

2022 Annual Report to the School Community

School Name: Mitcham Primary School (2904)



Mitcham Primary School
thinkers | learners | leaders

- 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 13 March 2023 at 06:35 PM by Erin Norman (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 13 March 2023 at 10:17 PM by Nasra Higgins (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

Mitcham Primary School was established in 1888 and relocated to its present site on Mitcham Road, Mitcham in 1930. The school's tradition of educational excellence is complemented by attractively presented treed surroundings on an extensive 6-acre site in the established eastern metropolitan suburb of Mitcham in the City of Whitehorse. Mitcham Primary School is part of the Riversdale Network of Schools in the North Eastern Victoria Region. Currently, the school has a population of approximately 505 students who proudly wear the traditional colours of green and white.

Mitcham Primary School's vision is to foster the development of students as 'Thinkers, Learners, Leaders' and to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live. In 2021 our school community reviewed our school values; the whole school consultation embraced the following four values:

- Respect - For ourselves, others, and our environment. Caring for, understanding, accepting, and appreciating ourselves and others.
- Resilience - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard, and not giving up easily.
- Kindness - Being friendly, generous, and considerate to others and yourself.
- Love of Learning - Is a valued disposition that embraces critical thinking and reasoning and celebrates gaining new understanding, knowledge, behaviours, skills, values, and attitudes.

Our school teaching and learning focus is to:

- encourage children to become life-long learners who see learning as engaging and critical to their development.
- foster the natural curiosity of children by encouraging inquiry and independence.
- develop critical and analytical thinking through problem-solving and decision-making activities.
- enhance creativity through open-ended activities involving the manipulation of materials and ideas.
- develop student leadership and team skills by encouraging tolerance, respect, and co-operation in a multi-cultural context.
- achieve high standards in all learning areas.
- prepare students to make a positive contribution as thinking participants in the citizenship of Australia.
- prepare children to be resilient in embracing ongoing change.

The school populace continues to be extremely diverse with 32 community languages spoken in community families' homes, with several refugees enrolled, and approximately 30% of students speaking a language other than English at home. We have one Principal, one Assistant Principal, 30 teaching staff members (24 FTE), one business manager, two office administration staff, and seven education student support staff (Integration, MiniLit coordinator, Maintenance Person, and Librarian Technician).

Every Mitcham Primary School student co-creates Learning Goals with their class teacher. The teachers work in level teams to analyse student data and to plan programs that meet the needs of all the students in their cohort. Technology is integrated into the learning environment and the comprehensive one-to-one program operating from Grade 3-6 in the school gives our students the opportunity to develop and demonstrate the knowledge, skills, practices, and attitudes necessary for students to be engaged 21st-century citizens capable of shaping our future. There is a strong Robotics program focus and coding is taught formally. A broad range of specialist and extra-curricular programs are offered across the school. STEM, Visual Arts, Performing Arts, Physical Education, Indonesian (LOTE), and Library are the school's F-6 specialist provisions.

Mitcham Primary School provides students from non-English speaking backgrounds and international students with a high-quality education and a genuine opportunity to succeed, we employ an EAL teacher and offer multiple literacy support opportunities to all our students. Mitcham Primary School belongs to a group of accredited Primary and Secondary schools, each acknowledged for offering a diverse curriculum and innovative teaching practices, catering to the needs of international students.

In 2022 staff, students and parents contributed to the School Self-Assessment and the future direction in the School Strategic Plan 2022-2026 for the school review, culminating in three school goals for the next four years:

- To maximise students' learning growth and achievement
- To improve student voice and agency
- To maximise the wellbeing of all students

In managing the significant impacts and changes our school and students faced in 2021 and 2022 due to COVID-19, the 2023 Mitcham Primary School Annual Implementation Plan has been written to focus on the two major priority areas identified by the

Department of Education:

1. Learning – Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. At MPS we are continuing to build a rich, relevant, challenging, and stimulating learning environment that promotes independence by embedding teacher capability to utilise data and a range of formative assessment strategies to teach to each student's point of learning.
2. Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. At MPS we will continue implementing a whole-school approach to improving student resilience and wellbeing with a focus on Positive Education Psychology.

