

# 2022 Annual Report to the School Community

School Name: The Patch Primary School (5173)



- 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 22 March 2023 at 03:14 PM by Debra Herrmann (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 05 May 2023 at 02:00 PM by Ange Ellis (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

#### VISION

To work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep critical and creative thinking, recognises and accepts diversity, values and embeds creativity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future. We are committed to continuous improvement and achieving excellence at every level and aim to instill all students with a sense of: -

- identity based on understanding ourselves, our community, our own past and the story of our unique land and its people;
- integrity based on treating others in a truthful, compassionate and cooperative way;
- community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably;
- determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent

#### VALUES

The Patch Primary School Community values respect, responsibility, and integrity -

- Respect for the Wurundjeri people as the Traditional Owners and caretakers of the land our school is on, and we recognise their continuing connection to it.
- We respect one another's achievements, views, dignity, privacy, and property and accept that everyone is different
- Responsibility through being accountable for our actions
- Integrity through high standards and realistic goals, open and honest communication, and trustworthy behaviours.

#### INTENT, RATIONAL AND FOCUS

- To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware. This will be achieved through building practice excellence, intellectual engagement, and self-awareness.
- To strengthen the social and emotional wellbeing of every student by empowering students and building school pride, enhancing opportunities for authentic learning partnerships, and utilising the school's outdoor landscapes.

#### CONTEXT AND CHALLENGES

The Patch Primary School is located in the Dandenong Ranges. Its large grounds include student designed landscapes that have won many awards for both design and sustainability. They provide nature-based learning and play opportunities. Students participate in regular and meaningful projects to improve biodiversity in the school grounds, reduce resource use and improve sustainability. Our school offers students a comprehensive education based on the Victorian Curriculum including Literacy, Numeracy, Physical Education, the Humanities, AUSLAN, Art, Music and STEM. In addition, students take part in Philosophy each week. Our Respectful Relationships curriculum combined with the Berry Street Education Model help students to build healthy relationships, resilience, and confidence. We offer a Forest Classroom Program with the adjoining kindergarten.

The active involvement of parents at all levels of the school is critical to the success of our students. They help in the school gardens, in classrooms, in reading programs, at sports events and during social and fundraising events.

The school also works actively with the wider community to provide more real-world experiences for our students. These include involvement with tertiary institutions, other schools and using the experience of knowledgeable local people in the delivery of our programme.

In 2022, 306 students from a wide geographical area were enrolled at the school. The school had 36 full and part-time staff, including a Principal, Assistant Principal, Learning Specialist, 22 teachers and 13 Education Support staff in administrative and classroom support roles.

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

### Learning

NAPLAN tests conducted in 2022

NAPLAN data for the percentage of students in the top two bands in Year 3 Reading testing of 56% indicate we are below state average of 58% and similar schools 62 %.

NAPLAN data for the percentage of students in the top three bands in Year 5 Reading testing of 51% indicate we are above state average of 44% and below similar schools 53%.

NAPLAN data for the percentage of students in the top two bands in Year 3 Numeracy testing of 31% indicate we are performing below state average of 39% and similar schools 45%.

NAPLAN data for the percentage of students in the top three bands in Year 5 Numeracy testing of 11% indicate we are below state average of 27% and similar schools 27%.

Teacher assessments of the percentage of students in Yr 1-6 with a percentage of students at or above age expected level are 81% which is at state average of 81% and above similar schools 80% for English. In numeracy the percentage of students in Yr1-6 with a percentage of students at or above age expected level is 65 % which is below state average of 80 % and below similar schools 81%. -Reference to this data is found in the Performance Summary and NAPLAN data.

All students in Programs for Students with Disabilities (PSD), showed progress at satisfactory or above in achieving their individual goals. In 2023 we will continue to transition to the new Disabilities Inclusion Profile (DIP) format.

In 2023 we will focus on increasing the percentage of students in the top two NAPLAN bands by continued focus on teacher professional learning, and use of student learning data to identify needs. We will continue to show and increase our alignment between NAPLAN data and teacher assessment of students with the Victorian Curriculum.

