

2022 Annual Report to the School Community

School Name: Benton Junior College (5488)



- 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 31 March 2023 at 12:02 PM by Melissa Wisniewski (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 03:39 PM by Tessa Pizzey (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

Benton Junior College is a Victorian Government primary school located east of the Mornington township. Our College has an enrolment of 734 students, with 2% of our students identifying as Aboriginal or Torres Strait Islander, and 2% EAL. We have 59.1 equivalent full-time staff comprised of 2 Principal class, 43.7 teaching and specialist staff, 13.4 Education Support staff.

The College is authorised with the International Baccalaureate Organisation - Primary Years Programme (PYP). Opportunities for children to achieve their academic and social potential are developed through a meaningful curriculum that connects with local and global communities. This is encapsulated in our mission statement: 'to motivate to learn; to teach to think; to encourage to imagine; and to show the compassion to care globally'.

Through the PYP, our students are immersed in 6 units of inquiry per year which offer a transdisciplinary approach to their learning. Knowledge, concepts, skills and action together with the Learner Profile form the structure of the PYP where we aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with differentiated approaches. To achieve these goals, we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

As a Professional Learning Community (PLC), we aim to provide children with a comprehensive, inquiry approach to learning, tailored to their individual needs. The explicit teaching of literacy and numeracy skills is embedded in the curriculum. Our College has a clear focus to improve student achievement in English and Mathematics. 2022 marked the final year of implementation of our Strategic Plan 2018 – 2022. The foci of our 2022 Annual Implementation Plan were linked to the Department of Education and Training (DET) Priority Goal:

'Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing 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 - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO'.

Teachers work in Professional Learning Teams (PLT) to ensure there is a strong focus on students learning essential skills in English and Mathematics. Teachers plan collaboratively and use Common Formative Assessments to identify students' learning needs and to personalise learning. There is a strong emphasis on explicit teaching, PLT's and students working in collaboration with their teachers to create individual learning goals in literacy and numeracy.

Our College offers a welcoming, safe and stimulating learning environment for all children. Student enrolments projections indicate that the school will experience a slight downward trend in numbers over the next few years due to the changing demographics of the Mornington area. We work to create a college that nurtures and has a calm, purposeful, friendly and respectful environment. Classrooms are well equipped, pleasant and welcoming. Benton Junior College is recognised as a caring learning community, committed to personal learning and agreed values. Our excellent classroom Music and extensive Instrumental Music Program, comprehensive Physical Education and Visual Arts programs, Japanese Language and Culture program and the 1:1 iPad program support the individual interests and needs of students. Students are also provided with the opportunity to participate in a wide range of extra-curricular activities which enhance and support our classroom programs. Peninsula Accelerated Learning Program, school band and ensembles, junior and senior choir, school productions, Arts Week, athletics, swimming, team sports and camping programs extend student learning opportunities. Our educational programs were further enhanced during 2022 this the introduction of The NEST – Nurturing & Educating Students Together. This space supports inclusion across the school, building the capabilities of our staff to cater for the diverse learning, social and emotional needs of our students. Targeted evidence-based intervention and enrichment programs are provided to students by teachers and education support staff including our speech pathologist and social worker.

The college is architecturally designed featuring inter-connected open classrooms which all have air conditioning. The gymnasium provides a wonderful facility for Physical Education and complements our extensive sports grounds, basketball courts, playgrounds and landscaped gardens. Dedicated learning spaces for Japanese, Information and Communication Technology (ICT), Visual Arts and Performing Arts also enrich students' experiences. Resource Hubs are attached to each year level whilst the Lexile library caters for individual reading levels. We offer Before and After School Care Program, and have recently introduced a School Holiday Care