Parent engagement is high and community involvement is valued at Mitcham Primary School, we have an active school council, and parents are involved in a variety of different aspects of school life including classroom helpers, assisting with sports teams, school working bees, and fundraising activities. The school's website, Facebook page, fortnightly newsletters, and use of the Compass student management system provide rich and informed communication and information. Parent input via surveys and consultation is ongoing. Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities. Strong community pride extends into the internal learning environment.

The school has 23 classes (including five Montessori classes). The classes are housed in three main classroom blocks and there are standalone facilities including our Art Room, Multi-Purpose Room, Music Room, Performing Arts Centre, and two Modular 5 classrooms. The school made several improvements to the facilities in the last 12 months including the construction of an outdoor classroom and vegetable garden, the total refurbishment of our Performing Arts classroom, the creation of a 'Maker Space' Learning Centre which is used for STEM lessons and activities, including wood technology, science, cooking, and digital technology, synthetic resurfacing of our basketball and netball courts and the refurbishment of our reception and administration office.

Our students are provided with many opportunities to develop their leadership skills and to participate in extra-curricular activities during and outside of school hours, including sports events, a huge variety of lunchtime activity clubs, including a young author's club, book club, gardening club, dance club, yoga club, choir, and robotics, as well as dance, chess, sport, and instrumental music programs offered by external providers. The school also supports an Out of School Hours Care program, including holiday programs, run by TheirCare.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school culture is one of high expectations, and continuous improvement of student and teacher learning is ingrained. We are very pleased with the progress we have made in working toward our Achievement goals and key improvement strategies. We facilitated several Literacy and Numeracy professional development activities for staff, these included training two staff in the new Department of Education Victorian Academy of Educational Leadership 'Teacher Excellence Program', training two staff in the Victorian Academy of Educational Leadership 'Local Literacy Leaders' program, training three staff in the Victorian Academy of Educational Leadership 'Leading Mathematics' program, in addition, all school staff has participated in multiple workshops with Maths coach Michael Ymer, Kimochi Social and Emotional Learning, THRASS training for new staff members, Fountas and Pinnell (for Reading assessment), and training in the 6+1 Writing Traits.

Student results based upon Teacher Judgement place 92% of our students at or above the expected level in English and 90% of our students at or above the expected level in Mathematics.

2022 NAPLAN data for Reading placed 96% of Mitcham Primary School Year 5 students in the top 3 bands for Reading and 82% of Mitcham Primary School students in the top 3 bands for Reading.

2022 NAPLAN data for Mathematics placed 77% of Mitcham Primary School Year 5 students in the top 3 bands for Mathematics and 82% of Mitcham Primary School students in the top 3 bands for Mathematics.

We completed whole school moderation of student work in Writing as well as whole school moderation of Maths tasks, and insights learned from this supported differentiation within the classrooms.

Collaborative team planning was strong, and our teams functioned with exceptional collaboration and precision, as evidenced in planning documents, communications, and team meeting minutes.

Teachers focused on formative assessment and worked extremely hard to provide timely and personalised feedback on the success criteria for students' learning tasks. This was done in multiple forms, including verbal feedback, written feedback, and small focus group feedback sessions. In 2022 we continued Tutor Learning Initiative sessions in Literacy and MiniLit classes for students needing literacy/reading intervention. We have also had students continue to participate in the Victorian High Ability Practice groups for Mathematics throughout 2022.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2023 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students. Moderation of student work will be a priority in 2023, achieving this priority will be assisted by our participation in and commitment to learning more about the effective implementation of PLCs and the Harvard Data Wise Framework. In 2023 we will continue to run the Tutor Learning Program, the MiniLit and MacqLit literacy intervention programs, and Mathematics and Literacy extension opportunities such as The Young Author's Club and the Victorian High Ability Program.

Wellbeing

Mitcham Primary School has had a determined focus on wellbeing throughout the past four years.

