

# 2022 Annual Report to the School Community

School Name: Mornington Primary School (2033)



- 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 04 April 2023 at 08:33 AM by Susan Mattingley (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 07 April 2023 at 11:02 AM by Mick Russell (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

The Mornington Primary School vision; 'Inspiring a passion for learning and personal excellence, whilst preparing students to be globally responsible citizens', reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our students will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

As an International Baccalaureate World School, authorised to teach the Primary Years Programme (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The 'learner profile' of the PYP encapsulates these and forms the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages a guided inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Our teaching philosophy continues to reflect a more guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. By teaching through an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning. Giving them a better understanding of their own learning, emotional capacities, social development and meta-cognition is essential to developing well-rounded individuals. These are reflected in the approaches to learning in the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of Physical Education, STEAM (Science, Technology, Engineering, Art and Mathematics), Performing Arts, ICT and French language & culture. Involvement in instrumental music, our whole school movie and clubs further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship. These opportunities will help students develop a broad range of interests, some of which may become life-long passions.

Building partnerships with parents and caregivers is a vital aspect of developing positive home-school partnerships. It is with this in mind that we encourage parents and caregivers to be involved in a wide variety of school contexts. These range from assisting with learning in the classroom, listening to students read, joining in on incursions and excursions, attending school camps, being a part of Parents and Friends or joining School Council.

Mornington Primary School is situated in the south east of Victoria on the Mornington Peninsula and has families from a wide variety of economic, social and educational backgrounds. In 2022 the school had 485 students enrolled, in 21 classes. Our Foundation, year 1 and year 2 students were in single year level classes, however from year 3 onward, students are in multi-age classes: years 3 and 4 are together, as are years 5 and 6. Mornington Primary School has an extremely dedicated staff which in 2022 comprised of 26 classroom teachers, 5 specialist teachers, 3 part-time tutors and 8 classroom based education support staff, 3 administration staff, 3 out of hours school care staff and 1.8 Principal class staff members at the beginning of the year and 2.8 from term 4 onwards. In 2022 the school had a full time equivalent of 29.3 teachers, 1.1 tutors and 7.9 education support staff. All students at Mornington Primary School work towards the learning outcomes in the Victorian Curriculum at their own level and participate in the International Baccalaureate Primary Years Programme.

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

### Learning

One of the school aims for 2022, under the 'learning, catch-up and extension' priority was to improve student learning outcomes in numeracy across the school.

The results we received from NAPLAN 2022 show that our school is performing relatively well, when looking at the percentage of students achieving in the top two bands compared to similar schools, however we are still not achieving the growth we would like to see. In 2022 43% of our year 3 students were in the top 2 NAPLAN bands compared to 41% for similar schools, and 36% of year 5 students were in the top 2 bands compared to 26% in similar schools. However when looking at growth, we are 9% behind similar schools when comparing year 3 to year 5 growth from 2020 to 2022. This will continue to be an area of focus for the school.

In 2022, many students at Mornington Primary School had opportunities to be involved in a wide variety of programs that were specifically designed to support their learning needs. The school employed 3 tutors and a tutor co-ordinator who were able to provide small group tutoring to students in all year levels throughout the year. Data indicated that many of these students were able to catch up to where they were expected to be, allowing them to exit the program and other students enter tutoring. Throughout the year a number of tutoring cycles were implemented with well over 100 students being able to access the program.

Approximately 167 students from years 1 to 6 participated in some aspect of the 'student excellence' program, predominantly in the areas of Mathematics and English. Our school had a High Ability Practice Leader who was able to manage a selection of students, organise learning activities, support classroom teachers and evaluate programs being offered. Programs that were offered included the Victorian Challenge and Enrichment Series (VCESS), 4 x PETAA (Primary English Teaching Association Australia) writing workshops and 5 x Monash Tech School workshops.

Equity funding continued to be used to provide literacy and numeracy support for students in the junior school who required substantial extra support to access the 'normal' curriculum. NAPLAN results show that apart from in year five Spelling, our equity funded students were not as highly represented in the top two NAPLAN bands compared to non-equity funded students. Further equity funding was used to continue to employ a student wellbeing officer for 15 hours per week who is able to support individual students and families, open the atrium at lunchtime for vulnerable students, liaise with State School Supply to support students and link vulnerable families up with relevant support agencies.

