

2022 Annual Report to the School Community

School Name: Carlton North Primary School (1252)



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

Attested on 24 April 2023 at 01:14 PM by Rachel Corben (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 03 May 2023 at 08:25 PM by Rebecca Slater (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Carlton North Primary School (CNPS) is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to and responsibility for creating an inclusive and safe school environment for our students.

Carlton North Primary School was established in 1873. The school is located in an inner-city residential area, 3km from the Central Business District, and stands on the Wurundjeri lands of the Kulin nation. The school occupies a block surrounded by leafy suburban streets, and the playgrounds include active and passive spaces with artificial turf-playing areas and a flexible ball sport court. The local community is culturally diverse and has a high socio-economic profile. Parents and carers have high expectations for their children. They support the school, participating in classroom programs, working parties, school events, and a significant number of fundraising activities, including the Great Lee Street Fete. The students, staff, and community of Carlton North Primary School are incredibly proud of our school and the school community. The school is well respected in the local community, and this is the school of choice for most families (including those who are out of zone). School enrolments have remained relatively stable, with figures between 270-299 and an enrolment ceiling of 300. There is a high demand for Foundation entry each year from the local community of North Carlton.

The core purpose of Carlton North Primary School is to foster the values, designs & behaviours where everyone can reach their potential. Carlton North Primary School is committed to providing an outstanding educational experience for all students. We maintain high expectations and advocate for more than 12 months of growth for all students in all subject areas.

Vision

Carlton North Primary School's vision is to prepare our students for their future. Our students will learn the knowledge, skills, and attitudes necessary to be engaged, self-managing, lifelong learners.

Mission

Carlton North Primary School's mission is to provide high quality, child-centered, personalised learning in a safe, nurturing, engaging, and inclusive environment that fosters a love of learning and prepares each student to meet the challenges of the future.

Objective

Carlton North Primary School's objective is to leave the school with the knowledge, skills, and attitudes necessary to be engaged, self-managing, lifelong learners.

Values

At Carlton North Primary School, our values of Respect, Trust, Inclusion, and Resilience provide opportunities for everyone to learn and feel safe in a respectful school environment.

Respect - At CNPS, we show respect for people, culture, property, and the environment. We are polite to everyone and care for each other, our school, and our community.

Trust - At CNPS, we have trust in each other. We take responsibility for our own actions and learning. We act with integrity and honesty.

Inclusion - At CNPS, we include everyone and do not leave anyone out. Everyone is different, and we welcome and celebrate all children, families, and staff.

Resilience - At CNPS, we have high expectations of ourselves and each other. We are ambitious, resilient, and persistent when faced with challenges and change. We believe we can learn and will always try our best.

The school offers a comprehensive curriculum that is clear with respect to knowledge, skills, and attitudes and meets the interest and needs of our students whilst reflecting a core focus on developing Literacy and Numeracy skills for our students. The curriculum also supports academic opportunities in Science, Wellbeing/Respectful Relationships, Inquiry, STEM, Italian, The Arts, and Health and Physical Education. Teachers use the Victorian Curriculum Framework for planning and utilise other frameworks such as

Australian Curriculum and Department initiatives - FISO, HITS, Amplify, and the Practice Principles. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community. CNPS students are given many opportunities to develop their skills in various ways. A positive approach to student wellbeing, based on rights and responsibilities for all is prominent in our programs and is incorporated in the curriculum and the implementation of DET's Schoolwide Positive Behaviour Supports and Respectful Relationships Curriculum. There is an accepted expectation that all students, staff, and parents/carers work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual education plans, regular communication of weekly learning and student learning goals, and open and regular communication and opportunities to celebrate learning.

Classrooms are technology rich with LCD screens and 1:1 individual netbooks or iPads through the BYOD Program and school funded devices. The school aims to develop students' knowledge, skills, and understandings in Literacy and Numeracy as well as of 21st Century competencies. High impact research-based pedagogy drives the learning opportunities of our students. As highly competent educators, we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learnings.

The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents/carers to ensure student progress is closely monitored and needs are addressed. Information disseminates within the school through weekly year level overviews, Compass and Seesaw posts, newsletters and assemblies, meetings, forums, and information sessions.

