

# 2021 Annual Report to The School Community



**School Name: Narre Warren South P-12 College (8839)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 02 May 2022 at 11:25 AM by Tori Mulligan (Principal)

- This 2021 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

To be attested by 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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

---

### 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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

#### **Achievement**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### **Engagement**

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

---

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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

#### School Context

Narre Warren South P-12 College is on one campus consisting of two sub schools - Prep to Year 6 and Year 7 to 12. Located in the Southeast growth corridor, the College opened in 2002. The school now has more than 2,600 students and 338 equivalent full-time staff, consisting of 9 Principal class, 183.90 teachers, Paraprofessionals 5.00, Tutors 14.7, and 78.68 education support staff, including administration, student support and integration staff. There are 26 Aboriginal or Torres Strait Islander students enrolled in the College. There are 554 EAL enrolments across the College. There were 4 International Student enrolled for 2021. We have 60.2 funded students in the Program for Students with Disabilities. The school is a welcoming place where students from many cultures learn together in excellent facilities.

- The College is categorized as “low” compared to other State schools in socio-economic terms.
- The school family occupation and education (SFOE) index is 0.595.
- Many students have not attended Kindergarten or day care prior to commencing school.
- We only receive transition statements for approximately 50% of our Prep enrolments.
- Nearly all our students from Year 6 stay on to do their secondary education.
- The College experiences significant change over of students over the 13 years of schooling.
- Cultural diversity is a feature of the College community with at least 60 ethnic groups being represented speaking 65 languages.
- Approximately 50% of the Year 7 enrolments originate from the primary school.
- Approximately 50% of our senior students undertake a VCAL pathway (trade/vocational focus).
- More than half of the College’s student population comes from families where the language background is other than English, and around 50% qualify for the EAL program.
- Attendance rates at both Primary and Secondary levels are significantly better than the state benchmarks.
- Many community groups access a variety of the College’s facilities for sport and the College is a central facility within the community.

We take great pride in all students working hard at school and getting excellent results. Our VCE median study score exceeded 32 in 2021, placing us well above the state average. Coupled with our outstanding VCAL and VET results, we are a College that meets the pathway needs of all students. This is an outstanding achievement and has gained the school recognition far and wide across Victorian and the SSVR. The foundations for these results are found in our exemplary programs in the Primary and early Secondary sections of the College, where our focus on academic achievement and strong civic participation are evident. Student Attitudes to School reflect a strong sense of connectedness to school in both the Primary and Secondary areas of the College. Parent opinion well above state benchmarks is also indicative of a happy and harmonious College community. We are a school that lives by our values of "PRIDE" - Perseverance, Respect, Integrity, Dedicated Teamwork and Excellence. A culture of high expectation exists in all areas of the College, and we are proud of our achievements in "getting the best from and for our students".

---

### Framework for Improving Student Outcomes (FISO)

#### Framework for Improving Student Outcomes (FISO)

Due to the disrupted nature of schooling across Victoria in 2021, the College focus was on the areas of Building Practice Excellence, and maintaining a strong sense of connectedness between staff, students, and families particularly around Health and Wellbeing.

The targeted focus was on the continuity of our learning programs and the provision of support to cater for student learning needs across all areas of the school. This included supporting our students, staff, and school community in the transition to, and then from, remote and flexible learning. The College balanced the provision of an onsite learning program for essential service and vulnerable families, alongside the delivery of a rigorous program for our VCE and VCAL students. This, coupled with a strong emphasis on collaborative curriculum planning, differentiation and

feedback ensured the College's student population realized a balanced and authentic educational program in 2021. Further, with continually evolving circumstances throughout the year, the College placed significant emphasis on the resourcing and use of our student management and Wellbeing teams to ensure the health, safety and wellbeing of our students, staff and families.

---

## Achievement

### Achievement

Narre Warren South P-12 College is continuing to improve student performance in all year levels. In 2015 the College developed a Teaching and Learning Model to ensure consistency of practice from Prep through to Year 12, maintaining high standards of professionalism to achieve the best possible learning outcomes for all students. This model forms the basis of instruction for every lesson at the College.

All students on the Program for Students with a Disability showed satisfactory achievement of goals set on individual learning plans.

The VCE Year 12 results were outstanding with a median study score of 32 which is well above state average. All Senior students were awarded a VCE or VCAL certificate and 13% of VCE students attained a study score over 40 in a subject, placing them in the top 9% of students in the state and 11 students achieved ATAR scores above 90. 100% of our senior students (VCAL and VCE) who applied for a tertiary place were successful in gaining an offer.

Our overall performance in NAPLAN is similar to or better than like schools in all measures. In many areas our College exceeds the state average, in particular in Numeracy where 4-year averages are outstanding.

Our focus as a College is on developing skills in Literacy and Numeracy which will enable students to participate fully in society in whatever pathway they choose.

---

## Engagement

### Engagement

Within the College engagement measures remain strong, with student attendance, retention, and transition to postschool destinations all at or better than state average. There has been a major focus on post-school destinations, supported by a highly effective Careers team and our outstanding post-compulsory results in both VCE and VCAL enable these positive outcomes.

