

# 2022 Annual Report to the School Community

School Name: Osborne Primary School (2655)



- 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 27 April 2023 at 10:20 AM by Brett Miller (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 02 May 2023 at 04:28 PM by Sarah Lawrence (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

Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south east of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is part of a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from low to mid 600s over the past five years. In 2022 enrolment averaged 620 students. OPS has a varied socio demographic composition. Over the past few years the overall socio-economic profile has fluctuated on a yearly basis from middle range, middle/high range and for 2022 a middle/ low range. The student population predominantly draws from the suburban housing areas with a just a few families living in the rural areas remaining intact near the school. A small number of students for whom English is their second or additional language attend Osborne. The school's range of programs and events ensure that all students are able to take advantage of the excellent location near to Port Philip Bay and nearby wetland and bushland areas.

The vision for OPS is to foster a caring, inclusive environment that develops values, attitudes, knowledge and skills in our students that will better equip each student to achieve a meaningful and fulfilling life in our complex, changing world. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future, is a primary focus. The "Play is the Way" program continues to be used school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

OPS has developed a culture which highly values the partnership between the school and home. Parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs and events. Strong lines of communication between home and school operate effectively through the Compass electronic communication system. Weekly newsletters/bulletins keep families informed about what is happening at school. The website is updated regularly and notification of school events and forums are posted on Compass. Our enthusiastic "Friends of Osborne" (FOS) group aim to actively engage students, staff, parents and community in a range of social and fund-raising activities. Fortunately, we returned to a normal schedule of events after they were reduced during 2020 and 2021 due to Covid-19.

A dedicated School Council supports the Principal in guiding the direction of the school. The School Council continued to operate effectively throughout 2022 with meetings being held via a combination of WebEx and onsite meetings. School Council played a vital role in the continuation of the work as set out in the school's Strategic Plan and Annual Implementation Plan.

The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. A culture of high expectations of students' learning achievements is embedded through differentiated teaching practices including programs such as "Point of Need" teaching and STAR problem solving model in Mathematics, CAFE reading, 6+1 Writing Traits, the Writing Process and the Lexile reading comprehension program. A strong focus on phonics is apparent in our teaching of spelling and reading. The Jolly Phonics Program has continued successfully at the Foundation level and Jolly Grammar has been introduced and extended from Year 1 to Year 3 in 2021 with Year 4 to Year 6 rolled out in 2022.

Across the curriculum a combination of both explicit teaching methods and inquiry learning engage students and support them in reaching their potential. The "Osborne Instructional Model" provides a framework for a consistent lesson structure school wide.

The staffing profile at the school is well balanced with a mix of experienced staff and early career stage staff. The staff comprises 3 Principal Class Officers, 28 full time and 15 part time teachers, 1 full time Education Support Staff and 11 part time Education Support staff, and 6 Outside School Hours Care Program staff. Due to a dedicated staff working collaboratively in providing a viable curriculum and a strong collective focus on student learning, our positive school climate results are reflected in our 2022 school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

Osborne PS optimises the use of the range of school facilities across a spacious and treed site. Osborne Primary School has a rich, well-resourced Specialist Program. There are dedicated and purpose-built Science, Music, Art Rooms and a Gymnasium. As well, there are literacy and numeracy support rooms and 2 large shared learning space in the BER. The Library is centrally located and available to students at lunchtime, as well as class time. The school has a full functioning school canteen. Our Outside School Hours Care program, managed by Osborne PS, is accommodated in its own dedicated building.

Class structure for 2022 consisted of 28 straight grade level classes. High quality learning is facilitated by making the best use of a range of collaborative learning spaces and single classrooms. Buildings and facilities are well maintained with a special grounds project being completed each year. With the major construction project dominating the works at OPS for 2020, the installation of a new artificial turf basketball and volley ball court was completed early 2021. OPS makes excellent use of the ample range of quality facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

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

### Learning

As 2022 was the last year of the School Strategic Plan and fortunately remote learning not being a factor there was a renewed focus on the Key Improvement Strategies listed in the SSP. Osborne Primary School delivered on our 2022 Key Improvement Strategy (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion.