Program that is widely utilised and greatly appreciated by many families in our community. Our Student Family Occupation & Education (SFOE) of 0.3106 has changed little over the past 3 years and indicates a low-medium socio-economic demographic. Parent and community interaction are actively encouraged on many levels including involvement through College Council, fundraising events, classroom support (e.g. reading), parent information sessions, Benton Voice, the Human Powered Vehicle program, social service initiatives, and a myriad of other volunteer support in grounds and resource maintenance, sports coaching, excursions and camps.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Strategic Plan and 2022 Annual Implementation Plan outlined key improvement targets related to increasing the number of students achieving in the top 2 bands, decreasing the number of students achieving in the bottom two bands and increasing the number of students achieving medium to high growth in NAPLAN. Benton Junior College continues to be extremely proud of its achievements in student learning. When looking at the top 2 bands in relation to the ten areas of NAPLAN assessed across our Year 3 and 5 cohorts we achieved above similar schools, network, and state in six of the ten areas, and above similar schools and network in two areas.

NAPLAN Top Two Bands

Year 3

Reading: Benton Junior College - 65%, Similar - 61%, Network - 62%, State - 58%

Writing: Benton Junior College - 60%, Similar - 52%, Network - 55%, State - 51%

Spelling: Benton Junior College - 56%, Similar - 45%, Network - 50%, State - 49%

Numeracy: Benton Junior College - 32%, Similar - 39%, Network - 40%, State - 39%

Grammar and Punctuation: Benton Junior College - 57%, Similar - 55%, Network - 56%, State - 54%

Year 5

Reading: Benton Junior College - 44%, Similar - 43%, Network - 44%, State - 44%

Writing: Benton Junior College - 31%, Similar - 25%, Network - 27%, State - 29%

Spelling: Benton Junior College - 34%, Similar - 31%, Network - 31%, State - 37%

Numeracy: Benton Junior College - 19%, Similar - 24%, Network - 25%, State - 27%

Grammar and Punctuation: Benton Junior College - 31%, Similar - 28%, Network - 31%, State - 32%

Teacher Judgements against the Victorian Curriculum Achievement Standards

Teacher judgements indicate a high percentage of students in Foundation to Year 6 achieving at or above the expected level in English and Mathematics. The percentage of students achieving at or above expected level exceeds similar schools, network and state averages in all areas of English and Mathematics.

English – % students working at or above the expected level

Benton Junior College - 92.4% Similar - 89.4% State – 87.0% %

by language mode

Reading and Viewing Benton Junior College - 93%, Similar - 89%, Network - 90%, State - 87%

Speaking and Listening Benton Junior College - 97%, Similar - 95%, Network - 95%, State - 92%

Writing Benton Junior College - 87%, Similar - 84%, Network - 85%, State - 82%

Mathematics – % students working at or above the expected level

Benton Junior College – 90.8%, Similar - 88.5%, State - 85.9% %

by mathematics mode

Number and Algebra Benton Junior College - 91%, Similar - 89%, Network - 90%, State - 86%

Measurement and Geometry Benton Junior College - 91%, Similar - 89%, Network - 89%, State - 86%

Statistics and Probability Benton Junior College - 90%, Similar - 88%, Network - 88%, State - 86%

PLC practices – recognition of PLC Link School

The Tutor Learning Initiative (TLI) was an integral part of our teaching and learning program, with our TLI program and structures recognised by the Department of Education and Training (DET) as a high functioning example of best practice. The continuation of the TLI resulted in the consolidation of PAT Reading and Mathematics as an additional and consistent data tool to assess, track and monitor student learning and growth across the school. In depth data analysis, research and monitoring was undertaken by the TLI team in

conjunction with school leadership to ensure that the program catered for the diverse learning and wellbeing needs of our students.

Teacher professional development strongly focussed on the teaching of writing. All staff participated in core learning across the school year in the 6+1 Writing Traits (Nerissa Leung) & Writing Master Classes (school-based curriculum team). The strategic allocation of these sessions allowed staff to learn, implement practices, reflect on the impact on student learning and engagement before moving to the next component of the training.

