

# 2022 Annual Report to the School Community

School Name: Broadmeadows Valley Primary School (5098)



**Broadmeadows  
Valley** PRIMARY SCHOOL

[www.bvps.vic.edu.au](http://www.bvps.vic.edu.au)

- 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 23 March 2023 at 07:21 PM by Belinda Karlsson (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 23 March 2023 at 07:29 PM by Marcelle Jackson (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

Broadmeadows Valley Primary School (BVPS) originated in 2010 from the merger of four schools. It is located in the City of Hume, in the northern suburbs of Melbourne. The school is situated in the educational precinct of Broadmeadows, sharing a site with Hume Central Secondary College Yr 7-9 Dimboola Road Campus, Broadmeadows Valley Gowrie Early Learning and Care Centre, Broadmeadows Special Development School and the Collingwood English Language School. Our school comprises 3 separate Learning Neighbourhoods housing students in Foundation-2, Yr 3-4 and Yr 5-6. All learning spaces have direct access to outdoor learning areas, including a “welcome garden” housing large outdoor musical instruments.

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our values. The values that guide our teaching and learning programs are embodied by the following characters: Matilda: Leadership; Natia: Student-centered Learning; Djinda: Achievement; Gus and Gert: Teamwork; Rafid: Community; Pablo: Creativity; Ava: student voice and agency. These characters are highly visible in the learning spaces and grounds and within the language of the students and teachers when discussing learning behaviours. Our students are recognised for demonstrating these values during our weekly school assemblies. The 2022 enrolment of 207 students had a Student Family Occupation (SFO) Index of 0.7946 and SFOE Index of 0.6438.

The staffing profile of the school includes: an Acting Principal, an Acting Assistant Principal, two Leading Teachers and one Learning Specialist, 10 classroom teachers and equivalent 3.0 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.0 office staff. Students and programs are supported by equivalent 4.4 Education Support Staff as well as a 0.8 Student Counsellor.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning. The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60 minute session each week in the following specialist subjects: Visual Arts, Digital Technology and Physical Education. Foundation and Year 1/2 students also participate in Play Based Learning for one session a week.

Broadmeadows Valley Primary school has a diverse population. We have 117 EAL students enrolled. The school caters for the EAL students through classroom program and targeted teaching where necessary. We have 17 Koorie students at the school. The school has regular care team meetings and student support group meetings. Individual education plans and progress is monitored.

14 students are currently on the PSD list with a large number of students diagnosed with specific needs, or exhibiting behaviour that requires assistance. PSD students are on an Individual Learning Plan and students who are funded for Severe Behaviour also have a behaviour management plan. Student Support Group meetings occur throughout the year. 7 students are currently in Out of Home Care. All students have regular care team meetings (including external support services). Individual education plans and progress is monitored. Monitoring and tracking attendance and lateness is also a focus. The Well Being Leader is assigned to oversee and monitor lateness and attendance in partnership with the Leadership Team.

Our school also operates a Community Learning Hub. The Broadmeadows Valley Learning Hub provides opportunities for all family members to participate in the BVPS Community.

The Learning Hub includes activities and programs that involve all members of our community. These activities include our Valley Playgroup, Adult Learning Classes and Parent Ambassadors.

Broadmeadows Valley Primary School is a positive, inclusive learning community that cares for the learning needs of the entire community. Our school embraces evidence-based approaches to education and teachers work collaboratively to develop their practice in neighbourhood professional learning communities that are dedicated to

achieving optimal learning results for all our children. We believe that when teachers work together in effective teams and utilise rigorous processes for establishing, building and reflecting on exemplary practice and content knowledge, student learning and well-being will improve. Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our values.

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

### Learning

Broadmeadows Valley Primary School is extremely proud of our achievements in continued growth of student learning outcomes in 2022. Staff continued to work collaboratively to create and deliver content that is focused and builds on students' knowledge and understanding.

The success of this work was evident with 76% of students assessed against the English curriculum working at or above the expected level for Reading based on Teacher Judgement of student achievement, slightly higher than the Similar Schools average of 75% and higher than the Network average of 72%.

Improvement in student learning outcomes was evident in the area of Number & Algebra with an increase of students working at or above the expected level from 49% in 2021 to 65% in 2022 based in Teacher Judgement of student achievement. We saw significant growth in the percentage of students making high growth against the Victorian Curriculum for Numeracy with Number increasing from 16% in 2021 to 38% in 2022 and Measurement & Geometry increasing from 13% in 2021 to 34% in 2022. In 2022, 14% of Year 5 students were in the top two bands for Numeracy, which is on comparative with Similar Schools 14% and is slightly higher than the Network average of 9%.

