

2022 Annual Report to the School Community

School Name: Warringa Park School (5165)



- 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 26 March 2023 at 08:58 PM by Ashwini Sharma (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 08 May 2023 at 01:34 PM by Sean O'Mahoney (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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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

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 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 'Towards Foundation Level Victorian Curriculum'?

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

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

'Levels A to D' 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

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability. Warringa Park is a P-12 school with three campuses – the Warringa Crescent Campus which caters for Foundation to year 6 student, the Bethany Road Campus which caters for years 7 to 9 and the Cayleys Road Campus which offers an alternative vocational education program at a rural campus in Werribee South for students in years 10 to 12. The school currently has an enrolment of 636, 475 males and 161 females. Our staffing contingent is made up of 216 members of staff. 126 in Education Support and 90 are teachers.

Warringa Park School promotes and values excellence in education for students with additional learning needs. There is a strong belief amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English, Mathematics, Science and Technology are seen as integral to the achievement of successful post school options. A high level of student engagement and improved student learning is being achieved through a one to one iPad program. The school is an Apple Distinguished School.

The school provides a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The facilities and centres of learning are spacious, bright and well-resourced to meet the needs of the 21st century learner. In 2018 it was recognised in the Victorian Excellence Awards for Outstanding Inclusive Education.

The home-school partnership is highly valued and we welcome parent involvement in our school to ensure that our students have access to all the supports they require in their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was yet another impressive year for Warringa Park School. The achievement data indicating that the AIP key improvement strategies for literacy, numeracy and wellbeing significantly influenced instructional practice enabling the school to achieve an increase in students working in Foundation Mathematics and above. This literacy and numeracy growth reflected increased levels of engagement achieved with high quality and differentiated learning tasks. 2022 was a year when together with pursuing academic excellence, we continually promoted student health and wellbeing. It is worth noting that approximately 50% of the students made significant growth in social and self-awareness. Students' Attitudes to School Survey results show that 71% of students gave a positive endorsement for stimulating learning.

With a sustained focus on mathematics, Project 10 was implemented across the school and Professional Learning Improved pedagogical knowledge of teaching mathematics. This led to improved student outcomes for students in all areas. Percentage of growth is shown below.

Subject area	% that made growth	% that made over 20% growth
Reading and Viewing	91%	35%
Writing	89%	31%
Speaking and Listening	90%	26%
Number and Algebra	94%	29%
Self-Awareness	86%	50%
Social-Awareness	87%	40%

In Later Years, a team of leaders participated in Leading Mathematics program and delved into research around 4 competencies of maths. This helped to drive the PLC inquiry cycles across the campus around developing problem solving skills and led to significant growth in number outcomes.

In building teacher capacity, our professional learning focus was on lesson structures, explicit teaching, worked examples and differentiation. Semester 2 HITS Survey data reflected an average of 15 % increase in teachers excelling in these areas. PLC level data also indicated 15 % increase in teachers embedding the use of data to evaluate impact of learning and 10 % increase in teachers embedding in their differentiation practice.

The Professional Learning Communities (PLCs) were instrumental and the key drivers of change in our school and the PLC cycle continued to provide the structure that has strengthened collaboration and collective responsibility in improving the learning outcomes for the students at the school.

Every student in Years 1-10 was assessed against the ABLES Assessment Tool and the Victorian Curriculum Judgement tool in the areas of English, Mathematics and Interpersonal and Social Capability. The front loading of PLT leaders was critical to developing shared understanding about curriculum planning and assessment and leading to students achieving good to significant growth in English, Mathematics, Personal and Social capabilities on ABLES data. The PLCs also enabled the instructional model to be implemented in all classrooms across the school.