The FISO improvement initiatives and Priority Goals recommended to our school by the Department of Education for 2022 were:

- (1a) Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.
- (1b) Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

School goals were:

- (2) To improve literacy outcomes for all students with a focus on Reading and Writing.
- (3) To improve numeracy outcomes for all students.
- (4) To improve student engagement in learning with a focus on student voice and agency.

Osborne Primary school is extremely proud of our results in student learning outcomes. In 2022, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy and numeracy.

Teacher judgment data of students from Foundation to Year 6 working at or above the expected age level in English (reading) is very high at 95 % and Mathematics (number and algebra) 94 % which is above like schools.

Osborne Primary School's 2022 NAPLAN achievement data is above like schools in Reading and Writing for Year 3 and 5 students. Year 3 NAPLAN Numeracy results are slightly below like schools and the same for like schools at Year 5.

The continued work to embed the 6+1 Writing Traits framework with a particular focus on sentence structure was prioritised through whole staff professional development sessions. The school also continued to embed a whole school approach for the CAFÉ Reading framework with a focus on student conferencing and goal setting.

Mathematics PON (point of Need) cycles continued to be prioritised to meet students individual learning needs. Regular mathematics assessments were completed as per the assessment schedule throughout the year and areas for improvement and achievements were highlighted in year level scope and sequences. The principal team meet with year level teams each term to discuss achievement data.

The strategic plan for intervention and support through the TLI (Tutor Learning Initiative) program were key initiatives implemented in 2022. The SIT (School Improvement Team) completed the DET PLC initiative training during semester 2 and the implementing the PLC Inquiry cycle will continue to be a major focus for 2023.

### Wellbeing

The wellbeing of our students and staff is underpinned by our ethos at Osborne that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Responsibility, Co-operation and Resilience are promoted through many facets of school programs and school life.

At OPS, strategies have successfully been employed to teach social skills and enhance students' personal development through the "Play is the Way" program. This program is particularly helpful to support students to navigate social challenges and increase resilience when faced with daily challenges. The "Life Rafts" associated with the PITW program are consistently taught through group games and teamwork. At every opportunity, the students are encouraged to take responsibility for themselves and build resilience to problem solve and develop skills of independence.

The DET staff survey was administered for 2022. OPS was well above State, Network and Similar Schools for school climate on this survey with 87%. The positive results of the staff survey are testament to the strong team cohesion and supportive culture that has always existed at OPS.

The Student Attitudes to School Survey was administered in 2022. During 2022, class-based student surveys were also administered to check on how students were feeling about their learning and to gain insights into their health and wellbeing. In comparison to State and Similar schools' data, our year 4 to 6 students showed a high sense of connectedness with 82%. Managing Bullying also had a very positive response of a high 86% average, which is above Similar Schools and State. Student Voice and Agency at OPS also sits above Similar schools and State at 70%. Feedback from the surveys has led to a greater focus moving forward with initiatives and systems that enhance student voice opportunities.

Our Primary Wellbeing Officer provided additional support for students' social and emotional development. Students can be referred to the PWO by a staff member or a parent that has a concern. The Assistant Principal of Wellbeing directly contacted specific families needing additional support in relation to the information shared within the PWO consultations. Our overall supplementary report indicates a level of Excelling in Wellbeing.

The parent surveys enabled parents to give feedback in relation to the school's processes and programs established for remote learning. The feedback received was Osborne's school connectedness remained at a high level of 95% with school pride and confidence at 97%. At OPS the development of partnerships between parents and teachers is held in high regard. Effective and timely communication between school and home is paramount to enhance the value of learning and the best outcomes for our students. The school communicates with parents via Compass, email, phone and face-to-face interactions.

