

2022 Annual Report to the School Community

School Name: Cranbourne East Primary School (5518)



- 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 30 March 2023 at 05:57 PM by Garry Rolfe (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 31 March 2023 at 02:55 PM by Roz Coles (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
-

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

Cranbourne East Primary School is located in the Hunt Club Estate in one of the fastest growth areas in the South Eastern growth corridor at No 2 Bowyer Avenue, Cranbourne East. Founded in 2011, the school is co-located with Cranbourne East Secondary College, Marnebek Senior campus, Hunt Club Sports Complex and the Hunt Club Kindergarten and maternal health centre.

Cranbourne East Primary School encourages all students to become motivated and independent learners through the provision of a wide range of engaging and personalised learning activities and programs. We adopt a best practice approach to teaching and learning which combines students' natural curiosity and questioning together with the investigative skills required to become lifelong learners.

Our school vision is based on students being happy, safe and engaged in an information technology rich learning environment. We focus on explicit teaching across a wide range of learning programs, led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting.

The core purpose at Cranbourne East Primary School is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

The school values are taught to our students through our '5Rs' Values (Respect, Responsibility, Resilience, Rigour and Relationships), embedded into all aspects of daily school life along with the firm belief all students can achieve based on high expectations of students, each other and the school community. These values are at the centre of our School-Wide Positive Behaviour Support (SWPBS) approach.

The school facility is designed around open learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are Performing Arts and Science and Sustainability learning spaces, a Library Learning Resource Centre, Music studio, Digital Technologies/ STEM resource hubs (notebook computers, robotics, iPads, iPods and interactive TVs), a sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds as well as a Pirate Ship playground with a sandpit and environmental wetlands. The school facility was built and is serviced under the Partnerships Victoria in Schools Project (PViS).

The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with student enrolment at 1090, 546 female and 544 male. It is highly likely the school will continue to maintain a high student enrolment.

The overall school socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. This school's socio-economic band value is : Low-Medium. 59% of students speak a language other than English at home and 1% of students identify as Aboriginal or Torres Strait Islander.

In 2022, the school work force plan comprised: 1 Principal, 4.6 Assistant Principals (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant, 5 Office Administration Education Support (ES), 1 First Aid Officer (ES), 6 Learning Specialists, 10 Specialist Teachers, 2 Auslan Specialists (1 teacher, 1 ES), 7 Tutors (2 full-time, 5 part-time), 1 Learning Enrichment Specialist, 7 Integration Aides (ES), 1 part-time Library (ES), 1 Information and Communication Technologies (ICT) Technician and 60 Home Group Teachers.

The work force plan (combination of full time and part time employees with some staff in shared roles) totalled 102 staff. The school does not have any staff that identify as Aboriginal or Torres Strait Islander.

A co-teaching curriculum model has operated since the school opened. This model is child centred and operates in a learning environment that encapsulates complementary alignment of space and pedagogy. A targeted emphasis on personalised learning, a differentiated approved curriculum and focus on assessment was designed to meet student needs. Professional Learning Communities (PLCs) operate at Cranbourne East Primary School.

At Cranbourne East Primary School we strive for excellence in all areas of teaching and learning by setting high expectations for our students in regards to work ethic and behaviour and providing personalised learning for each and every individual student.

Progress towards strategic goals, student outcomes and student engagement

Learning

COVID-19 continued to have a significant impact on the 2022 school year. While thankfully there were no periods of Remote Learning, considerable staff and student absence due to illness across the school created ongoing staffing issues, impacted continuity of teaching and learning and the ability to maximise improvement in student outcomes. There were significant disruptions to our Tutor Learning Initiative (TLI) as we were forced to draw upon Tutors to cover daily staffing shortages throughout the year. Despite these challenges, our staff and students showed incredible resilience and supported one another to achieve the best possible learning outcomes for our students.

2022 Teacher Judgements showed 82.4% of students were working at or above age expected standards in English and 76.7% in Mathematics, both of which were an improvement of 4-5% from the previous year.

NAPLAN Reading results for Year 3 indicated 72.1% of students in the top three bands, while 59.6% of Year 5 students also achieved this milestone, placing us slightly below similar schools for both Year 3 and Year 5 Reading. The percentage of students in the top three bands for Numeracy was 51.3% in Year 3 and 44.2% in Year 5, again both slightly lower than similar schools. As NAPLAN tests were not conducted in 2020, there is no comparative data available to measure NAPLAN Learning Gain.

