

2022 Annual Report to the School Community

School Name: Bayswater Primary School (2163)



- 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 April 2023 at 01:26 PM by Brooke Cross (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 April 2023 at 12:42 PM by Melainy Henman (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

Bayswater Primary School (Bayswater PS) is located in the City of Knox in the Bayswater suburb of Melbourne approximately 29 kilometres from the Melbourne Central Business District. The school was founded in 1879 as North Scoresby State School. Enrolment at the start of 2022 was 129 students. Increasing to 132 at the peak with 51 female and 81 male students attending over 2022. 27% of students spoke a language other than English at home. The enrolment numbers remained relatively steady throughout 2022 and were 126 at the end of the year. The staffing profile of Bayswater PS includes a Principal, 9.1 equivalent full time (EFT) teachers and 2.1 EFT Education Support (ES) staff. Bayswater PS is a happy school with high expectations. At Bayswater we are very aware of the need to treat each student as an individual. Our size enables every child to be well-known to staff and other students. The school has a genuinely bright and positive atmosphere. With more than 143 years of history behind it, Bayswater Primary is large enough to be able to provide comprehensive programs yet small enough to provide more personal care, attention and valuing of the individual. Our School Values are Connection, Respect, Excellence and Resilience. The value the community places on the natural environment and outdoor play, is reflected in our spacious landscaped grounds planted with native species. The fenced off grounds consist of a grassed oval, netball and basketball courts, a soccer pitch, fenced off community garden (complete with chickens) and a variety of safe adventure playground equipment and newly installed shade sails. During 2021, an outdoor learning area, shaded by the school's historic oak tree and complete with outdoor seating and a grassed area, was established. In February of 2021, the Premier Honorable Daniel Andrews, officially opened our main building, the Central Administration and learning hub. There is also an on site preschool run by Knox City Council, within our school grounds, aiding in the transition from preschool to school. The school offers a challenging, comprehensive and relevant curriculum to all our students. Teachers use the Victorian Curriculum to plan throughout the year. Our Educational program has a major emphasis of sound foundations in Literacy and Numeracy skills. Specialist programs that are provided for include Mandarin Language and Culture, Visual Arts, Science and Physical Education. With Performing Arts starting in 2023. Additional programs include Additional Assistance, an enrichment / extension program, School Choir, Whole School Concerts (Alternate years) , Buddy Program, Cross-Age Whole School Values Program called Connections, Interschool Sport, Swimming, PMP, and a Camping Program(2-6). New Prep Students are thoroughly prepared for school life with an extensive Transition Program. Additional support staff include a psychologist, speech pathologist, visiting school nurse, school chaplain, volunteers and a part-time computer Technician. Our school community comes together for a variety of fun-filled and family orientated events including the school's Colour Run, Information and Interview nights, Movie Nights, Book Week Celebrations, School Discos, Education Week Celebrations, Grade 6 Graduation and End of year Christmas Concert. Our school is a valuable contributor to MPEN (Maroondah Positive Education Network) The Before and After School Care program welcomes all children from Bayswater Primary School. The program is terrific for working parents. It is a place where children can go outside school hours to play and relax and do homework in a safe and stimulating environment. Our school is one of five Bayswater schools involved in the Bayswater Education Plan. The leadership teams from each school began working together in 2021 to establish opportunities and partnerships to begin the work of improving educational outcomes for all students in Bayswater. This project will be a 10 year strategy beginning in 2022. We are very excited at the opportunities that this will bring not only for our school but for the community of Bayswater in general. During 2022, the Bayswater Education plan was further developed with the establishment of the 5 working parties. Each working party has representation from each school and are working on priority projects in line with their focus. Bayswater Primary School accepts short term (from 4 weeks up to a term) International Student placements. We recognise that for each student's learning to be optimised, a close partnership needs to exist between parents and teachers. Our school actively encourages, welcomes and involves parents in school life. Participation in classroom programs, excursions, Fundraising Committee and the School Council, are some ways in which parents are able to express their talents and interests.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy We will teach and support each student at their point of need and in line with FISO. KIS 1.a Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions

Embed a school wide writing approach Develop a school wide numeracy strategy Maintain PLC's to support teacher collaboration and reflection of strengthening teacher practice Maintain staff capacity in differentiation in order to identify and meet individual student needs Embed consistent approaches to formative assessment Maintain processes and protocols that ensure at risk students with specific learning needs receive support Engage in Professional learning on numeracy and writing Build staff capacity to understand and implement the new format of IEP's

Outcomes

Students will know how lessons are structured and how this supports their learning Leaders will support teaching staff to build assessment and differentiation practices through clear processes, professional learning and peer observations Tutors will provide targeted academic support to students Students will be supported to learn at point of need PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons

Data, Evidence and Artefacts

Teacher records and observations of student progress Portfolio tasks Classroom observations and learning walks NAPLAN results eg Numeracy benchmark growth Student, staff and parent perception survey results

- *What enablers supported the delivery of this KIS?*

Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)

Sufficient time allocated

Key Improvement Strategies are able to be implemented

Improvement efforts are well focussed (the school was able to prioritise well)

Staff capability and consistency of practice

Positive staff culture and readiness for change

Workforce stability and effective change management practices

Barriers

- *What barriers impeded the delivery of this KIS?*

Time constraints i.e. not enough time allocated

Budget constraints

We made great progress with this KIS over the year. Our staff PL focus for terms 2 and 3 was writing and in terms 3 and 4 the whole staff PLC cycle had a numeracy focus. Peer Observations and Learning Walks with a literacy focus occurred throughout term 1 and again in term 3. Our TLI program had a literacy focus in semester 1 before changing to a numeracy focus in semester 2. Numeracy will continue to be a key focus next year at both school and network level. We have appointed a new numeracy co-ordinator for next year who will work on building staff capacity to teach and assess numeracy. We will continue to utilise staff PL, the PLC process, peer observations, learning walks and moderation to enable this to happen. In addition to this, the focus for our Bayswater Education Plan curriculum day and the priority for the Student Achievement working party in 2023 will be on numeracy.

Wellbeing

In 2022 Bayswater Primary School has continued to develop, implement and embed a whole school approach to wellbeing, which continues to support our students, staff and the wider school community. All of our wellbeing initiatives were coordinated by our Student Wellbeing and Inclusion Coordinator, and assisted by our school Chaplain. Our whole school approach to wellbeing incorporates Positive Education (PERMAH Pillars), Restorative Practices, the Berry Street Education Model (trauma-based practices) and Respectful Relationships. It is also supported through community links and programs such as Kids Hope (mentoring program), OnPsych psychology services, Hope City Mission, Breakthrough Church and Glen Park Community Centre. As we transitioned from PSD to Disability Inclusion we continue to support our students through the implementation of Individual Education Plans, incorporating SMART goals and relevant curriculum modifications and adjustments. Our approach to wellbeing also requires us to work closely with our families to support our students through regular Student Support Groups meetings (SSG's) and Care team meetings. Through working collaboratively with SSS (Student Support Services) and paraprofessionals (speech therapists, psychologists, paediatricians and CHYMS) we are able to ensure all students can access the curriculum and experience success. In 2022 our goal was to continue to implement and embed a consistent whole school wellbeing framework throughout the school to enhance the wellbeing of our students, teachers and community. Our wellbeing framework incorporates key concepts from Positive Education, BSEM, Restorative Practices and Respectful Relationships. Over the past 2 years we have implemented our 2-year Wellbeing scope and sequence, based around the PERMAH pillars, which ensures that we are developing a consistent wellbeing language across the school. Students are engaged with this learning during all classroom and specialist sessions, and more formally through our multi-aged Connection Groups. All staff participate and engage in regular professional learning sessions facilitated by our SWIC and supported by the Maroondah Positive Education Network. It has been through the sharing of student learning at assemblies, as well as through our newsletter/Facebook that we have been able to successfully implement and embed Positive

Education within our Bayswater Community. As FISO 2.0 highlights, aligning best teaching and learning practices with the work we do in wellbeing, will allow our students to continue to thrive. Despite the challenges remote learning presented to our community in 2020 and 2021, 80% of our students reported that they have positive peer relationships, with 78% expressing that they feel a strong sense of inclusion and belonging. It has been pleasing to see that 82% of students feel that learning tasks are differentiated, to support their individual learning needs.