Multiple staff completed training in Positive Education Psychology over the past four years. The staff members continue to provide professional learning for all staff in positive education through a whole-school approach. Staff have completed professional learning in the zones of regulation, character strengths, mindfulness, emotional literacy, and restorative practices. Images and language are workshopped with students and are present in all classrooms. This provides Mitcham Primary School with a common language to encourage self-regulation.

We have created 'Mitcham Mates' - a whole school vertical house activity group for students to meet up to three times per term in multi-aged groups to play games or problem-solve together. The aim is to encourage a sense of community and connectedness among students. The school delivers the Rights, Resilience, and Respectful Relationships program and offers a wide range of lunchtime activity clubs for our students with at least three running per day.

The school made significant progress in student wellbeing over the past year which was reflected in ongoing improvements in the Attitudes to School Survey. Student Sense of Connectedness in years 4 - 6 in 2022 was assessed at 83% positive endorsement. Similarly, in 2022 results in student positive endorsement for the Management of Bullying sit at 79%.

Engagement

Student attendance shows an average attendance rate consistent with the majority of Victorian government schools. Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published. Follow-up on absenteeism in 2022 was conducted by the Principal, Assistant Principal, Office Personnel, and Teachers. This follow-up was viewed as an early intervention approach that could potentially pinpoint an underlying issue affecting attendance which could differ from the original reason provided by the parent. Furthermore, identifying an issue with absenteeism allowed for support to be rendered by the school.

The average Student Absences - Days Per Full Time Equivalent across the school in 2022 was 23.2 days, this average being higher than we have experienced in the past and slightly above similar schools. The school strongly encourages student attendance as this is positively correlated to student outcomes, it needs to be acknowledged that several recorded absences in 2022 were a result of students and families having to isolate due to positive Covid-19 infections, additionally towards the end of 2022 many families in our school community took the opportunity to return to their home countries for the first time following the global pandemic.

Other highlights from the school year

A key school community highlight was the engagement of the school community on different levels, and in different ways throughout 2022. Community events such as Harmony Day evening celebrations; end-of-year community evening; Prep Mother's Day morning; Cyber Safety parent forum; parent information evenings; garden parties (working bees); athletics and cross-country carnivals and the fathering project nights were well attended by the school community.

Parents supported their children to participate in extra-curricular activities outside school hours including the school production, choir, string orchestra, chess club, the breakfast club (60+ students attend), and snack and study.

In 2022 the school held three significant whole-school events that were well attended by the school community. Harmony evening saw in excess of 500 students and community members attend. Grandparent and special person morning during Education Week welcomed more 400 visitors and on the launch night of the fathering project, the school welcomed over 250 fathers and father figures for a night of fun with pizza and paper planes.

The school had over 150 parents complete online parent helper training in 2022. Parent volunteers returned to helping in the classroom in term 2, 2022 to support a range of school activities. The support for school events and activities helped to enhance a strong community feeling, promote social inclusion and a sense of connectedness for students. Parent support for school activities and their willingness to take on volunteer duties, especially in the classroom, gave them valuable opportunities to engage with their children's learning. The follow-on result was that students were more engaged in their learning, and they felt a greater sense of pride in their achievements.

A further key school community highlight was embedding the literacy instructional model by enhancing and modifying elements to suit the needs of students and staff learning.

Over the past few years, the school introduced, practised, and embedded the readers' and writers' workshop models. A whole school extensive professional learning strategy was provided to staff by middle leaders trained in the leading literacy program. The school employed a literacy consultant who worked with teaching staff on the effective use of mentor text for the teaching of reading and writing and the 6+1 writing traits. Staff were guided in how to explain, model, and inspire students by breaking their writing up trait by trait.

All reading and writing sessions across all levels are now conducted using the workshop model, encompassing learning intentions, success criteria, and mini lessons with the gradual release of responsibility process. The workshop model married easily with the literacy instructional model. Writer's and reader's notebook tools were used in every classroom and were incorporated into the workshop model daily.

As new staff join the school, the writers and readers workshop models were included as a part of the induction process. The Learning Specialists and team leaders supported and assisted new staff to ensure the model was consistently implemented. Ongoing support to all staff ensured the workshop model was consistently taught and students remained active participants in their learning.