Through the delivery of the Tutor Learning Initiative (TLI), on average 35% of students on the program made greater than expected growth in Reading, while an average of 30% of participants made greater than expected growth in Number & Algebra in 2022. Our Year 6 cohort made the most impressive learning gains, with 90% of students receiving targeted TLI support, making or exceeding expected growth levels in both areas of literacy and numeracy. 100% of Year 3 TLI participants were completely caught up (to the expected level) in Number & Algebra. While staff and student illness and staffing shortages consistently disrupted the TLI throughout 2022, resulting in us falling short of achieving our TLI Target outlined in our Annual Implementation Plan, we were nonetheless proud of the hard work done towards the achievement of our strategic goals and key improvement strategies to improve student literacy and numeracy outcomes.

Teaching staff provided a differentiated learning program for all students and made reasonable adjustments for individual students, particularly those on the Program for Students with a Disability (PSD program) and completed Individual Learning Plans for students at risk while also conducting termly Student Support Group Meetings with the Team Around the Learner Model. Education Support staff provided additional support for all students, including PSD students as part of our Inclusive Support Model. Further assistance was also provided with our Oral Language Program (Foundation-Year 2), in-school Speech Therapy, STA (Speech Therapy Assistant Program) and (Strategies for teaching based on Autism Research) programs and Occupational Therapy.

Wellbeing

A highlight of 2022 was the launch of our School-Wide Positive Behaviour Support (SWPBS) approach. This involved school-wide professional learning development and the creation of an SWPBS Professional Learning Team with staff representatives from all areas of the school to drive the implementation. Key components of the initial implementation included the development of a whole school SWPBS Matrix outlining clear goals expectations for positive behaviours across all settings in the school (classroom, yard, bathrooms and when using technologies) together with an SWPBS Behaviour Continuum to establish clear processes for staff and students in promoting positive behaviours across the school. Explicit teaching of these behaviours is a critical component of this approach and targeted teaching time within the timetable provides opportunities for a shared whole-school weekly focus on particular goals and expectations. In addition, staff were supported in their capacity to collect, analyse, monitor and respond to students with complex behavioural needs.

Students and families were connected to a a range of allied health and mental health services as needed such the Primary Nurse Program, the Free Dental Van Service, Visiting Teaching Services for the Deaf, Windermere, ELMHS (Early in Life Mental Health Service), SECASA (South Eastern Centre Against Sexual Assault), DFFH (Department of Families, Fairness and Housing) and the ACE Foundation who provided services such as free glasses for students in need. The school also engaged State School Relief to assist a large number of families in need with the provision of uniform items and books and stationary packs.

The impact of COVID-19 and 'lockdown fatigue' had a notable impact on the wellbeing of staff and students in 2021 and as such 'Sense of Connectedness' in the Attitudes to School Survey of Year 4-6 students made a sharp drop from 56.4% in 2020 to a concerning low of 30.7% in 2021. Consequently a major focus for us in 2022 was making it a priority to revitalise and reconnect our students and school community to school and one another. Following a successful and exciting year of events such as a Colour Explosion Fun Run, Mother's and Father's Day Stalls, Book Week, Athletics Carnival, Outdoor Family Movie Night, Cross Country as well as camps, excursions and swimming programs, students reported a dramatic increase in 'Sense of Connectedness' with our 2022 results climbing to 75.9%, an impressive 45% increase from the previous year.

The 'Management of Bullying' factor of the Attitudes to School Survey had a 72.3% positive response rate in 2022 which was comparative to similar schools. Explicitly teaching students effective help-seeking skills and taking a restorative approach to conflict resolution, combined with our continued Respectful Relationships Program all supported students in having more positive experiences at school.