Below are some of the other initiatives and approaches to promote school wide wellbeing:

- Regular whole school assemblies
- Yard Duty incident support register
- Introduction of the OPS 5R's – Restorative Practice Protocol
- Introduction of the Disability Inclusion funding model (running alongside current PSD funding model)
- EAL program
- Marrung Education Plan

## Engagement

At Osborne Primary School our teaching programs aim to enhance the level of stimulation, motivation and challenge in student learning. Attendance data for OPS over the year was above similar schools and state.

Student engagement was enhanced through Inquiry investigations in the curriculum areas of science, history, geography and the arts. Inquiry planning each term related to one of the "through lines" at Osborne - Diversity, Creating, Understanding and Sustainability.

The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages: Indonesian. These programs aim to tap into every child's interest level and extend students to take on new challenges.

The range of extra curricula opportunities at OPS provides avenues for each child to develop their talents, leadership and personal and social skills. Teachers have developed a repertoire of strategies to empower students to be active in their learning journey. Students are encouraged to take an authentic role in decision making both within the classroom and across all aspects of school life.

Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing genuine feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement.

Informed by data, OPS has a strong focus on differentiation and a point of need teaching approach to effectively engage all students. This was reflected in the Attitude to Schools Survey, 'Differentiated Learning Challenge' with a favorably 90% and 'Stimulated Learning' at 81%. Both these results are above State, Network and Similar Schools. There was also a strong focus on student voice in 2022, with the school endeavouring to provide increased opportunities for the students to have greater influence on their learning. A well-structured transition program makes for seamless transition between all areas of the school.

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## Other highlights from the school year

### Updated School facilities

New classrooms will continue to be of significant benefit to the students and staff of Osborne Primary School. With the new facilities classrooms, the school can provide more personalized attention to each student. The new classrooms have been designed with the latest technology, such as interactive whiteboards, and high-speed internet access. These technologies can enhance the teaching and learning experience and provide the students with the opportunity to learn in an immersive and interactive environment. Before the renovation, the school's facilities were outdated and in need of repair. The classrooms were small and cramped, and the outdoor space was less inviting.

Outdoor facilities, such as playgrounds, basketball courts, and gardens, also provide significant benefits to the students of Osborne Primary School. Outdoor activities are essential for the physical and mental development of children. Another benefit of outdoor facilities is the promotion of school pride and community engagement. A well-maintained and welcoming school ground serves as a gathering space for students, parents, and the wider community. This fosters a sense of community and belonging among the students and promote positive relationships between the school and the local community.

The completion of the major facility rebuild has allowed Osborne Primary School to provide a contemporary learning environment that utilises both indoor and outdoor learning areas in an effective manner. In Term 1 of 2023 the portable classrooms that currently house the year 2 and 3 classes are having an external gallery built, creating a flexible and adaptable learning space that will allow for greater student collaboration.

### Support and Intervention

Osborne PS offers a diverse range of tiered support services from targeted differentiation through to intervention groups for phonics, reading and numeracy. The support for students identified as struggling with sounds is targeted and delivered through small phonics groups. The phonics intervention is specific to the needs of the students and monitored closely.

The adoption of the Levelled Literacy Intervention Program (LLI) has enabled a consistent reading intervention program to be delivered from year 1 to year 4. Students who are deemed in need are withdrawn in small groups that are targeted and focussed on specific needs determined through data analysis.

The TLI initiative has enabled Osborne to implement the Quick Smart Numeracy Intervention Program. This tier two program targets students in years 3 and 4 who are below expected level in their numeracy. The intervention effectively increases basic recall and fluency of number facts.

All of the tier two intervention programs offered at Osborne PS work to develop both the confidence and academic achievement of students thus impacting positively on both learning and wellbeing.