- **All Data is based on the 2022 Attitudes to School Survey Data.**

Engagement

2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will support each student at their point of need and in line with FISO.

KIS 1.b

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Actions
Continue to develop and refine our whole school approach to physical, social, emotional and cultural wellbeing Embed positive mental health approaches in staff professional practice Embed our work in Restorative practices and Positive Education Implement the Berry Street trauma informed practice and Respectful relationships curriculum Continue to implement our Connections, multi age social skills program Continue our partnership with Onpsych to offer counselling to students with acute mental health needs

Outcomes

Teachers will incorporate trauma informed practices in teaching and planning Teachers will implement and model consistent language, routines and processes Teachers will develop regular practices to promote healthy eating, increased physical activity and wellbeing Teachers will implement a range of interventions in their classroom to support student wellbeing Students with emerging or acute wellbeing needs remain connected to school, their peers and their learning Families of at risk students will receive regular communication and support from the school

Data, Evidence and Artefacts

Classroom and peer observations Documentation of frameworks, policies or programs Attendance at internal and external Professional learning and evidence of shared professional reading Documentation of referrals / reports etc Student, staff and parent survey results Attendance data Health and wellbeing dashboards Parent teacher Interviews Data used to target and support students with additional needs

Enablers

- *What enablers supported the delivery of this KIS?*

Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)

Key Improvement Strategies are able to be implemented

Improvement efforts are well focussed (the school was able to prioritise well)

Staff capability and consistency of practice

Positive staff culture and readiness for change

Workforce stability and effective change management practices

Barriers

- *What barriers impeded the delivery of this KIS?*

Time constraints i.e. not enough time allocated

Budget constraints

Connections groups ran fortnightly at full capacity throughout the year. We continued to implement and embed our RP Student Engagement Plan, as well as our 2-year Wellbeing Scope and Sequence. We embedded the PERMAH model and our school values into all aspects of school life. We have continued to facilitate regular in-house PL for staff on our Wellbeing model and Student Engagement Plan, which were well received. Para professionals, such as OnPsych have continued to deliver counselling and psychologist services to students via Webex and then in the later part of the year in person. The implementation of the new Disability Inclusion model has gone well with key school staff collaborating with regional staff and others to begin transitioning over from the PSD framework to better support our students. Our SWIC ran two successful DIP's and a practice DIP this year so far. SSG's and Care Team meeting have continued to run regularly to support students' needs and to communicate with all interested parties Lunch time clubs began twice weekly in Term 3. Our Berry Street Trauma informed practice training had to be postponed due to the unavailability of suitable dates. However, the key messages around trauma informed practice were embedded through the Respectful Relationships and other Wellbeing training undertaken. We have rescheduled the Berry Street Training for

2023. Continued support from the network and region enabled us to successfully embed the Tier 2 & 3 Disability Inclusion process. As part of the Bayswater Education plan - the Wellbeing and Engagement Working Party formed a partnership at EACH which involved the students in Grade 1 & 2 taking part in their Healthy Eating program. The Student aspiration group conducted a student leadership program involving our aspiring grade 4 and 5 leaders. Lunch time clubs will continue in 2023, supported by our SWIC. We have evaluated our Chaplaincy program and have made the decision to go with an alternative model in 2023. We will combine the chaplaincy funding with some of the Mental Health funding and will look at employing a counsellor/ social worker to work with students one day a week. Our Berry Street training has been rescheduled for 2023. Further DIP's have been scheduled for 2023 and Prep transition statements have already been read to determine if any supports or interventions need to be put in place for students for the start of 2023. The EACH healthy eating program partnership will continue in 2023. The student leadership program will hold their student forum and complete their legacy projects in 2023 before the next intake of students begin in 2023.