The introduction of the Disability and Inclusion Program (Tier 2) funding allowed us to develop a learning space which supports the diverse learning needs of our students. The appointment of an Inclusion & Engagement Leader, teaching staff, a Speech Pathologist and Social Worker further enhanced the teaching and learning programs. The purpose of this space is to support and enrich the learning of our students by building the capability of our staff to utilise evidence-based approaches in the classroom and offered intensive support and extension for students.

After significant research and the review of student data the school has transitioned to a Science of Reading approach to support the literacy development of our students (initially in Foundation). Foundation staff, tutors and inclusion and engagement staff participated in professional learning in the evidence-based approach, with the approach implemented from Term 2. Student data demonstrated a significant impact on student learning outcomes in reading and writing in Foundation.

A number of Year 5 & 6 students were selected to participate in the High Ability Program through DET in the areas of Literacy & Numeracy. The school provided enrichment opportunities for students in all year levels through the Enrichment Series and well as our partnership with Alan Wright – Author in Residence, Thomas Moore – maths educator and the Adopt an Engineer Program.

Wellbeing

The health and wellbeing of students and staff continued to be at the centre of all decisions during 2022. As a school, we were guided by the Department's supports, guidelines and recommendations. Student Support Group meetings continued to be held each term for all Out of Home Care students, Koorie students, students funded through the Program for Students with a Disability (PSD) program and other high-risk children. The school commenced the transition from the Program for Students with a Disability (PSD) to the Disability and Inclusion Program (DIP).

The transition to DIP allowed the school to secure the services of a school based Social Worker (2.5 days per week) who was employed to support the social and emotional needs of our students. This initiative has a strong proactive approach and focussed on further enhancing the approaches utilised by staff across the school, the facilitation of social skills groups as well as individual support for students.

The school leadership team also recognised the need to support the wellbeing of our staff as they navigated the post covid environment, recognising that our teachers needed to be cared for in order to be the best for our students. The Employee Assistance Program (EAP) was utilised with regular onsite opportunities for our staff to engage in group or individual counselling sessions.

The school continued our implementation of the School Wide Positive Behaviour Support Program with the draft development of our school essential agreement, as well as further professional development of the staff. The end of 2022 saw the school accepted as SWPBS partner school in 2023 to support the rigorous implementation of the approach.

A welcome addition to our learning community was the arrival of Tully our wellbeing dog. Significant work as undertaken including policy development, training and a strategic introduction to the school community. In term3, we welcomed Tully to the team. She had an instant positive impact on all members of our school community.

Engagement

Student engagement at Benton Junior College continues to remain at a high level when judged by the student attendance results:

School average number of absence days: Benton Junior College - 21.9 days, Similar Schools – 22.0 days, State – 23.3 days. Average attendance rate was 89.28% down from 93.28% in 2021.

2022 saw an increase in the average number of days absences with the requirement to isolate at the commencement of the school year, as well as families supporting the community by keeping their child home if unwell with cold like systems. Attendance data indicated that students were more prone to other illness to pre-

covid years. There was an increase in the number of family holidays during the school term, with many families taking the opportunity to take extended holidays to visit family they had been unable to visit in the previous two years.

Benton Voice continues to play a major role in student engagement and to give our students voice across the school. The actions of the Benton Voice are purposeful and authentic and provide opportunities for our students to connect with the school and local community. Student leadership opportunities were further enhanced through the implementation of our Play Leaders program. This program involved one staff member and approximately 40 Year 5&6 students being trained to facilitate collaborative games and activities with students from across the school during recess and lunchtime. The involvement of our students and a reduction in social issues amongst peers in these supported and structured activities evidenced a positive impact for our students. The removal of all visitor restrictions by the Department of Education allowed us to once reengage with our broader community. Parents/carers were welcomed back to all aspects of school operations and played a pivotal role in our reading program in the junior year levels. Parents/carers supported units of inquiry as experts or on excursions, and the successful camp programs.

