

# 2022 Annual Report to the School Community

School Name: Abbotsford Primary School (1886)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 March 2023 at 01:56 PM by Elizabeth Sarroff (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 06 April 2023 at 10:52 AM by Melissa Hii (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### **Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

### School Vision

All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.

### School Mission

Abbotsford Primary School's mission is to offer a world-class, holistic, Chinese/English bilingual education that is informed by global best practice and tailor-made for Abbotsford's local context.

### Objectives

As a bilingual school with a multicultural makeup, Abbotsford Primary School endeavours to:

- Equip students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders ("Learning about diversity")
- Empower students to be leaders of their own learning ("Diversity in learning")
- Inspire students to build and maintain global connections ("Globally informed")
- Instil a culture of empathy and mutual respect for all students to embrace their unique identity ("Locally rooted")

### School Values

Curiosity, Challenge, Connectedness, Care

### Workforce composition

The staffing profile in 2022 included one principal class employee (1.0FTE), thirteen teachers (12.2FTE), three education support class employees (2.6FTE). There was no Aboriginal and Torres Strait Islander staff.

### Details of programs offered for overseas students

In 2022, Abbotsford Primary School had no international students enrolled.

### School size, structure and geographic location

In 2022, Abbotsford Primary School had 148 students, with 34% having English as an additional language. There was no Aboriginal or Torres Strait Islander identified students. The school ran 8 classes: 2 for Foundation and 1 for each year level from Year 1 to Year 6. The school is situated in the vibrant and multicultural inner suburbs of Abbotsford, attracting both students from within (20%) and outside of the school zone (80%). Being a Chinese/English bilingual school, many families cross zones to enrol at Abbotsford Primary School, specifically for our unique curriculum.

### Social and enrolment characteristics

Based on the Student Family Occupation and Education index, Abbotsford Primary School's socio-economic band value is Low-Medium. Low-Medium represents a low to medium level of socio-educational disadvantage.

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

### Learning

Students at Abbotsford Primary School maintained a high level of academic rigour throughout 2022 and continued to perform above state average and similar schools in various domains.

Based on Teacher Judgement data, the percentage of students at or above age expected standards in English was 91.8% (Note: state average at 87%) and for Mathematics, 90.4% (Note: similar schools average at 85.9%).

The school also produced some of the strongest NAPLAN results seen in recent years, particularly with the cohort of Year 3 students. Some highlights included:

- 88.9% of Year 3 students were in the Top 3 Bands for Reading, in comparison to state average of 76.6% and similar schools average of 83.5%
- 77.8% of Year 5 students were in the Top 3 bands for Numeracy, in comparison to state average of 64.0% and similar schools average of 69.9%.

In Chinese, the school introduced the Youth Chinese Test (for non-background speakers) and the Children's Chinese Competency Certification (for background speakers) as standardised assessment tools for benchmarking. More than 95% of the students sat the test at the level set for their year level, and we now have initial data to measure students' growth in the future. The school continued systemically tracking students' character recognition and production abilities, with students currently graduating in Year 6 with a knowledge of approximately 300-350 characters for recognition and 200-250 characters for production. We are confident this will continue to improve with the introduction of Mandarin Matrix (after a successful pilot in 2022 with Foundation students) and its online Chinese/English bilingual library.

Abbotsford Primary School continued to serve as the hub for Chinese/English bilingual education. In 2022, Abbotsford Primary School connected all 8 Chinese/English bilingual schools and programs in the country, and formally branded this professional development based network as "Intensive Chinese Network (ICN)." In collaboration with Richmond West Primary School and Richmond High School, The ICN held its inaugural conference in Melbourne in October 2022, and the conference was attended by staff from 7 Chinese/English bilingual schools and programs, as well as interested teachers from non-bilingual and overseas programs.

By the end of 2022, Abbotsford Primary School also completed the DET's two-year "Primary Mathematics and Science Specialist" initiative. Throughout the school's engagement with the program, more than 4 staff members have been able to attend professional development in Primary Mathematics, and bring back various resources and strategies to share with the rest of the school. The opportunity to develop staff capacity in mathematics teaching and have in-depth conversations about the role of mathematics and Content and Language Integrated Learning (CLIL) in Semester 2 led to a school wide decision to re-design the APS Bilingual Model, which is being implemented in 2023.