At the Warringa Crescent campus (WWC), the Project 10 Initiative drove a number of improvement strategies in the area of Mathematics. Using the school's pedagogical approach to teaching maths, which was developed using Jo Boaler's work on building mathematical mindsets, leaders identified the use of materials in maths lessons as an area of focus. This saw the introduction of maths toolboxes in every classroom at the campus. The school's educational consultant run professional learning sessions with all staff and worked closely with PLC Leaders, coaching them to lead their teams to effectively use a range of materials in all maths lessons. Leaders worked with teachers to link the use of the maths toolboxes to the stages of learning early numeracy concepts to support the teaching of students working below the Foundation level according to the Victorian Curriculum. 76% of teachers strongly agreed or agreed that the introduction of the maths toolboxes increased their ability to effectively teach maths. Five and ten's frames were used universally across the campus to support students' counting skills and these frames were incorporated into school wide Project 10 Maths celebration days such 100 days of school, room number celebrations and the maths championship day. 68% of teachers agreed that the Project 10 initiative successfully improved students' knowledge and understanding of maths.

After Learning Walks were undertaken at WWC leaders identified opportunities for growth in teachers' use of explicit teaching and worked examples during maths lessons. Learning Specialist delivered professional learning sessions on these HITS strategies and made use of videos of teachers from different learning centres to display best practice. All PLC's then undertook observational rounds using video to focus on improving their use of explicit teaching and worked examples in maths lessons. Teachers' HIT survey data shows an increase in teachers rating themselves as embedding and excelling from 49% in 2021 to 60% in 2022 in the area of explicit teaching. In the area of worked examples 27% of teachers rated themselves as embedding and excelling in 2021, 2022's data now shows that 41% of teachers now rate themselves as embedding and excelling.

WCC student achievement data reflects that 82% of students made progress overall in maths this year with 94% making progress in Number and Algebra according to the Curriculum Level Tracker assessment tool.

Tutors at the WCC campus focused on extending students working above the Foundation Level. Using the Essential Assessment tool tutors identified students' areas of strengths and opportunities for growth. 100% of students who worked with the tutors made growth according to the Essential Assessment tool.

The Bethany Road Campus (BRC) Assistant Principal, Learning Specialist and PLC Leader attended 7-part BASTOW Leading Mathematics workshop to build their knowledge in leading whole school Numeracy initiatives. This led to the implementation of Maths trolleys and the Maths journals strategies at the Bethany Road Campus. Through these initiatives, campus Essential Assessment data shows growth in the areas of Measurement Geometry (Semester 1 58% above Foundation up to 61% above Foundation in Semester 2), Number & Algebra (Semester 1 60.15% above Foundation up to 64.39% above Foundation in Semester 2). This meant that 95% of students at BRC have shown growth in Numeracy on the Curriculum Level Tracker. This data all highlighted in the Bethany Road review document.

PLC Leaders at BRC and the Cayleys Road Campus (CRC) have attended Professional learning on the 4 Maths Proficiencies and instructional strategies from Jo Boaler and George Booker during PLC Leaders meetings, which has supported PLC Leaders and teachers to implement evidence - based Numeracy practices in their classrooms.

Essentials Assessment has been embedded at BRC and trialed at CRC. PLC Leaders have been supported to administer pre and post assessments in Number and analyse this data to inform PLC Inquiry Cycles. 100% of Later Years PLC Leaders have undertaken a PLC Inquiry cycle in Numeracy.

Within the VCAL cohort, 70% of targeted students met their Numeracy Inquiry Cycle SMART goal and 64% of the entire cohort showed growth within their maths learning. CRC 8 - 10 PLC demonstrated 100% growth through their Inquiry Cycle in Numeracy, with their focus students demonstrating an increased understanding of comparing collections.

Leading teacher applied and was successful in receiving funding for four secondary teachers to study their Certificate IV in Training and Assessment in response to student learning needs, in time, this will allow our teacher's with the credentials required to deliver

Vocational Educational Learning and provide this learning at an achievable level for our students.

Termly Learning Walks have been undertaken across the CRC and BRC classrooms and teachers have had opportunities to reflect on their practice and collaboratively set learning goals with their leaders.