Whole school attendance has improved significantly over the past four years. Our attendance data in 2021 was a four-year highlight, with an average absence rate of 8.15 across Prep to Year 12. This figure is now significantly better than similar schools and the state benchmark.

Student engagement indicators as measured by the Student Attitudes to School Survey indicate strong school connectedness and a feeling of belonging to the College at both Primary and Secondary levels which is well above the state levels in all areas.

---

## Wellbeing

### Wellbeing

Students move positively through their 13 years of education. The College is mindful that not all of our students commence at Prep but join us at later times. We are well practiced at welcoming new students to our college ensuring they are comfortable at school, have a friendship group and can make a positive school start. Our transition into Prep and Year 7 is a comprehensive program enabling students to feel secure at school. The College does well in supporting senior students on leaving secondary school going onto further study or full-time employment.

Wellbeing support is provided across the College with designated Wellbeing Coordinators and an allied Health Team including Counsellors, Mental Health Practitioner, Psychologist, Youth Worker, Social Worker, Speech Therapist, Social Media Counsellor, Community Liaison Officer along with a range of cultural engagement officers.

The Doctors in Secondary School Program provides access to medical support for Secondary students one day per week.

Narre Warren South P-12 College will commence a partnership with Headspace in 2022.

The College receives additional assistance from Regional SSSO staff. The work of our wellbeing team and associated staff provides a foundation which ensures that students are well prepared for learning.

The Wellbeing Team work with external services to provide a team around the learner approach.

Wellbeing programs are targeted at a multi-tiered system level providing support for individuals, small groups and cohorts.

---

## Finance performance and position

### Financial Performance and Position

The College recorded a substantial surplus for the sixth consecutive year. The extensive financial contribution to our state-of-the-art Judith Graley Performing Arts Centre saw this facility open in 2021 with the official ministerial opening scheduled for 2021. Equity funding enabled the College to continue the delivery of a range of programs, including Fusion Music, STEM, Pathways Through Sport, Dance and Drama, the Learning Hub program, and a range of intervention programs in Literacy across both the Primary and Secondary sub-schools. Significant facilities work throughout the year saw the installation of a Secondary Futsal pitch, the addition of our new Science and senior school classrooms, as well as the refurbishment and landscaping of indoor and outdoor spaces to provide better shade coverage and the introduction of purpose build social interaction spaces for targeted year level. The College continues a very low fee policy, with our average parent contribution less than \$100, paid by approximately 50% of our families.

**For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.nwsc.vic.edu.au](https://www.nwsc.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.

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 2528 students were enrolled at this school in 2021, 1244 female and 1284 male.

58 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).

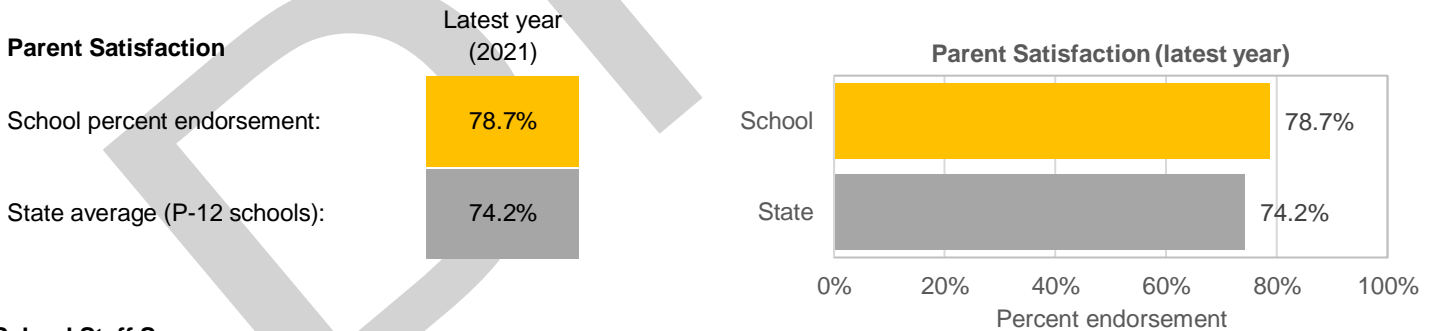
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

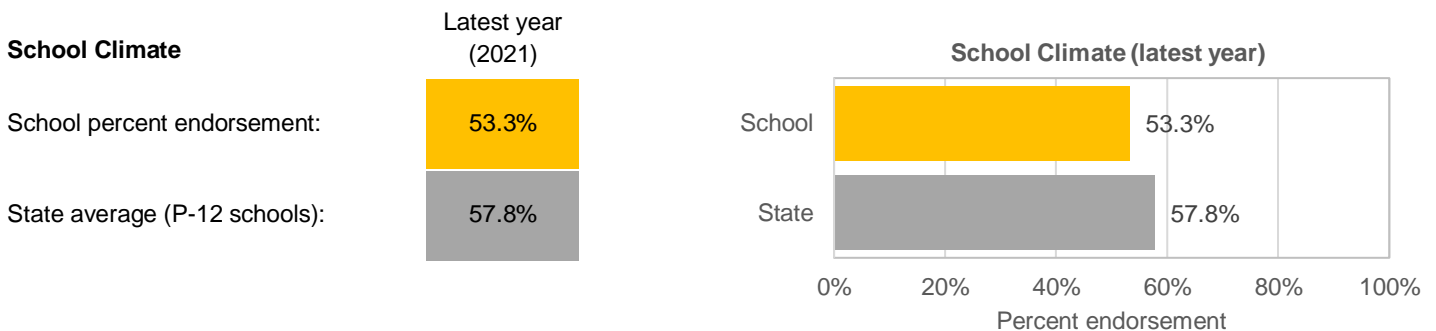


### School Staff Survey

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.





