

Hopetoun Primary School

Annual Report 2022



Hopetoun Primary School

1. Purpose:

Through a safe and caring environment, Hopetoun Primary School encourages all students to strive for excellence in all aspects of academic, social and emotional development in order to contribute to the community.

2. Vision:

HOPE By the Sea – Helpful, Organised, Persistent, Excellent

3. Values:

Helpful – We nurture a safe/inclusive environment that promotes helpfulness, care and compassion

Organised – We demonstrate respect for ourselves and take responsibility for our learning

Persistent – We are empowered to accept challenges and demonstrate a resilient ‘can-do’ mindset

Excellent – We are inspired to achieve excellence academically, socially and emotionally

4. Acknowledgement of Country

We respectfully acknowledge the past, present and emerging custodians of this land on which we meet, the Wudjari Noongar people. It is a privilege to be standing on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

5. Principal Statement

It gives me great pleasure to present the Hopetoun Primary School Annual Report for 2022. This report provides parents and members of the wider community with a summary of our school’s performance over the last year. Within the report are details of student performance in academic and non-academic areas and an outline of the progress we have made in implementing the strategies outlined in our new 2022-2024 Strategic Plan. Also detailed in the Annual Report are celebrations of the major achievements and highlights of our 2022 school year. It is important that as a community we celebrate our successes and acknowledge the journey we have taken.

I would like to thank our parents, students and the community for their commitment and contributions to our school and for continuing to support our student’s social, emotional and academic needs.

I would like to thank all of our staff for their outstanding efforts in 2022, and also acknowledge the contributions of Kieren Moore, our Acting Principal, for his excellent leadership during Semester one.

As a school, we continued to focus on key elements of our school purpose and vision relating to Student Success, Student Engagement and Positive Relationships. We continued to place students and their learning at the centre of our decision-making and we committed to making every student feel known, valued and cared for. It is through prioritising these, that we can work to ensure every student experiences success at Hopetoun Primary School. Our emphasis is on ensuring our students feel safe at school, happy at school, and are succeeding at school. Our student, staff and parent 2022 National School Opinion Surveys within this report overwhelmingly indicate that this is the case for our students; something we should all be proud of.



Within this annual report you will also find a range of reports, graphs, tables and photographs that demonstrate our school achievements during 2022. Whilst the annual report provides a wide range of information, it is a snapshot in time and should be viewed along with our newsletters, parent information sessions, individual classroom communication, website, Learning Journey, P&C meetings, and School Council meetings, as just one of many sources of information. Our communication has been exemplary and has ensured parents are fully aware of the teaching and learning programs, key notices, events and other information pertinent to the school. Class Dojo has been a key factor for the success of this. As is always the case, feedback is welcome about our school and its operations. I trust you find the contents of this report valuable and informative.

Ms Penne Metcalf
Principal

6. Context

School Overview

Hopetoun Primary School is situated in the picturesque seaside town of Hopetoun, on the south coast of the state. It is approximately 50km's south of Ravensthorpe, 200km's west of Esperance, and 340km's east of Albany. The population of the town from the 2016 Australian Bureau of Statistics (ABS) was 871, with updated figures from the 2021 Census being announced in 2022.

School Grounds and Facilities

As part of the Department of Education's commitment to supporting Science and preparing students for the future, our school was successful in applying for a new purpose-built STEAM room (Science, Technologies, Engineering, Arts, Mathematics) which was installed in 2021, to be available for our students in 2022. This room will ensure our PP-6 students receive specialist teaching and learning across the Sciences, Arts and other key learning areas.

Our school grounds are extensive, well-maintained and provide appropriate shade spaces, play spaces and learning spaces. This includes a Reconciliation Garden Retreat as part of our commitment to Cultural Awareness and Responsiveness, Veggie Gardens used as teaching and learning opportunities for our students, and a series of both artificial and nature play areas that our students engage with.

The school has an agreement with the local shire for the use of the town oval which shares its boundary with our school. We also have a multi-purpose court, undercover area and dedicated Early Childhood area for our Kindergarten to Year 1 students. The school is open, vibrant with colours and murals reflecting the schools close proximity with the beach.

Our school provides access to technologies, including interactive screens in all classrooms, iPads and new laptops readily available for classroom use (One to One access) and wireless networks. Our students and staff have opportunities to learn and work in shared spaces, private spaces, the library, wet area and collegiate areas.

7. Demographic Information

Our student numbers continue to rise steadily and in December 2022 were 117. Much of this increase is a result of the continued success of the local Nickel Industry, with many families moving to the region with their children. Numbers have increased across the year levels as a result, with our largest numbers in the Early Childhood years.

Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(12)	17	21	15	12	12	10	7	106
Part Time	23								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Total
Male	12	10	40	62
Female	11	7	37	55
Total	23	17	77	117

	Kin	PPR	Pri	Total
Aboriginal	1	1	3	5
Non-Aboriginal	22	16	74	112
Total	23	17	77	117

8. Destination Schools

The majority of our Year 6 students in 2022 were enrolled to attend Ravensthorpe District High School in 2023. A small number of Year 6 students were enrolled other schools.