One other noteworthy school community highlight was the whole school community review the school values.

Input from students, parents, and teachers embraced the values of Respect, Resilience, Kindness, and Love of Learning. These values helped the school community to structure positive behaviour expectations, both on-site and remotely, including the activities run in our Mitcham Mates groups.

Whole school consultation and collaboration in the decision making regarding the new values meant that they were deeply understood by students and that they felt ownership of them.

Exhibition of the school values is recognised by the Mitcham Values awards which were read out and awarded during school assemblies. The school's values were displayed in all classrooms and in the office area.

Financial performance

The school is in an SRP surplus position, due to careful management of the financial resources, both locally raised funds, and SRP credit funds. Because there are substantial locally raised reserves, the school has been expending funds for the benefit of the children and in line with School Council Approved plans for our Buildings and Grounds, including the complete internal and external repainting of the Grade 1/2 building, construction of outdoor learning spaces, roof repairs to the Performing Arts classroom, new air conditioning units, the refurbishment of the senior lab to facilitate an additional class. Additional ICT equipment, interactive screens, robotic equipment, and coding equipment has been purchased to support the curriculum and the STEM objectives. Expenditure of budgeted funds has aligned with the School's Strategic Plan goals and students' outcomes. Equity funding received was used to employ staff to provide support and intervention to students. 2023 will see significant capital works in the maintenance and improvement of existing facilities including, but not limited to the complete internal and external repainting of the Art room, roof repairs to the main building, plumbing works, a bike shelter, and the creation of an Indigenous garden space.

For more detailed information regarding our school please visit our website at
<https://www.mitcham.ps.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 475 students were enrolled at this school in 2022, 226 female and 249 male.

33 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).

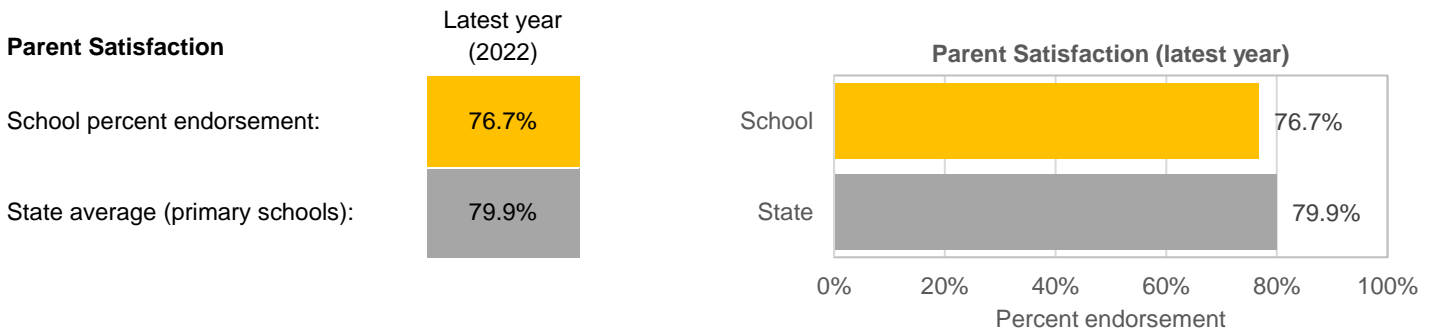
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