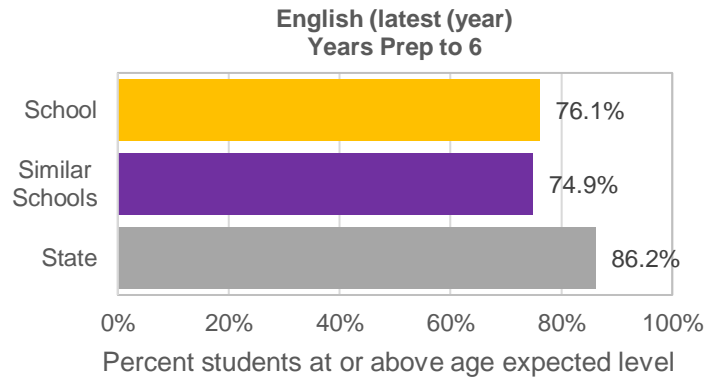
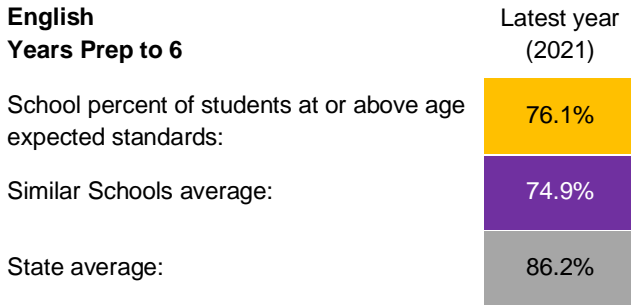
## ACHIEVEMENT

**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.

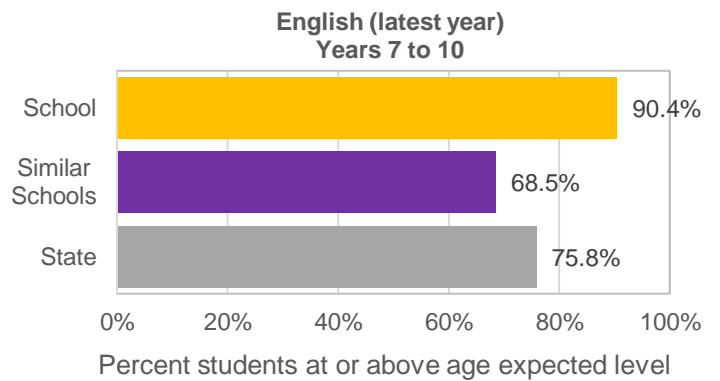
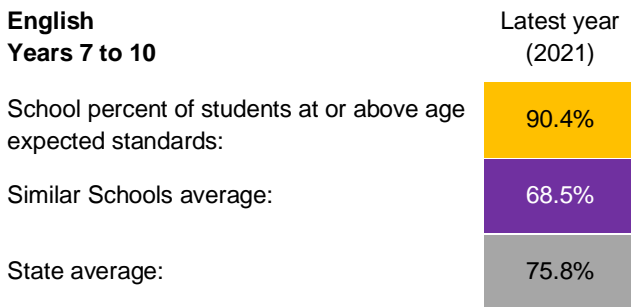
### Teacher Judgement of student achievement

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

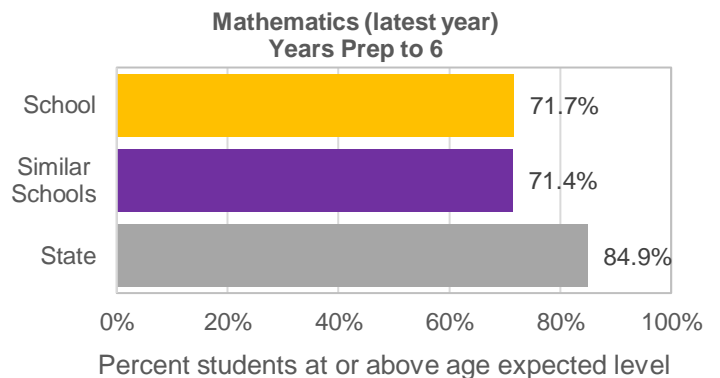
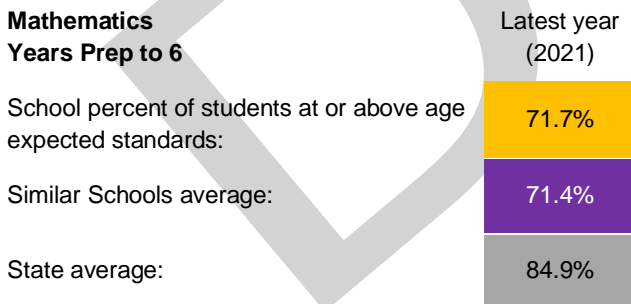
#### English Years Prep to 6