Other highlights from the school year

In 2022 we were able to return to many of our usual school celebrations and events as COVID restrictions began to ease. Our Senior Students (grades 4- 6) were able to participate in interschool sports and attend the district athletics and cross country events. Swimming lessons resumed for all year levels and we were able to hold an Open Night during Education Week. We were able to welcome back our parents with both a Mother's Day and Father's Day Breakfast which was widely attended by our school community. We held our first combined grade 3 - 6 camp at Waratah Beach Camp. This was decided upon to enable us to secure a quality location that could provide two separate programs and lodging areas for our students. Essentially we were able to run two separate camps, one camp activity based and one with a water / outdoor ed focus. Our Christmas Carols had to be postponed due to inclement weather but were able to be incorporated into our end of year celebrations. Our grade 6 graduation was able to return to it's usual format with community dignitaries able to attend to present their awards.

Financial performance

At the conclusion of 2022, Bayswater PS had a credit surplus of \$39,718. 2022 was the first year since 2019 that we were able to run a full school year without interruption from lockdowns and remote learning. Excursions/Incursions, swimming and camps were back on the curriculum. Students enjoyed a variety of excursions including interschool sport, Rippon Lea Estate, Parliament House, the Museum and we held our Year 3-6 Camp at Waratah Bay at the end of Term 4. We also had a Healthy Harold incursion for the whole school. In 2022 Voluntary Contributions (Curriculum Contributions and Other Contributions) were introduced which replaced the previous school fees (Essential Items and Optional Items). We were concerned about the collection rate given we were no longer permitted to put parent invoices onto CASES21 in advance and send out statements requesting payment. We received \$6,895.50 in Voluntary Curriculum Contributions and \$2,385.00 in Voluntary Other Contributions. All families who chose to pay their contributions paid both curriculum and other. 40 of our approx. 90 families paid the voluntary contributions. We also received a \$30,000 Active Sports Grant. These funds were spent on extensive link marking around the school grounds to encourage students to be active, a gravel running track around the oval and sports tops for senior interschool sport in our new school colours. As in previous years, Knox City Council was invoiced once per term for a percentage of utilities and refuse & garbage to cover the costs incurred by the Birch Street Preschool which utilises part of our BER building.

For more detailed information regarding our school please visit our website at
<https://www.bayswaterps.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 132 students were enrolled at this school in 2022, 51 female and 81 male.

27 percent of students had English as an additional language and NDP 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).

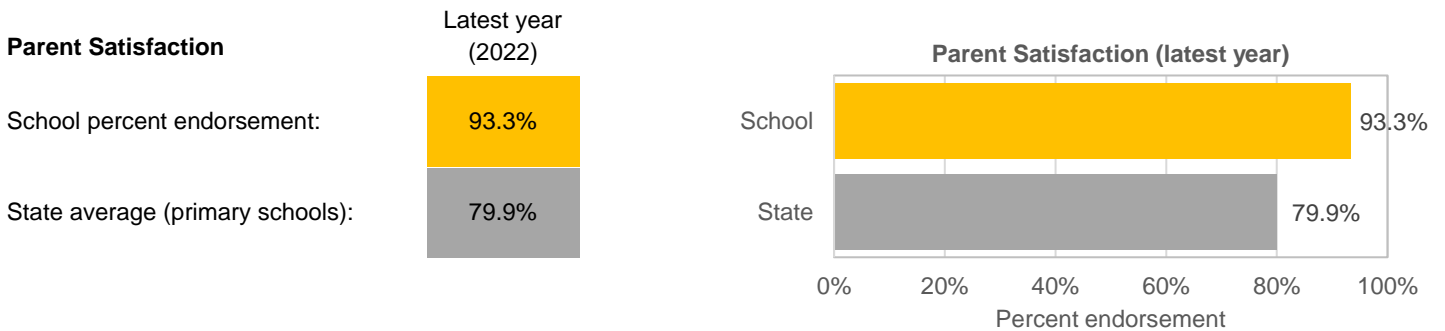
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