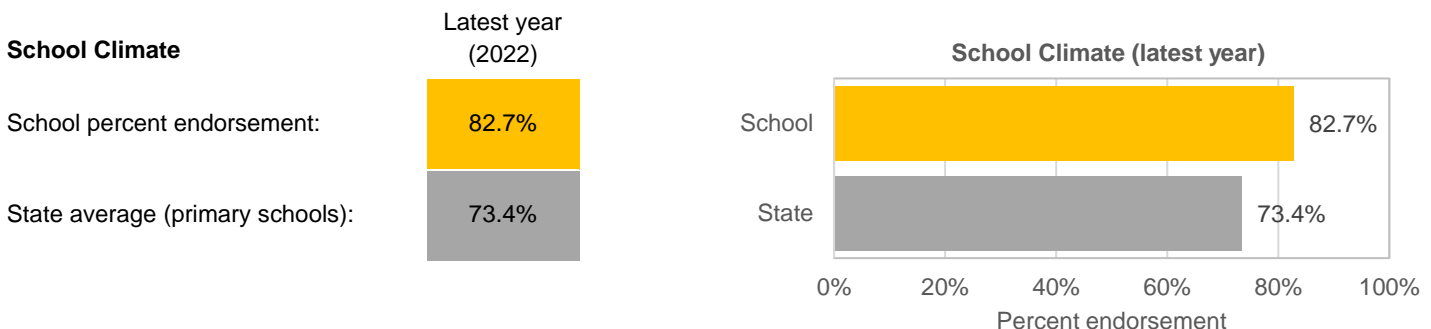


School Staff Survey

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:

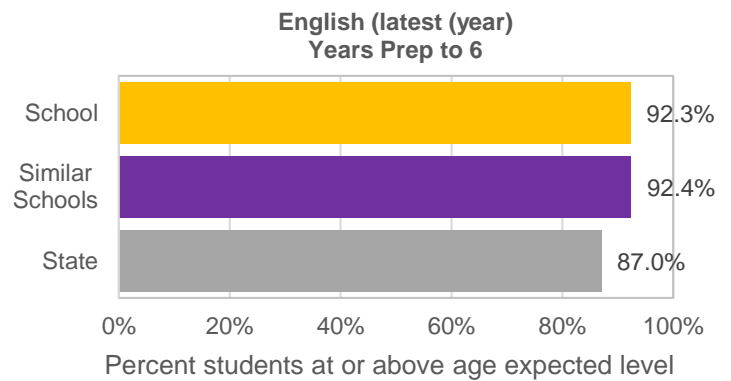
92.3%

Similar Schools average:

92.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

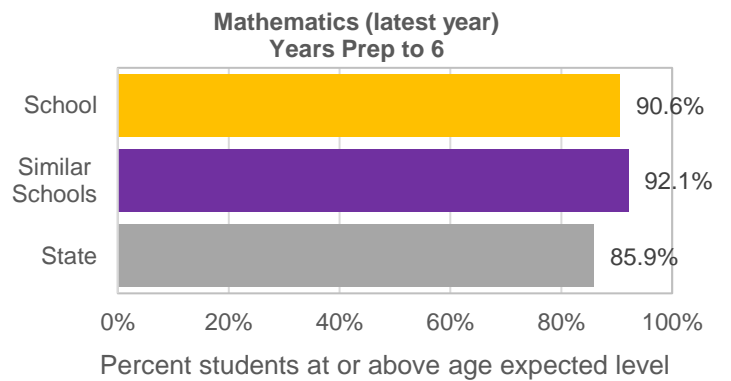
90.6%

Similar Schools average:

92.1%

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.

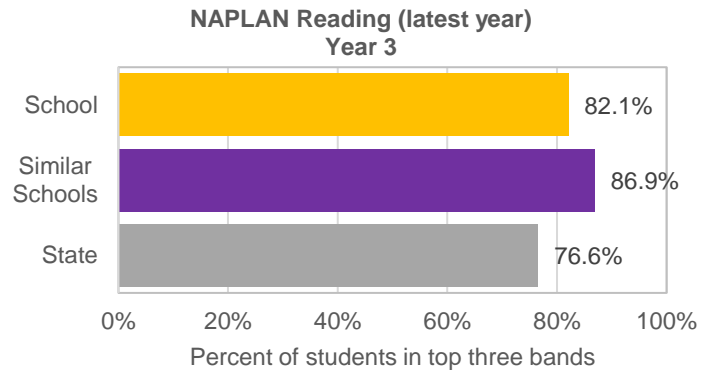
NAPLAN

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.

