

2022 Annual Report to the School Community

School Name: Iramoo Primary School (5152)



- 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 27 March 2023 at 04:00 PM by Raquel Tweedley (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 28 March 2023 at 07:09 PM by Christopher Bowen (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

Iramoo Primary School is located in Wyndham Vale in Melbourne's rapidly growing outer western suburbs. It has provided outstanding education for local children since 1978. The school's core purpose is to create an environment in which our children thrive. All available human and physical resources are devoted to this goal to ensure that we deliver the best outcomes for our students' learning and wellbeing.

Iramoo promotes student excellence in English, Mathematics, Physical Education and all areas of the Arts. The school currently provides students with specialised classes in the Spanish language, Digital Technologies, Visual & Performing Arts and Physical Education, including a 1:1 iPad program for all students from Years 4 -6.

Iramoo had a population of approximately 625 students in 2022. The school has been able to maintain relatively small class sizes with a current average of approximately 24 students per grade arranged in 28 single year level classes from Prep to Year 6. Iramoo has a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. We pride ourselves on being inclusive and are proactive in the teaching and promotion of appropriate personal and social skills at all year levels in our school. We implement DET's Respectful Relationships program along with aspects of the 'You Can Do It' program to promote positive personal and interpersonal skills. In keeping with our school values of Respect, Responsibility and Relationships, our school community has also developed the absolute minimum standards of behaviour known as our Top 10 'Not Negotiable' Social Skills. All teachers and staff explain, teach, model and reinforce these skills and our values continuously.

Iramoo Primary School has approximately 48 Indigenous students and 11 students in Out of Home Care who are supported by Education Improvement Plans and Student Support Group Meetings. Equity funding will continue to be used to redress the disadvantage of these students in 2023. Our school has 55.8 equivalent full-time staff including one who is Aboriginal. We have 4 Principal Class, 1 Leading Teachers, 2 Learning Specialists, 36.3 teachers and 12.5 Educational Support staff.

The school is well resourced and has modern buildings and grounds that are maintained to a high standard. It has very well presented classrooms and well-resourced school and classroom libraries. We have an impressive external environment with six playgrounds as well as several very attractive outdoor learning and passive recreation areas.

Progress towards strategic goals, student outcomes and student engagement

Learning

According to teacher judgements, Iramoo students' achievement in English and Mathematics is at or above similar schools. Ensuring accurate teacher judgement of student achievement, particularly in English and Mathematics will continue to be a focus for our teachers in 2023. This reflects our school's continuous efforts to improve the quality of teaching and learning in these areas. In 2022 we continued to have a strong focus on and consolidated our Literacy and Numeracy Intervention programs using resources provided via Equity Funding and the Tutor Learning Initiative. During 2022 our school continued to establish and refine the Professional Learning Communities (PLC) initiative to support and address the goals in our Strategic Plan. Our School Improvement Team and Middle Leaders led this initiative and will continue to work with staff to improve students' literacy and numeracy development through comprehensive data analysis, planning, learning walks and peer observations & feedback in 2023. We are extremely proud of the excellent learning demonstrated by our students and staff. A particular highlight has been the continuation of the Professional Learning Communities (PLC) initiative by our staff in 2022. The opportunity for staff to collaborate and use the FISO cycle to improve student learning outcomes has had the effect of enhancing teachers' collective responsibility,

implementing high impact strategies, and further developing their knowledge and skills in teaching and learning. Our staff have eagerly adopted the PLC process and continue to work together to learn and refine their practices. We are particularly proud of our Specialist PLC and their work on incorporating student voice to engage students. In 2022 the team worked with regional PLC Practice Instructors to improve their practice to engage students using strategies such as self-reflections and exit slips. Our students continue to participate in purposeful and meaningful learning activities in Literacy and Numeracy. Iramoo is extremely proud of our students' achievements in Reading. Of particular note has been the excellent and consistent high achievement in this area. At the beginning of our School Strategic Plan, 32% of students in Year 5 scored in the top two bands compared to 39% (3-year average). The proportion of students in the bottom two bands also dropped to 11% over the span of our School Strategic Plan compared to 21% in 2018. Our strong intervention programs and Tutor Learning Initiative (TLI) work over the last four years have been instrumental in supporting students at risk. In Maths the proportion of students in Year 5 who scored in the top two bands in 2022 was similar to the state and well above similar and network schools.