Our transition process continued to evolve in 2022 after the success of our online transition school experiences in the previous years. These moved from the virtual environment to the school site with our future prep students participating in a variety of school experience sessions during Term 3 and early Term 4 involving teaching staff from across the school as well as members of the school leadership team. This was further enhanced through the continued implementation of our formal transition program in December, as well as our kinder visits where our speech pathologist and intervention staff completed early literacy screeners for our future prep students to support the development of our teaching and learning program. Feedback from families was extremely positive.

Financial performance

School expenditure included general maintenance and OHS requirements of the College such as painting and the refurbishment of learning spaces. Funding was also allocated to expanding ICT across the school with the purchase of additional netbooks. Targeted resources were purchased to support the continued implementation of the Tutor Learning Initiative. The launch of 'The NEST', and our new inclusion and engagement practices required significant physical, human and technical resources to support the program. The transition to the Science of Reading approach to the teaching of literacy in our foundation classes was also supported with significant funding to ensure the approach was well resourced with resources such as Decodable Readers Australia and professional learning being a fundamental part of the success.

2022 saw the return to an active fundraising committee with a number of successful events, including our first ever Colour Run. The Fundraising Committee raised \$68900 with these funds being expended in 2023 to develop our school play areas and supporting the growth of the school's STEM program.

Our expenditure for casual relief teaching employment (CRT) increased significantly in 2022 initially due to department requirement regarding isolation and grade splitting, and also due to the strategic decision to minimise the impact on classroom programs due to staff absences and the spreading of student illness across classrooms. Unspent government program funds, such as the Swimming Support Program, were rolled over into 2022 budgets and used to subsidise the cost for families. Funds were also allocated to our priorities for improved student achievement in literacy and numeracy, together with continued professional learning for all staff. Equity funding was used to support professional development and the resourcing of the AIP Literacy and Welfare programs.

For more detailed information regarding our school please visit our website at
<https://www.bentonjuniorcollege.com>

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 734 students were enrolled at this school in 2022, 342 female and 392 male.

2 percent of students had English as an additional language and 2 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).

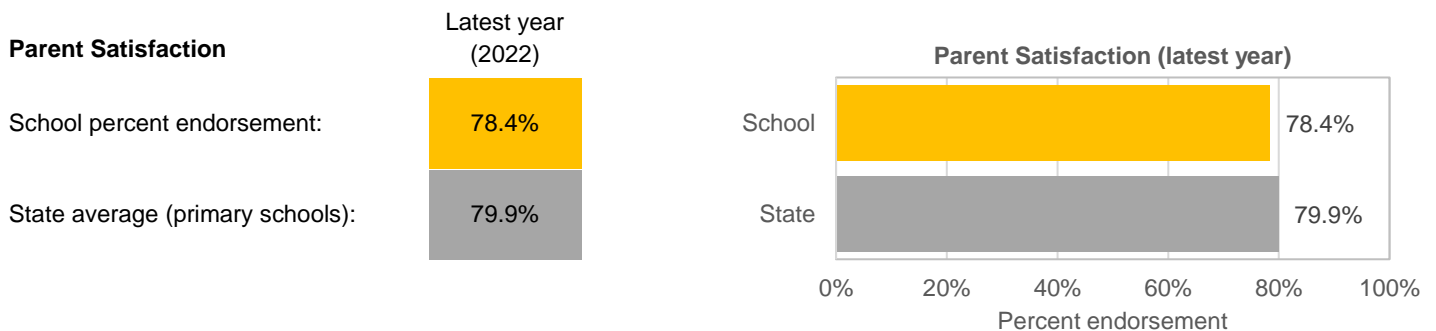
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