### Restorative Practices

Osborne Primary School introduced Restorative Practices as a consistent approach to discipline and conflict resolution. This decision proved to be beneficial for the school community. Restorative Practices allowed students to take responsibility for their actions and to repair the harm caused to others.

As a result of this approach, incidents of disruptive behavior decreased significantly, and the school environment became more peaceful and respectful. Students felt heard and supported, which led to increased engagement and a sense of belonging in the school community.



Overall, the introduction of Restorative Practices at Osborne Primary School had a positive impact on the entire school community.

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## Financial performance

Osborne Primary School maintained a sound financial position throughout 2022. The School Strategic Plan 2018-2022, along with the 2022 Annual Implementation Plan (AIP), continued to provide the framework for school council allocation of funds to support school programs and priorities. Comprehensive budgets were planned and approved by school council to resource the needs of the students and school. All curriculum programs were adequately resourced ensuring spending was targeted and prioritised in line with the 2022 AIP.

Financial reports were regularly monitored by the Finance Committee and School Council. The Net Operating Deficit was due to additional classroom support to enhance the literacy, numeracy and welfare programs students already in place post-covid.

Minor building works completed include the refurbishment of the canteen. A contribution towards the Capital Building Gallery over Portables project of \$149,000 was made to VSBA, these works are due for completion in 2023. Playground improvements included substantial playground markings to enhance the outdoor playing area. Equity funding contributed to the employment of literacy support staff for students requiring additional support.

The school continued to operate an Outside School Hours Care program in 2022.



# 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 620 students were enrolled at this school in 2022, 302 female and 318 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).

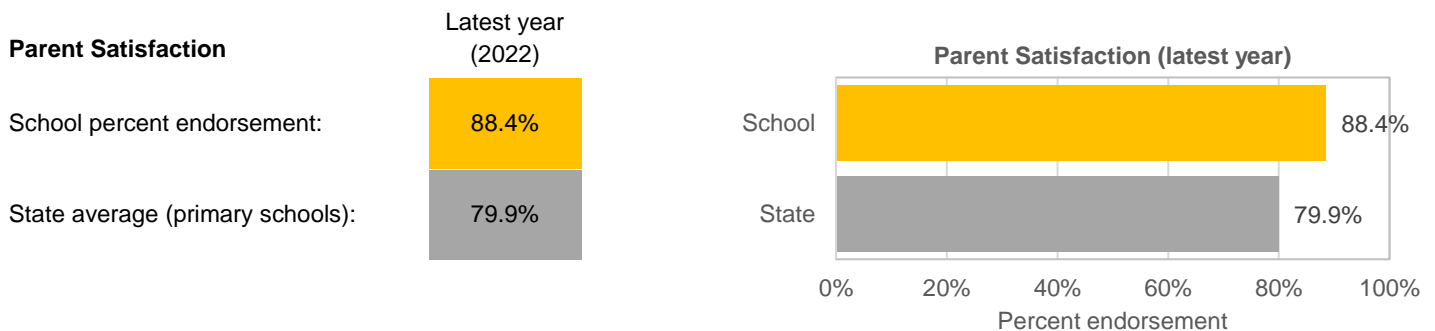
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