We will also review aspects of the school's curriculum to make sure that we have consistent planning documents and alignment between the Victorian Curriculum and our unit planners. Improving data analysis will inform teachers of the next stage of student learning.

Staff will continue to be involved in Professional Learning, especially in the areas of Numeracy and connection to Wellbeing. Our focus on Numeracy will continue and we will continue upskilling our teachers and students through our commitment to Science, Technology, Engineering and Mathematics (STEM) to enrich the ongoing delivery of our science program as indicated in our 2023 Annual Implementation Plan (A.I.P.).

In 2023 we aim to improve the achievement and learning growth of every student, particularly in numeracy and literacy to:

- Embed whole school instructional models that include the use of nature-based education for the teaching of Numeracy and that integrate the use of HITS, to enable consistent, high-quality instruction in every classroom
  - Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
  - Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability, and collective responsibility for improved outcomes
  - Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes
- In 2023, we will continue to implement MiniLit and MacLit reading intervention from Year 1-6 and a whole school focus on Synthetic Phonics and THRASS to support our spelling, and the implementation of the funded Tutoring program.

## Wellbeing

Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character, and engagement allowing for reengagement of students to be ready to learn and focus.

Central to The Patch PS are our well developed and understood school values of Respect, Responsibility and Integrity. These values are displayed, articulated, and embraced throughout the school community, fostered in classroom practice and promoted through our weekly student achievement awards.

The 2022 Parent Satisfactory summary indicates 88% overall satisfaction results, with overall parent satisfaction being above similar schools 79% network 80% and state average of 81%.

The 2022 School staff survey summary on School Climate indicates 62 % overall satisfaction results, with overall school climate being below state average of 73%. However due to the poor response in these data sets and lower participation rates, this data is not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

The data from the 2022 Student Attitudes to School Sense of Connectedness Year 4-6 shows our school's performance was 66% which was below similar school 76% and the state average 78%. The data from the 2022 Student Attitudes to School Management of Bullying Year 4-6 shows our school's performance was 69% which was below similar school 75% and the state average 76 %. Reference to this data is found in the Performance Summary

We will continue to focus on these areas in 2023. Our school behaviour management plan, based on the Berry Street model, ensures that our school processes are consistent, positive, and clearly understood by all members of the school community. In 2023 we will continue to strengthen the social and emotional wellbeing of every student.

- Embed the whole school approach to social and emotional learning to further develop students' self-regulation, connectedness, and resilience
- Enhance opportunities for authentic learning partnerships between students, teachers, and parents
- Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement, and wellbeing

We will also build on meaningful and responsible leadership within the school. The role of Year Five and Six monitors includes leadership in areas such as Tour Guides and monitors for SRC, Kindness Matters, Gang Green, Sport, Assembly, Art, Music, Weather, Animals, Recycling, ICT, Photography, OSHC and Fire Safety.

The Year 6 curriculum includes "Youth Leadership Program" (a public speaking course), "Standing Tall" (development of resilience and self-awareness), adolescent health (understanding sexuality and drug education) and leadership training. Students also participate in designing and building our outdoor learning environment. In 2023, student leaders in Years 5 & 6 will continue to have the opportunity to run lunchtime activities

We will continue to offer additional activities such as choir, ensembles, chess, open library, and an Out of School Hours Care Program. Along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times.

## Engagement

We have continued with student leadership roles, festival committees, wellbeing groups and fostering links between the school and the kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view. With a full year of learning and the previous two years of living through a pandemic has had a somewhat negative impact on school engagement. This is partially reflected in the student survey scores in the Performance Summary. Student attendance was a continued focus in 2022 with regular reminders of the importance of prompt and regular attendance at school in our school newsletters and website. Our school community is encouraged to see consistency in school attendance as being important to student learning. Students whose attendance rate falls below 90% are considered at risk. Attendance data indicates a 60% attendance rate from Prep -6. Student Absences (are above similar schools 46% and state 44%. In 2023 we will keep improving our monitoring procedures of students with a high level of absence through daily follow up phone calls for unexplained absences, meetings with parents on a case-by-case basis, and developing a case management approach for each student with a high level of absenteeism. The departmental student attendance guidelines will continue to be advertised and implemented. I

In 2023 we will aim to improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware.