In 2022, the school continued to work on improving achievement outcomes and learning growth across the curriculum, with a particular focus on Numeracy. Throughout the year, staff participated in a range of professional learning to develop their knowledge and skills in the areas of Numeracy. This professional learning was facilitated by both outside consultants and the BVPS Math Action Team. The school Leadership team worked closely with the Education Improvement Leader to develop a plan for consistency in Numeracy instruction across the school including the Instructional Model with a focus on problem solving. This work was supported by collaboration with the neighbouring high school on Project 22 and the HUMA Network Community of Practice. 2023 will see a continuation of this work and will include the participation in the Leading Mathematics course.

A key strategy to improve student learning outcomes in 2022 was the continuation of the Tutor Learning Initiative. Experienced tutors were employed to work with identified grade 3 & 4 students to provide targeted learning support. Tutors worked in collaboration with classroom teachers to plan specific learning tasks to meet the individual learning needs of students. Ongoing assessment practices were used to determine student goals at the point of need. Our tutors also supported the Koorie Literacy and Numeracy program by working with our Koorie students across the school. Whilst the TLI program experienced interruptions due to teacher and casual relief shortages across the state most students demonstrated growth in particular in the area of Reading.

A focus on Professional Learning Communities (PLCs) in the second semester saw the school enhance their practices around analysing data to inform the next steps of teaching and learning for Literacy and Numeracy. PLC teams focused on identifying areas of need using a range of data sets to ensure that all students were catered to and able to demonstrate growth. This precise way of working led teachers to develop an in-depth understanding of the Victorian and EAL curriculum.

### Wellbeing

The Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general.

Our results in the 2022 Attitudes to School Survey for students in Years 4 to 6 show improvements in some areas of the survey. Year 4-6 data for the Attitudes to School Survey for Sense of Contentedness was 71% (2022) which was slightly lower than the previous year (2021) at 78%. Year 4-6 data for the Attitudes to School Survey for 'Management of Bullying' was 77% (2022) an increase from 72% (2021). Stimulating learning data was 77% (2022) a decrease from (2021) to 84%. The Attitudes to School Survey for Advocate at School in 2022 was 84% and Peer Relationships in 2022 was 72%.

In 2022 we commenced our School Wide Positive Behaviour Supports (SWPBS) journey at Broadmeadows Valley Primary School. SWPBS is about creating a safer and a more effective school environment which allows our school to focus more on the teaching and learning of students rather than on behaviour concerns. During 2022, we started the process of unpacking the framework at our school. During this time, we began to look at consistent behaviour expectations that were clear and that were word friendly to all members of the community. SWPBS has allowed Broadmeadows Valley Primary School to take a proactive approach and focus on teaching all students agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour. This in turn creates a safer and more effective school environment. As a result, the school is focussed more on the teaching and learning of students rather than behaviour concerns. In 2022, the Wellbeing Team, incorporated student voice and agency by reviewing the behaviour expectations.

The Wellbeing Team in partnership with the Leadership Team monitored and responded to student engagement. Weekly meetings occurred to discuss and analyse the attendance and engagement data as well as discuss strategies for improvement. In 2022, Broadmeadows Valley Primary School was a pilot school for the Mental Health School Project (MHIPS). This was a great opportunity for our school as this allowed us to explore new strategies to support the mental health and well-being of the students at Broadmeadows Valley Primary School. This resulted in our school establishing a Wellbeing Referral process for staff who identify a student with a Mental Health and Wellbeing concern. This process not only enable staff to identify students with Mental Health and Wellbeing concerns but to record measures in place to support the student. It also enables us to track and monitor students with Mental Health and Wellbeing concerns across all Learning Neighbourhoods. This funding will continue in 2023.

At Broadmeadows Valley Primary School, we aim to develop the skills of both teachers and students to enable them to co-develop learning goals to build the capabilities of students to be independent and self-directed learners. This will be further supported through co-constructed assessment rubrics based on differentiated success criteria for individual students. We want to develop the skills of both teachers and students to enable them to co-develop learning goals to build the capabilities of students to be independent and self-directed learners.

During 2022, as a school we continued to prioritise the Health and Wellbeing supports for our staff, students and their families experiencing difficulties. Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students are always supported by Wellbeing Team in consultation with a range of external providers such as case workers, DET psychologists and DHHS.