The staffing profile reflects the strong commitment CNPS to develop the capacity of our teachers. The school staff consists of 1 Principal, 1 Business Manager, 1 Assistant Principal, 1 Learning Specialist, 12.6 full-time equivalent (FTE) Generalist Teachers, 1 FTE Specialist Teacher, 3.35 FTE Education Support Staff (consisting of 1 Office Administrator and 2.35 FTE Education Support in the Classroom), 0.31 Literacy Intervention Support, 0.2 Library Technician. Currently, no staff at Carlton North Primary School are Aboriginal or Torres Strait Islander.

1 in 15 families (6.67% of families) receive the Camps Excursions and Sports Funds. 18.11% of students (approx. 1 in 6) come from a background where English is not the primary language spoken at home, and 1.39% are Aboriginal and/or Torres Strait Islander. There are currently no overseas students enrolled at Carlton North Primary School.

We are in true partnership with the community and are all incredibly proud of every aspect of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continues to perform at or above Similar schools with regard to Teacher Judgements of student achievement, with 95.5% of students Foundation to Year 6 at or above the expected standards in English and 93.2% of students at or above the expected standards in Mathematics.

The school continues to perform above Similar schools with regard to both Year 3 and Year 5 NAPLAN Reading and Numeracy. In Reading, students in Year 3 in the top three NAPLAN bands reached 87.5%, and in Year 5, there were 86%. In Numeracy students in Year 3 in the top three NAPLAN bands reached 75%, and in Year 5, there were 62.8% which was below similar schools at 78% for Year 3 and 67.3% for Year 5.

The strong performance in student learning can be attributed to the consistent application of the instructional model and the implementation of teaching strategies to complement this model. Focusing on individual achievement with differentiation is critical to meet each student's learning needs. Our professional staff strive to support every student to be the best they can be. This is well documented with Individual Education plans and programs such as the Student Excellence program, Tutor Learning Initiative including MiniLit and MacqLit, and the partnership with home that supports student learning.

Professional Learning for staff focused on Mathematics and Writing to enhance differentiation through the use of open ended assessments and responsive planning. Professional Learning Communities (PLC) training commenced with the teaching staff with a focus on Mathematics assessment and planning.

Wellbeing

Carlton North Primary School places a strong emphasis on Wellbeing. The school is a Lead School in Respectful Relationships and has acknowledged as an exemplar school in Schoolwide Positive Behaviour Support. Significant improvement has been made in student wellbeing over the past six years, and this is reflected in ongoing improvements in our Attitudes to School survey results.

Student wellbeing continues to be a focus. If students are not feeling safe at school, learning can often be difficult. In 2022 the school continued to promote a positive learning environment for all students through Schoolwide Positive Behaviour Supports and Respectful Relationships.

Carlton North Primary School strongly emphasises student wellbeing with a focus on ensuring a positive climate for learning, student voice and agency, empowering students, and building school pride.

In 2022 there was a strong focus on continuing to strive for excellence in Student Wellbeing as outlined within the 2022-2026 School Strategic Plan and 2022 Annual Implementation Plan:

Goal 3 - To enhance student wellbeing.

Key Improvement Strategy 3.a) Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion.

Key Improvement Strategy 3.b) The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment.

Key Improvement Strategy 3.c) Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities.

In addition to this School Leadership and staff continued to monitor the wellbeing of our students and their families post COVID lockdowns. Wellbeing has become a bigger priority within the school curriculum and weekly learning. Additional wellbeing supports were promoted in the weekly newsletters and on Compass. School Leadership worked with families and external service providers to offer support when required.

School Leadership also closely monitored the wellbeing of school staff to ensure that all staff were supported post COVID and lockdowns.

The results within the Student Attitudes to School Survey results indicated that our school is higher than similar schools.

- School connectedness indicated 84.4% positive endorsement - higher than similar schools 76.6%.
- Advocate at the school indicated 88% positive endorsement - higher than similar schools 84%.
- Managing bullying indicated 80.1% positive endorsement - higher than similar schools 74.4%.
- Respect for diversity indicated 84% positive endorsement - higher than similar schools 77%.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results:

- Student motivation and support indicated 73% positive endorsement - higher than similar schools 71%.
- Managing bullying indicated 85% positive endorsement - higher than similar schools 75%.
- Not experiencing bullying indicated 94% positive endorsement - higher than similar schools 68%.

Staff satisfaction, according to the School Staff Survey indicated 83% positive endorsement - higher than similar schools 77%.