Destination School	Male	Female	Total	%
Ravensthorpe	3	3	6	75%
Pinjarra		1	1	12.5%
Queensland	1		1	12.5%
Total Students	4	4	8	100%

9. Staff 2022

Our school ended 2022 with a total number of 19 staff, which includes full time and part time employees across different roles.

Our Staff Workforce is diverse, with a range of experienced teachers and graduate teachers. This included two Senior Teachers who provide additional leadership expertise to enhance the professional learning of staff and the educational opportunities for our students. Our school also has a Chaplain two days a week, a school psychologist attending occasionally and a school community nurse.

Some of our Education Assistants are qualified with a certificate three in education, being able to provide specific and specialised support for students at educational risk, including those with a diagnosed disability. The Staff Workforce has ensured all students are provided with a comprehensive learning program, access to support and optimal opportunities to develop academically, socially and emotionally.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0

Associate / Deputy / Vice Principals	1	0.6	0
Total Administration Staff	2	1.6	0
Teaching Staff			
Other Teaching Staff	8	6.1	0
Total Teaching Staff	8	6.1	0
School Support Staff			
Clerical / Administrative	3	1.6	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	12	5.4	0
Total School Support Staff	16	7.7	0
Total	26	15.4	0

10. School Council Chair Report

The Hopetoun Primary School Council operates by supporting the school to implement its Strategic Plan. By consulting with school leaders and stakeholders the Council's function is to advise, engage and provide feedback to the school as they act in the best interest of our community. The school provides information beyond the business plan via data analysis of NAPLAN, changing the terms of reference, and reviewing the school's opinion survey to keep up-to-date on what is important for the families of Hopetoun Primary school via sharing of curriculum plans as well as keeping the council informed of Department of Education direction for public schools in WA.

Our council maintains governance of the business plan, fees and charges, uniform matters, and the business plan as reported by our Principal. Our council is an open, honest, and transparent council that values the opinions of all members and acts within the same values that operate for Hopetoun Primary School staff and students. This also is shown in the change to gender-inclusive leadership roles in the school by encouraging students to voice how to make the school more inclusive to all students.

Through relevant training, and reviewing our effectiveness, the council is able to know its role within the context of the school and ensure it has a strategic focus and sustains effective governance of the school.

Our P and C community reports to the council at each meeting and seeks to understand the strategic intent of the school and council and support our community in their activities to align with the business plan.

With each vacating member of the council, a skills analysis is completed and members are inducted via department recognized training to ensure strong governance.

11. P&C Report

The P&C at Hopetoun PS is a voluntary committee made up of active parents, community members and staff with a genuine desire to ensure the best outcomes for our students, school and community.

Our P&C facilitates communication between school and the community, represents parents' interests on school policy, provides support for school programs and activities, fosters a sense of community within the school, run fundraising events to help provide resources which enhance student outcomes eg Reading Books, Aboriginal resources, digital technology, sporting equipment and playground improvements. This year we have successfully won grants to provide students with incursion/excursion opportunities, help reduce the cost of school camps, purchase literacy resources, school garden upgrades and a school canteen. We work closely with the school to promote the Department of Education Healthy Food & Drink policy within our canteen. We have a positive sustainability focus eg Plastic free canteen, Nature Playground development, Containers for Change collection.

We run a not-for-profit uniform shop and a book club with an annual Book Fair to help promote early literacy development.

We provide a fun and inclusive opportunity for parents and community members to foster strong positive interests in the school and help build a vibrant active community.

The Hopetoun P&C work together in productive partnership with the school and the community to facilitate its development and further improvement, to promote the interests of the school, and to achieve the best possible outcomes for our students.

12. Student Attendance and Enrolment Trends

Our Attendance Rates are varied between year levels but predominantly sit between 80% to 90% overall average attendance. Whilst we have many students attending on a regular basis, our data below indicates a large number of students attending our school are at indicated risk (between 80% to 89%) and at moderate risk (between 60% to 79%).

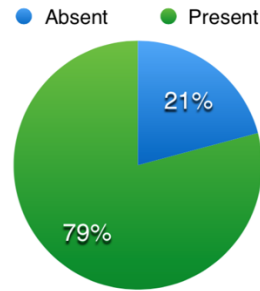
A significant amount of absences for 2022 were Covid related. Covid did not arrive at HPS until this year and it had a significant impact on attendance.

The other attendance impact our school faces is from leave taken during Term for trips back to Perth or to Albany due to services not being available in Hopetoun. It is important as a school that we continue to reinforce the message that 'Every Day Matters'. The following information will continue to be shared with our families and our heavy focus on Attendance will continue in 2023.

If your child misses one day a week, that's 40 days a year which is 21% of your child's learning.

Over your child's school career that's 320 days that they are missing out.

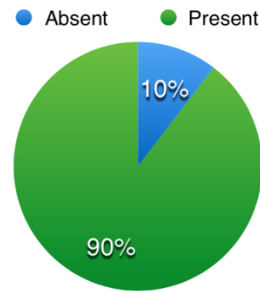
That's the equivalent of 8 terms... **2 years** of education that they are missing out on compared to the student who attends school full time.



If your child misses one day a fortnight, that's 20 days a year which is 10% of your child's learning.