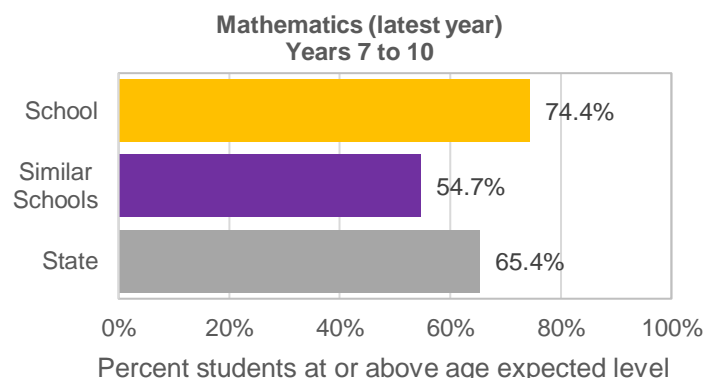
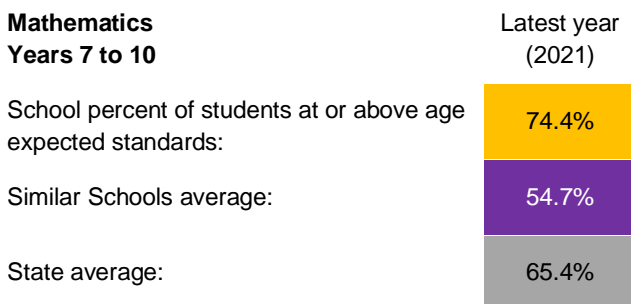
#### English Years 7 to 10



#### Mathematics Years Prep to 6



#### Mathematics Years 7 to 10





**ACHIEVEMENT (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.

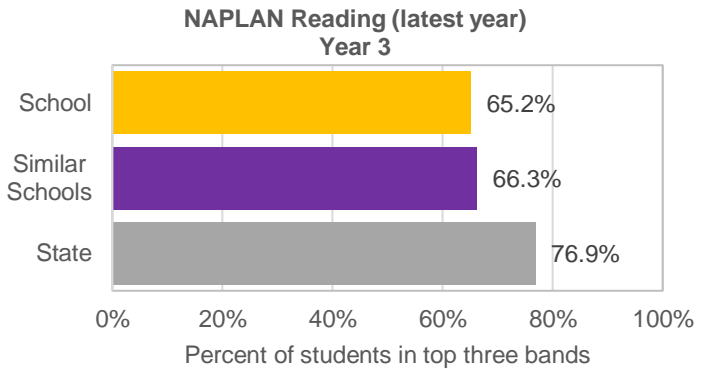
**NAPLAN**

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 2018, 2019 and 2021 data.

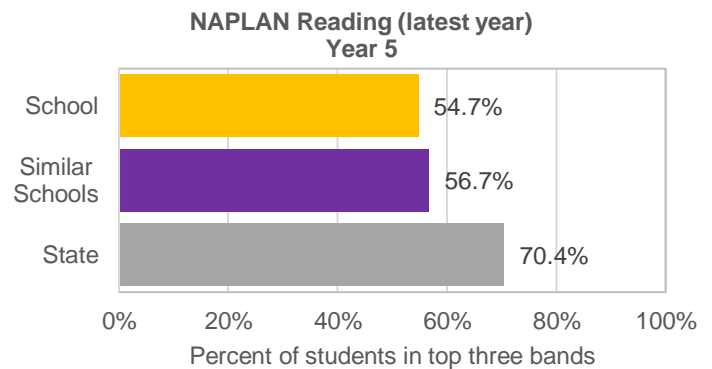
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.2%	66.3%
Similar Schools average:	66.3%	65.5%
State average:	76.9%	76.5%



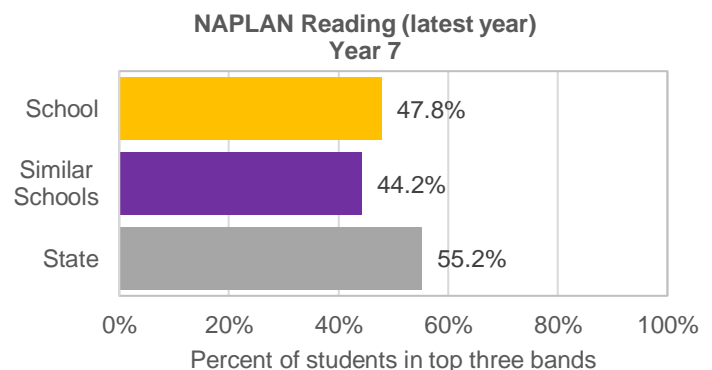
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.7%	54.5%
Similar Schools average:	56.7%	54.3%
State average:	70.4%	67.7%