Engagement

Carlton North Primary school's high attendance rate is reflected in the 2022 absence data and is equivalent to Similar schools with the average being 20.1 days absent compared to Similar schools with 20.4 days absent. The school's average attendance rate F-Year 6 ranges from 91- 87%. This high attendance reflects the school's emphasis on a positive attendance program through newsletter items and individual communications between teachers and parents when a student is absent. The majority of explained absences are due either to illness or extended family holiday.

The transition initiatives in the Kinder - Foundation Transition Program comprise more formal and informal communications between CNPS and neighbouring kindergartens including formal information sessions held at the kindergartens and reciprocal teacher visits to kindergarten/ childcare centres. These relationships complement the kindergarten transition reports and the CNPS Transition program.

The 2022 year saw a shift in focus and an emphasis on students feeling connected to school, in recognition of the disruption to schooling due to the many lockdowns. Initiatives the school developed to engage students included: Start-Up Program – Implemented during the first week of the school year. This successful program supports establishing relationships, class agreements, building teamwork and cooperation, establishing individual and class goals at the start of the year, and revisiting throughout.

- The 4Rs Program – Rights, Resilience and Respectful Relationships teaching and learning resources to support the personal and social capability curriculum.
- Schoolwide Positive Behaviour Supports System.
- School Therapy Dog Program
- Circle Time – The opportunity to apply learning and respond to incidents and situations from our daily lives
- Days of significance – International Women's Day, Harmony Day, National Day of Action Against Bullying and Violence, First Nations Day
- Student Voice and Agency - Provide opportunities for students to participate in Student representative Council, School Improvement Leaders and Buddy System. Our students have a voice and it is listened to.

CNPS' strong focus on transition across the school continues to be successful with Term 4 activities playing a key role in preparing students for the year ahead. The usual practice of step up transitions days were scheduled in 2022. Students were able to make requests for friendships and staff considered these carefully before classes were formed. The Year 6-7 transition program comprises an initial information session, a school visit and transition reports prepared and passed on to secondary schools. Northcote High School invite students to a public speaking event. Fitzroy High School send past students to talk with our Year 6 students about secondary school life.

Other highlights from the school year

There are many highlights to celebrate throughout the year at Carlton North Primary School. A few of these are our focus on authentic student voice and how this aligns with school activities, fundraising events, initiatives and celebrations of particular days.

Our excursion and incursion program utilises resources both in and out of the school and sees the students building on experiences and furthering their understanding of the world and their part in it.

Our specialist programs celebrate each area of learning with many sporting opportunities, and the Visual Arts program culminates with an Art show.

Our outdoor education program begins in Prep with a breakfast, Year 1 students attend a dinner at school with the Year 2 students, who then sleepover at school and the Year 3,4,5 and 6 have an offsite camp utilising parts of Victoria that provide different challenges and opportunities to develop personal skills in a different environment.

During terms 1,2 and 3 Keith McNeill was Acting Principal, whilst the substantive Principal, Rachel Corben, worked as an Acting Senior Education Improvement Leader role at Region.

Financial performance

Carlton North Primary School finished 2022 in a reasonably strong financial position. There were a number of fundraising events for the parents which focused on bringing the community together. These included the Arty Show and Trivia Night. Other fundraising initiatives included the Color Run and Cook Book. Camps and Excursions were able to proceed in Term 4. The equity and Tutoring funding received from the Department of Education 2022 was directed towards small group intervention throughout the school.

The 2022-2026 School Strategic Plan and the 2022 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities.

The Financial Performance and Position report show an end-of-year deficit of \$52 657, however, the school has been incorrectly charged for a salary of a staff member who moved to another school. This amount is still to be removed from the 2022 deficit. The deficit occurred as a result of the lack of the school's major fundraising event, The Great Lee Street Fete.

Carlton North Primary School relies heavily on our school community's fundraising efforts to provide quality education for our students. This includes experienced teaching staff, lower class sizes where possible and additional specialist classes. Three-quarters (75%) of our teaching staff are classified as Classroom Teacher Range 2, and this school profile of majority experienced teaching staff significantly impacts the staff workforce budget.

For more detailed information regarding our school please visit our website at

<http://www.carltonnthps.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 288 students were enrolled at this school in 2022, 140 female and 148 male.

10 percent of students had English as an additional language and 1 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).