With the continuation of the DET's "Tutor Learning Initiative," the school continued to co-contribute funding to offer an extensive tutoring program in English, Math and Chinese. For catch up support in each subject area, the school allocated staff with most experience and expertise, and ensured that those who did not make sufficient growth (but was performing on par) were also included. For extension, the school engaged additional staff, volunteers and the principal to deliver extension programs such as Secondary Mathematics, French and Chinese for background speakers. A handful of students were also selected by the Victorian High Abilities Program (VHAP) to participate in extension literacy courses.

Abbotsford Primary School continued to place a strong emphasis on its specialist subjects. For example, in 2022, students engaged in Music, Dance and Drama as part of the Performing Arts curriculum, and were engaged in a performance every term of the year. The school was involved in the Creative Learning Partnerships program and featured in the media for hosting a bilingual theater production as part of the 40<sup>th</sup> Anniversary of this Victorian Government initiative. We used this opportunity to also celebrate the school's 145<sup>th</sup> birthday and students engaged in learning about the historical context of the school and its surrounding community.

With the stability afforded by onsite learning, the school also expanded its extracurricular offerings significantly throughout 2022. By the end of 2022, the extracurricular offerings included two soccer clinics (for different age groups), basketball, tennis, AFL, coding, science, chess, clay and sewing, African drumming and dancing, individual

music lessons and Year 3-6 camp. To ensure equity in access, the school also designed a new mechanism via which 28 eligible students were able to access extracurricular activities for free via the Make a Difference Fund established by the School Council.

In 2022, due to various staffing changes, Abbotsford Primary School was not able to complete the full revision of Chinese as an Additional Language (CAL) curriculum. The ICN Conference in October 2022 provided significant guidance on the direction for revision, but it was decided that this work should be done by the ICN at a national level, so that it could become a reference document for benchmarking nationwide (as opposed to solely for the use by Abbotsford Primary School.) This work will continue in the background through the Chinese Leader's participation on the ICN Committee, while the school shifts its focus to Student Voice, Agency and Leadership (Goal 2) in 2023, as per 2020-2024 School Strategic Plan.

## Wellbeing

In 2022, Abbotsford Primary School saw the completion of the first iteration of the new two-year Wellbeing curriculum cycle introduced in 2021. The cycle included Bullying! No Way, Personal Safety and Resilience, Rights and Respectful Relationships. New scope and sequences were designed centrally by the Learning Specialist to ensure that important learning goals were covered and reinforced through impactful activities and celebration of special days, such as the National Day of Action against Bullying and Violence and R U Ok Day.

In response to the concept of dual core of learning and wellbeing, at the start of 2022, the school renovated a centrally located area upstairs (among all classrooms) into a new Wellbeing Centre which officially opened in April 2022. The centre includes an office and private meeting space for the Student Wellbeing Officer, a de-escalation area for students needing some time out from the open classrooms and a therapy room. Since the opening of the centre, we have seen a significant increase in the number of students accessing wellbeing services. In total, it is estimated that 68 (out of 148) students have accessed a wellbeing service on offer. It is believed that the majority of students, whose wellbeing needs would be considered Tier 1 and Tier 2 (i.e. no official diagnosis or referrals required), may otherwise have been missed without the establishment of the new centre.

Since the establishment of the Wellbeing Centre, the school has also expanded its onsite wellbeing services on all fronts. For Tier 1 and Tier 2 students, offerings included counseling (1 day a week), art therapy (equivalent of 4 days a week), and dance and movement therapy (equivalent of 2 days a week). For Tier 3 students, the school also co-contributed to the recruitment of an integration aide for 5 days a week. The school also engaged 'Mzuri Dance' in Terms 1 and 2 to lift the profile of our African cultures at school and engagement with parents with an African heritage. Since Term 2, the school also began running events as part of 'The Fathering Project'. It is estimated that approximately 30-40 fathers have participated in the termly 'The Fathering Project' event, and with two father leaders serving an important role of connecting with fathers from all year levels. After a successful year in generating momentum, the father leaders are looking forward to running more events that could target engagement from more fathers with a CALD background in 2023.

