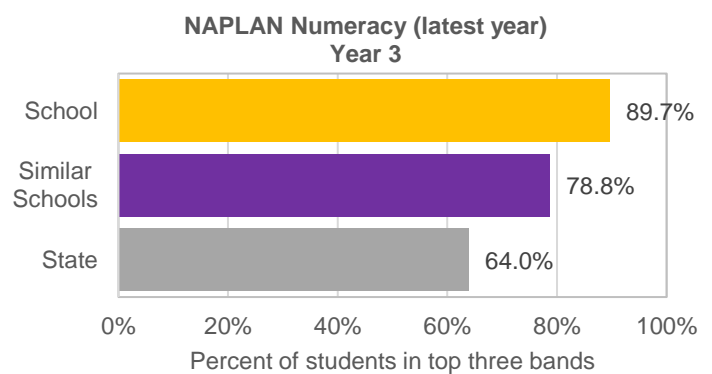
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	89.9%
Similar Schools average:	83.9%	83.1%
State average:	70.2%	69.5%



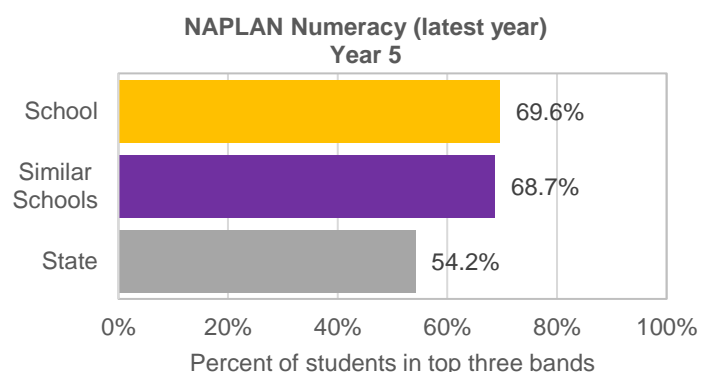
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.7%	90.0%
Similar Schools average:	78.8%	81.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	71.9%
Similar Schools average:	68.7%	73.3%
State average:	54.2%	58.8%



## WELLBEING

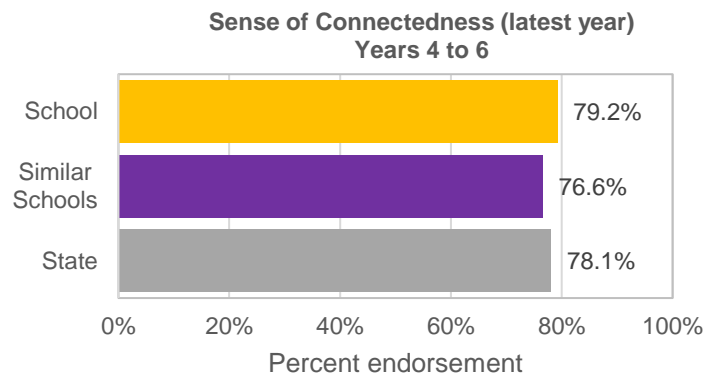
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.2%	84.9%
Similar Schools average:	76.6%	78.1%
State average:	78.1%	79.5%

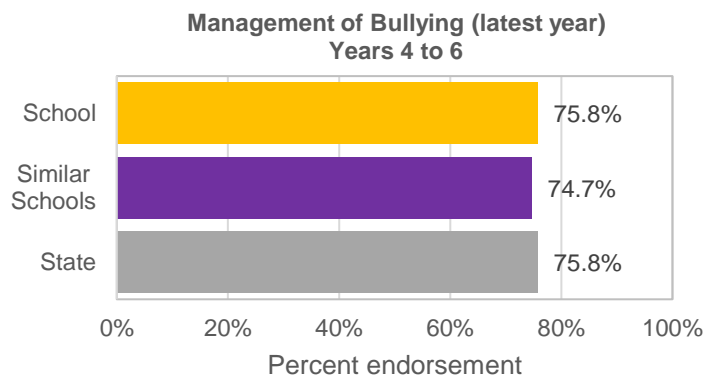


### Student Attitudes to School – Management of Bullying

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:	75.8%	81.3%
Similar Schools average:	74.7%	77.4%
State average:	75.8%	78.3%



## ENGAGEMENT

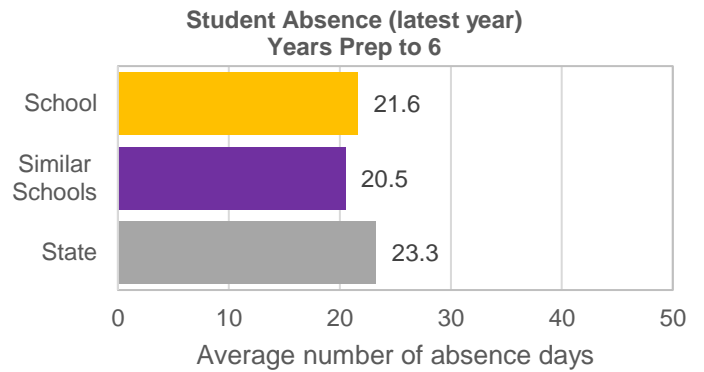
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.6	13.8
Similar Schools average:	20.5	13.8
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):	90%	89%	90%	88%	88%	90%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,927,970
Government Provided DET Grants	\$600,822
Government Grants Commonwealth	\$19,452
Government Grants State	\$0
Revenue Other	\$27,937
Locally Raised Funds	\$649,324
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,225,505</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,582
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,582</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,969,922
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$199,808
Communication Costs	\$6,289
Consumables	\$83,909
Miscellaneous Expense <sup>3</sup>	\$20,337
Professional Development	\$40,926
Equipment/Maintenance/Hire	\$110,196
Property Services	\$111,498
Salaries & Allowances <sup>4</sup>	\$301,193
Support Services	\$17,578
Trading & Fundraising	\$105,785
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$607
Utilities	\$61,736
<b>Total Operating Expenditure</b>	<b>\$6,029,783</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$195,722</b>
<b>Asset Acquisitions</b>	<b>\$11,595</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	\$861,833
Official Account	\$9,876
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$871,708</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$160,521
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$171,010
School Based Programs	\$361,720
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,904
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$175,585
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$876,741</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.*