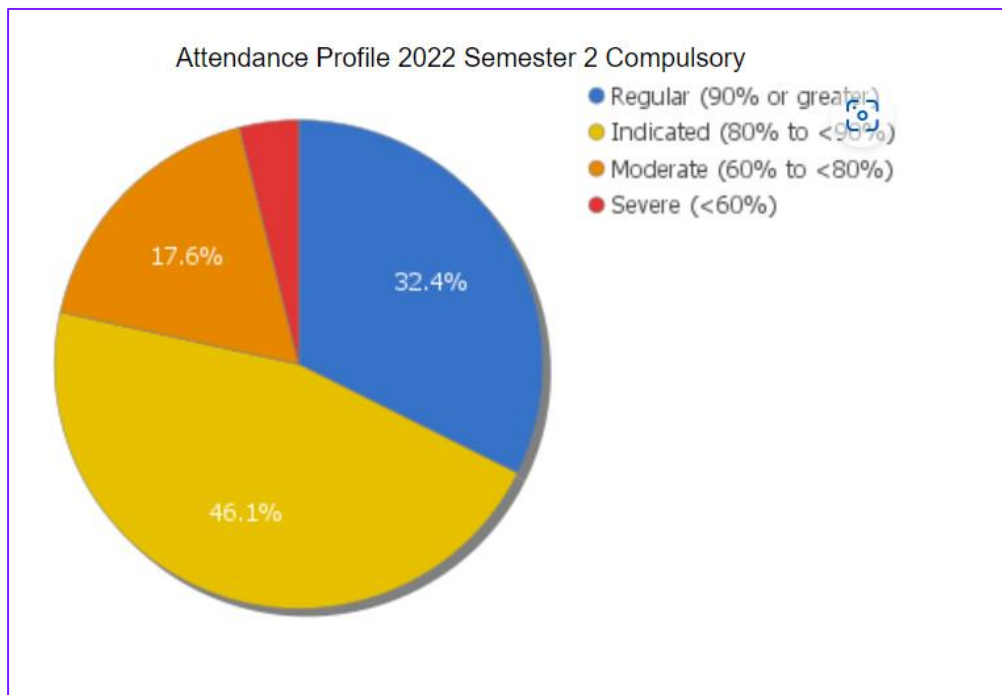
Over your child's school career that's 160 days that they are missing out.

It is the equivalent of 4 terms... **1 year** of schooling that they are missing out on.



Year Group Attendance Breakdown

Year Level	Attendance Rate %	Number of Regular (90% or above)	Number of At Risk Indicated (80-89%)	Number of At Risk Moderate (60%-79%)	Number of At Risk Severe (59% or less)
<i>KIN</i>	<i>85%</i>	<i>5</i>	<i>12</i>	<i>5</i>	<i>1</i>
PPR	83.5%	5	8	4	
Y01	85.7%	8	10	5	1
Y02	84.3%	4	11	2	1
Y03	88.5%	6	1	1	
Y04	83.7%	3	6	3	1
Y05	85.0%	4	3	2	1
Y06	86.3%	3	4	1	