### Wellbeing

Mornington Primary School believes that one of the biggest impacts our school can have on student wellbeing is to take the 'it takes a village to raise a child' approach to student well-being. As such, every year level meeting, specialist meeting, education support meeting and School Improvement Team meeting includes time allocated to discuss student well-being, whether that be for cohorts or individuals.

In 2022, Disability Inclusion funding was used to support 163 students and their teachers. This funding was used to employ additional Education Support staff, employ leaders to oversee the program, train staff to provide professional learning to staff around dyslexia, provide support for staff to develop and implement quality individual education plans, train staff to implement the Disability Inclusion profile process, extend literacy support to Grade 3-6 students and employ provisional psychologists for three days per week.

The school had a Welfare and Wellbeing team coordinated by the Assistant Principal and included a Student Support Services (SSS) key contact person and the school wellbeing support person. The Assistant Principal met fortnightly with the SSS key contact person, and a number of times throughout the school week with the wellbeing support staff member to review and discuss strategies to support specific needs of individual students and their families. The Welfare and Wellbeing team often link individual students and their parents to a range of community services and organisations such as Peninsula Health Paediatric Outreach Service, Orange Door, Good Shepherd, Anglicare, Changing Futures, the Salvation Army and

## Outlook.

Positive mindsets and behaviours are promoted through infusion of the PYP learner profiles throughout the curriculum, daily classroom interactions and is formally celebrated with weekly Shooting Star awards and termly citizenship awards across all age groups.

The 2022 Student Attitudes to School survey indicated that 73% of our year 4-6 students had positive views about their emotional awareness and regulation compared to 71% of students from similar schools. 88% of our students indicated that they had not experienced bullying at school, which is the highest this score has been in the past five years, compared to 84% of student in similar schools. 77% of students indicated that they felt their learning was stimulating, compared to 78% at similar schools.

## Engagement

In 2022, Mornington Primary School had a team of staff, parents and students form a working party to research student leadership, find out what other schools are doing to promote student leadership across the whole school and to make recommendations for future work in this area. A 'statement of commitment' was created which read, 'We believe all students are leaders. We expect student leaders to look for opportunities that make our school community a better place, take action, support others and give back. We commit to nurturing others' unique strengths and interests to build our capacity as leaders.' Plans were also made to design units of inquiry in 2023 so that students across the school could inquire into what leadership is and what it can look like. Elements of leadership were also built into our Positive Classroom Culture and the Rights, Resilience and Respectful Relationships Programs. It is anticipated that in 2023 students will establish a Student Representative Council (SRC) which will be a platform for students to develop a range of skills and will involve democratically elected representatives from across the school, and that structures will be put in place to ensure all student voices is representative and not confined to a select group of students.

In 2022, student attendance continued to be a focus for the school. Mornington Primary School records student attendance twice per day. Attendance is recorded by either the classroom teacher, or specialist teacher, at the start of the school day, and before students leave the classroom for lunchtime, using Compass. When a student has three days of unexplained absences, the class teacher will contact the parent/caregiver to check the student's wellbeing and offer school support if appropriate.

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Mornington Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, which may include:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, we endeavor to provide this support when it is required. There was a small number of students in 2022, who required additional, intensive support to remain connected to their learning, peers and teachers. Once the school believes it has exhausted strategies for addressing a student's unsatisfactory attendance, in accordance with the School Attendance Guidelines, students are referred to the School Attendance Officer in the South East Regional Office for further action.

In 2022, 48% of our students had more than 20 days absence, compared to 43% for similar schools and



44% for the state. In 2022 the average number of absences per student was 23.9, which was significantly higher than in 2021. Many of these absences can be attributed to COVID-19 requirements to remain at home for seven days if returning a positive test and from extended family holidays where families were choosing to either travel for a holiday after COVID-19 restrictions eased or visit relatives they had not seen in a number of years.