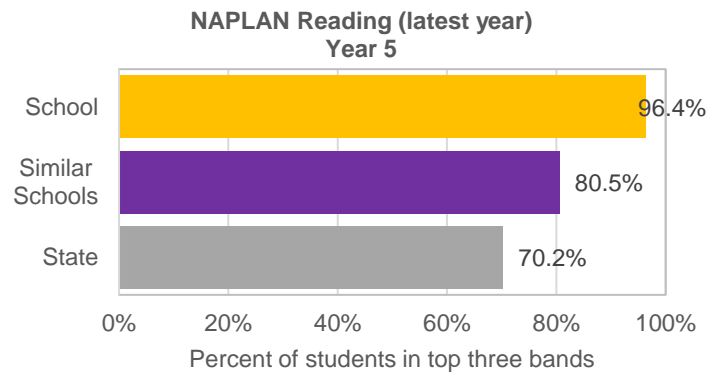
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.1% | 86.5% |
| Similar Schools average: | 86.9% | 86.4% |
| State average: | 76.6% | 76.6% |



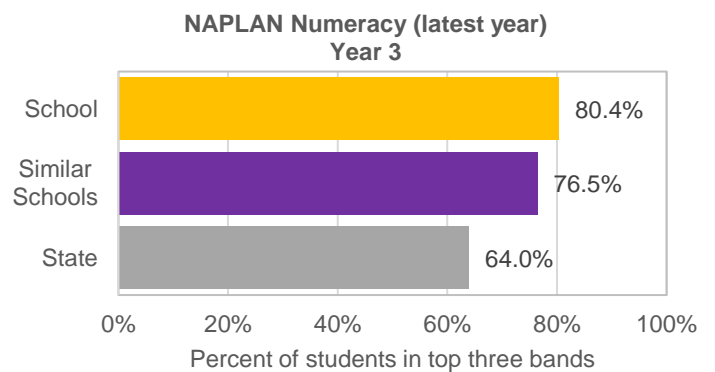
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 96.4% | 88.5% |
| Similar Schools average: | 80.5% | 80.2% |
| State average: | 70.2% | 69.5% |



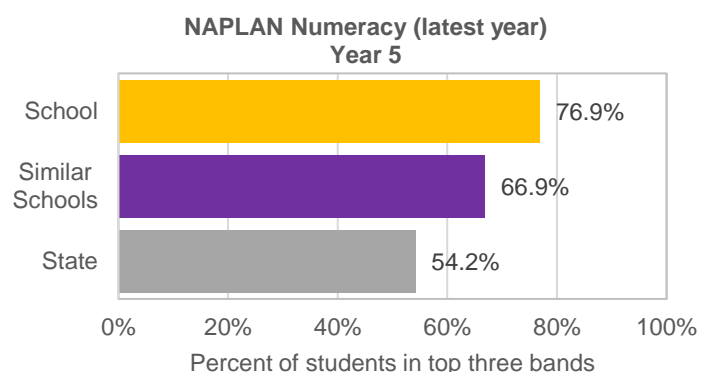
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 80.4% | 76.8% |
| Similar Schools average: | 76.5% | 77.9% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 76.9% | 78.4% |
| Similar Schools average: | 66.9% | 71.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

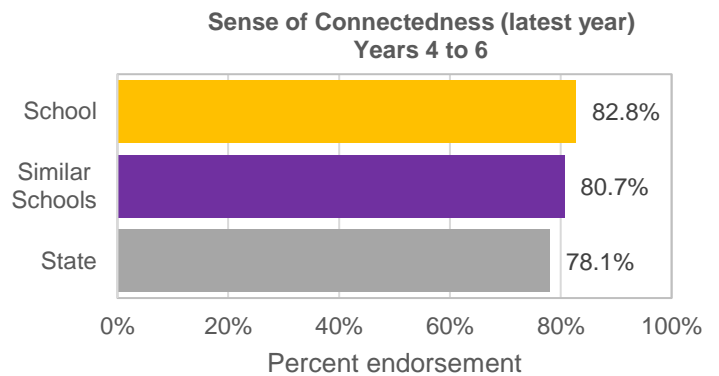
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 82.8% | 83.4% |
| Similar Schools average: | 80.7% | 81.4% |
| State average: | 78.1% | 79.5% |