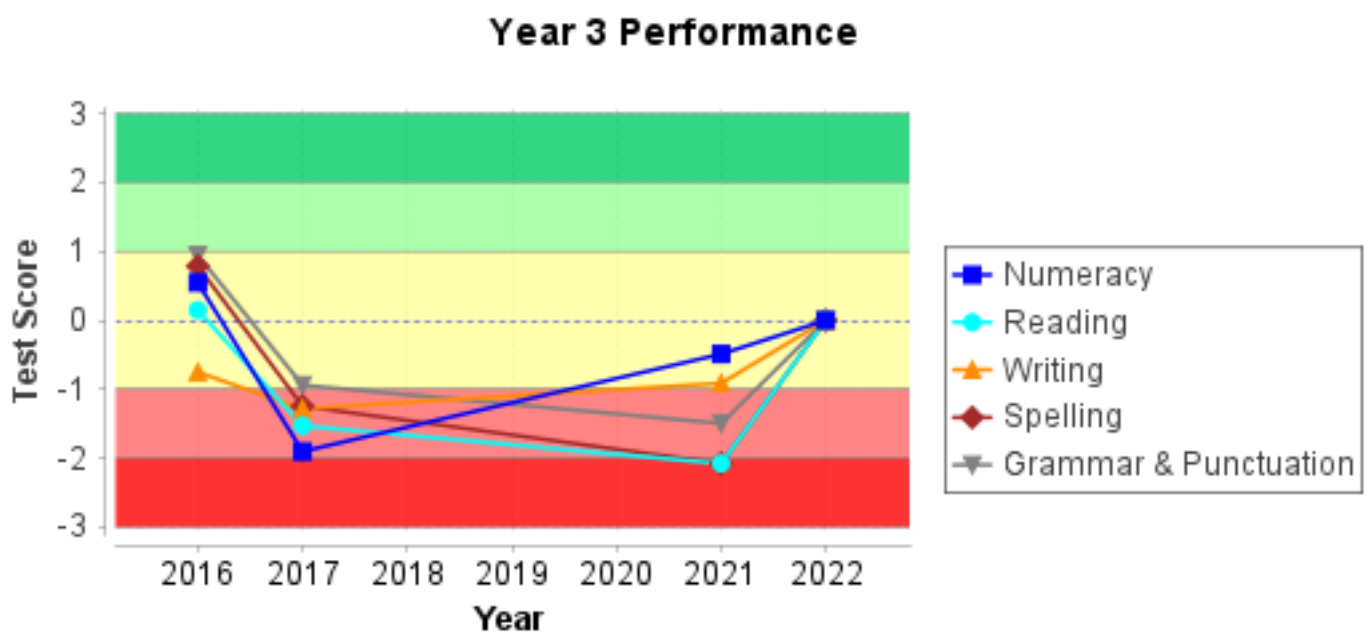


Attendance Actions in 2023:

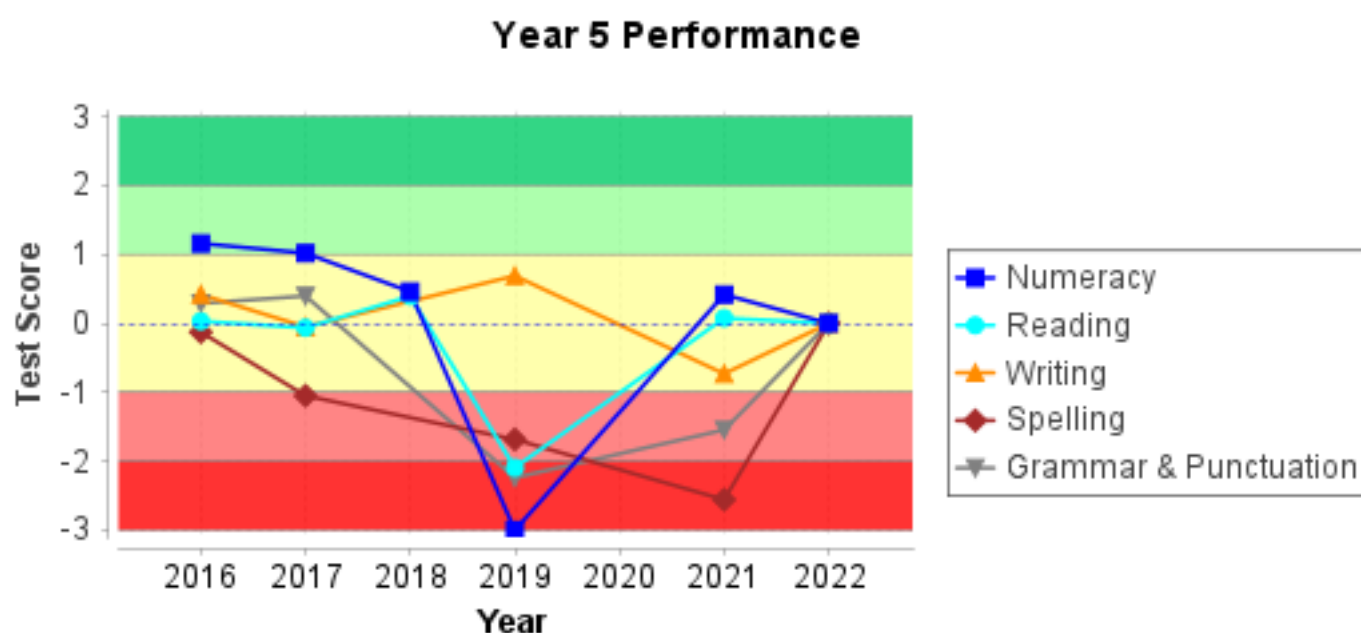
- Promote the key message that ‘Every Day Matters’ through our communication channels with all families
- School Attendance Policy includes positive acknowledgement and incentives linked to regular attendance
- Develop Individual Attendance Plans to support students and families where a student’s attendance is at risk.

13. Academic Achievement

Year 3 NAPLAN Performance against ‘like schools’



Year 5 NAPLAN Performance against 'like schools'



NAPLAN Strengths:

- All NAPLAN results are within the expected range against 'like schools' for both Year 3 and Year 5.
- Spelling has been a priority area in 2022 and has shown significant improvement against "like schools" in both Year 3 and year 5.
- Year 3 Reading reflects excellent growth from 2021 to 2022

NAPLAN Areas for Improvement:

- Whilst we have seen some improvement in the area of Writing, this is an area in need of attention in 2023.

Reporting Grade Summary – Semester 2, 2022:

Learning Area	A	B	C	D	E
English	7	23	40	18	4
Health and Physical Education (Health Education)	9	16	66	3	0
Health and Physical Education (Physical Education)	6	42	46	0	0
Humanities and Social Sciences	0	19	69	5	1
Languages (Indonesian)	17	18	19	2	0
Mathematics	10	35	38	9	1
Science	4	20	58	11	0

Technologies (Digital Technologies)	3	13	1	0	0
The Arts (Drama)	22	29	34	4	0
Grade Percentages	4.8%	27.7%	59.1%	7.9%	0.5%

14. English – Summary and Improvement Plan for 2023

In English we have started implementing a clear whole school explicit teaching approach using evidence-based strategies from Kindergarten to Year 6. There is a strong emphasis on improving consistency in practice from Kindergarten to Year 6, this is being overseen by our English Committee and embedded through our school.