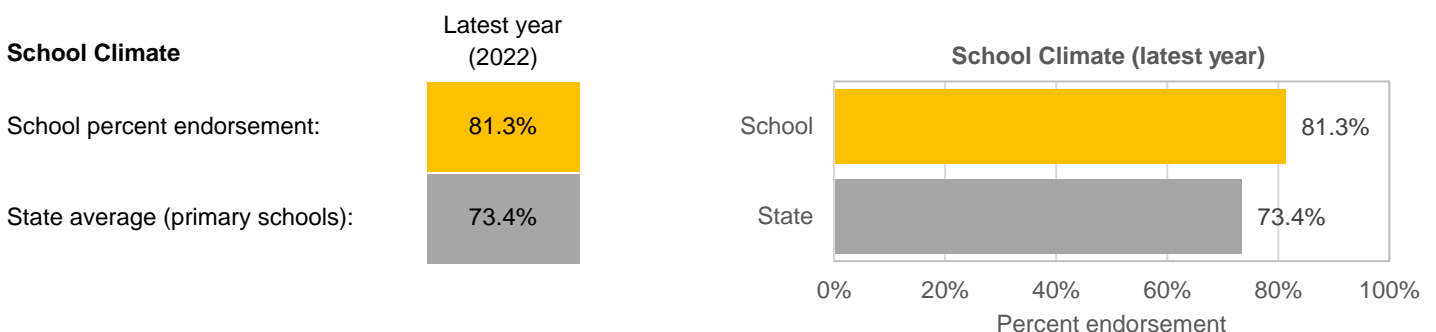


School Staff Survey

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:

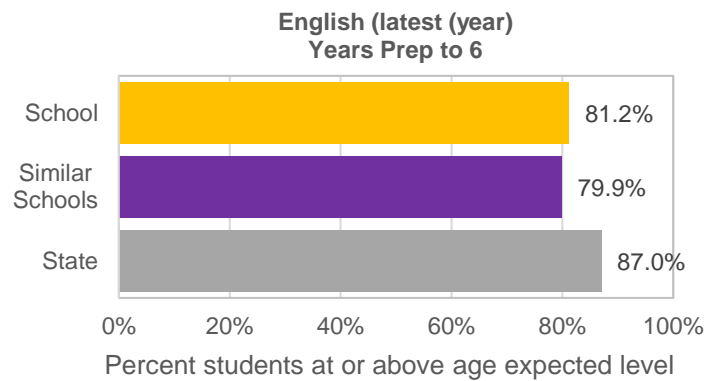
81.2%

Similar Schools average:

79.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

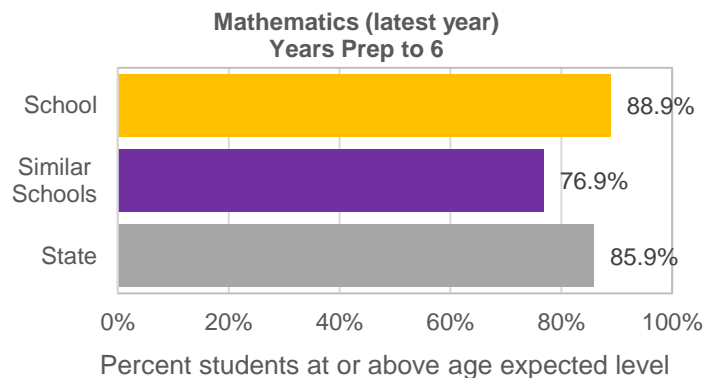
88.9%

Similar Schools average:

76.9%

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.

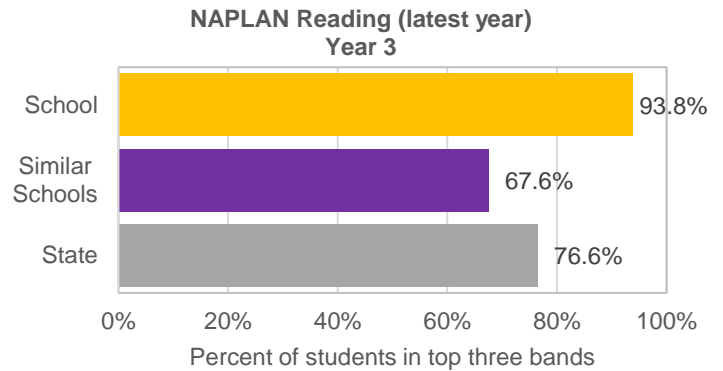
NAPLAN

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.