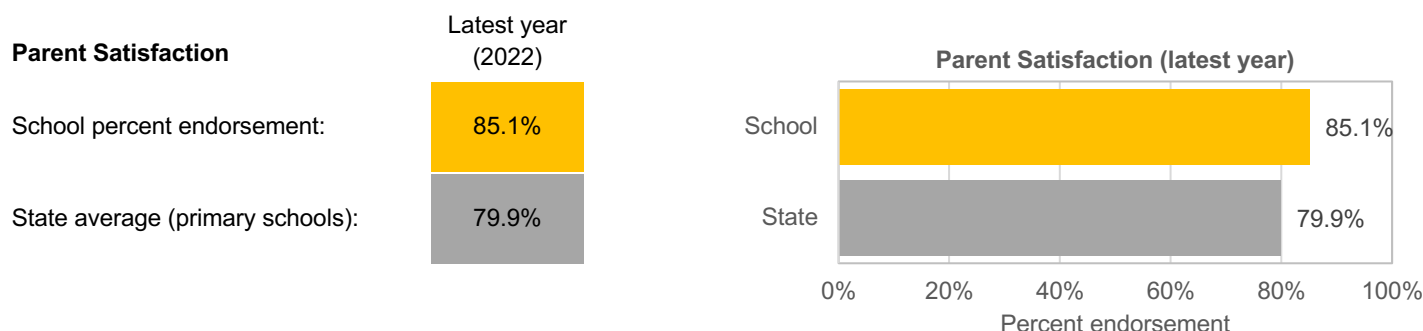
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

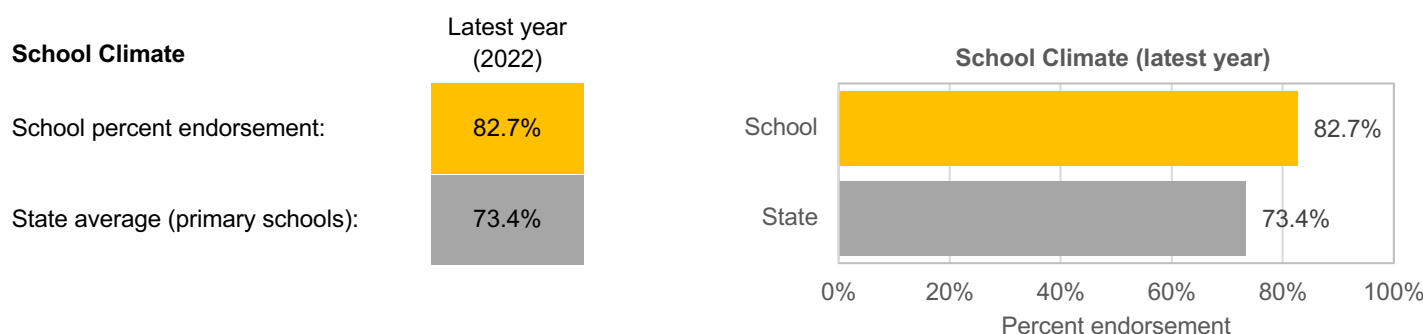


School Staff Survey

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:

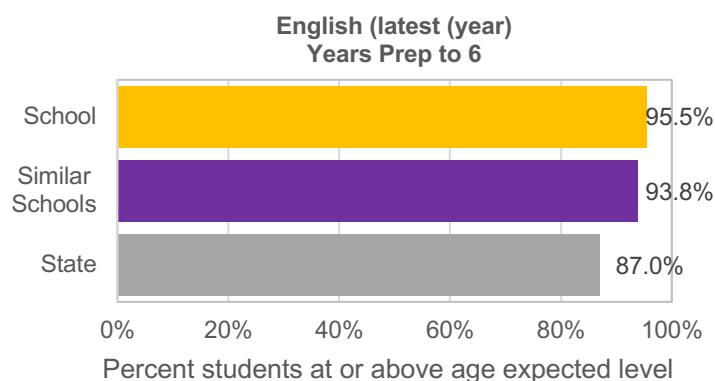
95.5%

Similar Schools average:

93.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

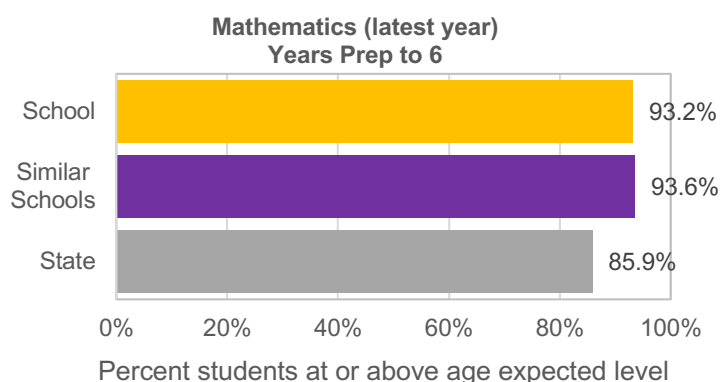
93.2%

Similar Schools average:

93.6%

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.