Actions taken at Iramoo Primary School to continue improving student learning outcomes in 2022 included:

- Building the guaranteed and viable curriculum
- Maintaining a consistent whole school approach to curriculum planning supported by School Leaders
- Improving the ability of teachers to make judgements of student learning through analysing data using the Student Performance Analyser (SPA) and Common Assessment Tasks
- Investigating ways to strengthen assessment and reporting through the use of multiple sources of data
- Expanding moderation strategies to enhance and improve teacher judgement of student progress
- Support students in reflecting on their strengths and weaknesses in Literacy & Numeracy
- Ensuring that students are engaged in meaningful goal setting in Literacy and Numeracy with direction from class teachers, intervention teachers and school leaders.

Wellbeing

A continuing focus of Iramoo Primary School in 2022 was to improve the quality of universal, targeted and individual supports and welfare for all students. Student responses and data from the Student Attitudes to School survey indicated that they were feeling well supported and connected to our school. The data was very informative and assisted us to focus our goals and priorities to address our students' wellbeing priority goal. This was achieved through the development of policies and programs including:

- Building teacher capacity and skills in explicit Literacy and Numeracy teaching strategies.
- Ensuring that students engage in meaningful goal setting in Literacy and Numeracy, including the development of Individual Learning Plans.
- Developing and implementing common understandings of teaching and learning practices for differentiated teaching and personalised learning.
- Creating a physical environment & school routines that promote positive behaviour.
- Simple rules and procedures pertaining to school wide behaviours that are clearly established and well known to all students and staff (e.g. Top 10 'Not Negotiable' Social Skills).
- Well-articulated rules and procedures for general classroom behaviour, beginning and ending the school day, transitions between lessons, managing interruptions, use of materials & equipment, group work and independent work.
- Ensuring that all teachers and students have worked through the DET Acceptable User Policy in relation to the use of information technology.
- Continuing to develop and implement a holistic approach to cyber safety throughout the school.

Our strong commitment to our student's wellbeing is demonstrated by:

- Establishing a multi-tiered response model detailing universal, targeted and individual supports where wellbeing and learning priorities are at the core and interconnected to support students' mental health and wellbeing.
- Continued employment of an Assistant Principal - Wellbeing and Leading Teacher - Diversity and Equity to drive tiered wellbeing initiatives and supports.
- Transition process regarding exchange of information between teachers/leaders. At the end of each year, teachers pass on valuable information to new teachers regarding student wellbeing. At the beginning of each year our Assistant Principal - Wellbeing meets with each year level to pass on important information including student safety, medical needs and current Allied Health Interventions (internal and external). These exchange sessions are invaluable in supporting our students to thrive in the learning and wellbeing.
- Participation of wellbeing leaders at Schools' Mental Health Schools Reforms PD and Schools Mental Health Fund and Menu PD.
- Our parents are supported through the engagement of allied health services when necessary to support the learning and wellbeing of their own children. Student Support Group meetings take place regularly and the subsequent development of Individual Learning Plans (ILP) and Individual Education Plans (IEP) further support student learning and engagement.

- Every indigenous student in our school has an ILP, as do all students on our Program for Students with Disabilities and those in Out of Home Care (OOHC). During the period of this review, we provided our parents of Karen background with translations of all school correspondence in the Karen language through the appointment of a Multicultural Education Aide.
- Regular, well documented and supported SSG meeting, IEPs, etc for PSD students.
- Development and review of ILPs for Koorie, EAL and students working below (at least 18 months).
- Whole staff briefing on the new Disability and Inclusion model.
- Implementation of the Respectful Relationships Program in 2022 using a whole school approach. All members of our SIT participated in the initial PD to demonstrate our schools' strong commitment to the success of this program. Whole staff professional learning and well organised resources have ensured a successful initial implementation of the program across the whole school.
- Implementation of personal/social-emotional learning curriculum based on YCDI program and auditing this to identify overlaps and integrate new programs including Respectful Relationships.
- Analysis of Student Attitudes to School results with teachers in Years 4 – 6 and continued opportunities for student voice.
- Recruitment of a School Chaplain to provide pastoral care and support for students experiencing grief or family separation. Our chaplain also ran mindfulness clubs for students at lunchtimes and supported staff with advice around Zones of Regulation and other strategies.
- Continued implementation of the New Child Safe Standards, including updating policy documentation, information to the school community, staff, school council and volunteers PD, completion of Child Safe Standards Action List and completion of the new Child Safe Standards Risk Register.
- Ongoing employment of allied health professionals including speech pathologist and occupational therapist to provide targeted support for students in the Early Years.