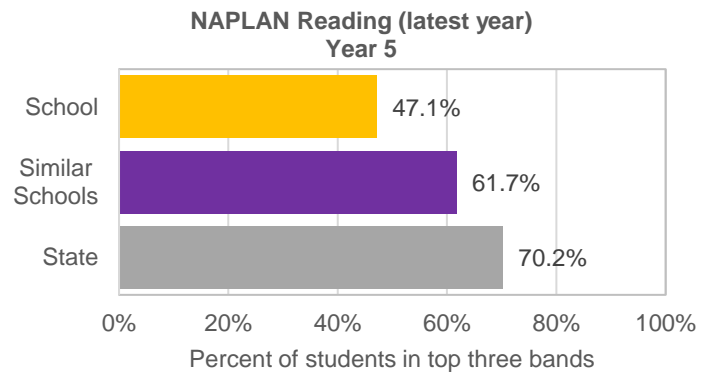
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.8%	69.0%
Similar Schools average:	67.6%	68.2%
State average:	76.6%	76.6%



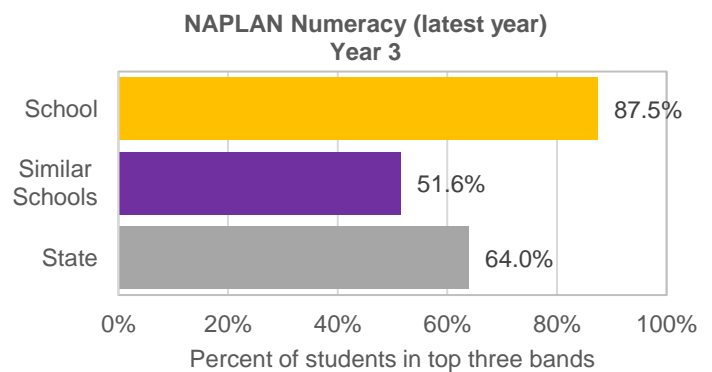
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	51.1%
Similar Schools average:	61.7%	60.9%
State average:	70.2%	69.5%



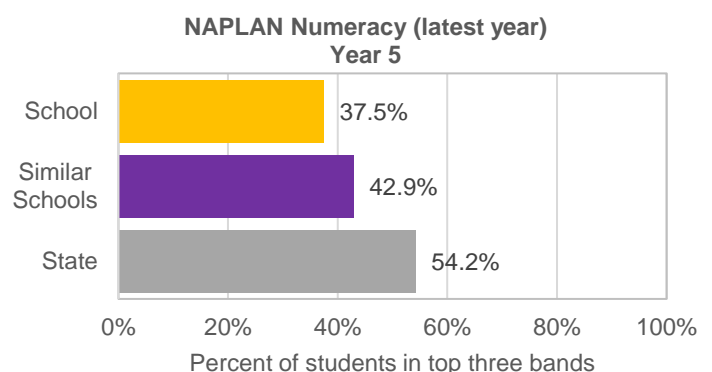
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	58.5%
Similar Schools average:	51.6%	54.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	38.6%
Similar Schools average:	42.9%	47.9%
State average:	54.2%	58.8%