Focus for 2023:

- The English Committee will continue to implement and revise the targeted action plan to ensure best practice across the school in the teaching and learning of English. This Committee will meet at least twice a term and target resourcing to school strategies to ensure improvement in student outcomes.
- Whole School Approaches to the teaching of Reading, Spelling and Grammar and Punctuation will remain a focus to ensure there is consistency of practice from Kindergarten to Year 6.
- Research-based practices in the teaching of synthetic phonics will be continued and refined.
- Targeted intervention support for students at-risk will continue on a 4 times/week basis using an evidence-based program.
- Development of a vocabulary scope and sequence.
- Research and implement an explicit writing structure for our P-6.
- Moderation in Writing opportunities to ensure consistency in planning, teaching and assessing Writing.
- Refine the clear explicit teaching approach to our 'Literacy Blocks' which will be implemented in every classroom at least 3 days a week.
- Targeted Professional Learning support for all staff in English.

15. Mathematics - Summary and Focus for 2023

Our Mathematics NAPLAN data demonstrated good progress and achievement for both Year 3 and Year 5, with many 'C' and 'B' grades across all year levels. Our school uses the research-based 'Top 10 Program', which is a hands-on approach to learning Mathematical concepts. We will continue to use what we know is working in Mathematics, but further explore strategies to ensure further consistency and improvements in practice in this learning area.

Focus for 2022:

- The Mathematics Committee will develop a targeted action plan to ensure best practice across the school in the teaching and learning of Mathematics. This Committee will meet at least twice a term and target resourcing to school strategies to ensure improvement in student outcomes.
- An explicit teaching 'Numeracy Block' model will be developed with staff to ensure there is consistency in the teaching of Mathematics.

- Research and implement an online maths program that allows small groups to consolidate their learning.
- Develop and implement a Fast facts program from p-6 to help build mental math fluency.
- Targeted Professional Learning support for all staff in Mathematics.

16. Social and Emotional Learning – Summary and Focus for 2023

We continue to implement the ‘Friendology’ social and emotional learning program across the school. Friendology 101 is a **friendship curriculum** that inspires kids to feel empowered, develop a strong sense of self, and love themselves while learning to manage the most important thing to them; their friendships. The success of this program has led to the development of our new Friendology mural in the school. We also use the Smiling Minds Mindfulness program with the whole school, as a strategy to support students with improving their general wellbeing. The SDERA ‘Challenges and Choices’ Health Curriculum was implemented as part of our Health Program. Our Deputy Principal oversaw targeted support for students around social and emotional skills and wellbeing, with plans for this to continue in 2023.

Focus for 2023:

- Ongoing professional learning and support in the Friendology Program, which will be taught on a weekly basis in all classrooms from Kindergarten to Year 6.
- The Smiling Minds (Mindfulness Program) will be adopted by all teachers and implemented strategically in all classrooms to improve student wellbeing.
- The Zones of Regulation program will be used to support students with recognising and regulating their emotions.
- Professional learning and support in the SDERA ‘Challenges and Choices’ program, to be implemented school-wide.
- Continued targeted support from our Deputy Principal, School Chaplain, School Nurse CAMHS and School Psychologist for students at-risk with their social and emotional skills and wellbeing.

17. Behaviour

Suspensions: Suspensions totalled 6.0 Days in 2022, an decrease from 10.5 Days in 2021. A review of our Behaviour Management and Positive Incentives Program was implemented in 2022. Work has also been conducted on supporting students at risk and providing additional support and professional learning for staff around behaviour management.

The attitude, behaviour and effort of all students was assessed and reported to parents at the end of each semester in 2022. The tables below show that a very high percentage of our students demonstrated all of the attitude, behaviour and effort indicators either ‘consistently’ or ‘often’ when assessed in December 2022.

These results reflect the high expectations of our school community.

Pre Primary to Year 2 Attitude, Behaviour and Effort Data:

Pre primary Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently

Is enthusiastic about learning			72%	22%
Participates responsibly		11%	33%	50%
Sets goals and works towards them		11%	17%	61%

Year 1 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Is enthusiastic about learning		26%	22%	48%
Participates responsibly		17%	26%	52%
Sets goals and works towards them		39%	13%	43.5%

Year 2 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Is enthusiastic about learning		6%	17%	67%
Participates responsibly		6%	17%	67%
Sets goals and works towards them	5%		33%	50%

Year 3 to Year 6 Attitude, Behaviour and Effort Data:

Year 3 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability		8%	17%	75%
Shows self respect and care			8%	92%
Shows courtesy and respect for the rights of others			33%	67%
Participates responsibly in social and civic activities		8%	17%	75%
Cooperates productively and builds positive relationships with others		8%	25%	70%
Is enthusiastic about learning			25%	75%
Sets goals and works towards them with perseverance		8%	33%	58%
Shows confidence in making positive choices and decisions		8%	25%	67%