- Build staff capacity to activate student voice, leadership and learner agency in all settings across the school
- Develop and implement a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress

Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue in 2023 with further consultation in re-marketing and branding our school.

We are fortunate to have a Kindergarten on site, which enables a smooth transition from Kinder to Prep for students and their families. The Kinder Transition Reports and individual interviews at the commencement of each year, provide our school with information that assists our teachers to meet students' personal needs. The Kinder, Year 6 Buddy system and Year 5 Kinder Forest classrooms also assists the Prep students to assimilate within the school, and we will continue this in 2023. We look forward to growing our Kindergarten and working further with our service provider TRY Australia who have management of our Kindergarten. As part of our comprehensive Art, Music, Indigenous Education, Physical Education, Environmental Education (STEM), Science, Philosophy programs, we provide opportunities to support social competencies, positive self-worth, and leadership skills. These are further promoted through other leadership opportunities throughout the school including classroom and school monitors and leadership roles, our Student Representative Council (SRC), regular classroom meetings, Public Speaking, Kindness Matters. At the beginning of the year, Parent Information Books, Get to Know You Interviews and newsletters detail work expectations and guidelines from each year level. In 2023, we will continue to upgrade our student data systems in COMPASS and Class Solver. We will work with parents, teachers, and students to ensure the needs of all students are clearly understood and acted on. We are proud of our school and will continue to seek ways to actively engage, encourage and nurture our students.

## Financial performance

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years;

- Completion on landscaping and fencing through the school
- Conditions and maintenance money allocated and accounted for
- Expenditure on computers on renewal and expansion of our ICT program
- EMP (Emergency Management Program) and BPP (Bushfire Preparedness Program) money

Further expenditure has been spent on

- Reading support program and professional learning,
- Literacy Support resources and equity funding has been used to support the employment of a staff members to run the MiniLit, MacLit– Literacy and Numeracy support along with locally raised funds.
- Tutoring Funding has been allocated to employing a teacher to coordinate and run the program

Trading and Fundraising includes all excursions, camps, swimming programs, and many fundraising efforts throughout the year.

- Swimming in schools funded the Surfing & Water Safety Program and Knox Leisure works for the Year 5 & 6 students and Prep to Year 4 Swimming Program

Salaries and Allowances refers to school-level payroll.

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.

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years: this includes \$15,000 for School Council Initiatives.

- Support of AUSLAN interactive program and lessons

Contracts currently held with school

- TRY – Kindergarten Licensed to operate The Patch Kindergarten
- OSHClub – License agreement to operate and Out of hours and before school, care program and holiday program
- Belissa– License agreement to operate a uniform shop for The Patch PS

School Council and the School Community are to be congratulated on their continued support of the school and on our fundraising which has been able to support our programs. The programs are identified by the school's strategic plan, yearly program budgets and the Annual Implementation Plan. The total financial commitments are equal to the total funds available.

**For more detailed information regarding our school please visit our website at**  
<https://www.thepatchps.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 306 students were enrolled at this school in 2022, 143 female and 163 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).