The Student Attitudes to School Survey showed that in general our students reported very similar responses to similar schools in areas of attendance, connectedness and concern. Our students, showed an 82% positive response to school attendance compared to 85% for similar schools. Our students showed a 70% positive response to school connectedness compared to 78% for similar schools; potentially a reflection of our higher absence levels in 2022. Our students had a 65% positive response to student voice and agency compared to 66% for similar schools. 77% of our students reported a positive response to feeling like their learning was stimulating, compared to 78% for similar schools.

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### Other highlights from the school year

Other highlights of the 2022 school year were events which brought our whole school community together, which was so important after the COVID-19 restrictions of the previous years.

In March, our whole school gathered together for Harmony Day. Living Cultures was invited to the school to hold a Koorie smoking ceremony. Whilst our indigenous students had a special part in the morning, all students and families were invited to participate. This indigenous ceremony was facilitated by Lionel a local elder and brought together a large number of school community members. Lionel's explanations helped build knowledge and understanding and was a highlight of term 1.

A whole school Colour Fun Run was also a highlight of the 2022 year. All students were able to participate in the Colour Run, which also involved the participation of many parents and caregivers in the set-up and running of the event. This was a wonderful way to celebrate the end of term one and brought our whole school community together on the senior oval.

Another event was our whole school production of 'Treasure Island'. This singing, dancing and acting production was filmed and screened at the local drive-in over two nights.

The end of the school year was celebrated with Kaboom Sports. All students and families were invited to join staff after school to participate in organised, fun sports activities facilitated by a professional provider. The evening finished with a family picnic, Christmas Raffle and Parents and Friends sausage sizzle and choc top sales.

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### Financial performance

In 2022, the school budget recorded a deficit of \$81,729. additional planning time which was provided to MPS staff for IB PYP planning which was one of the reasons for the deficit. The Mornington Primary School staff profile includes a high number of staff at the top of the pay scale which also contributes to additional spending each year.

More funds than anticipated were spent in the areas of casual relief staff and superannuation due to unanticipated sick leave (mostly multiple days of absence for COVID-19 leave) - this was around \$7000.

In 2022 we received additional revenue from two shade grants (Department of Education and Department of Health) in the amount of \$25,000 and \$20,000 and additional revenue from Mornington Peninsula Shire for a mural of \$10,780. The school also received a private donation of \$8000 which was requested to be used to purchase school supplies for students in need.

Our Parents and Friends committee was able to raise just approximately \$25,922, through a Colour Run, Mothers'/Fathers' and Special Persons' stalls, Federal Election sausage sizzle and cake stall and an end of year sausage sizzle. The majority of this money was spent on classroom and library resources such as

books to support our indigenous curriculum content, MAB Mathematics equipment for all year levels and high quality mentor texts for classrooms and the library.

In 2022, School Council entered into a new uniform contract which was awarded through a public tender, merit based process - this is a three year contract with the option for School Council to increase it for a further two years.

Equity funding was received in 2022 in the amount of \$63 657. This money was used to run our literacy and numeracy support programs and to employ our student wellbeing officer, who is able to support students and families across the school.

**For more detailed information regarding our school please visit our website at**  
<https://morningtonps.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 485 students were enrolled at this school in 2022, 255 female and 230 male.

1 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).

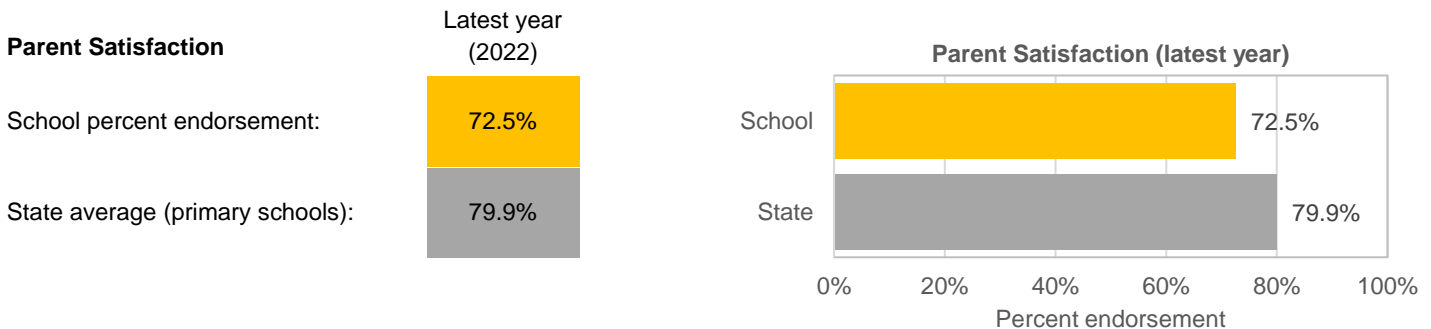
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