Throughout 2022, we maintained our connections with external agencies such as Banksia Gardens to assist our school with providing staff with strategies and resources when dealing with student health and emotional concerns. Throughout the year, Banksia Gardens conducted observations on student behaviour and provided staff with strategies when dealing with student emotional concerns.

Broadmeadows Valley Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. In 2023, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

## Engagement

Student attendance, a major indicator of student engagement has continued to be a priority. The Well-Being Team which includes the Wellbeing Leader, the Mental Health in Schools coordinator and the Student Counsellor in partnership with the Leadership team met weekly to work on ways to promote Attendance and Punctuality and to monitor attendance.

Students with 20 or more absent days in 2022 was 47%. Similar schools were 44% and the Network was at 53%. Foundation students recorded the highest absent days with 30 days per student and the Year Four cohort recorded the lowest absent days with 22 days per student.

A range of ideas have been implemented to get students to school on time. At Broadmeadows Valley Primary we operate Breakfast

Club everyday each day. Students embrace Breakfast Club and we have regular clientele that attends to eat cereal, toast and fruit. Food bank Victoria provides food for the government funded breakfast program.

At Broadmeadows Valley Primary School, student attendance is a whole school collective responsibility. Daily phone calls are made to any parents whose child had unexplained absences. Parents are contacted to discuss reason for absence and emphasize the importance of regular attendance. Students with regular attendance are rewarded for their attendance and for arriving to school on time with certificates given out during the end of term assemblies.

Students are also able to participate in a range of lunchtime activities such as Art Club and board games.

The Young Leaders program provides an opportunity for students from Year 3 to 6 to develop their leadership and organisation skills. This group met frequently to provide a place for student voice and agency.

In 2022, strengthening and building a school-wide approach to improve the communication with parents and carers was also a focus. We improved our communication with parents and carers by communicating with parents via the weekly newsletter and via SeeSaw. SeeSaw is an online platform that connects teachers, students and families through communication features, such as a feed for photos and videos from the school day.

At Broadmeadows Valley Primary School, we are committed to embracing and promoting the learning needs of all members of our school community, which is why our Community Hub is so vital to all members of our community. The Community Hub recognises and welcomes diversity. Our Community Hub offers a range of activities and programs, such as Playgroup, Community Kitchen Gardening and Adult Learning Classes.

In 2023, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

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## Other highlights from the school year

A highlight of Broadmeadows Valley Primary School is the partnership with Gowrie Broadmeadows Valley. Broadmeadows Valley Primary School and Gowrie Broadmeadows Valley work closely together to strengthen the relationship to support children transitioning from kindergarten to primary school. This connection offers a unique opportunity for children to experience elements of the school environment from their early years of education.

At Broadmeadows Valley Primary School, we see Gowrie is seen as an extension of the school. They are regularly on our school grounds familiarising themselves with the inside and outside environment. They attend community events hosted by our school community such as our Friday afternoon assemblies.

At Broadmeadows Valley Primary School, parents/carers are welcomed in many ways, such as being invited to be a parent helper in classroom programs, volunteering on excursions and at sports days. At Broadmeadows Valley Primary School, there are many school wide events such as the Super Hero's Day Breakfast, Harmony Day and the traditional, 'Valley Celebration'. There is an active and very supportive School Council and Fundraising Committee.

Broadmeadows Valley Primary School is renowned for being inclusive and is well known for welcoming students from all cultures and backgrounds. Our staff pride themselves for being committed to a school culture that promotes a positive culture of challenge, support and collaboration where excellence is the goal.

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## Financial performance

Broadmeadows Valley Primary School provides students with an extensive range of learning programs that support learning for the 21st century. Our school is resourced to provide educational experiences that support and enhance learning in the most effective manner. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and environment.

The 2022 Annual Implementation Plan, continued to provide the framework for school council. Equity funding was used to purchase of a significant amount of resources for literacy and for numeracy. We also spent funds on upgrading ICT. Equity funding also contributed towards staffing. Equity money was also used to fund various Bastow courses to build the capacity of the leadership team. The school currently has a managed deficit, ensuring that all money provided is used for the purpose for which it was intended and maximising teachers in front of students. Sufficient funds have been set aside to invest in school infrastructure and maintenance in order to ensure a safe and supportive learning environment.

The school was positioned financially at the end of 2022.

**For more detailed information regarding our school please visit our website at**  
<https://www.bvps.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 205 students were enrolled at this school in 2022, 106 female and 99 male.