Engagement

As expected, due to the unprecedented high rates of illness experienced throughout the school in 2022, the average number of absence days increased to 27.8 which was in line with the experience of similar schools. As a result of this, attendance rates which are usually above 90% dropped to between 85-87% per year level Prep-Year 6. Staff were very proactive in following the established processes in place to follow-up with parents on unexplained absences. The majority of non-attendance was attributed to illness or extended family holiday, with many families choosing to travel to visit family after two years of COVID travel restrictions. Student voice and agency is a valued engagement tool at Cranbourne East Primary School. Student voice is also regularly promoted and encouraged in the classroom with our Three-Tiered Approach to Feedback (student to student, teacher to student and student to teacher). Teachers appreciate the feedback received from students in regards to effective teaching from students' perspective. Our Student Representative Council (SRC) is made up of elected students from Year 2 to Year 6, led by our School and House Captains. Student Leaders participate in a formal meetings once per week with teachers to discuss and provide insight into learning, engagement and wellbeing and regularly communicate with the Principal and school leadership team. Student Leaders were responsible for collecting feedback from their peers to inform decisions around extra-curricula activities offered during daily Recess breaks, providing student voice regarding the SWPBS model, identifying organisations within the wider community for support and arranging and promoting student-led fundraising events.

Other highlights from the school year

Cranbourne East Primary School is proud of the support we extend to our families and school community. In 2022 we were excited to introduce our Community Food Pantry and Free Fruit Program, supported by the Food Bank. All classes throughout the school are regularly provided with ample fruit boxes for students to access at school, which is incredibly popular with students. The Food Bank also provide us with a range of food staples such as bread, condiments, cereals, pasta etc which stock our Community Pantry. Parents and carers are actively encouraged to access the pantry as needed, a service which is greatly appreciated by many. In addition, the school also provides food hampers to families needing extra assistance with groceries on a needs basis.

As part of our commitment to promoting community partnerships and supporting our families, we were able to secure funding through Communities For Children (CFC) to establish our new 'Family Ties' initiative which supports families to support their children's mental health at home. This funding, supported by the Australian Government in partnership with Windermere Child and Family Services allows us to engage Registered Psychiatric Nurse, Bryan Jeffrey (MOAT Mental Health Services) to provide in-school support for students and teachers as well as offering a series of mental health information sessions for parents and the community throughout our local school network. The feedback from these sessions has been highly positive and beneficial and we look forward to continuing and expanding on this initiative in 2023.

Cranbourne East Primary School was also successful in applying for and receiving a \$1000 Woolworths Landcare Grant which we put to excellent use purchasing seedlings and student gardening equipment for students to engage in our newly renovated and refurbished Sustainability Garden. Students have the opportunity to participate in Gardening Club twice per week, planting, cultivating and harvesting vegetables and herbs as well as composting and managing a worm farm while learning about sustainable food practices.

Financial performance

The operating surplus of \$638,992 is due to the sound financial management including the impact of Covid-19 on school operations.

Camps, excursions, school activities and external staff professional development all recommenced in full after two years of limitations due to Covid-19. As always, our greatest expense relates to staff wages (Student Resource Package), followed closely by the expense incurred with Casual Replacement Teachers (Support Services). The increased expenditure in this area was attributed to high rates of staffing illness in 2022. A reduction in revenue was identified as a result of Departmental changes to the Parent Payments Policy introduced in 2022 with parent payments for curriculum contributions now voluntary.

Equity funding (social disadvantage) during 2022 was targeted to support student learning through:

- The continuation of our Tutor Learning Initiative (TLI) program with the school contributing \$110,000 above the Department funding provided.
- The continuation of student support services such as occupational therapy, speech therapy and oral language.
- The implementation of SWPBS including professional development for staff, resources, Compass PULSE (data collection and analysis)
- Resourcing teaching and learning programs across the school.
- Numerous attempts were made to recruit a School Psychologist with Equity Funding, however we were unsuccessful in filling this position.

Additional sources of funding included Grants for Sporting Schools, Shade Sail Grant, Woolworths Landcare and CFC funding, full fee paying International students, Early Years Koorie Literacy and Numeracy Program funding, fundraising activities and commission from school hire/canteen and OHSC (Camp Australia) programs.

The existing contract with our canteen provider, Bellbrook Catering expired and School Council sought to undergo the Tender process. School Council formed a Canteen sub-committee which reviewed all submissions against a strict criteria and recommended the school engage in a contract with new service provider, BOCCA Foods to commence at the beginning of the 2023 school year.

A highly effective partnership based on collaborative and solution based approach continued between the Principal, School Council, School Council Finance committee, Leadership team and Business Manager. The Business Manager supported by DET was a comprehensive source of knowledge resulting in effective implementation of the Student Resource Package (SRP) aligned to improving student learning outcomes. The school remained in a healthy financial position of surplus while resourcing the school workforce plan and all curriculum and school budgets.