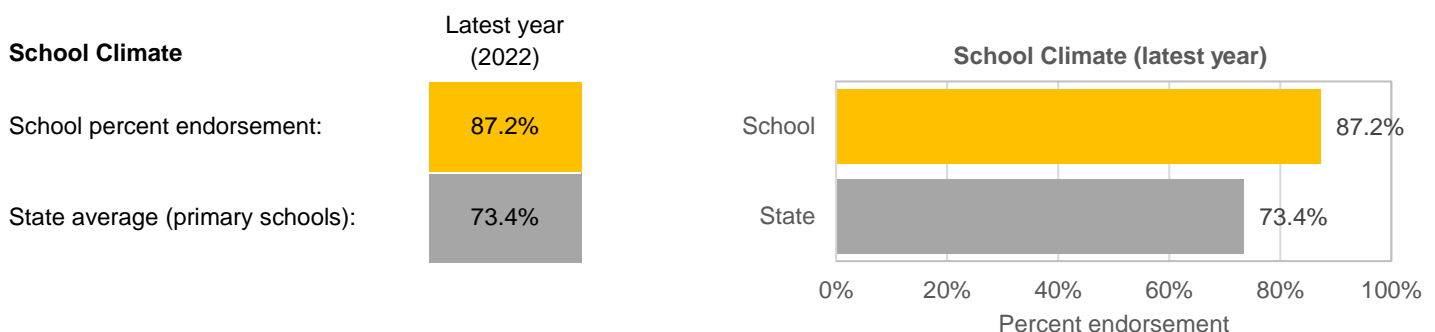


### School Staff Survey

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:

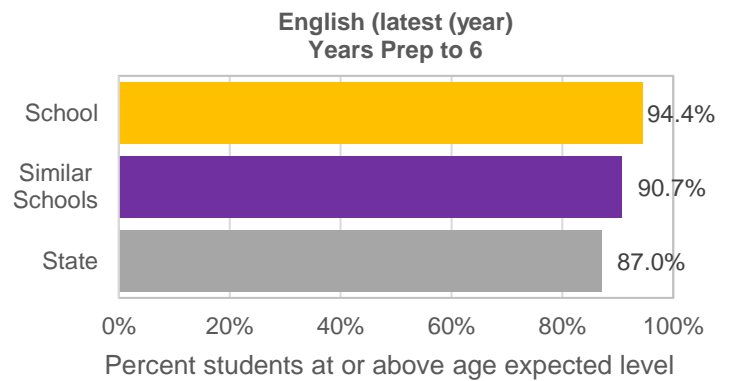
94.4%

Similar Schools average:

90.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

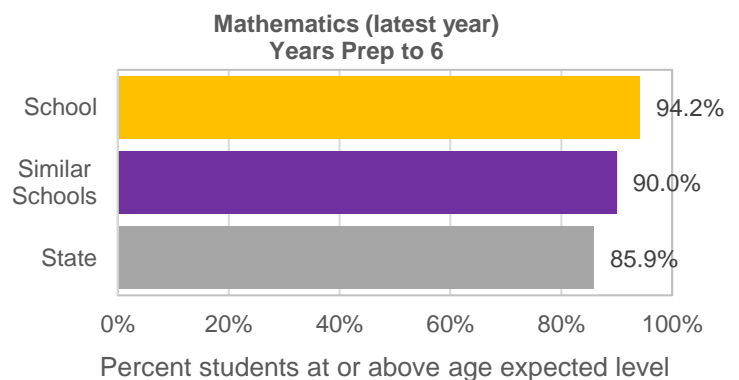
94.2%

Similar Schools average:

90.0%

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.

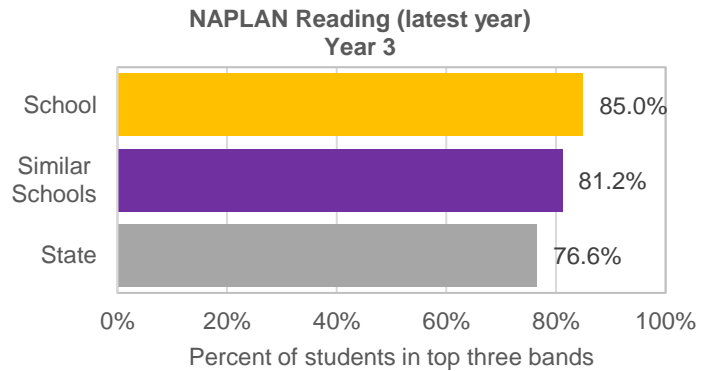
### NAPLAN

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.