	Percent (%) of Students			
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Year 4 Attitude, Behaviour and Effort Indicator	Seldom	Sometimes	Often	Consistently
Works to the best of their ability			23%	77%
Shows self respect and care				100%
Shows courtesy and respect for the rights of others			15%	85%
Participates responsibly in social and civic activities			38%	62%
Cooperates productively and builds positive relationships with others			15%	85%
Is enthusiastic about learning			15%	85%
Sets goals and works towards them with perseverance			8%	92%
Shows confidence in making positive choices and decisions				100%

Year 5 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability		11%	33%	56%
Shows self respect and care			22%	78%
Shows courtesy and respect for the rights of others			33%	57%
Participates responsibly in social and civic activities			44%	56%
Cooperates productively and builds positive relationships with others		11%	22%	67%
Is enthusiastic about learning		11%	22%	67%
Sets goals and works towards them with perseverance		11%	33%	56%
Shows confidence in making positive choices and decisions			33%	67%

Year 6 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability			50%	50%
Shows self respect and care			37%	63%
Shows courtesy and respect for the rights of others		12%	38%	50%
Participates responsibly in social and civic activities			62%	38%
Cooperates productively and builds positive relationships with others			37%	63%

Is enthusiastic about learning			37%	63%
Sets goals and works towards them with perseverance		12.5%	12.5%	75%
Shows confidence in making positive choices and decisions		12%	50%	38%

Attitude, Behaviour and Effort Strengths:

- The vast majority of our students across all year levels demonstrate attitude, behaviour and effort within the 'often' or 'consistently' ratings.
- Our Year 2, 4 and 6 students demonstrated the strongest overall attitude, behaviour and effort.
- Our students are clearly 'enthusiastic about learning', which is great.

Attitude, Behaviour and Effort Areas for Improvement:

- Setting goals and working towards them requires attention in most year levels.
- Many of our PP and Year 5 students sit within 'often' as opposed to 'consistently'. This will be an area requiring attention.

18. Reporting Against Targeted Initiatives and State and Nationally Agreed Priorities

School State-Funded Chaplaincy Program / National School Chaplaincy Program

In partnership with YouthCare WA, we continued our Chaplaincy Program in 2022. Our School Chaplain, Roger Mansell, provided 2 days Chaplaincy Services a week for the year. Roger's role has included supporting our weekly Breakfast Club Program, supporting student social and emotional wellbeing (self-esteem, friendship skills, growth and development) through student mentoring and small group support, providing general counselling to students where appropriate, engaging with the community during school events and providing advice and support to staff where necessary.

National Partnership on Universal Access to Early Childhood Education

This funding ensures the school can deliver a total of 600 hours per year (15 hours equivalent per week) of Kindergarten for children in their year before full-time school. This was successfully provided at our school in 2022. The Kindergarten Program was delivered by Sharni Salkow, who is qualified in Early Childhood Education, in accordance with the National Quality Standard.

19. NQS Statement

School staff use the National Quality Standard each year to optimise development and learning in Kindergarten to Year 2. The National Quality Standard (NQS) includes seven quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership.

These areas consist of 40 elements organised into 15 standards. To be ‘meeting’ one of the 7 NQS Areas, the school must be ‘meeting’ all standards and elements within that Area.

Our Results are as follows:

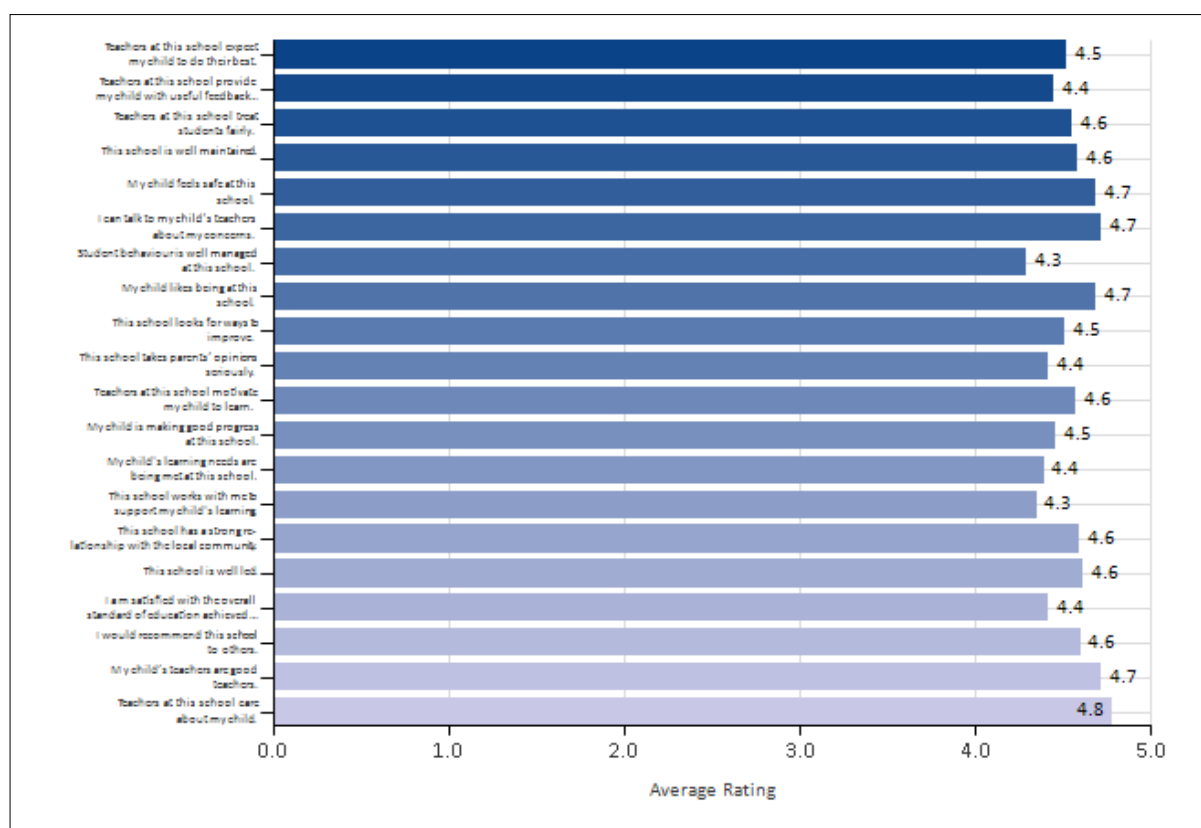
National Quality Area	Working Towards	Meeting
1. Educational program and practice		✓
2. Children’s health and safety		✓
3. Physical environment	✓	
4. Staffing arrangements	✓	
5. Relationships with children		✓
6. Collaborative partnerships with families and communities		✓
7. Governance and leadership.	✓	