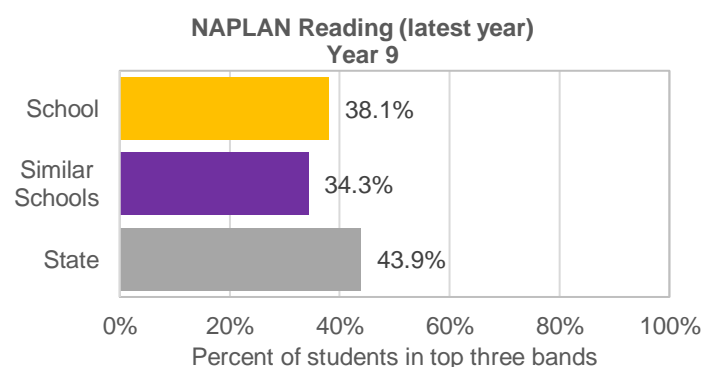
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.8%	44.6%
Similar Schools average:	44.2%	44.3%
State average:	55.2%	54.8%



**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.1%	39.7%
Similar Schools average:	34.3%	35.1%
State average:	43.9%	45.9%



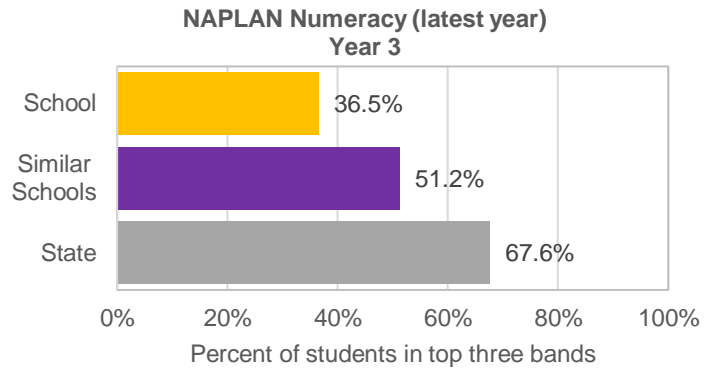
**ACHIEVEMENT (continued)**

**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 (continued)**

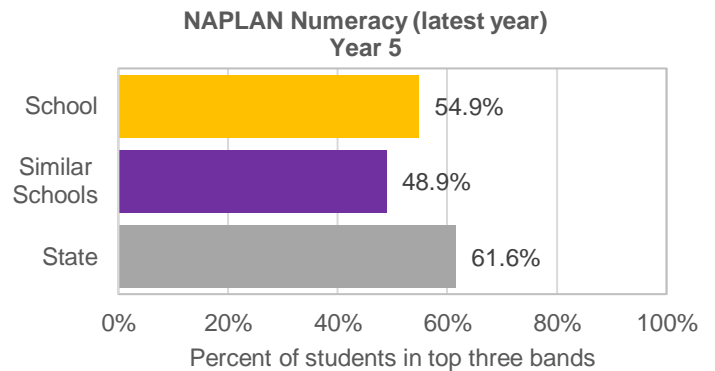
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.5%	51.0%
Similar Schools average:	51.2%	52.7%
State average:	67.6%	69.1%



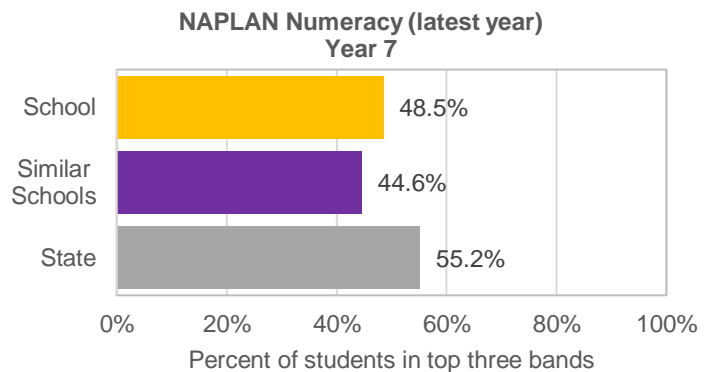
**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.9%	53.5%
Similar Schools average:	48.9%	47.2%
State average:	61.6%	60.0%



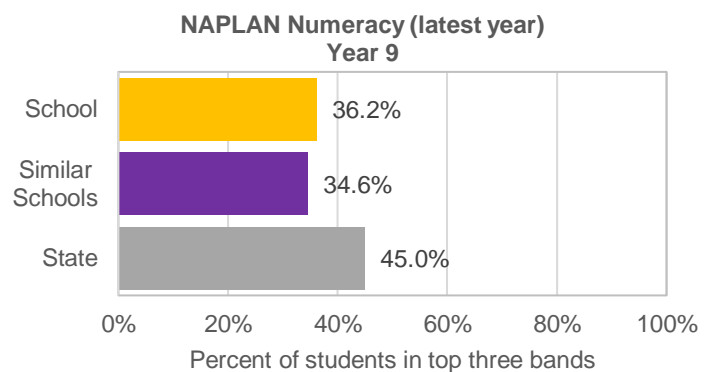
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.5%	48.3%
Similar Schools average:	44.6%	44.7%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.2%	44.9%
Similar Schools average:	34.6%	35.3%
State average:	45.0%	46.8%