Since receiving the data from the Student Attitudes to School survey in Term 2, the school leaders have also unpacked the data with classroom teachers and conducted exit surveys to seek more clarification from the small Years 4-6 cohorts. The positive responses for Sense of connectedness in 2022 was 75.3%, which is significantly higher than the 4-year average (70.7%), but still below similar schools average (78.3%) and state average (78.1%). For management of bullying, the positive responses accounted for 77.8% in 2022, which was also significantly higher than the 4-year average (71.3%) and slightly above similar schools average (75.6%) and state average (75.8%).

## Engagement

Student engagement with school learning was strong overall in 2022. The school average number of absence days was 16.6, which was lower than similar schools (22.6 days) and state averages (23.3 days), but higher than 2021 (13.9 days) and the 4-year average (12.9 days). The school understands this to be primarily the result of both COVID and the flu impacting students' ability to attend schools in the first three terms of the year. The overall culture of school attendance is still strong across the board. Across Foundation to Year 6, the attendance rate is consistently between 90-93%.

The school continued to monitor individual students' attendance very closely and the Student Wellbeing Officer also follows up promptly whenever there is a sign of continuous unexplained absence beyond 2 days.

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## Other highlights from the school year

Knowing how much the students missed out on during 2020-2021, Abbotsford Primary School was dedicated to resuming all onsite activities as well as excursions, incursions and camps.

Throughout 2022 we ran activities including:

Term 1: The introduction of various afterschool clinics and clubs; Lunchtime Garden Club; Online student interactions with Qianhua Elementary School in Taiwan; Chinese Information Session for the school community; Wellbeing whole school activities; Dream and Lead Conference opportunity for 2022 School Captains; District Sports opportunities; Sporting Schools- MiniRoos Football clinics; Life Education Incursion; Botanic Gardens excursion.

Term 2: Creative Partnership Project collaborating with practicing Performance Artist Ching Ching Ho, to produce a whole school theatre event called 'Abbotsford Primary School, DNA through time'; Local High School experiences for 5/6 students; Mizuri Dance and Parenting sessions; District Sports opportunities; Sporting Schools- Netball clinics; Melbourne Museum-First People Excursion; Scienceworks Excursion.

Term 3: Whole School Moon Lantern/Mid Autumn Festival Celebration with Student Performances, Art Gallery and Historical Artefact walk; District Sports opportunities; ArtVo excursion; Anti-Bullying Performance Incursion; Book Week Activities and Parade.

Term 4: Hosted the inaugural Intensive Chinese Network Conference; School Camp for yr3-6 students- 2 nights/3 days at Stringybark Lodge in Gembrook; 'End of Year Picnic' Community Event with Student Performances, Raffle and Food stalls; Arts Centre Performance Excursion; Attended Victorian Schools Garden Award Ceremony- 'Most Improved' recipient; Aspire Higher Leadership Workshop for students 4-6; Swimming and Water Safety program recommenced.

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## Financial performance

All funds received from the Department of Education & Training (DET), or funds 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 DET policies, School Council approvals and the intent/purposes for which funding was provided or raised. As shown in the Operating Statement, the Net Operating Surplus for 2022 was \$53,094.

2022 saw a significant increase in both revenue and expenditure due a slight increase in student enrolment. Some points worth noting:

1. The changes to the DET Voluntary Contributions policy introduced in 2022 did not negatively impact locally raised funds.
2. Introduction of Abbotsford PS Library with a DGR status has given new incentives for families to make further contributions.
3. 2022 saw a significant increase in salaries paid out of school-level payroll and support services (Casual Relief Teachers) due to the large number of absences statewide due to COVID and flu. At the same time, the state experienced unprecedented staff shortages, resulting in significant difficulties operationally and financially. The



school was able to overcome this situation by developing its own database of both Chinese and English CRTs and managing as many via school local payroll as possible.

In 2022, Abbotsford Primary School renewed its hiring agreement with PE Club (fitness group), whose usage of the school facilities after hours increased significantly. PE Club also proposed further investment into fitness and storage equipment to be used onsite to support the expansion of their activity offerings. The School also renewed its agreement with Camp Australia for four more years as they expand their Out-of-School-Hour Care services with a projected increase in numbers.