Engagement

Our school provides opportunities for all students to reach their full potential academically, socially, emotionally and physically. We encourage students to be engaged in their learning, to become socially competent and life-long learners in a safe, caring and positive environment. We promote a comprehensive curriculum that focuses on equity for all children from all backgrounds. In 2022, the average number of student absence days at Iramoo Primary School was 25.7 days per student. This result is indicative of the COVID isolation rules that were in place at the time.

We have put in place various processes and practices to further engage all members of our school community. Examples of this include:

- Policies and programs developed at our school support the premise that parents/carers involvement in education is critical in facilitating children's academic and behavioural success. Parent/carer involvement is encouraged through providing school activities (e.g. volunteer helpers program) and resources to parents (eg. Years 4 - 6 iPad program), as well as increasing positive communication between the school, teachers and parents.
- We build positive relationships with our families/carers through parent teacher meetings, phone conversations, fortnightly newsletters and weekly posts on Compass – our management system.
- Our Assistant Principal and Leading Teacher - Student Welfare Officers always involve parents/carers in significant welfare or discipline issues. Parents/carers are more likely to become involved, and feel positive about our school, when they feel that they have a role to play, believe that they can make a difference, and feel that their children and their teachers want their involvement.
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- Parents/carers can volunteer their services to support our school in any number of ways including camps & excursions, classroom support (eg. listening to children read), school council and fundraising events (e.g. Mother's Day and Father's Day stalls).
- We always welcome families/carers at school performances, Education Week activities, Colour Fun Run, cross-country events and other special activities. In 2022, it was with much excitement that our students and staff were able to produce a spectacular performance for our school community to enjoy. Following a term of Performing Arts workshops facilitated by a Circus Crew, our students and staff worked collaboratively to produce 'The Greatest Show'. The opportunity to reunite as our Red and Blue family / whole school community was a delight. The auditorium was filled with joy and happiness after many months of long restrictions and isolation.

We support our students to build pride in themselves and to actively participate in the classroom, school and community. Students are encouraged to engage in lifelong practices for wellbeing and sustainability and to become active and caring citizens. Our students share and take responsibility for many of these aspects around our school and community. Some of the initiative we undertook in 2022 included:

- continuing to create calm and orderly classrooms
- reinforcing our Top 10 'Not Negotiable' Skills and School Values of Respect, Responsibility and Relationships ensuring that at the beginning of each year sets clear expectations for all members our school community.
- the work of our Specialist PLC in 2022 on Student Voice provided opportunities to choose activities, reflect on their learning, know 'where to next' in their learning and using exit slips for feedback have enabled students to engage more fully in their learning in Specialist lessons
- When our Year 4, 5 & 6 students completed the Attitude to School Survey (AtoSS) 2022, their responses and data indicated that they were feeling well supported and cared for by our staff. The data was very informative and assisted us to focus our goals and priorities to further address particular students who were identified as needing to be stimulated and engaged more in their learning.
- building students understanding of the purpose of our school house points and the history of the adults in our community who were chosen to represent each house – Last year we had Andrew Gaze & Merv Hughes connect with our students. Inviting some of these adults to talk to our students (both online and in person) has been important in raising enthusiasm and making this more meaningful for our students. We connect our School Values of Respect, Responsibility and Relationship to earning house points on a daily basis.
- All students are encouraged to become involved in extra curricula activities to extend their talents. This includes lunchtime clubs to promote student connectedness to their peers and connectedness to the school community such as chess and choir
- Each term our students fundraised for a particular charity. After hearing of the devastation caused by the floods in Northern NSW, the Iramoo Student Social Service Committee decided that they would like to use the money raised throughout Term 2, 2022 and Term 3 to support a rural Indigenous school called Cabbage Tree Island Primary School as they rebuilt and re-established their learning resources. Fundraising went towards purchasing new books to help the staff and students re-establish their school library. In addition to the purchased books, library bags that were beautifully decorated by students in Year 6 Art Enrichment group, were also sent to the school.
- During 2021 and 2022, interested Year 5 and 6 students were involved in the Love Your Locals project with Zoos Victoria. They worked both face to face and online, with one of our Learning Specialists to raise awareness of threatened bird species in our school community. The students were all respectful, resilient, dedicated and passionate about the cause. Our school raised approximately \$600.00 in our Social Service tins, and donated this money to Zoos Victoria.
- Children were encouraged to ride or walk to school to promote healthy living and to reduce traffic before and after school via our promotion of Active Travel . This initiative is supported by Ride2School Victoria. Our students report weekly during our Monday morning assembly to promote active travel.
- Through our Waste Free Wednesday/ Nude Food incentive we focus on building greater understanding about the effects of rubbish/waste on the health of our environment. It engages the students in activities relating to waste reduction, recycling, food choices and the connection to our health and the health of our environment. It also focuses on reducing rubbish in the school grounds.

Financial performance

A net operating surplus of \$350,760 was recorded in 2022. This surplus is significantly lower compared to 2021 net operating surplus of \$562,749. Our 2022 surplus is due to some of the following contributing factors: during 2022 there was a significant increase in the amount spent on school facilities. This was due to various upgrades and maintenance projects that were completed e.g. additional CCTV cameras, roof works, new carpet and improvements to the school grounds. There was an increase of Casual Relief Teachers (CRT) due to an increase of staff absences due to COVID-19 protocols. Communication costs were higher while many obvious other expenses, electricity, gas, water etc., increased as the school was used more to its usual capacity. More than 50% of our families are socio-economically disadvantaged but with the assistance of increased needs-based Equity Funding in 2022 we were able to ensure that our children were not disadvantaged. Our additional Equity Funding also helped us to provide Literacy and Numeracy Learning Specialists to work alongside our teachers, ensuring that every child in each of our 26 classes received the highest quality instruction (most of which was remotely). Our additional 2022 funding also enabled us to continue employing a part time science teacher, a speech pathologist and an occupational therapist. Iramoo Primary School has approximately 48 Indigenous students and 11 students in Out of Home Care who are supported by Education Improvement Plans and Student Support Groups. Equity funding will continue to be used to redress the disadvantage of these students in 2023.

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 625 students were enrolled at this school in 2022, 318 female and 307 male.

31 percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

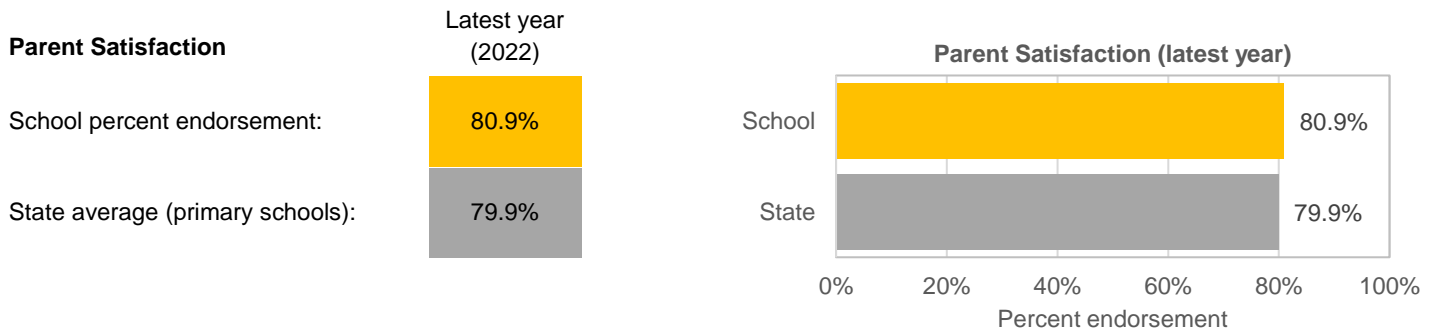
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