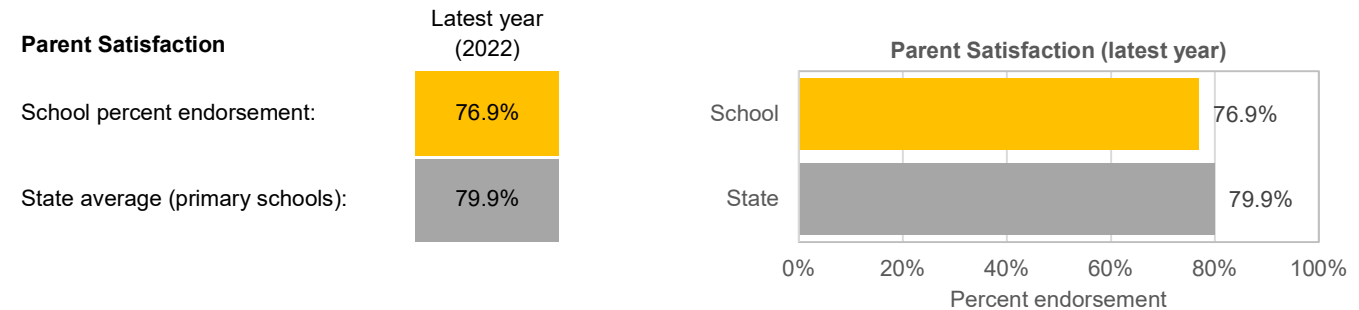
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

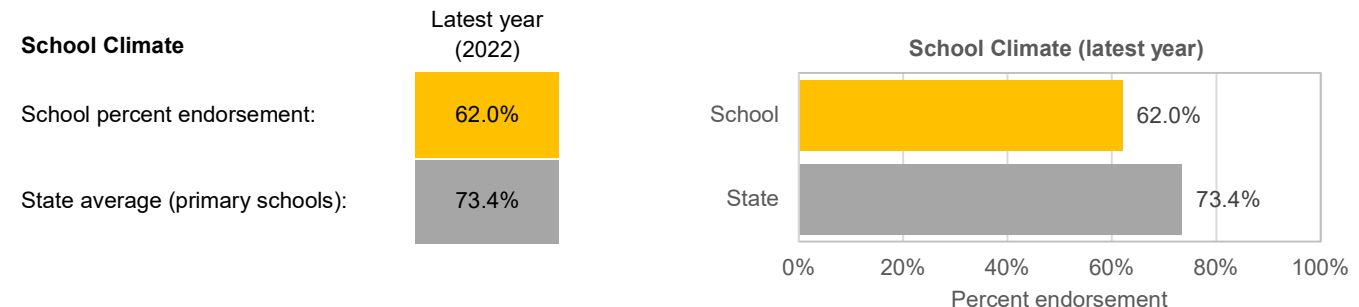


### School Staff Survey

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:

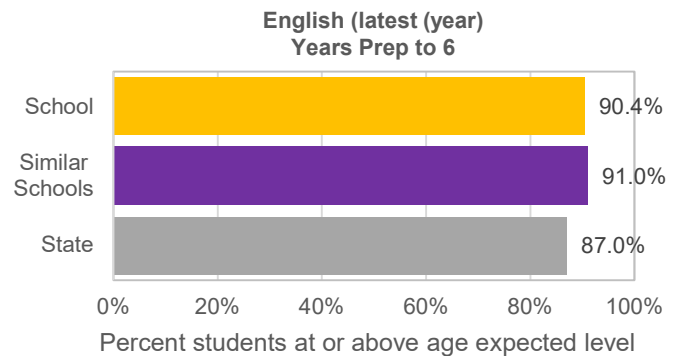
90.4%

Similar Schools average:

91.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

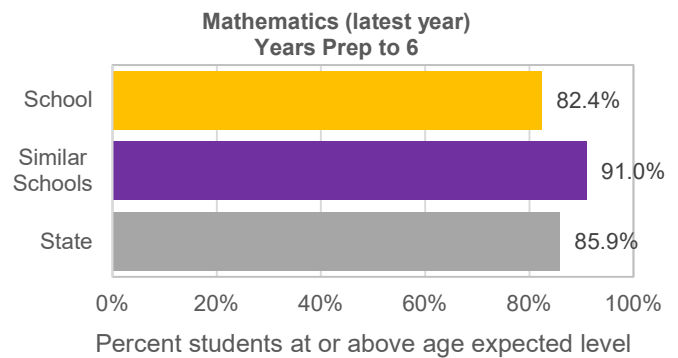
82.4%

Similar Schools average:

91.0%

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.