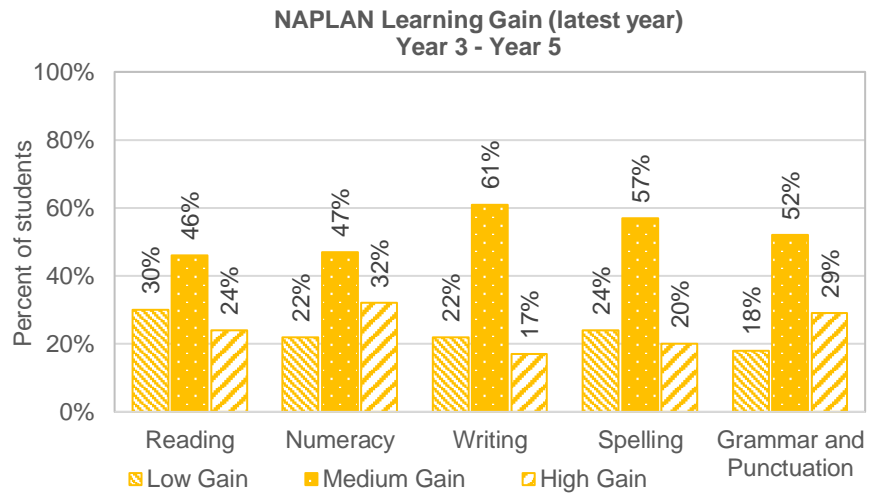
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

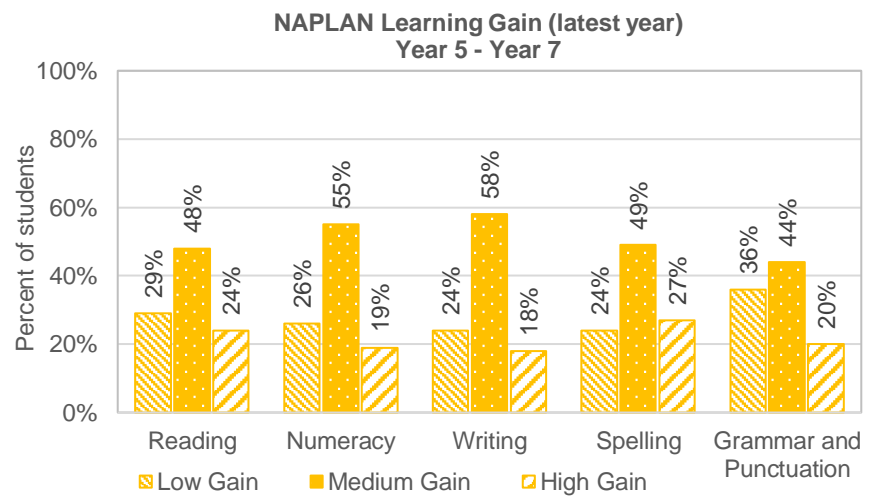
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	46%	24%	18%
Numeracy:	22%	47%	32%	24%
Writing:	22%	61%	17%	22%
Spelling:	24%	57%	20%	27%
Grammar and Punctuation:	18%	52%	29%	25%



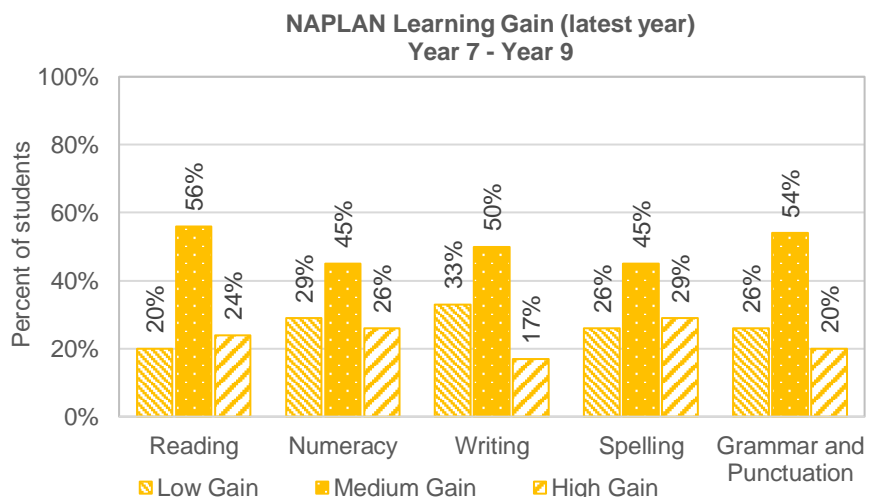
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	48%	24%	21%
Numeracy:	26%	55%	19%	20%
Writing:	24%	58%	18%	21%
Spelling:	24%	49%	27%	24%
Grammar and Punctuation:	36%	44%	20%	20%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	56%	24%	23%
Numeracy:	29%	45%	26%	23%
Writing:	33%	50%	17%	22%
Spelling:	26%	45%	29%	23%
Grammar and Punctuation:	26%	54%	20%	22%