Apart from the standard Student Resource Package, in 2022, the School also engaged with the following DET initiatives that attracted additional funding:

- Primary Mathematics and Science Specialist (PMSS)
- Career Start - Transforming the First Year of Teaching
- Tutor Learning Initiative
- Mental Health Fund
- STARRS- Targeted Financial Incentive
- Creative Learning Partnerships and
- DUET- Music in Schools

The School would also like to acknowledge additional funding sources and in-kind support from Nelson Alexander Real Estate and the City of Yarra which assisted us to run school community events and wellbeing programs.

The school community also raised more than \$9000 which gave the school the resources to engage with a professional branding company to produce indoor flags to consolidate and strengthen the visual presence of the school values, as well as offer up to 28 free spots for participation in extracurricular activities for eligible students.

**For more detailed information regarding our school please visit our website at**  
<https://www.abbotsfordps.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 148 students were enrolled at this school in 2022, 76 female and 72 male.

34 percent of students had English as an additional language and 0 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.

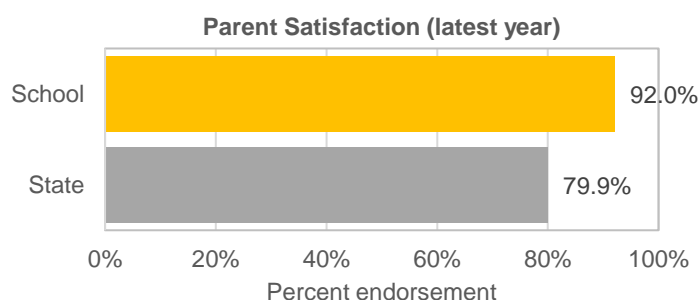
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	92.0%
State average (primary schools):	79.9%



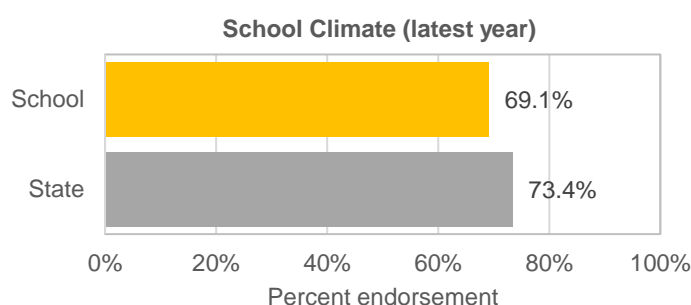
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	69.1%
State average (primary schools):	73.4%



## 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:

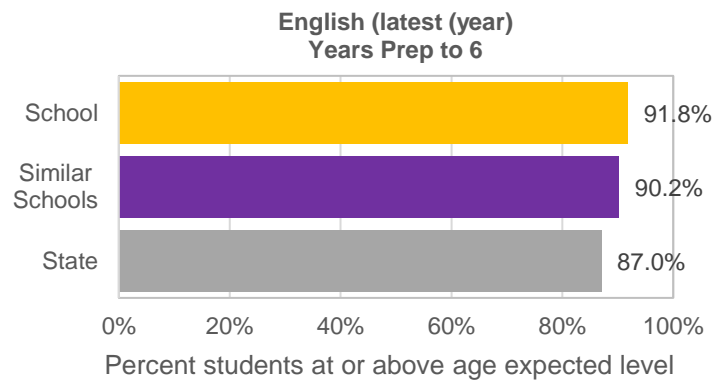
91.8%

Similar Schools average:

90.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

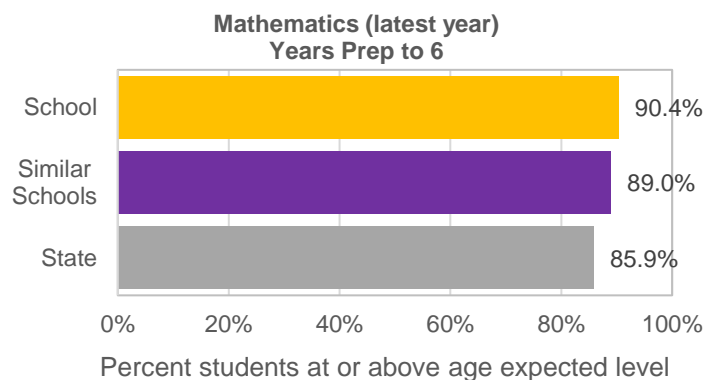
90.4%

Similar Schools average:

89.0%

State average:

85.9%



## LEARNING (continued)

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

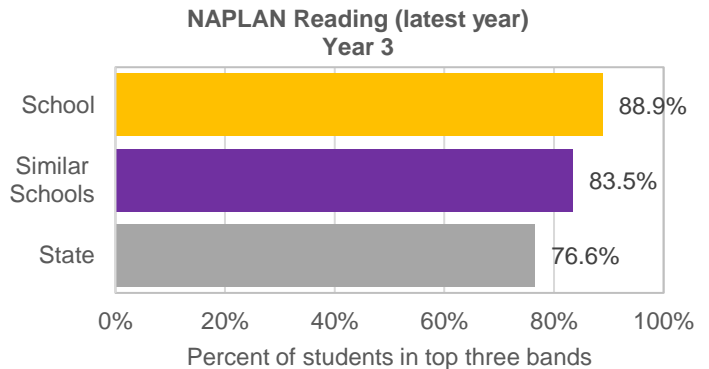
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

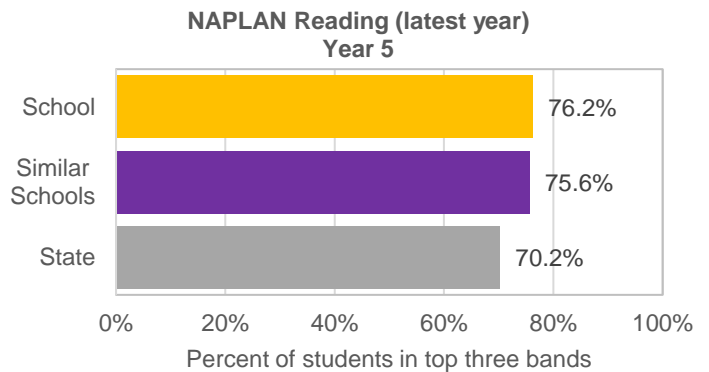
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	80.3%
Similar Schools average:	83.5%	82.3%
State average:	76.6%	76.6%



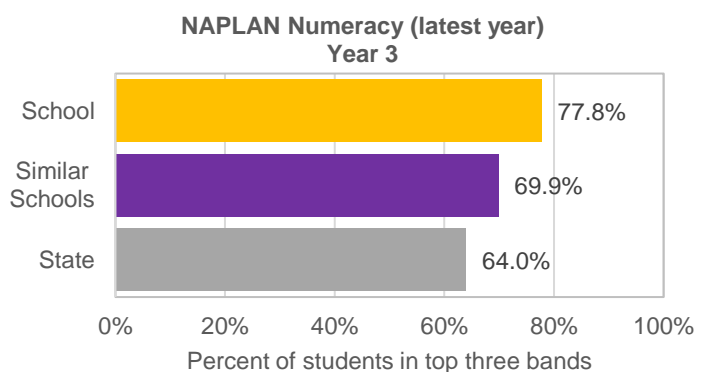
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.2%	71.2%
Similar Schools average:	75.6%	75.3%
State average:	70.2%	69.5%



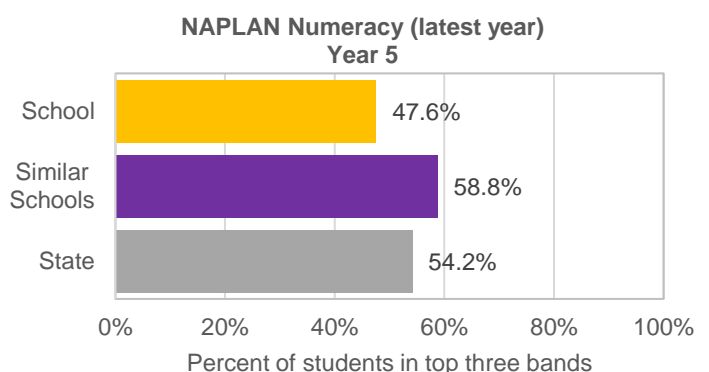
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	72.1%
Similar Schools average:	69.9%	71.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.6%	63.5%
Similar Schools average:	58.8%	64.1%
State average:	54.2%	58.8%