CRC staff have engaged collaboratively in a workshop to clarify their understanding of our Later Years vision, in response to the PLC Maturity Matrix data. Staff have reported more clarity and are working together to ensure our vision comes to realisation.

50 teachers opted to use their professional practice day in term 4 to attend a PL session run by Top Ten Maths which focused on improving teachers' content knowledge of the maths curriculum as well as students' stages in numeracy learning.

Wellbeing

This year the school partnered with smiling mind to introduce mindfulness in all classrooms. Throughout this initiative staff and students have co-created individual student toolbox's that support students' self-regulation of emotions. We are beginning to successfully develop an inclusive mindfulness programme allowing students' to experience the peace, calm and emotional regulation to prepare their minds and bodies for learning.

The Wellbeing and Allied Health teams have collaborated to develop the body scan tool to assist all students with labelling their state of regulation, and then identify a personalised toolbox strategy. These teams have also supported teachers to co-create a toolbox for individual student's that assist in supporting their self- regulation of emotions.

Students' across the school are now able to demonstrate their awareness of their personal qualities and the factors that contribute to how they regulate. Students' can express a regulation technique which assists them to manage a difficult emotion. Students' have used breathing exercises, deep pressure, sensory, calming music, and or movement breaks to assist them with learning readiness. Our Mindfulness Champions are continuing to assist in classrooms across all campuses to expose students to a range of strategies which assist with identifying regulation strategies personalised to them.

It is evident through learning walk and other classroom observations that students are choosing strategies from their toolboxes for self-regulation in managing emotions. Our Parent community has had opportunities to work with the wellbeing team to create sensory tools for to support regulation and informed them of the initiative through workshops and brochures. All staff have engaged in professional learning led by Smiling Mind which has supported consistency across the school and myth busted mindfulness practices. We are now seeing mindfulness embedded into classroom timetables after or before transitions which has seen a decrease in student anxiety and behaviours. Allied Health staff continue to support student readiness to learn through the whole class sensory motor program as well. In self-awareness capability 86% of students across the school have made growth of which 50% made significant growth.

The Student Representative Council (SRC) was again an active body during 2022 and the school continued with every opportunity to promote student voice. The SRC body at Warringa Crescent were winners for the member statement on mindfulness they prepared for the parliament of Victoria. Our young leaders made everyone in the WPS community very proud.

Our Allied Health team have worked with classroom staff across the school to ensure Body safe lessons were delivered to all classrooms and by the end of the year every student at the school, apart from our VCAL cohort, had a personalised passport to support regulation and engagement. This work will continue to be implemented in to 2023. This PL assisted teachers with their understanding and development of metacognitive strategies to assist with the learning and emotions that together support students impacted by family violence, abuse, and trauma. School nurses have assisted in classrooms teaching the health and human development curriculum and supported upskilling students on their knowledge of basic hygiene, self-care, and puberty. Staff have all had the opportunity to collaborate with professionals regarding the appropriate strategies to support students with their regulation and emotions.

Engagement

Following on from our work in 2021 on classroom environments we workshoped our classroom environment placemat with all staff. We provided teachers with the classroom environment checklist and used this checklist as part of our Term 1 learning walks. Learning walks showed evidence of tier 1 strategies in place in classrooms. Feedback from leaders was that the resources and structures were in place. Our next step in this work would be the implementation of tier 1 strategies. Near the end of the year we reviewed our processes with our DET SWPBS Coach. Feedback from our coach aligned with the above evidence, that we had the necessary processes and structures in place and would need to consider how to support staff with implementation. This work would be supported by our SWPBS coach for 2023.

This year we asked all staff to complete the PBIS Tiered Fidelity Inventory Survey to identify key areas of focus for 2022. Results showed key areas that should be worked on were around the setting and use of Behavioural Expectations, Discipline Data and Data Based decision making. MTSS PL was then planned through the year to target the use of whole school data to direct whole school PL, whilst classrooms were provided time to use their classroom data to plan explicit teaching and supports needed in the classrooms. Throughout the year we were able to utilise Compass to track student incident data. This data has tracked the effectiveness of strategies that are implemented by classroom staff and has been able to show increased engagement for targeted students when tier one strategies have been implemented.