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

### Overall Socio-Economic Profile

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

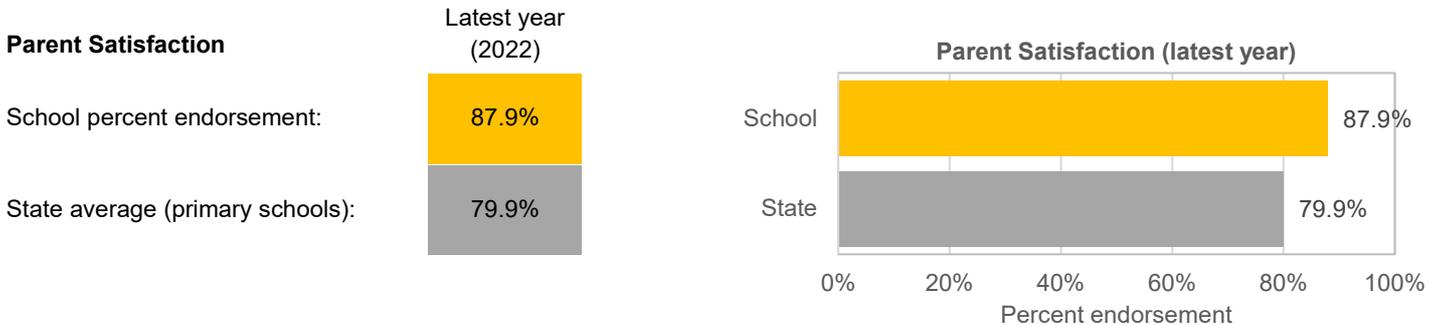
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

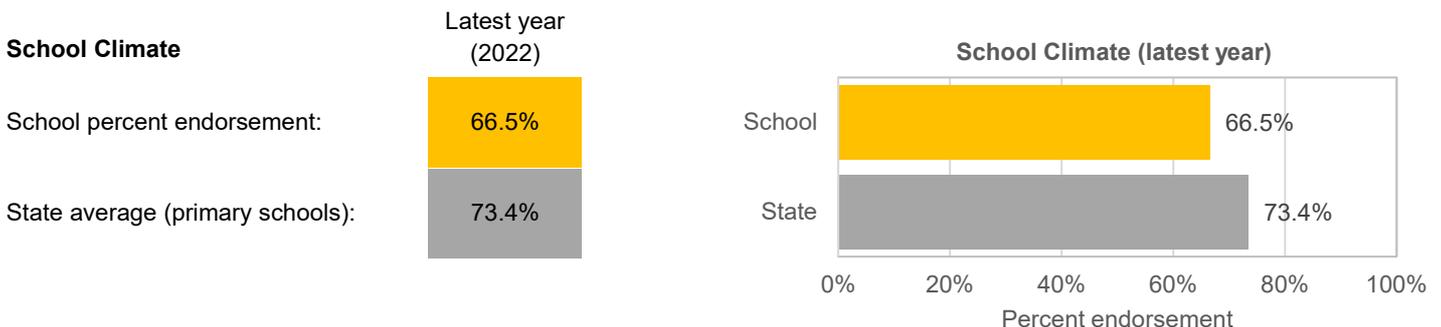


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

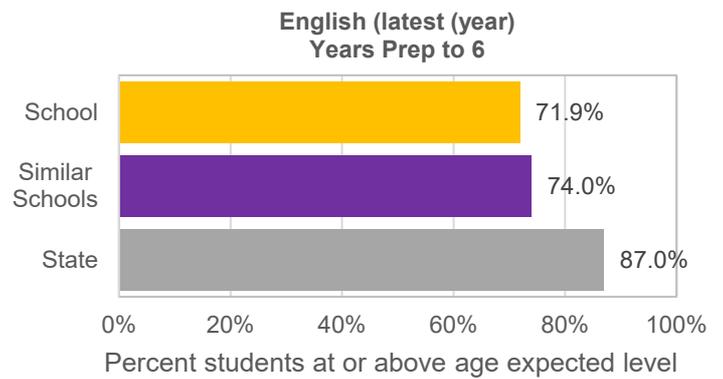
71.9%

Similar Schools average:

74.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

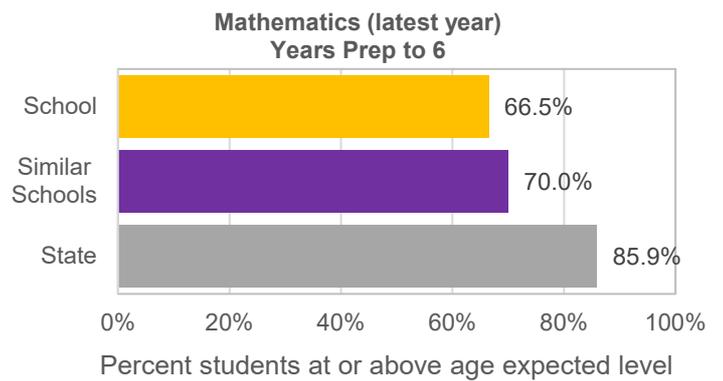
66.5%

Similar Schools average:

70.0%

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.