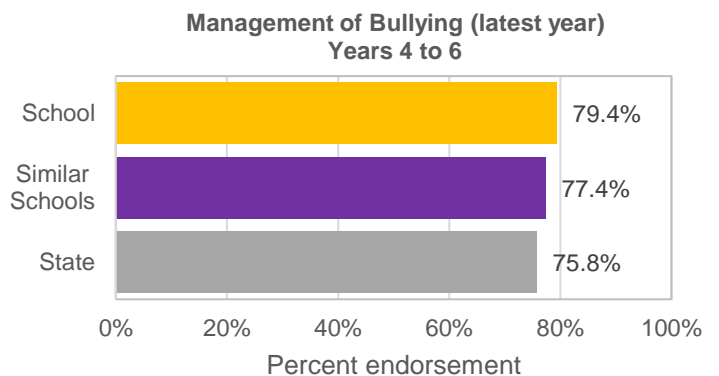


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 79.4% | 83.0% |
| Similar Schools average: | 77.4% | 79.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

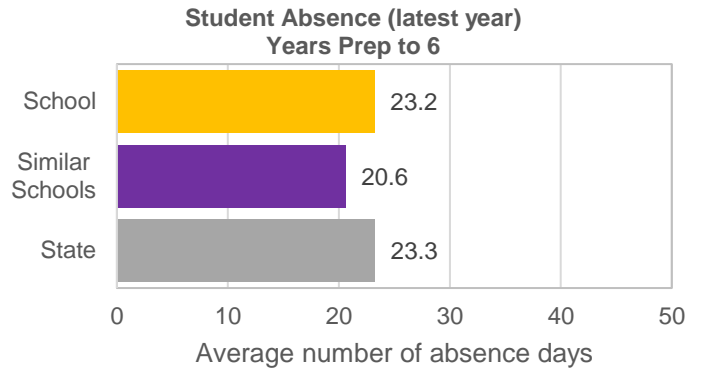
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 23.2 | 15.4 |
| Similar Schools average: | 20.6 | 14.3 |
| 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% | 87% | 88% | 91% | 88% | 88% | 88% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,890,907 |
| Government Provided DET Grants | \$687,761 |
| Government Grants Commonwealth | \$8,897 |
| Government Grants State | \$0 |
| Revenue Other | \$17,840 |
| Locally Raised Funds | \$626,833 |
| Capital Grants | \$25,000 |
| Total Operating Revenue | \$5,257,238 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$49,661 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$49,661 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,827,554 |
| Adjustments | \$0 |
| Books & Publications | \$3,239 |
| Camps/Excursions/Activities | \$178,624 |
| Communication Costs | \$9,964 |
| Consumables | \$115,223 |
| Miscellaneous Expense ³ | \$35,119 |
| Professional Development | \$35,830 |
| Equipment/Maintenance/Hire | \$88,682 |
| Property Services | \$74,554 |
| Salaries & Allowances ⁴ | \$273,020 |
| Support Services | \$40,256 |
| Trading & Fundraising | \$18,932 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$29,515 |
| Total Operating Expenditure | \$4,730,512 |
| Net Operating Surplus/-Deficit | \$501,726 |
| Asset Acquisitions | \$228,597 |

- (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 | \$1,151,758 |
| Official Account | \$106,663 |
| Other Accounts | \$72,556 |
| Total Funds Available | \$1,330,978 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$140,507 |
| Other Recurrent Expenditure | \$3,715 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$178,029 |
| School Based Programs | \$159,113 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$642 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$114,986 |
| Capital - Buildings/Grounds < 12 months | \$193,000 |
| Maintenance - Buildings/Grounds < 12 months | \$58,000 |
| Asset/Equipment Replacement > 12 months | \$15,582 |
| Capital - Buildings/Grounds > 12 months | \$80,000 |
| Maintenance - Buildings/Grounds > 12 months | \$210,000 |
| Total Financial Commitments | \$1,153,574 |

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.