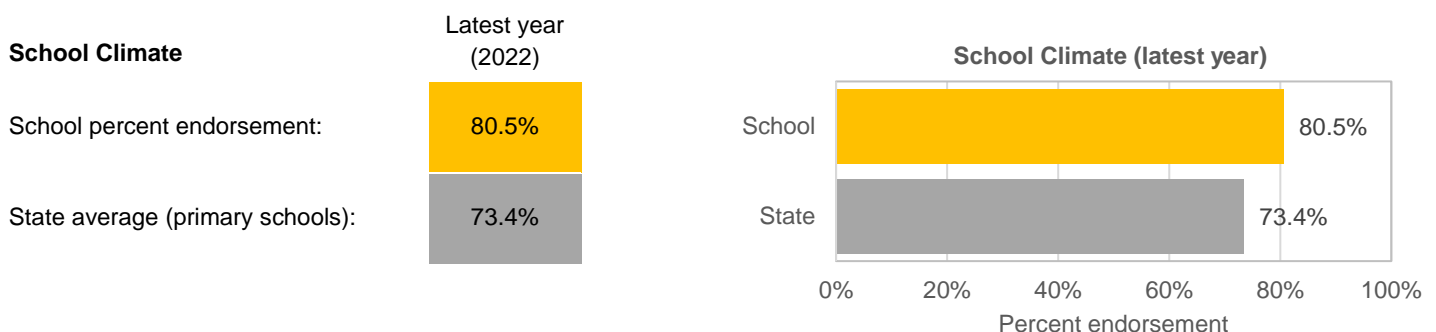


School Staff Survey

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:

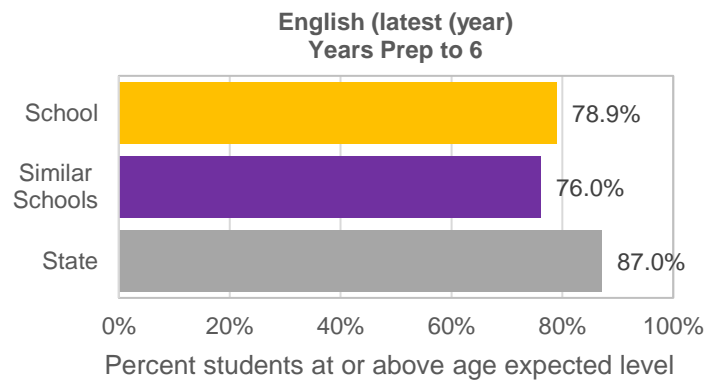
78.9%

Similar Schools average:

76.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

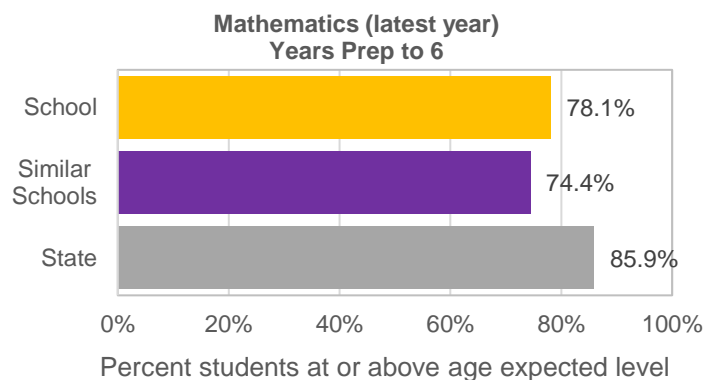
78.1%

Similar Schools average:

74.4%

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.