**ACHIEVEMENT (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.

**Victorian Certificate of Education (VCE)**

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

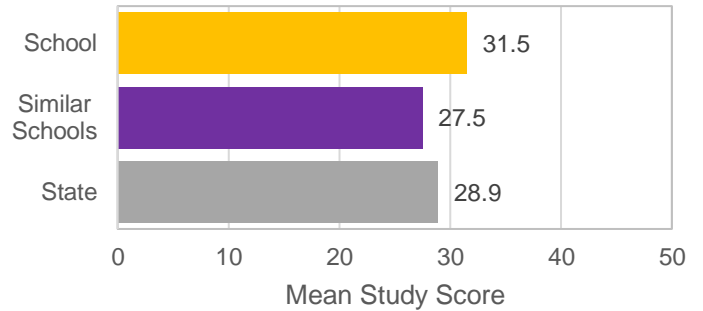
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

**Victorian Certificate of Education**

Latest year (2021)	4-year average
--------------------	----------------

School mean study score	31.5	32.5
Similar Schools average:	27.5	27.5
State average:	28.9	28.9

**Victorian Certificate of Education (latest year)**



Students in 2021 who satisfactorily completed their VCE:

97%
43%
60%
96%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

VET units of competence satisfactorily completed in 2021\*:

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

## ENGAGEMENT

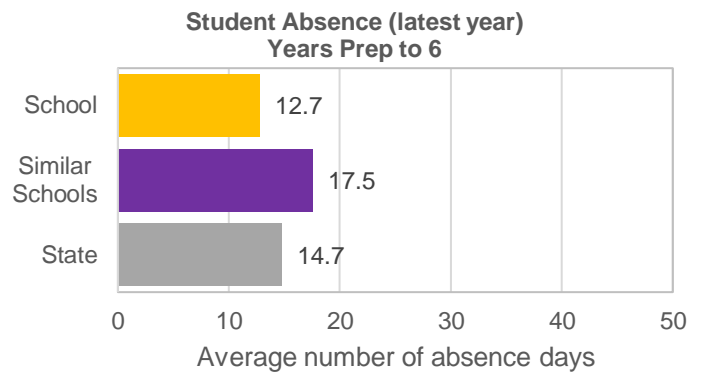
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

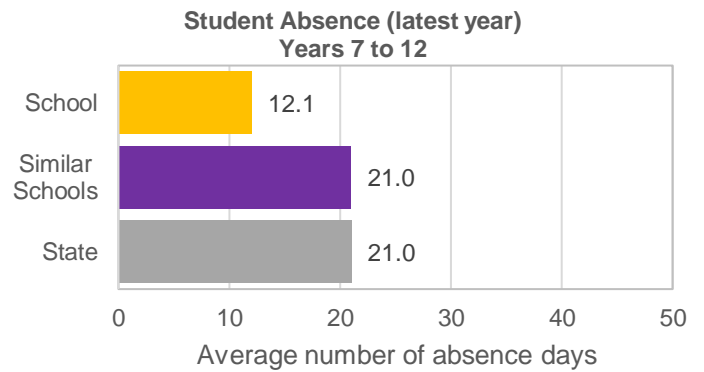
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.7	11.5
Similar Schools average:	17.5	17.6
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	12.1	11.8
Similar Schools average:	21.0	19.8
State average:	21.0	19.6



### Attendance Rate (latest year)

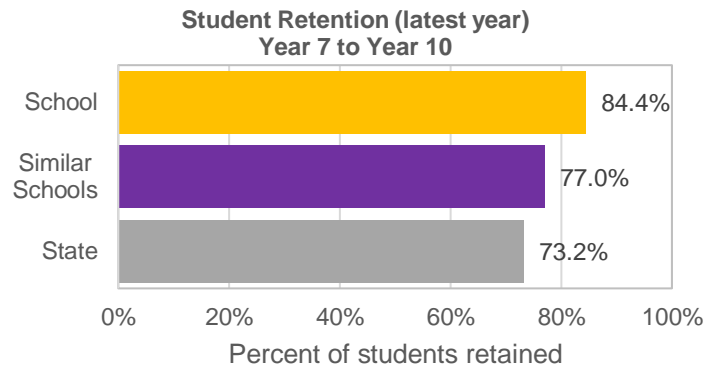
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	93%	93%	94%	94%	94%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	94%	93%	93%	93%	95%	97%	

## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	84.4%	77.8%
Similar Schools average:	77.0%	74.8%
State average:	73.2%	72.9%

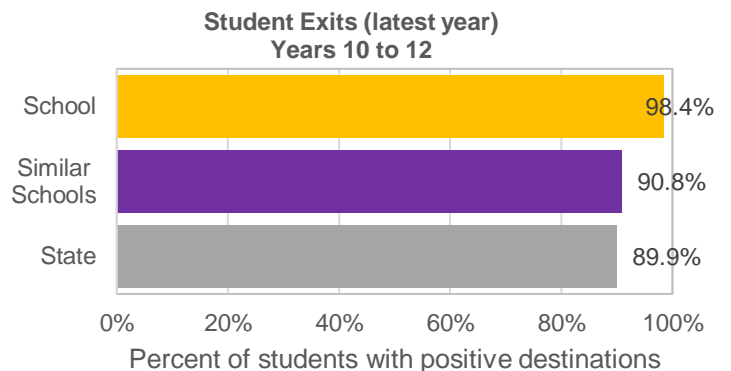


### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	98.4%	98.3%
Similar Schools average:	90.8%	90.2%
State average:	89.9%	89.2%