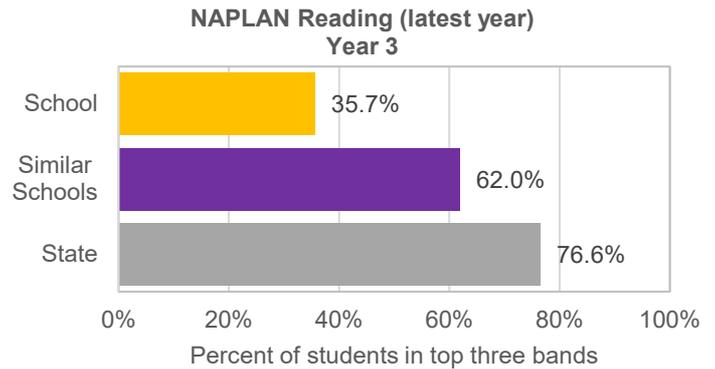
### NAPLAN

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.

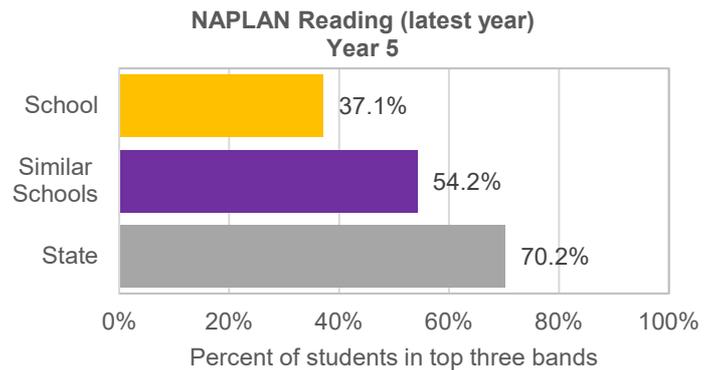
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.7%	38.0%
Similar Schools average:	62.0%	62.5%
State average:	76.6%	76.6%



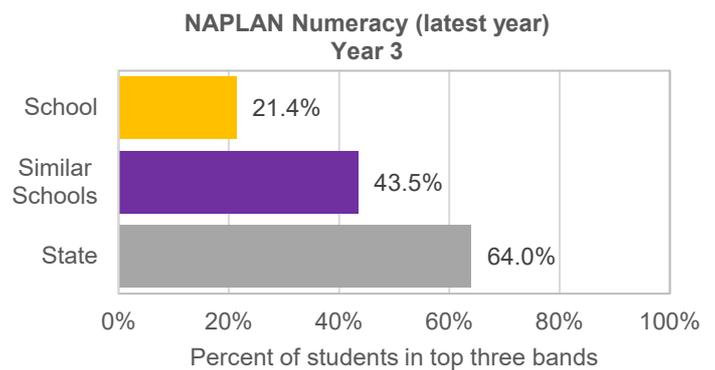
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.1%	40.2%
Similar Schools average:	54.2%	53.4%
State average:	70.2%	69.5%



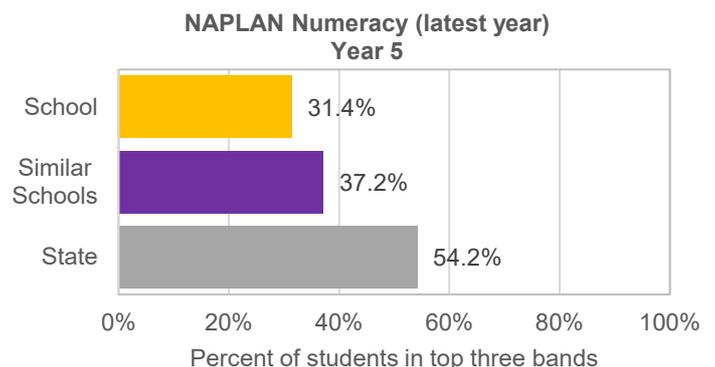
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.4%	26.0%
Similar Schools average:	43.5%	47.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.4%	29.9%
Similar Schools average:	37.2%	41.1%
State average:	54.2%	58.8%