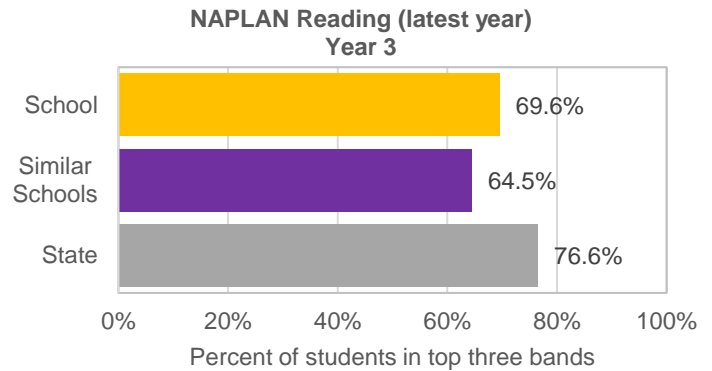
NAPLAN

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.

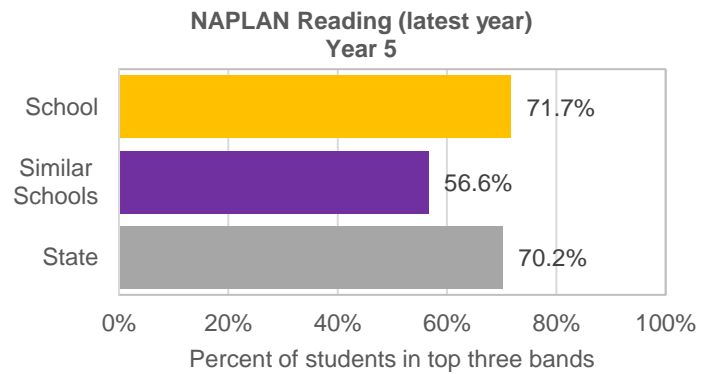
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	71.7%
Similar Schools average:	64.5%	66.0%
State average:	76.6%	76.6%



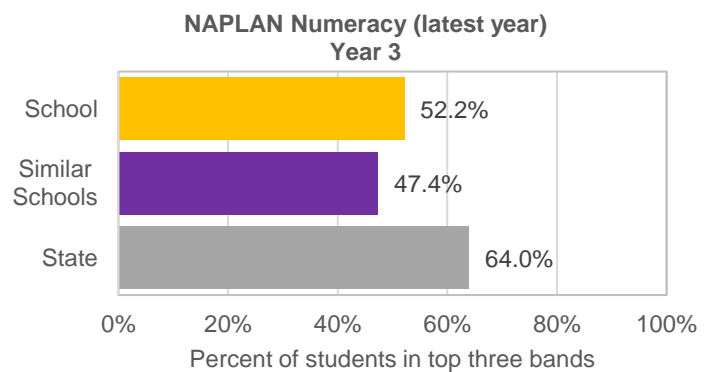
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	64.0%
Similar Schools average:	56.6%	56.1%
State average:	70.2%	69.5%



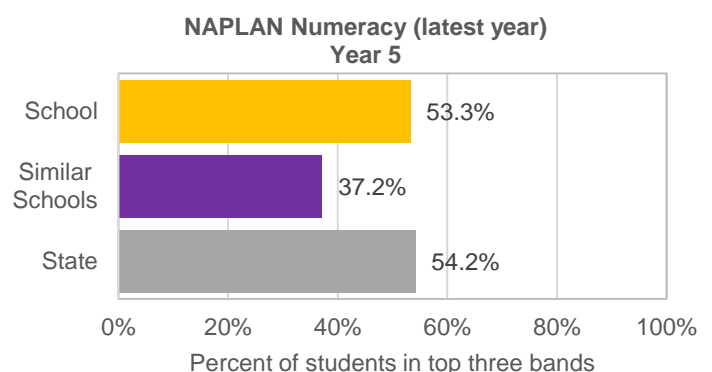
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	58.5%
Similar Schools average:	47.4%	51.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	50.2%
Similar Schools average:	37.2%	42.3%
State average:	54.2%	58.8%