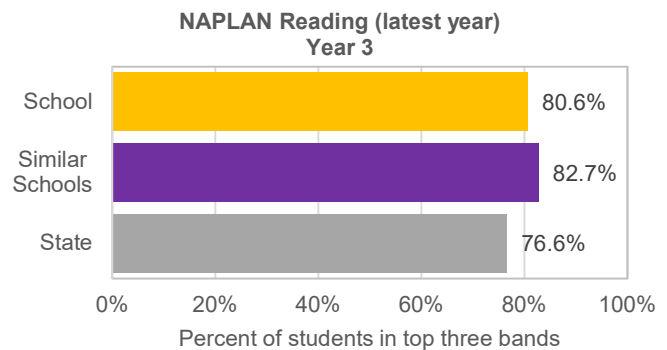
### NAPLAN

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.

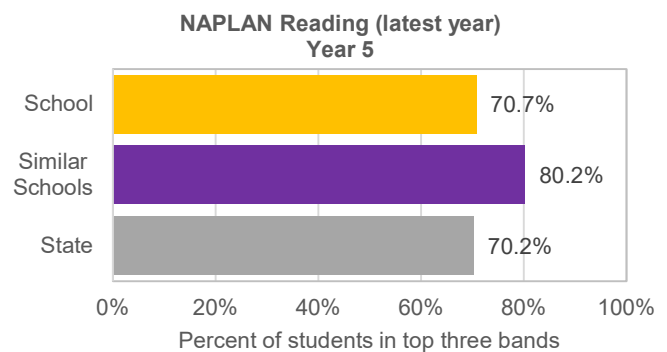
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	82.1%
Similar Schools average:	82.7%	84.0%
State average:	76.6%	76.6%



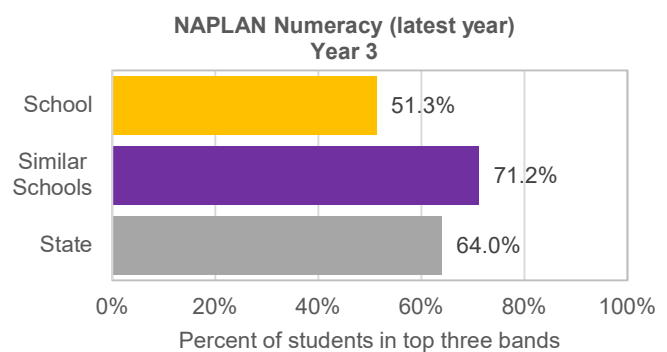
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	80.5%
Similar Schools average:	80.2%	77.8%
State average:	70.2%	69.5%



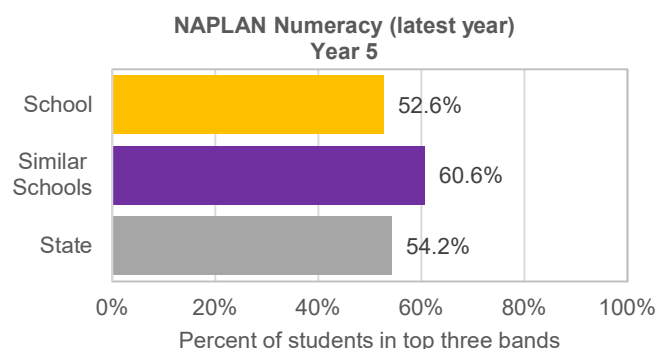
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.3%	70.3%
Similar Schools average:	71.2%	75.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.6%	61.8%
Similar Schools average:	60.6%	65.2%
State average:	54.2%	58.8%