Our behavioural expectations are presented across the school in the form of 3 school values of Respect, Learning and Working together. This year we have continued to build on our school values and mascots through reward systems. This work led to the development of values tokens based on each of our three values which could be used to provide targeted feedback on rewards charts in classrooms. We then had PBIS Shops being opened at BRC and WCC for students to “spend” their hard earned tokens on a catalogue of rewards. This work on our school values, classroom environments and use of data work saw growth in all of the targeted areas when teams re-completed the TFI Survey in Term 4.

Our Student Voice Survey was administered across all of Later Years classes, BRC and CRC in Term 1 and Term 3. PLC Leaders analysed the data in Term 1 and implemented interventions and practices based on this data to ensure student voice, agency and safety. VCAL have had 13% increase in feeling safe in the yard, due to the implementation of a lunch time program, extra yard duty staff, a quiet room and organised lunch time activities. CRC attitudes to school data is between 80 - 90% for safety, student -teacher relationships and connectedness to school. Students are also supported through ongoing conversations regarding their choice of programs, VETs and SBATs. Leaders have prioritised responding to student voice and choice with regards to these programs and have seen increased engagement in programs across the Later Years.

The impact of the above actions and our whole school approach to supporting student engagement can be seen in our social awareness data where 87% of students have made growth and 40% of these students have made significant growth in this area.

Other highlights from the school year

2022 was a landmark year for capital works projects at Warringa Park School. Our Senior Campus at Cayleys Road reopened and was able to welcome all of our Year 10-12 students to join the cohorts already placed out there. This saw a growth in school numbers up to approx. 160 students. This work is at a point now where all buildings are accessible and the final stage of works due to be completed during the first half of 2023. We were also recipients of money in the budget to begin planning capital works projects at our Warringa and Bethany Road Campuses, as the government look to support our school in starting to replace relocatable classrooms with permanent buildings. Initially planning works for this started towards the end of the year.

The beginning of 2022 saw Bethany Road Campus evolve from a 7-12 campus to a year 7-9 campus. Along with this came an adjustment to the priority learning areas of the curriculum as we welcomed a more diverse group of learners to the campus. The CRC expanded to now cater for students in the year 11/12 VCAL/VPS program. CRC has been designed to support programs that will prepare students for and expand opportunities post school. Following the official opening of stage 1 capital works, a café is now established on -site which is another avenue for students’ work experience.

It was also exciting to see students of Warringa Park School begin to return to camps at a higher number, as restrictions have eased and camp planning has become clearer. As a school we identified that a role of Camp Coordinator would further support this planning process, and we were pleased to add this responsibility to support the process.

The Year 12 Graduation and Year 10 in-house formal were fabulous events attended by staff, parents and friends. The students looked amazing and all had such fun with their families and friends. These events are important part of our school calendar and incredibly well planned by the staff and the students.

During 2022 many groups of visitors to the school were welcomed and their overwhelming response was positive about the learning that was evident and the high rate of student engagement. We have continued to provide system wide improvement with our ‘Community of Practice’ work and were nominated to be a PLC link school to support four other schools in the Wyndham network to implement high impact PLC practices at their schools.

The year concluded with another spectacular End of Year Celebrations that celebrated students' talents at abilities. The Warringa Crescent celebration was coordinated by our Specialist Team and the Cayleys Road Night Market and Bethany Road PBL celebration was planned by students and staff. These celebrations featured the amazing exhibition of work and performances by all our student artists and learners. We were delighted to share this with so many parents who came along and enjoyed these events. To the students and staff who have left us, we wish them all the very best for their future endeavours and thank you for being part of the Warringa Park School community. To all the parent /carers, thank you for your wonderful support of our school.