For more detailed information regarding our school please visit our website at <https://www.cranbourneeastps.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 1090 students were enrolled at this school in 2022, 546 female and 544 male.

59 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).

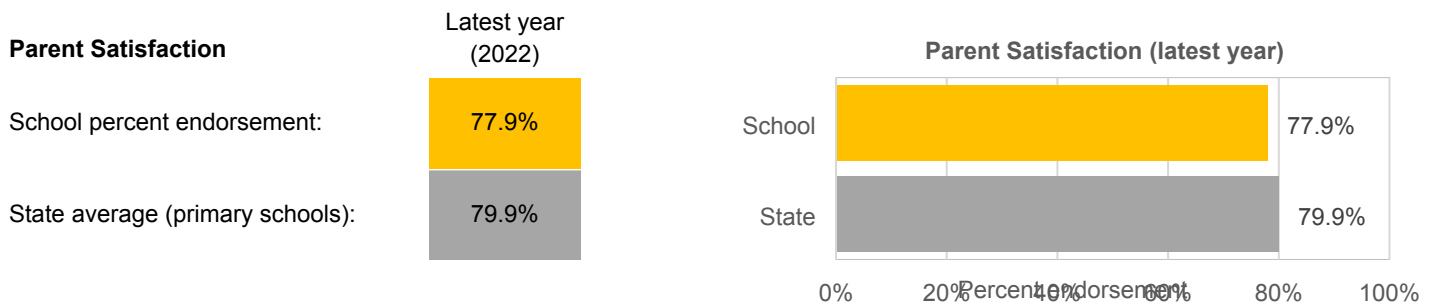
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

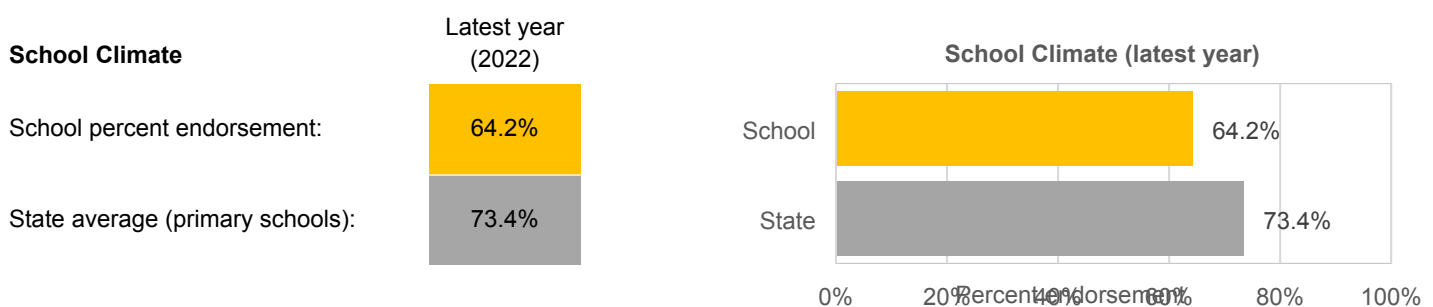


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

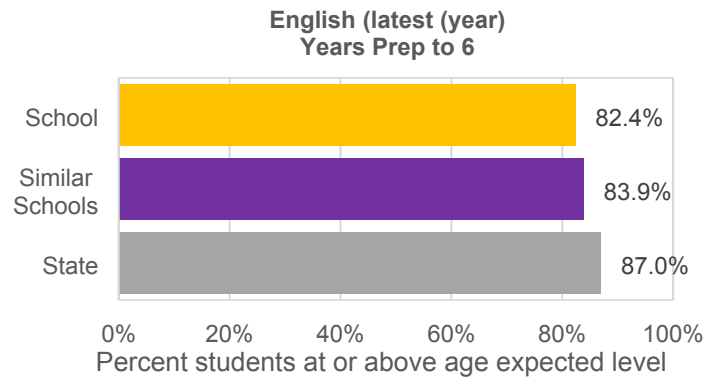
82.4%

Similar Schools average:

83.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

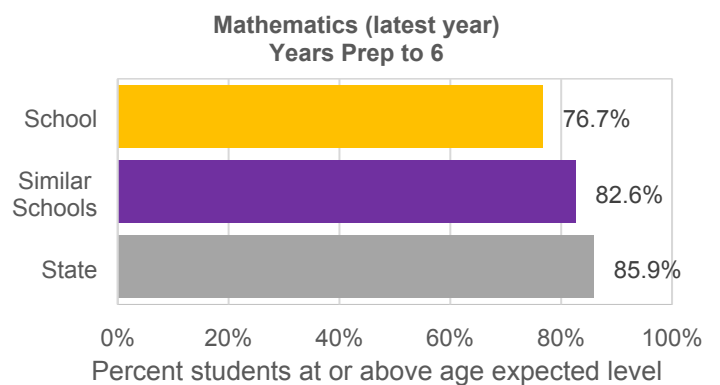
76.7%

Similar Schools average:

82.6%

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.