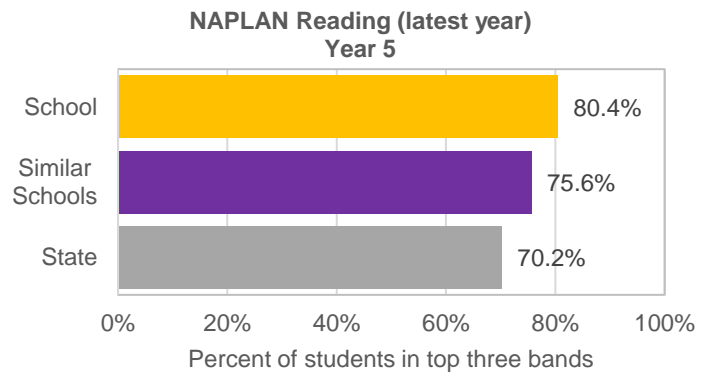
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	86.6%
Similar Schools average:	81.2%	81.4%
State average:	76.6%	76.6%



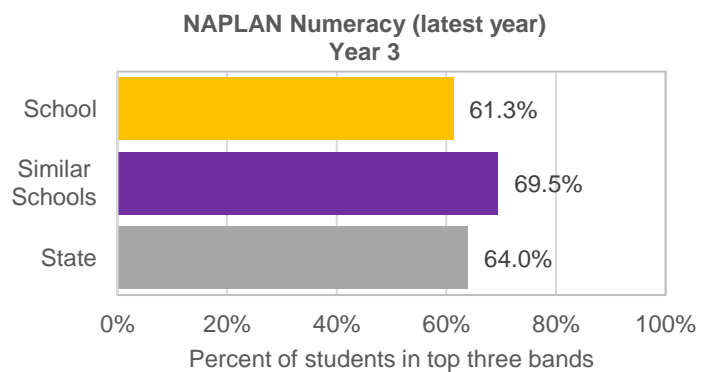
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.4%	80.4%
Similar Schools average:	75.6%	75.1%
State average:	70.2%	69.5%



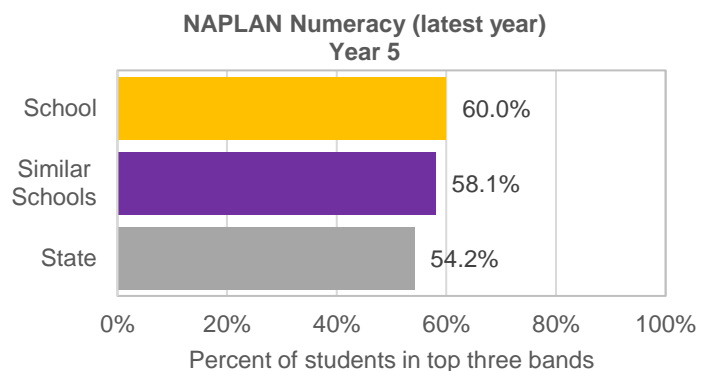
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.3%	73.3%
Similar Schools average:	69.5%	72.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	63.4%
Similar Schools average:	58.1%	62.9%
State average:	54.2%	58.8%



## WELLBEING

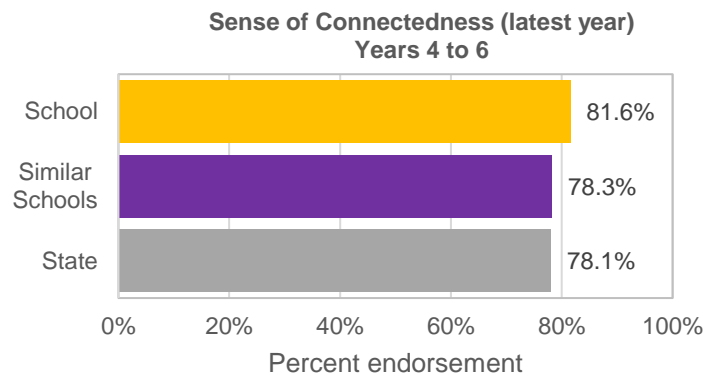
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	81.6%	86.1%
Similar Schools average:	78.3%	80.6%
State average:	78.1%	79.5%