Financial performance

The final financial result in the Student Resource Package for Warringa Park School was a surplus of \$14,972,642

The final financial result in the High Yield and Official account ending December 2022 was \$660,684.55

In the month of April 2022 the school cashed down from SRP credit to cash from current year \$1,000,000

In the month of August 2022 the school cashed down from SRP credit to cash from previous year \$800,000

Additional funding received by DET in 2022:

Smarty Grant - \$58,182 for Shade Sails 80%

Active Schools Extracurricular Boost \$13,900

Utilities adjustment \$50,000

VSBA Reimbursement - various \$117,808

Polly Parade Establishment Grant \$178,628

Teacher Notebook (Apple) Allowance \$33,000

Other DET reimb including leave replacement \$49,068

Additional funding the school received from (State/Commonwealth) beyond the SRP during 2022

Advance Funding \$9,755

TAC - Student Funding \$57,078

Before and After School Program – TheirCare a total of \$450,000. The breakdown of this amount is \$225,000 for 2022 program and \$225,000 for 2023. The School Council approved 2022 budget was \$5,881,000 and the total operating expenditure was 79% of budget expended.

Maintenance and Minor works with buildings and grounds for 3 campuses was undertaken with expenditure of \$970,867 and outstanding orders of \$175,159. The outstanding works to be completed during December and January holidays.

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

<https://warringapark.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 620 students were enrolled at this school in 2022, 160 female and 460 male.

32 percent of students had English as an additional language and 3 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).

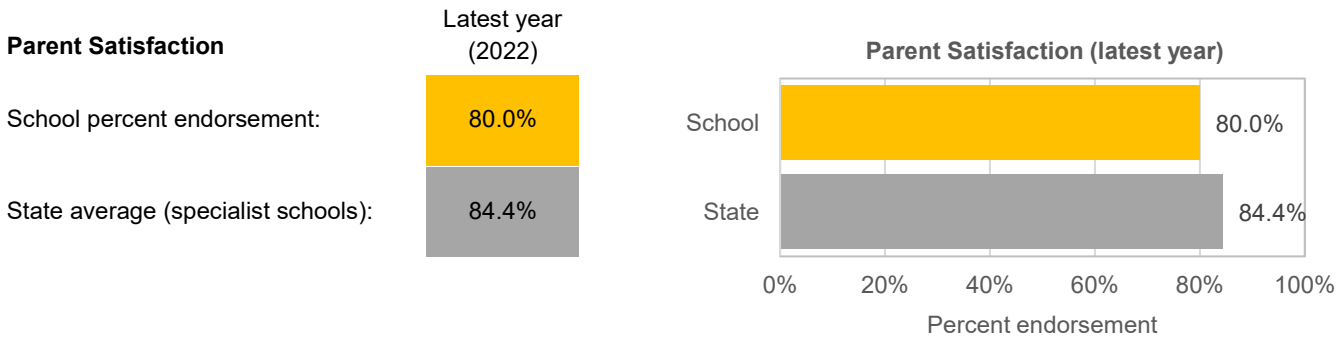
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