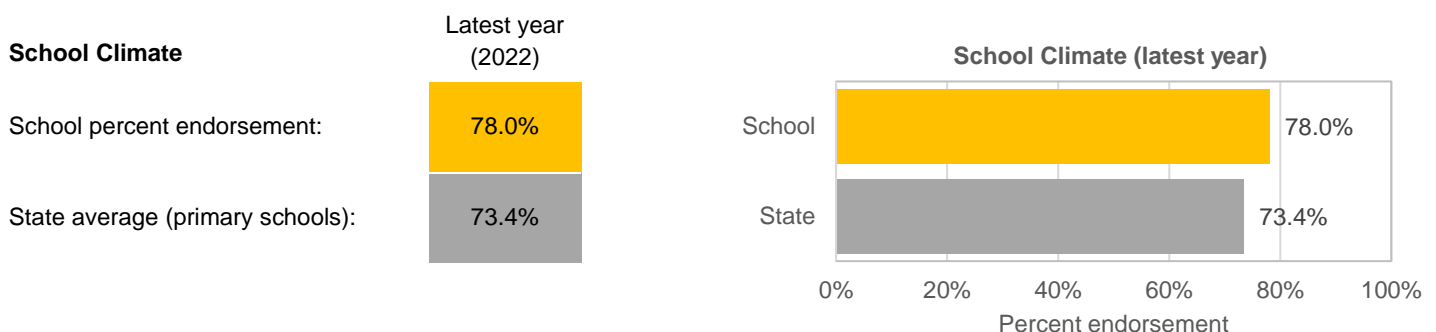


School Staff Survey

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:

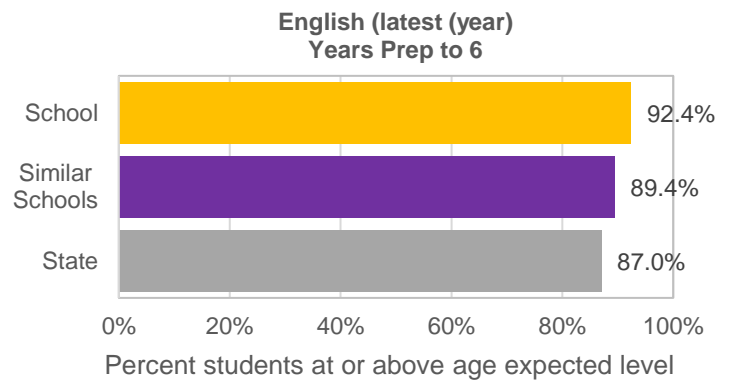
92.4%

Similar Schools average:

89.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

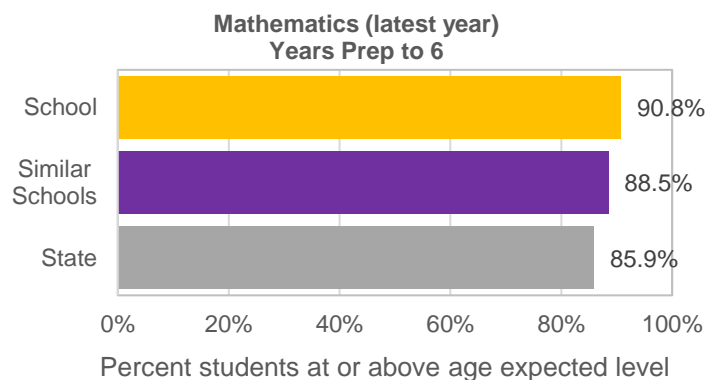
90.8%

Similar Schools average:

88.5%

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.

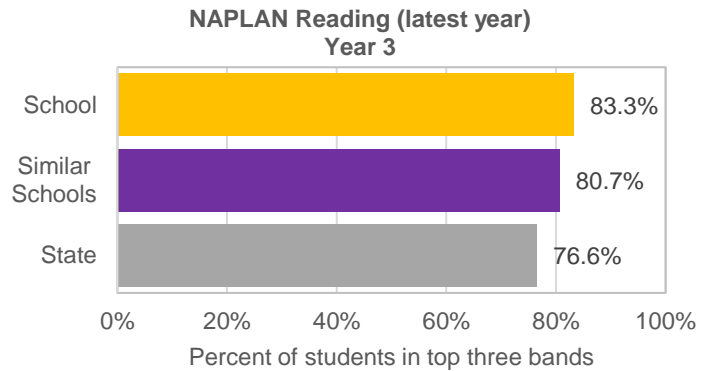
NAPLAN

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.