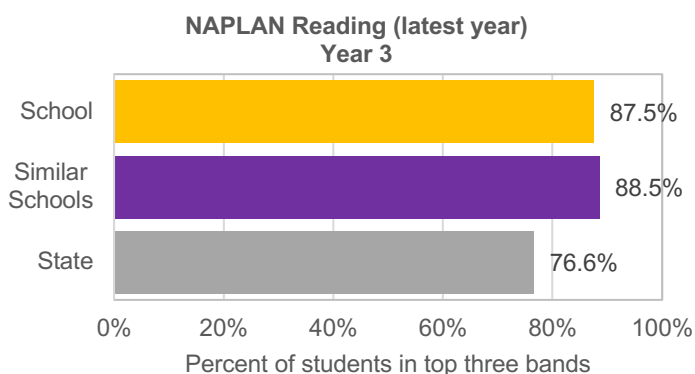
NAPLAN

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.

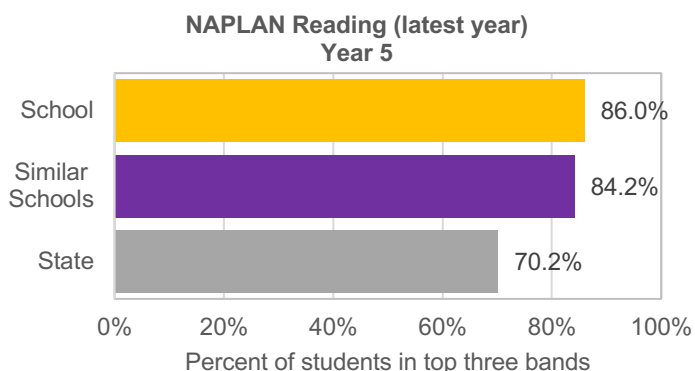
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	85.6%
Similar Schools average:	88.5%	88.0%
State average:	76.6%	76.6%



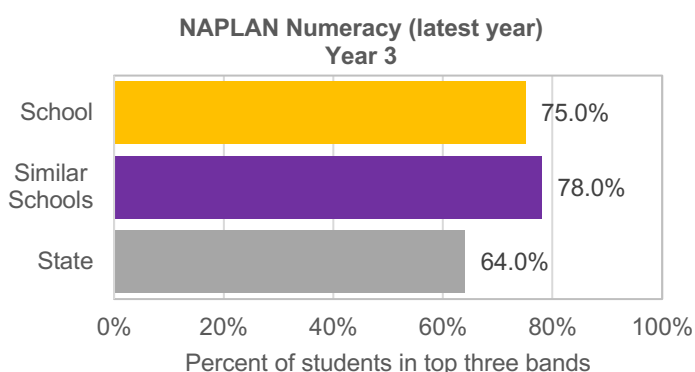
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	87.6%
Similar Schools average:	84.2%	83.2%
State average:	70.2%	69.5%



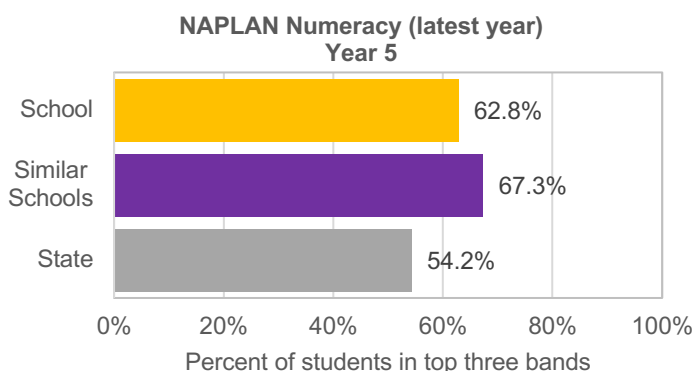
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	76.9%
Similar Schools average:	78.0%	80.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.8%	71.4%
Similar Schools average:	67.3%	72.9%
State average:	54.2%	58.8%