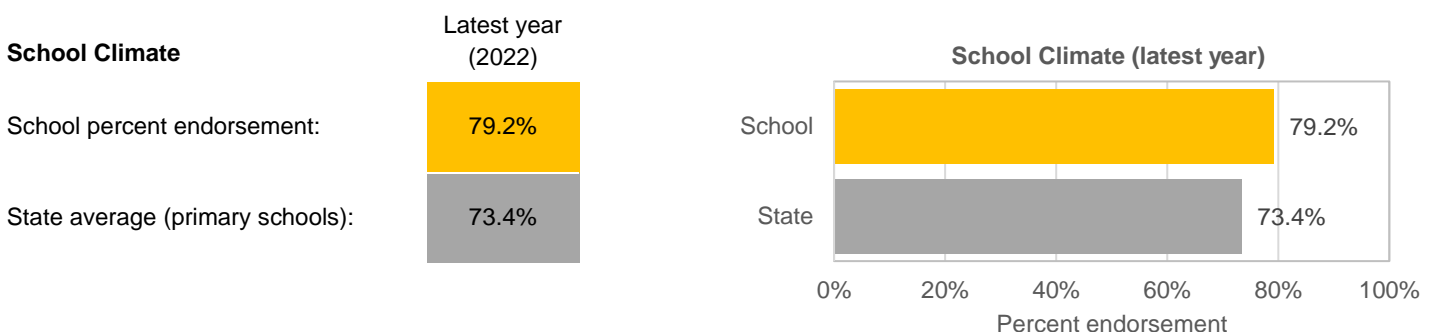


### School Staff Survey

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:

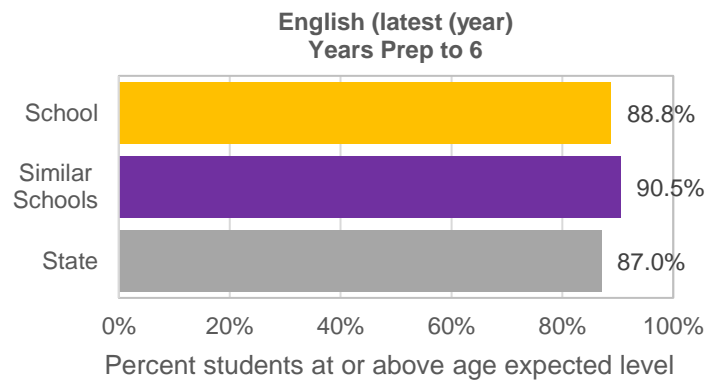
88.8%

Similar Schools average:

90.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

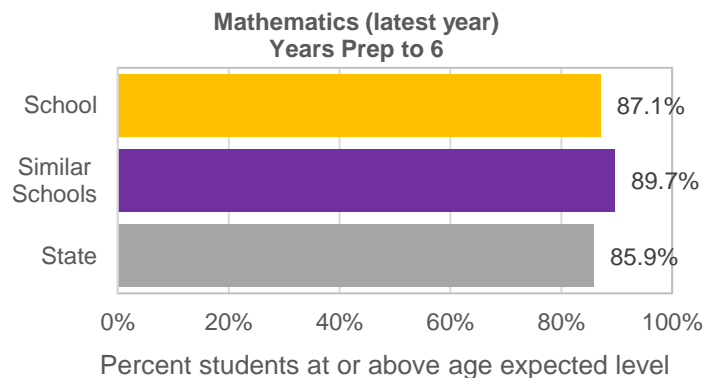
87.1%

Similar Schools average:

89.7%

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.