## WELLBEING

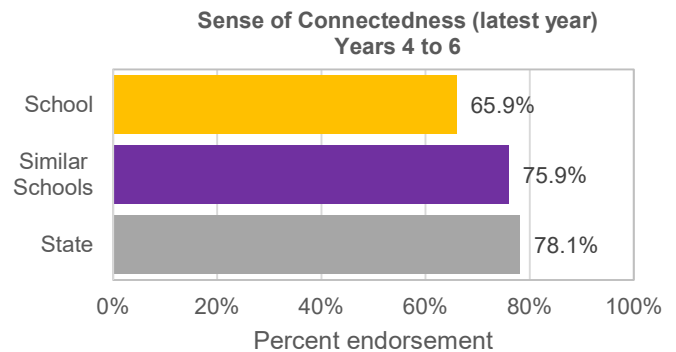
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	65.9%	70.6%
Similar Schools average:	75.9%	76.8%
State average:	78.1%	79.5%

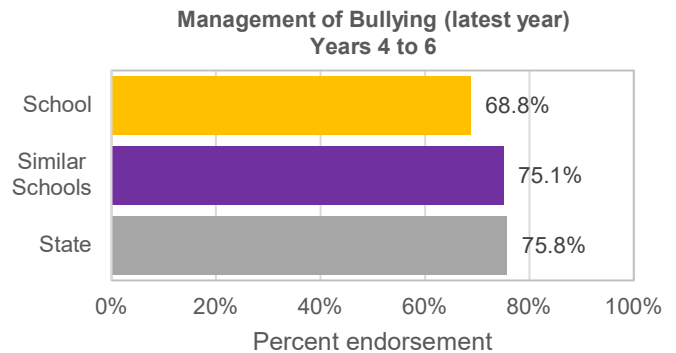


### Student Attitudes to School – Management of Bullying

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:	68.8%	72.8%
Similar Schools average:	75.1%	77.2%
State average:	75.8%	78.3%



## ENGAGEMENT

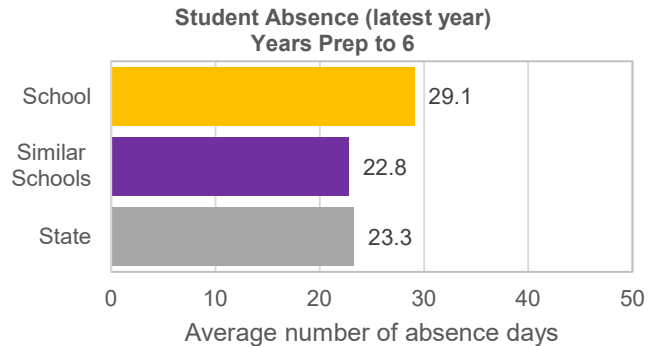
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	29.1	17.6
Similar Schools average:	22.8	15.9
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):	88%	86%	83%	85%	83%	87%	84%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,870,680
Government Provided DET Grants	\$370,076
Government Grants Commonwealth	\$0
Government Grants State	\$17,200
Revenue Other	\$22,795
Locally Raised Funds	\$246,266
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,527,018</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,045
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,045</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,902,028
Adjustments	\$0
Books & Publications	\$354
Camps/Excursions/Activities	\$80,741
Communication Costs	\$6,430
Consumables	\$91,421
Miscellaneous Expense <sup>3</sup>	\$5,679
Professional Development	\$6,165
Equipment/Maintenance/Hire	\$29,650
Property Services	\$87,832
Salaries & Allowances <sup>4</sup>	\$15,869
Support Services	\$232,246
Trading & Fundraising	\$45,013
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,292
<b>Total Operating Expenditure</b>	<b>\$3,536,719</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$9,701)</b>
<b>Asset Acquisitions</b>	<b>\$18,437</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	\$188,684
Official Account	\$44,693
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$233,377</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$93,742
Other Recurrent Expenditure	\$22,793
Provision Accounts	\$0
Funds Received in Advance	\$12,247
School Based Programs	\$1,010
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$65,000
Asset/Equipment Replacement < 12 months	\$2,500
Capital - Buildings/Grounds < 12 months	\$55,739
Maintenance - Buildings/Grounds < 12 months	\$10,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$263,230</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.*