## WELLBEING

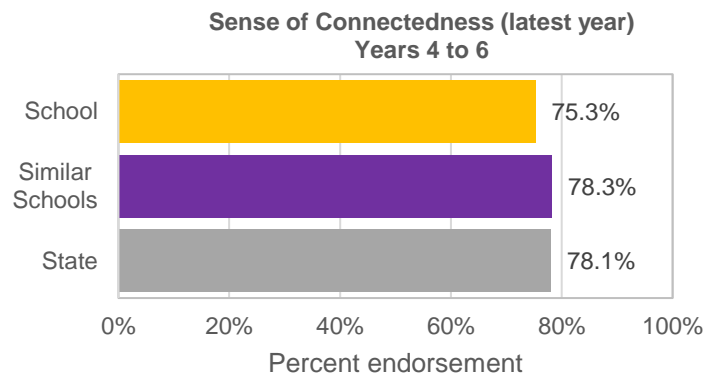
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.3%	70.7%
Similar Schools average:	78.3%	79.8%
State average:	78.1%	79.5%

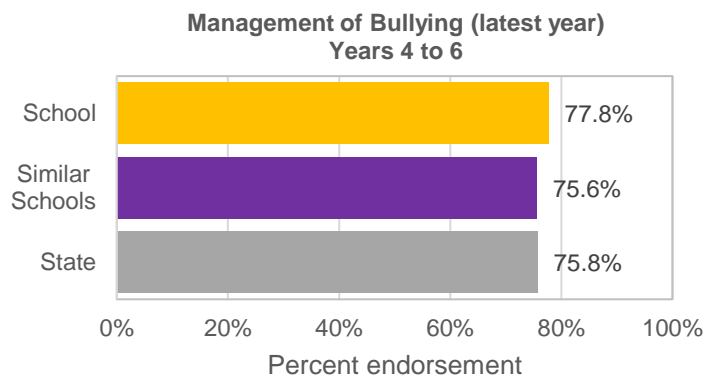


### Student Attitudes to School – Management of Bullying

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:	77.8%	71.3%
Similar Schools average:	75.6%	78.4%
State average:	75.8%	78.3%



## ENGAGEMENT

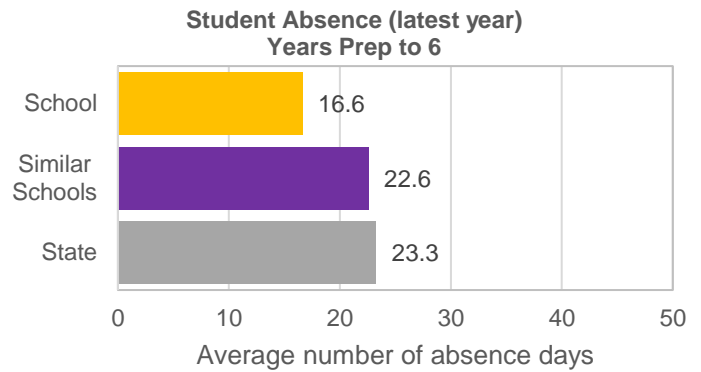
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.6	12.9
Similar Schools average:	22.6	15.8
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	93%	90%	90%	92%	93%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,704,922
Government Provided DET Grants	\$181,545
Government Grants Commonwealth	\$6,600
Government Grants State	\$10,887
Revenue Other	\$9,346
Locally Raised Funds	\$182,252
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$2,115,553</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$30,947
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$30,947</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,659,522
Adjustments	\$0
Books & Publications	\$13,393
Camps/Excursions/Activities	\$23,492
Communication Costs	\$2,617
Consumables	\$33,458
Miscellaneous Expense <sup>3</sup>	\$12,697
Professional Development	\$18,418
Equipment/Maintenance/Hire	\$43,911
Property Services	\$4,983
Salaries & Allowances <sup>4</sup>	\$67,848
Support Services	\$134,324
Trading & Fundraising	\$9,105
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,404
Utilities	\$15,287
<b>Total Operating Expenditure</b>	<b>\$2,042,459</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$53,094</b>
<b>Asset Acquisitions</b>	<b>\$25,000</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$174,072
Official Account	\$20,787
Other Accounts	\$19,540
<b>Total Funds Available</b>	<b>\$214,399</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$63,596
Other Recurrent Expenditure	\$450
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$26,982
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	\$10,550
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$101,578</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*