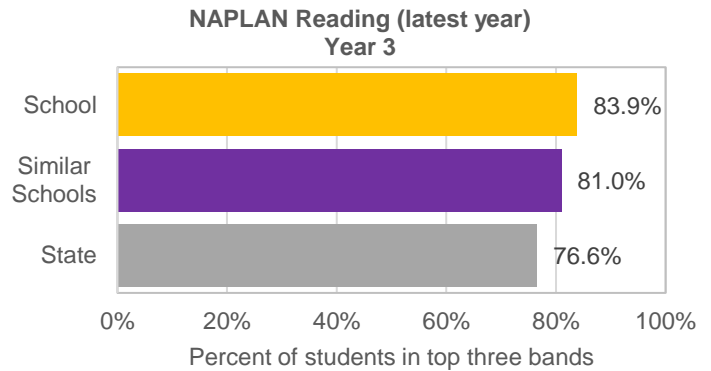
### NAPLAN

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.

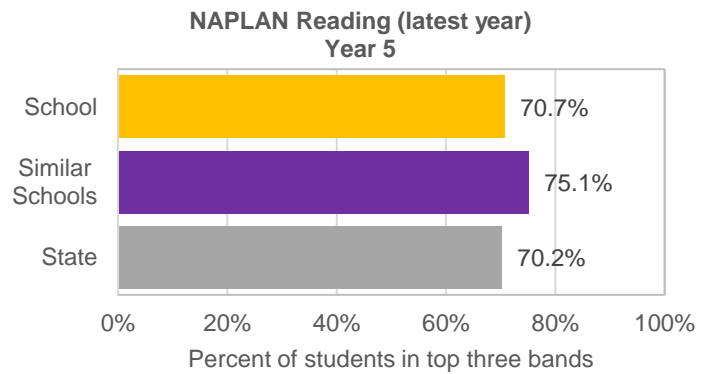
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.9%	88.6%
Similar Schools average:	81.0%	81.2%
State average:	76.6%	76.6%



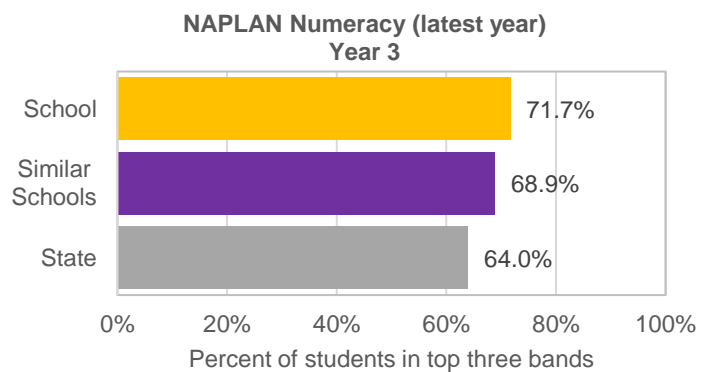
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	76.7%
Similar Schools average:	75.1%	74.3%
State average:	70.2%	69.5%



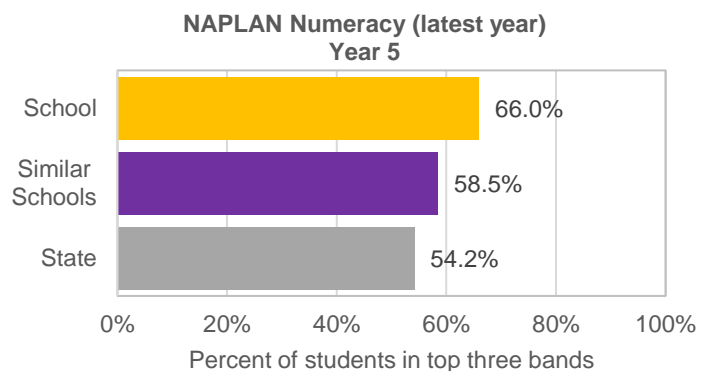
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	77.6%
Similar Schools average:	68.9%	71.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	60.9%
Similar Schools average:	58.5%	62.0%
State average:	54.2%	58.8%