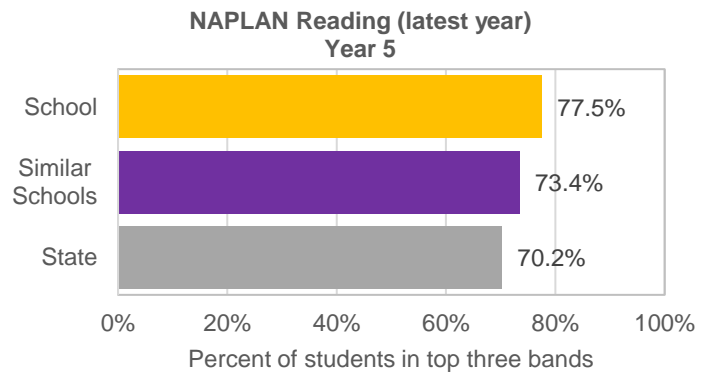
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	82.2%
Similar Schools average:	80.7%	80.7%
State average:	76.6%	76.6%



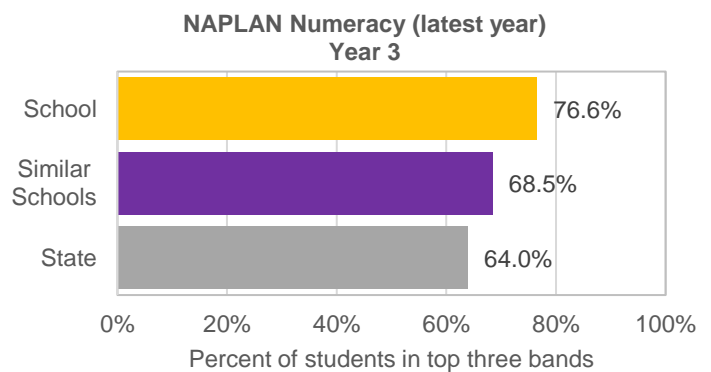
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.5%	79.3%
Similar Schools average:	73.4%	73.7%
State average:	70.2%	69.5%



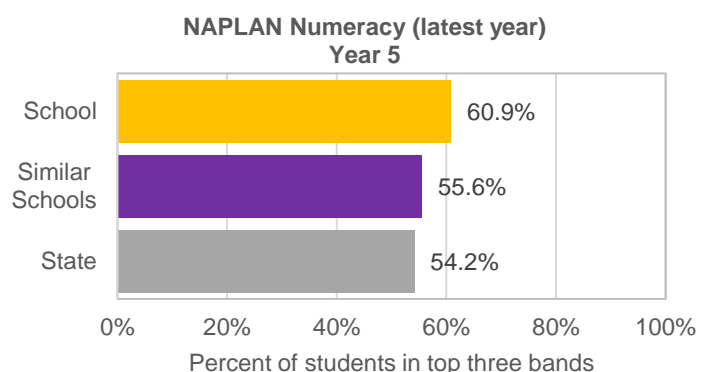
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.6%	76.8%
Similar Schools average:	68.5%	70.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	64.8%
Similar Schools average:	55.6%	61.2%
State average:	54.2%	58.8%



WELLBEING

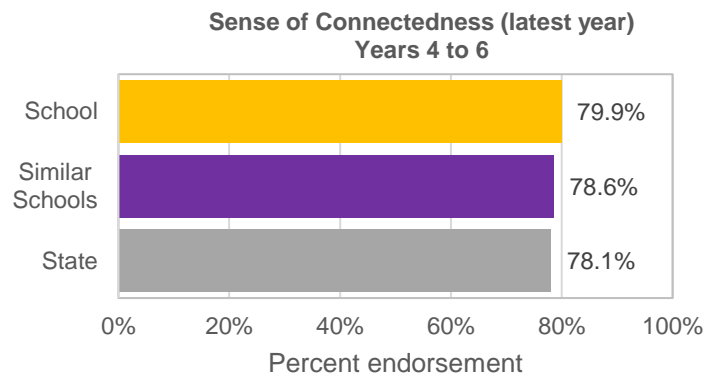
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.9%	81.5%
Similar Schools average:	78.6%	80.8%
State average:	78.1%	79.5%