20. NSOS Survey Results

In 2022, our school completed the biannual National School Opinion Surveys with our staff and parents. Hopetoun Primary School is committed to continuous improvement, and the feedback from these surveys provides us with areas to reflect on as strengths and areas we could further improve.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Parent Survey – 49 Completed



Survey Strengths:

The Parent survey demonstrates outstanding feedback across all aspects of our school, with all scores being between 4.0 and 5.0, indicating 'agree' to 'strongly agree'. This is an exceptional achievement and is a credit to the efforts of all staff and members of the Hopetoun Primary School community. It is clear that:

- Our students feel very safe and enjoy being at Hopetoun Primary School.
- Our educators strongly care for all students and provide high expectations for them to succeed.
- Our educators are inspiring and provide a high-quality teaching and learning program to engage all students and improve their learning outcomes.
- Parents strongly value the school and believe it is a safe and supportive learning environment for their children to succeed.

Considerations for Improvement:

Whilst all parent, student and staff survey questions are above a 3.0 average, the lowest 2 areas are listed below. This does not indicate concern, but gives the school some areas to address for future improvement.

1. My child's learning needs are being met at this school. (Parent survey - 4.3)
2. Student behaviour is well managed at my school (Parent survey - 4.3)

The results of these surveys have been shared and celebrated with our staff and presented to the School Council.

21. Review of Strategic Plan

Our Strategic Plan was finalised and shared with the School Council and Community to ensure it comprehensively captures our plans, focus areas, strategies and targets for 2022 to 2024.

22. Highlights of 2022

- ANZAC Service
- Assemblies
- Aussie of the Month Awards
- Book Fair
- Book Week
- Book Week Dress-Up Day and Parade
- Breakfast Club
- Year 5/6 Camp to Albany
- Cross Country
- Emergency Services Day
- Faction Athletics Carnival
- Fisheries Incursion
- Graduation and Graduation Dinner
- Harmony Day
- Healthy Mouths Dental Incursions
- In Term Swimming
- Kindergarten Transition Program
- Interschool Athletics Carnival
- Munglinup Primary School Visits
- Jump Rope for Heart
- Lake King Skills and Drills
- Learning Journey (Open Night)
- Leaver's Shirts
- Marine Incursion
- National Reconciliation Week
- Neuro Circus Incursion
- P&C Day
- Presentation Night at the Hopetoun Hall
- Pyjama Day
- Remembrance Day
- Ripper Recesses
- Road Safety Day
- Science Week
- Sensorium Theatre Excursion
- Spare Parts Puppet Theatre Incursion
- St John Ambulance Visit
- Stars of the Week
- Transition to Ravensthorpe DHS Program
- Walk to School Day
- World Teachers Day Assembly
- Zap Circus Incursion