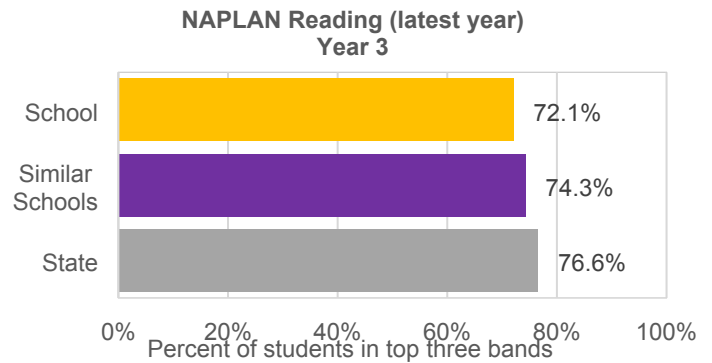
NAPLAN

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.

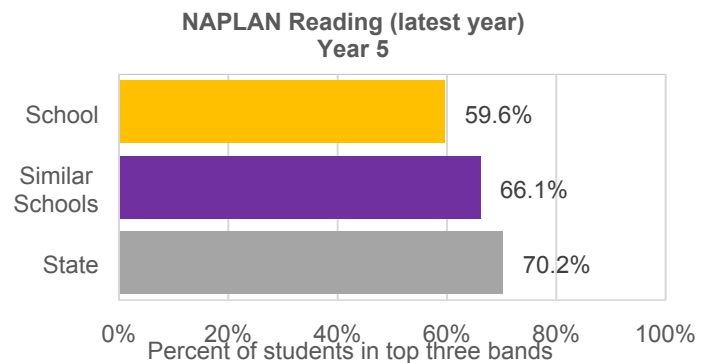
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.1%	70.8%
Similar Schools average:	74.3%	74.2%
State average:	76.6%	76.6%



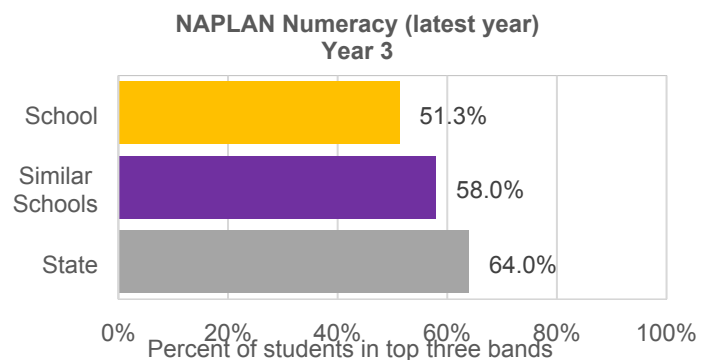
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.6%	58.6%
Similar Schools average:	66.1%	65.1%
State average:	70.2%	69.5%



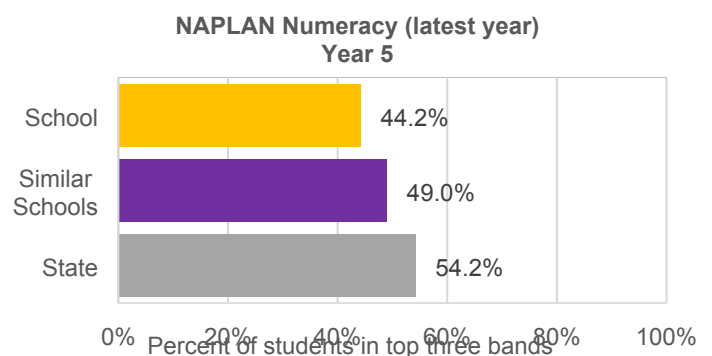
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.3%	58.4%
Similar Schools average:	58.0%	60.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.2%	46.1%
Similar Schools average:	49.0%	53.9%
State average:	54.2%	58.8%