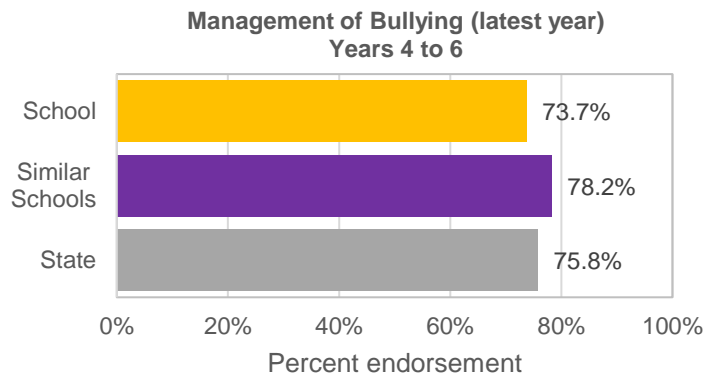


Student Attitudes to School – Management of Bullying

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:	73.7%	79.3%
Similar Schools average:	78.2%	80.9%
State average:	75.8%	78.3%



ENGAGEMENT

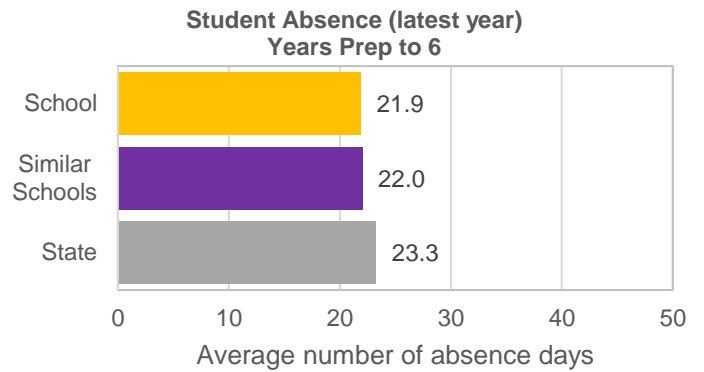
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.9	15.4
Similar Schools average:	22.0	15.6
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):	91%	90%	90%	88%	88%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,323,376
Government Provided DET Grants	\$602,223
Government Grants Commonwealth	\$4,717
Government Grants State	\$0
Revenue Other	\$62,472
Locally Raised Funds	\$695,144
Capital Grants	\$0
Total Operating Revenue	\$7,687,933

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,401
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,401

Expenditure	Actual
Student Resource Package ²	\$6,504,675
Adjustments	\$0
Books & Publications	\$17,655
Camps/Excursions/Activities	\$285,125
Communication Costs	\$16,073
Consumables	\$154,112
Miscellaneous Expense ³	\$176,763
Professional Development	\$53,796
Equipment/Maintenance/Hire	\$170,754
Property Services	\$55,815
Salaries & Allowances ⁴	\$500,208
Support Services	\$35,920
Trading & Fundraising	\$56,005
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,328
Utilities	\$49,991
Total Operating Expenditure	\$8,078,218
Net Operating Surplus/-Deficit	(\$390,286)
Asset Acquisitions	\$42,780

- (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	\$729,007
Official Account	\$93,457
Other Accounts	\$0
Total Funds Available	\$822,464

Financial Commitments	Actual
Operating Reserve	\$255,676
Other Recurrent Expenditure	\$34,226
Provision Accounts	\$0
Funds Received in Advance	\$29,919
School Based Programs	\$686,113
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$28,130
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$44,483
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,078,548

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.