Anzac Service Assembly



NAIDOC assembly



Faction Sports Carnival



Cross Country



Book Fair



Book Week



Year 5/6 Camp



Fisheries Incursion



Visiting Dentist Education Session



Pyjama Day



Road Safety Day



Jump Rope for Heart



Marine Inursion



Sensorium Theatre Excursion



Swimming Lessons



Walk to School Day



Lake King Skills and Drills

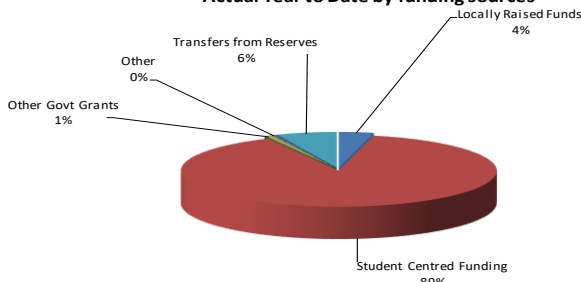
23. Financial Summary

Hopetoun Primary School Financial Summary as at 31-December-2022

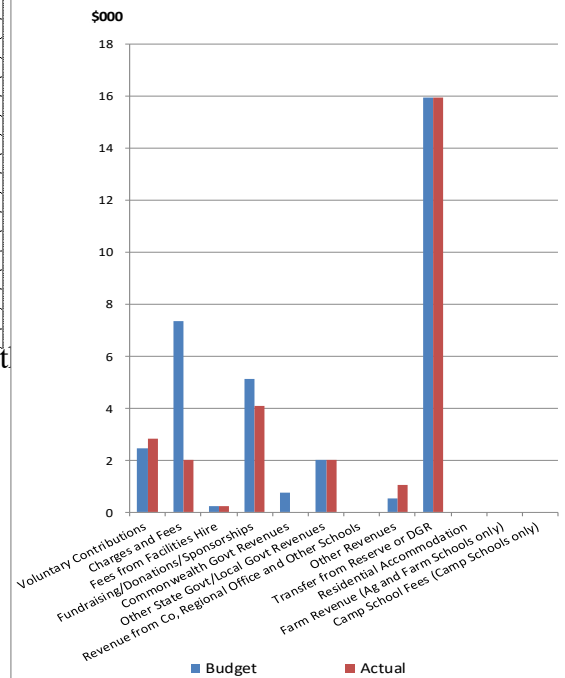
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,467.00	\$ 2,845.00
2	Charges and Fees	\$ 7,350.00	\$ 2,013.76
3	Fees from Facilities Hire	\$ 227.00	\$ 228.18
4	Fundraising/Donations/Sponsorships	\$ 5,140.00	\$ 4,099.09
5	Commonwealth Govt Revenues	\$ 762.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 533.00	\$ 1,034.05
9	Transfer from Reserve or DGR	\$ 15,953.00	\$ 15,953.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 34,432.00	\$ 28,173.08
	Opening Balance	\$ 38,696.00	\$ 38,696.43
	Student Centred Funding	\$ 225,390.00	\$ 228,637.25
	Total Cash Funds Available	\$ 298,518.00	\$ 295,506.76
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 298,518.00	\$ 295,506.76

ENDORSEMENT

Actual Year to Date by funding sources



Locally Raised Revenue - Budget vs Actual

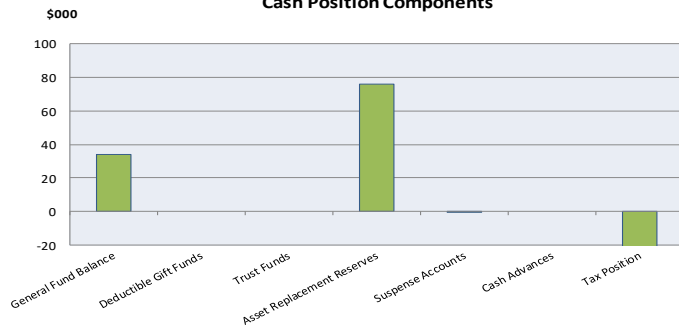


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 38,913.93	\$ 19,685.63
2	Lease Payments	\$ 41,551.00	\$ 37,963.20
3	Utilities, Facilities and Maintenance	\$ 79,468.00	\$ 67,927.65
4	Buildings, Property and Equipment	\$ 33,025.00	\$ 42,097.43
5	Curriculum and Student Services	\$ 81,890.00	\$ 77,470.67
6	Professional Development	\$ 14,000.00	\$ 13,574.17
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,500.00	\$ 2,880.18
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 290,347.93	\$ 261,598.93
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 290,347.93	\$ 261,598.93
	Cash Budget Variance	\$ 8,170.07	

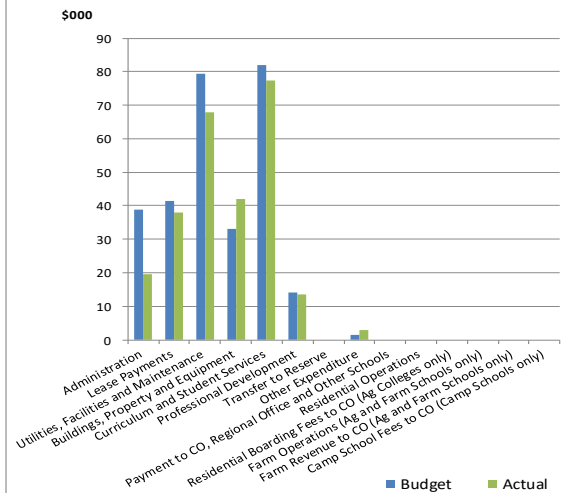
(Principal)

(Date)

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

Bank Balance	\$ 76,649.95
Made up of:	
1 General Fund Balance	\$ 33,907.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 75,675.00
5 Suspense Accounts	\$ (99.88)
6 Cash Advances	\$ -
7 Tax Position	\$ (32,833.00)
Total Bank Balance	\$ 76,649.95