WELLBEING

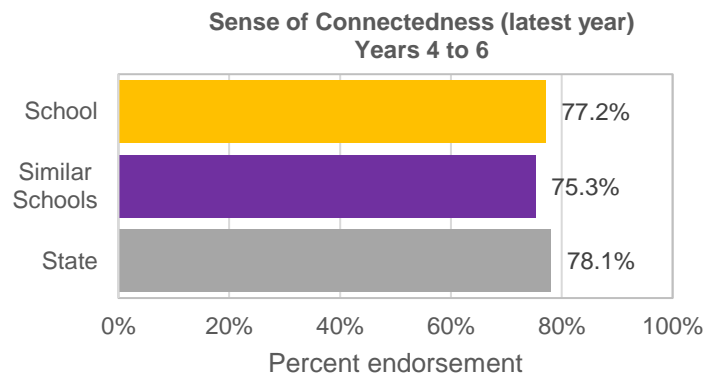
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.2%	81.4%
Similar Schools average:	75.3%	77.5%
State average:	78.1%	79.5%

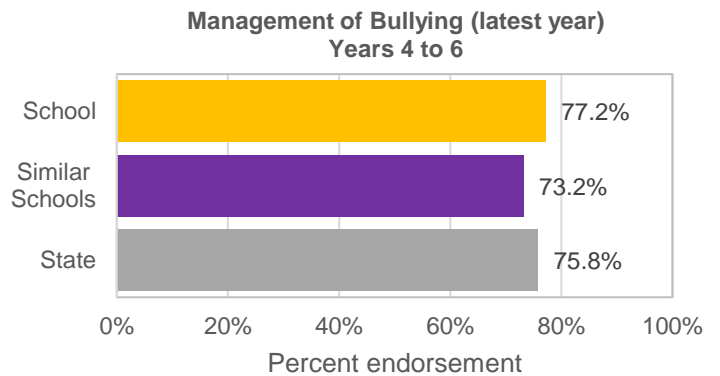


Student Attitudes to School – Management of Bullying

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:	77.2%	80.9%
Similar Schools average:	73.2%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

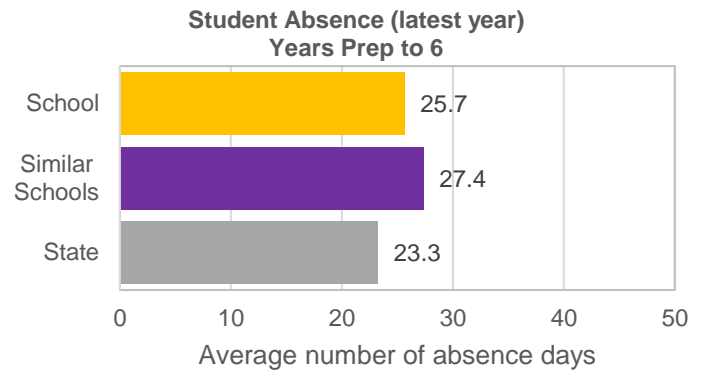
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.7	17.9
Similar Schools average:	27.4	21.0
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):	86%	86%	87%	87%	87%	86%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,501,568
Government Provided DET Grants	\$1,126,979
Government Grants Commonwealth	\$0
Government Grants State	\$20,000
Revenue Other	\$45,904
Locally Raised Funds	\$466,868
Capital Grants	\$0
Total Operating Revenue	\$8,161,318

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,180,800
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,180,800

Expenditure	Actual
Student Resource Package ²	\$6,325,975
Adjustments	(\$4,600)
Books & Publications	\$6,356
Camps/Excursions/Activities	\$237,876
Communication Costs	\$5,290
Consumables	\$182,360
Miscellaneous Expense ³	\$26,420
Professional Development	\$5,376
Equipment/Maintenance/Hire	\$204,423
Property Services	\$345,388
Salaries & Allowances ⁴	\$247,369
Support Services	\$55,202
Trading & Fundraising	\$127,393
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,728
Total Operating Expenditure	\$7,810,558
Net Operating Surplus/-Deficit	\$350,760
Asset Acquisitions	\$10,000

- (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	\$2,599,977
Official Account	\$5,142
Other Accounts	\$0
Total Funds Available	\$2,605,119

Financial Commitments	Actual
Operating Reserve	\$193,643
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,673,181
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$767,702
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,634,526

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.