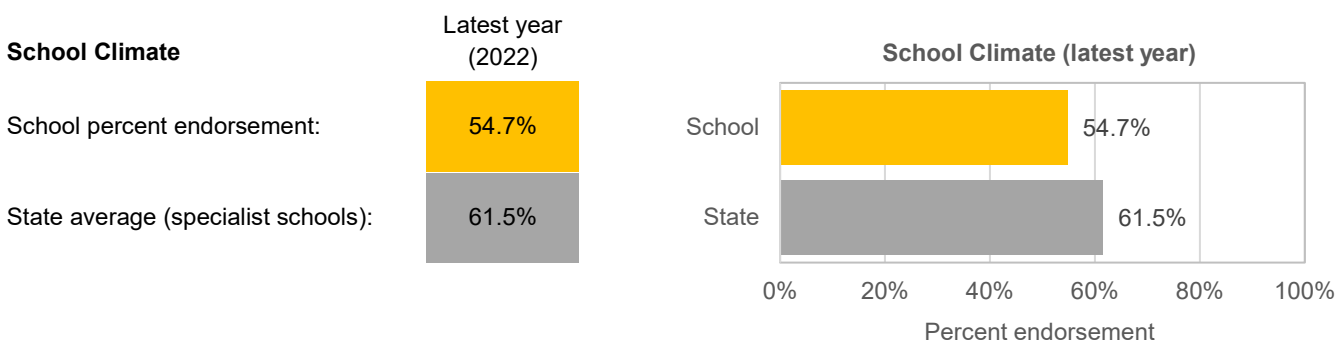


School Staff Survey

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.