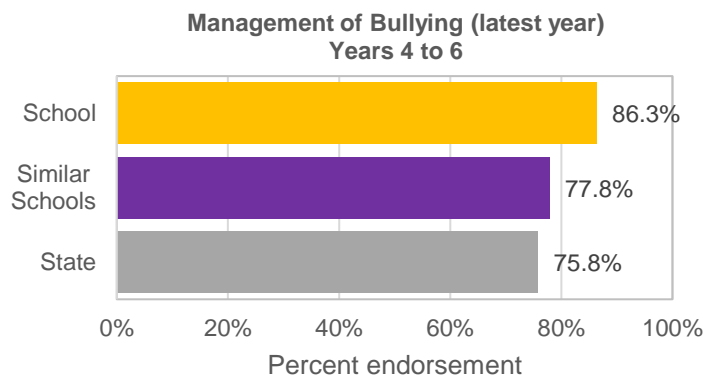


### Student Attitudes to School – Management of Bullying

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:	86.3%	89.7%
Similar Schools average:	77.8%	80.8%
State average:	75.8%	78.3%



## ENGAGEMENT

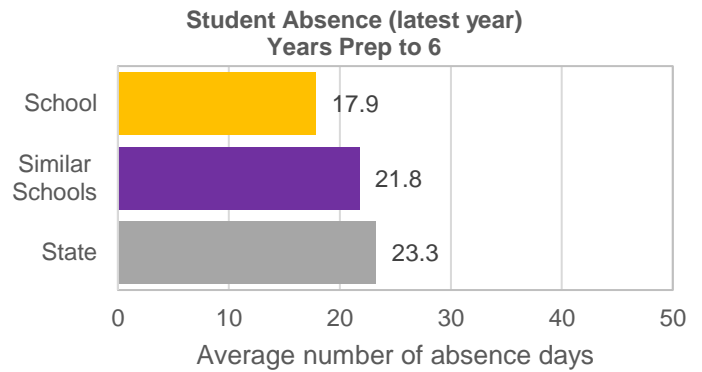
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.9	13.4
Similar Schools average:	21.8	15.2
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):	92%	91%	92%	91%	90%	91%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,388,207
Government Provided DET Grants	\$437,826
Government Grants Commonwealth	\$197,267
Government Grants State	\$0
Revenue Other	\$11,510
Locally Raised Funds	\$567,939
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,602,749</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$55,036
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$55,036</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,681,032
Adjustments	\$0
Books & Publications	\$13,825
Camps/Excursions/Activities	\$234,369
Communication Costs	\$5,487
Consumables	\$95,070
Miscellaneous Expense <sup>3</sup>	\$165,752
Professional Development	\$23,423
Equipment/Maintenance/Hire	\$54,646
Property Services	\$130,915
Salaries & Allowances <sup>4</sup>	\$262,229
Support Services	\$60,089
Trading & Fundraising	\$59,938
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$65,392
<b>Total Operating Expenditure</b>	<b>\$6,852,166</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$249,417)</b>
<b>Asset Acquisitions</b>	<b>\$26,890</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	\$418,875
Official Account	\$145,417
Other Accounts	\$8,101
<b>Total Funds Available</b>	<b>\$572,393</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$175,725
Other Recurrent Expenditure	\$22,408
Provision Accounts	\$3,322
Funds Received in Advance	\$76,100
School Based Programs	\$89,297
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$292,825
Asset/Equipment Replacement < 12 months	\$1,946
Capital - Buildings/Grounds < 12 months	\$9,773
Maintenance - Buildings/Grounds < 12 months	\$25,093
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$696,489</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.*