WELLBEING

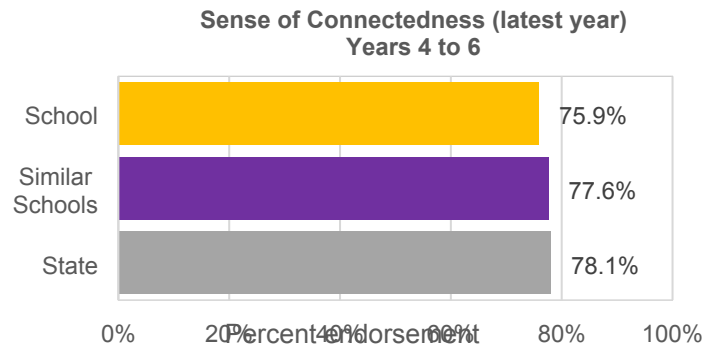
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	75.9%	77.0%
Similar Schools average:	77.6%	79.6%
State average:	78.1%	79.5%

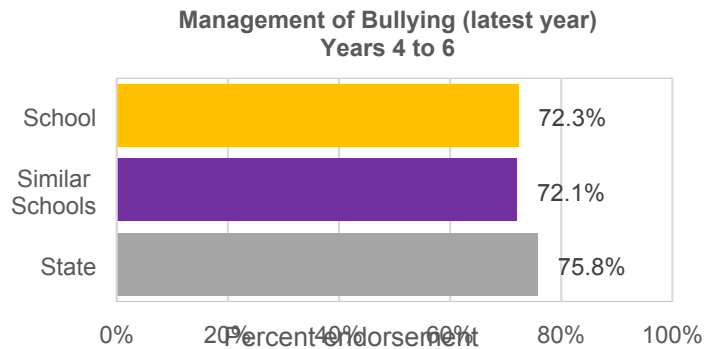


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.3%	75.7%
Similar Schools average:	72.1%	75.4%
State average:	75.8%	78.3%



ENGAGEMENT

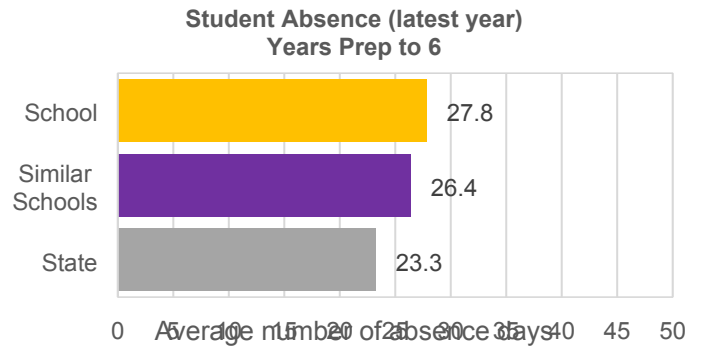
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.8	18.2
Similar Schools average:	26.4	19.1
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):	85%	85%	86%	85%	86%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,128,599
Government Provided DET Grants	\$1,291,883
Government Grants Commonwealth	\$10,180
Government Grants State	\$0
Revenue Other	\$11,832
Locally Raised Funds	\$336,462
Capital Grants	\$20,000
Total Operating Revenue	\$11,798,956

Equity ¹	Actual
Equity (Social Disadvantage)	\$342,236
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$342,236

Expenditure	Actual
Student Resource Package ²	\$9,675,975
Adjustments	\$0
Books & Publications	\$2,979
Camps/Excursions/Activities	\$177,078
Communication Costs	\$19,257
Consumables	\$138,457
Miscellaneous Expense ³	\$43,156
Professional Development	\$33,120
Equipment/Maintenance/Hire	\$169,031
Property Services	\$6,613
Salaries & Allowances ⁴	\$5,221
Support Services	\$766,780
Trading & Fundraising	\$26,375
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$761
Utilities	\$75,162
Total Operating Expenditure	\$11,139,964
Net Operating Surplus/-Deficit	\$638,992
Asset Acquisitions	\$36,326

- (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	\$365,073
Official Account	\$15,387
Other Accounts	\$123
Total Funds Available	\$380,582

Financial Commitments	Actual
Operating Reserve	\$243,679
Other Recurrent Expenditure	\$9,105
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$948
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$105,305
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$379,037

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.