## WELLBEING

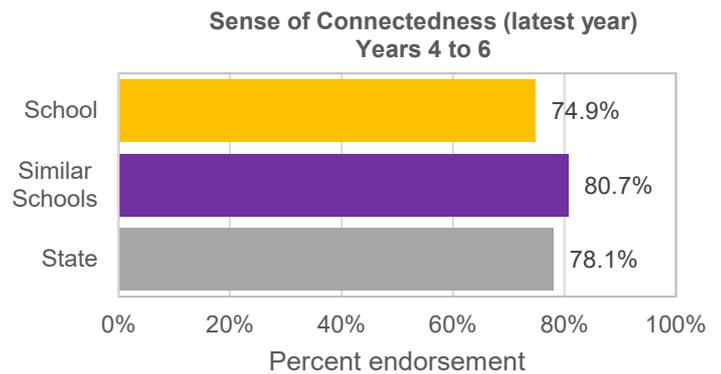
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	74.9%	75.0%
Similar Schools average:	80.7%	81.5%
State average:	78.1%	79.5%

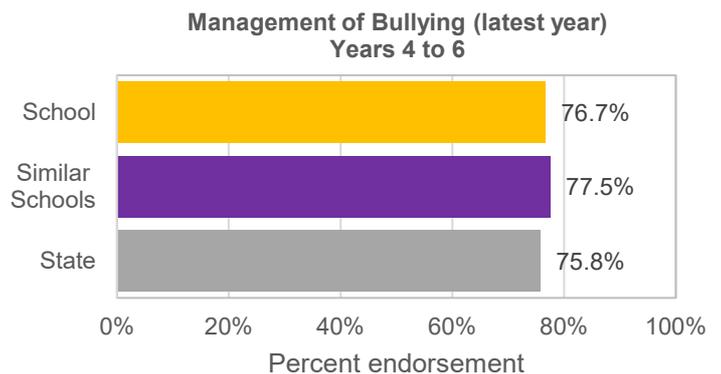


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.7%	72.7%
Similar Schools average:	77.5%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

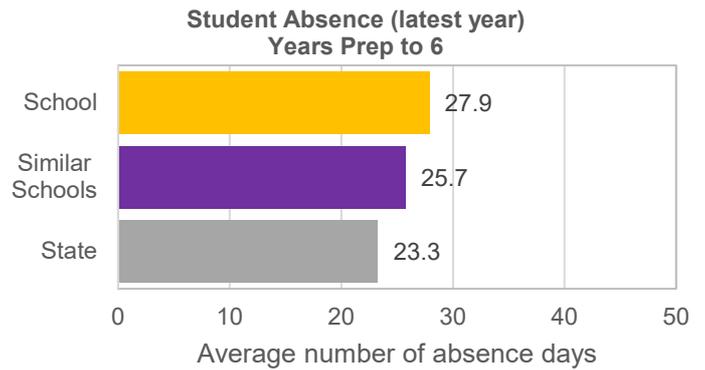
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.9	23.5
Similar Schools average:	25.7	21.0
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	86%	83%	86%	89%	88%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,821,161
Government Provided DET Grants	\$540,160
Government Grants Commonwealth	\$57,372
Government Grants State	\$0
Revenue Other	\$27,682
Locally Raised Funds	\$25,502
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,471,879</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$694,056
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$694,056</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,818,603
Adjustments	\$0
Books & Publications	\$2,522
Camps/Excursions/Activities	\$37,787
Communication Costs	\$5,506
Consumables	\$30,594
Miscellaneous Expense <sup>3</sup>	\$10,624
Professional Development	\$26,577
Equipment/Maintenance/Hire	\$138,051
Property Services	\$46,067
Salaries & Allowances <sup>4</sup>	\$197,901
Support Services	\$220,190
Trading & Fundraising	\$9,952
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,381
<b>Total Operating Expenditure</b>	<b>\$3,596,754</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$124,876)</b>
<b>Asset Acquisitions</b>	<b>\$74,679</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	\$668,373
Official Account	\$46,277
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$714,650</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$123,909
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$44,054
School Based Programs	\$2,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$219
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$43,920
Capital - Buildings/Grounds < 12 months	\$147,800
Maintenance - Buildings/Grounds < 12 months	\$28,287
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$590,189</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.*