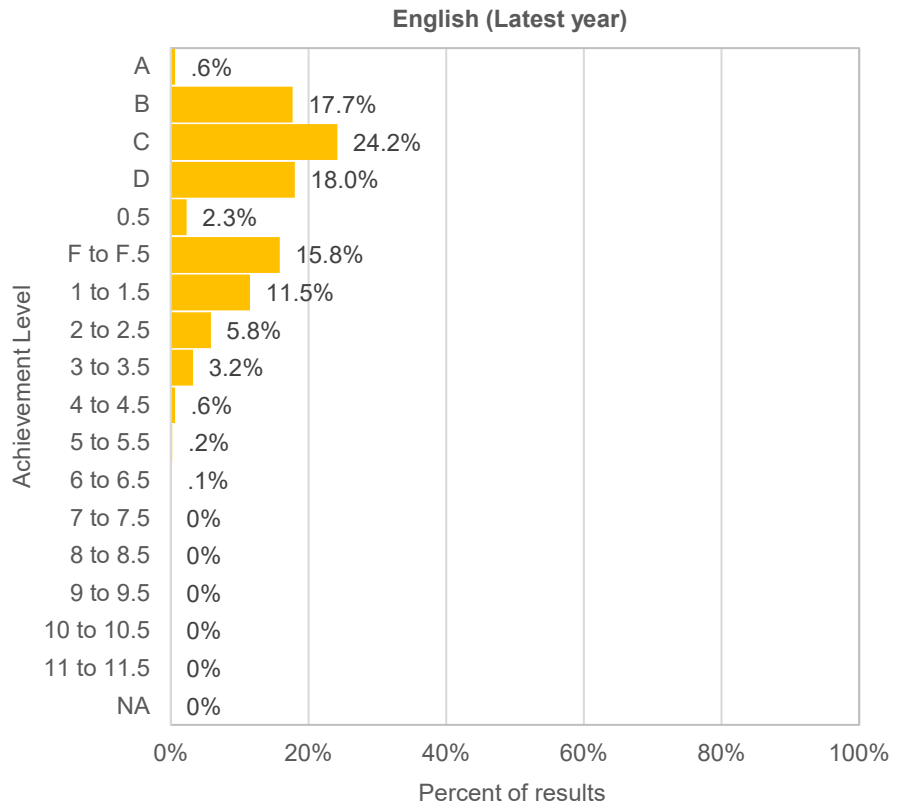
LEARNING

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

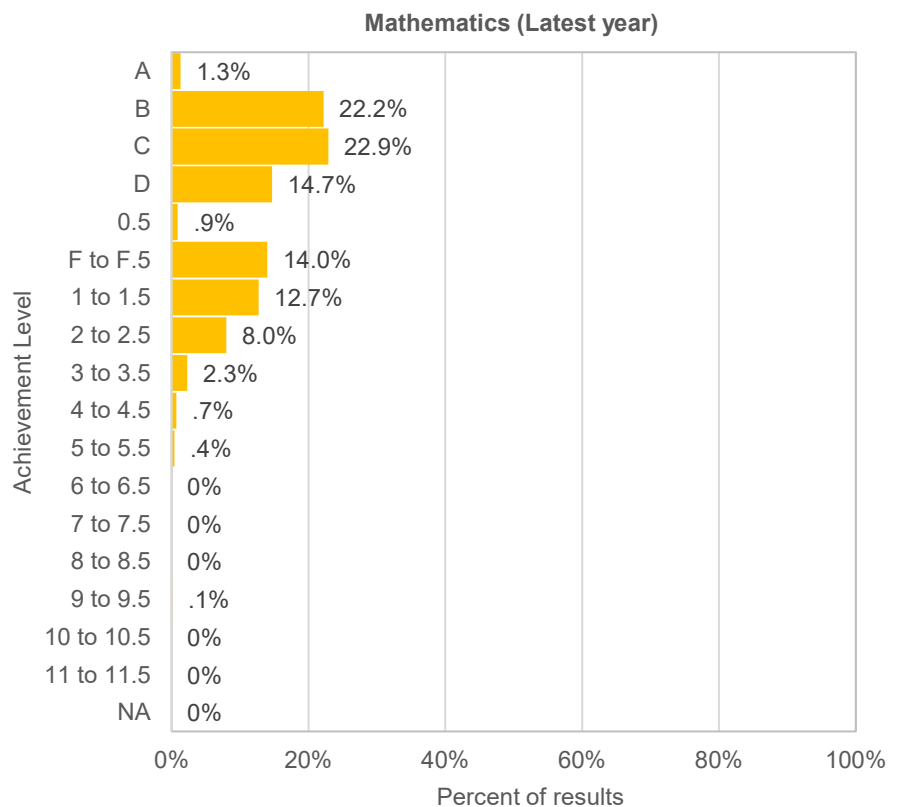
English

Achievement Level	Latest year (2022)
A	0.6%
B	17.7%
C	24.2%
D	18.0%
0.5	2.3%
F to F.5	15.8%
1 to 1.5	11.5%
2 to 2.5	5.8%
3 to 3.5	3.2%
4 to 4.5	0.6%
5 to 5.5	0.2%
6 to 6.5	0.1%
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2022)
A	1.3%
B	22.2%
C	22.9%
D	14.7%
0.5	0.9%
F to F.5	14.0%
1 to 1.5	12.7%
2 to 2.5	8.0%
3 to 3.5	2.3%
4 to 4.5	0.7%
5 to 5.5	0.4%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	0.1%
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

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	2019	2020	2021	2022	4-year average
School average number of absence days:	28.4	42.4	35.0	34.4	35.1

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$32,419,740
Government Provided DET Grants	\$3,462,851
Government Grants Commonwealth	\$4,372
Government Grants State	\$21,200
Revenue Other	\$188,724
Locally Raised Funds	\$130,285
Capital Grants	\$67,480
Total Operating Revenue	\$36,294,651

Equity ¹	Actual
Equity (Social Disadvantage)	\$309,488
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$309,488

Expenditure	Actual
Student Resource Package ²	\$17,466,022
Adjustments	\$0
Books & Publications	\$7,163
Camps/Excursions/Activities	\$213,036
Communication Costs	\$86,725
Consumables	\$267,170
Miscellaneous Expense ³	\$251,403
Professional Development	\$102,947
Equipment/Maintenance/Hire	\$585,733
Property Services	\$492,909
Salaries & Allowances ⁴	\$1,520,106
Support Services	\$831,494
Trading & Fundraising	\$60,049
Motor Vehicle Expenses	\$37,679
Travel & Subsistence	\$12,012
Utilities	\$167,766
Total Operating Expenditure	\$22,102,214
Net Operating Surplus/-Deficit	\$14,124,957
Asset Acquisitions	\$1,010,709

- (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 24 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	\$576,856
Official Account	\$83,828
Other Accounts	\$0
Total Funds Available	\$660,685

Financial Commitments	Actual
Operating Reserve	\$660,685
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$13,808
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,851
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,188,343

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.