## WELLBEING

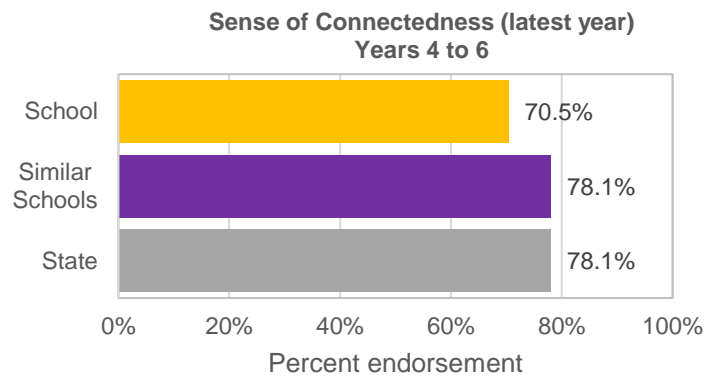
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.5%	77.2%
Similar Schools average:	78.1%	79.8%
State average:	78.1%	79.5%

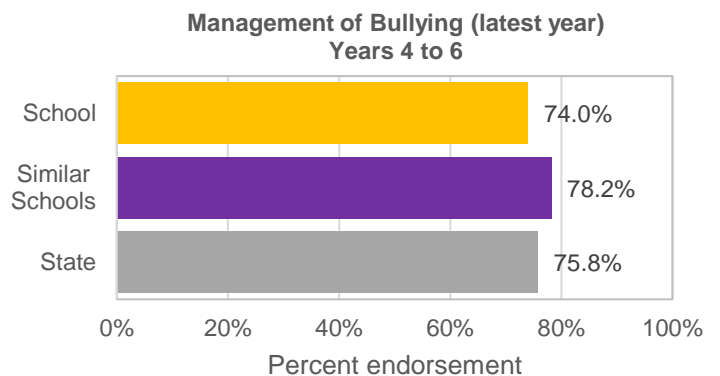


### Student Attitudes to School – Management of Bullying

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:	74.0%	75.7%
Similar Schools average:	78.2%	80.3%
State average:	75.8%	78.3%



## ENGAGEMENT

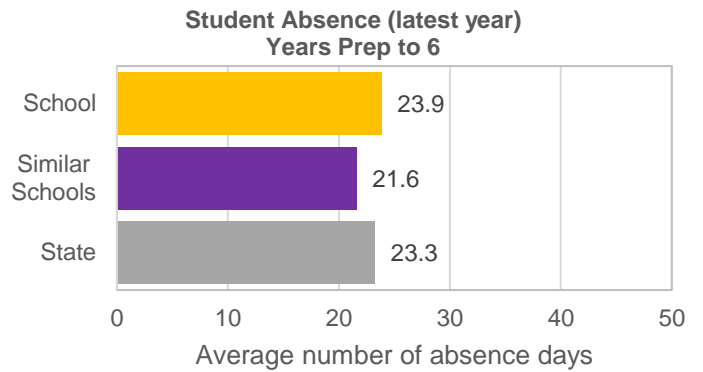
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.9	15.5
Similar Schools average:	21.6	15.3
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%	88%	88%	88%	89%	85%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,430,154
Government Provided DET Grants	\$532,209
Government Grants Commonwealth	\$116,845
Government Grants State	\$25,000
Revenue Other	\$36,353
Locally Raised Funds	\$362,645
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,503,206</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,657
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$63,657</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,721,470
Adjustments	\$0
Books & Publications	\$18,503
Camps/Excursions/Activities	\$131,549
Communication Costs	\$5,977
Consumables	\$87,871
Miscellaneous Expense <sup>3</sup>	\$73,088
Professional Development	\$14,216
Equipment/Maintenance/Hire	\$22,050
Property Services	\$70,844
Salaries & Allowances <sup>4</sup>	\$265,886
Support Services	\$102,005
Trading & Fundraising	\$33,249
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,226
<b>Total Operating Expenditure</b>	<b>\$5,584,935</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$81,729)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$613,884
Official Account	\$44,107
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$657,991</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$134,119
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,703
School Based Programs	\$325,022
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,700
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,780
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$574,325</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.*