WELLBEING

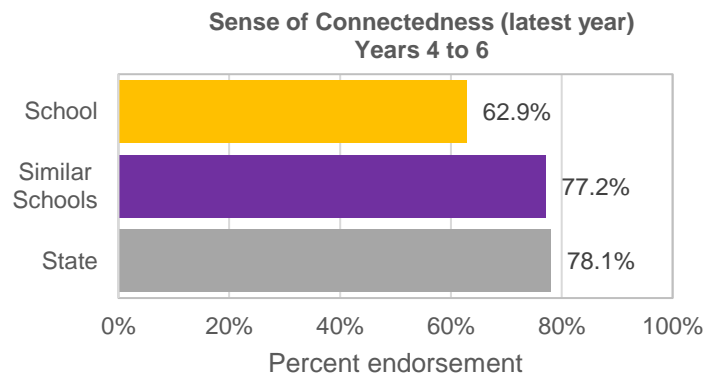
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	62.9%	69.7%
Similar Schools average:	77.2%	79.2%
State average:	78.1%	79.5%

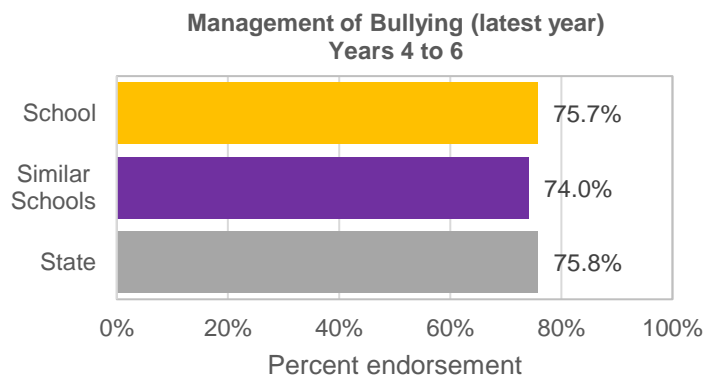


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.7%	73.3%
Similar Schools average:	74.0%	77.4%
State average:	75.8%	78.3%



ENGAGEMENT

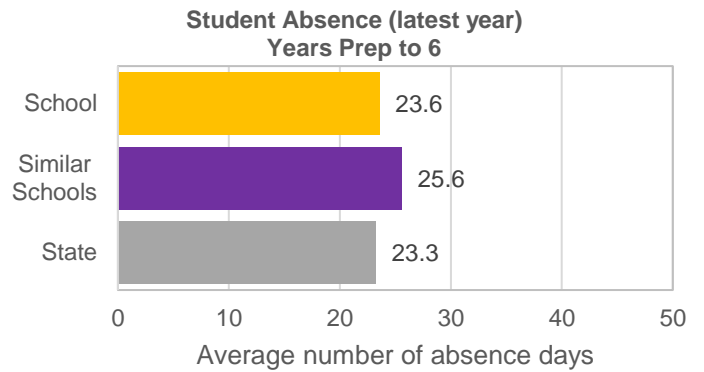
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	18.6
Similar Schools average:	25.6	19.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	88%	88%	86%	91%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,390,865
Government Provided DET Grants	\$228,684
Government Grants Commonwealth	\$5,646
Government Grants State	\$0
Revenue Other	\$36,920
Locally Raised Funds	\$65,047
Capital Grants	\$20,460
Total Operating Revenue	\$1,747,622

Equity ¹	Actual
Equity (Social Disadvantage)	\$104,309
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$104,309

Expenditure	Actual
Student Resource Package ²	\$1,351,147
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$40,994
Communication Costs	\$5,419
Consumables	\$44,762
Miscellaneous Expense ³	\$11,512
Professional Development	\$14,776
Equipment/Maintenance/Hire	\$28,707
Property Services	\$98,431
Salaries & Allowances ⁴	\$25,923
Support Services	\$53,207
Trading & Fundraising	\$10,928
Motor Vehicle Expenses	\$142
Travel & Subsistence	\$0
Utilities	\$24,375
Total Operating Expenditure	\$1,710,324
Net Operating Surplus/-Deficit	\$16,838
Asset Acquisitions	\$20,460

- (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	\$93,386
Official Account	\$6,392
Other Accounts	\$0
Total Funds Available	\$99,778

Financial Commitments	Actual
Operating Reserve	\$45,532
Other Recurrent Expenditure	\$9,072
Provision Accounts	\$0
Funds Received in Advance	\$8,067
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,921
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,287
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$90,880

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.