WELLBEING

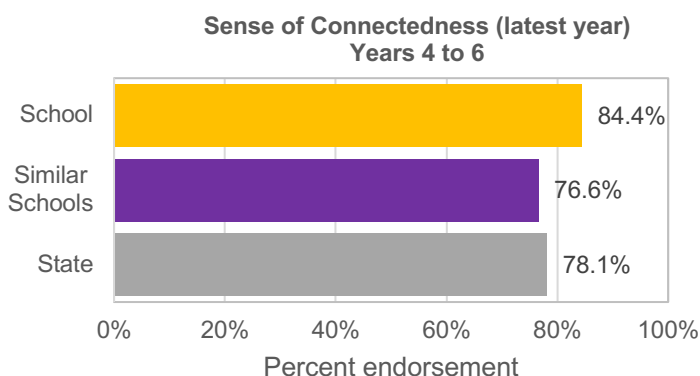
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.4%	89.5%
Similar Schools average:	76.6%	78.0%
State average:	78.1%	79.5%

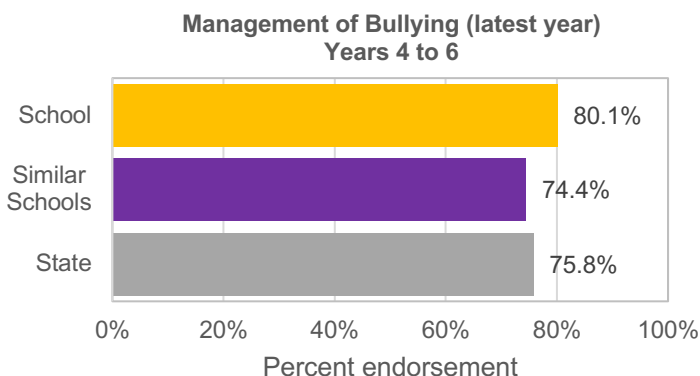


Student Attitudes to School – Management of Bullying

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:	80.1%	88.2%
Similar Schools average:	74.4%	77.1%
State average:	75.8%	78.3%



ENGAGEMENT

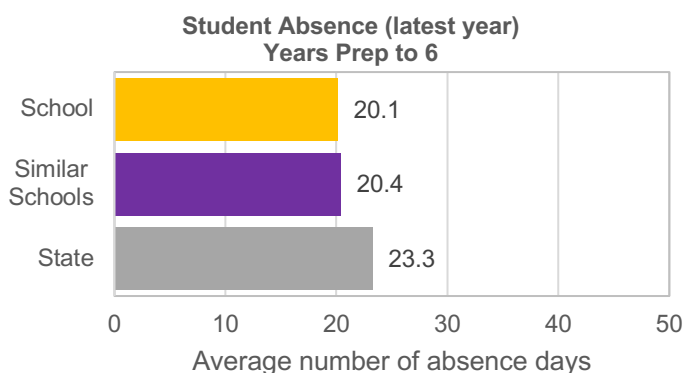
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	20.1	13.2
Similar Schools average:	20.4	13.9
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):	91%	89%	91%	90%	91%	87%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,487,158
Government Provided DET Grants	\$216,675
Government Grants Commonwealth	\$6,269
Government Grants State	\$0
Revenue Other	\$9,723
Locally Raised Funds	\$289,370
Capital Grants	\$121,532
Total Operating Revenue	\$3,130,726

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,753
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,753

Expenditure	Actual
Student Resource Package ²	\$2,541,632
Adjustments	\$0
Books & Publications	\$7,216
Camps/Excursions/Activities	\$78,852
Communication Costs	\$1,691
Consumables	\$66,435
Miscellaneous Expense ³	\$12,354
Professional Development	\$7,930
Equipment/Maintenance/Hire	\$24,717
Property Services	\$54,828
Salaries & Allowances ⁴	\$158,717
Support Services	\$46,175
Trading & Fundraising	\$22,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,048
Total Operating Expenditure	\$3,041,944
Net Operating Surplus/-Deficit	(\$32,750)
Asset Acquisitions	\$135,016

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$140,672
Official Account	\$12,688
Other Accounts	\$100,687
Total Funds Available	\$254,047

Financial Commitments	Actual
Operating Reserve	\$76,726
Other Recurrent Expenditure	\$5,252
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$274,647
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,700
Repayable to the Department	\$58,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$46,800
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$478,126

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.