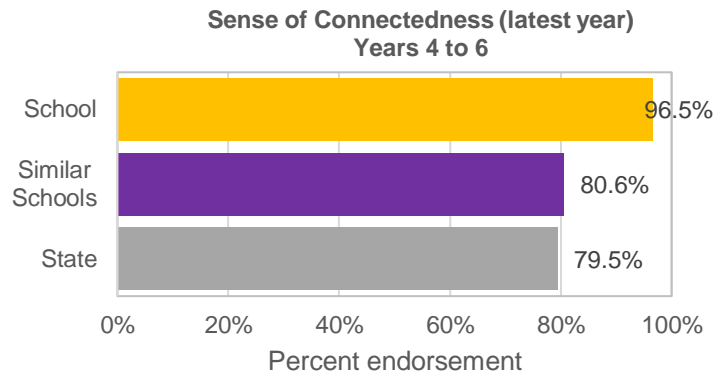
## WELLBEING

**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

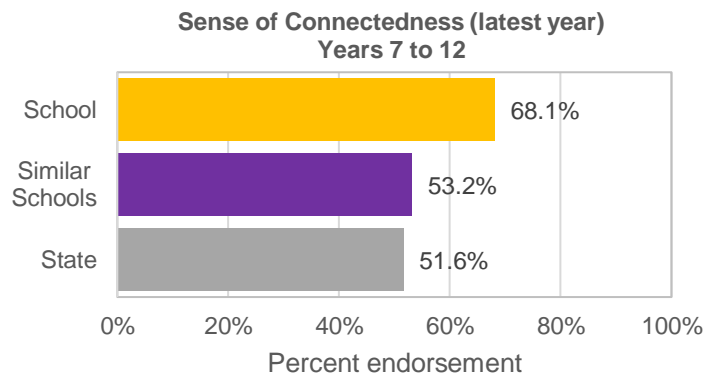
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.5%	95.0%
Similar Schools average:	80.6%	83.0%
State average:	79.5%	80.4%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	68.1%	75.9%
Similar Schools average:	53.2%	56.0%
State average:	51.6%	54.5%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

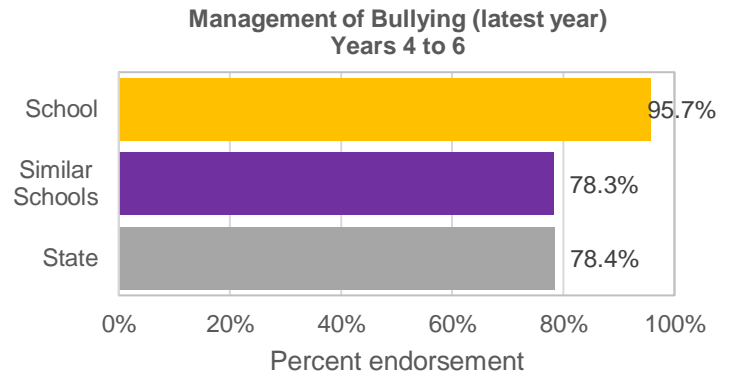


**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

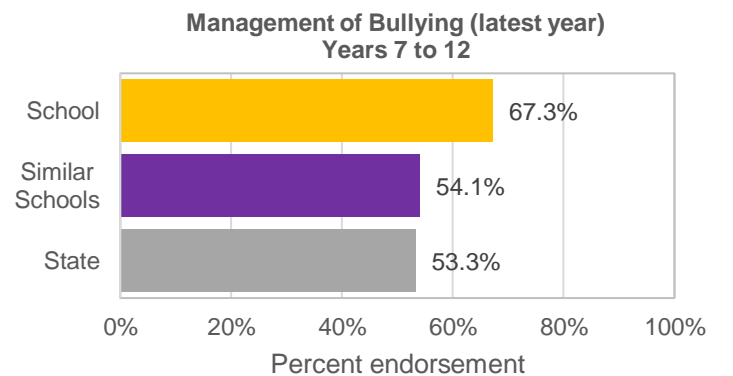
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	95.7%	96.0%
Similar Schools average:	78.3%	81.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	67.3%	77.1%
Similar Schools average:	54.1%	57.5%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$29,379,742
Government Provided DET Grants	\$5,271,234
Government Grants Commonwealth	\$75,000
Government Grants State	\$9,800
Revenue Other	\$111,212
Locally Raised Funds	\$301,079
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$35,148,067</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$4,706,407
Equity (Catch Up)	\$147,058
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$4,853,465</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$26,293,883
Adjustments	\$0
Books & Publications	\$24,140
Camps/Excursions/Activities	\$309,134
Communication Costs	\$60,984
Consumables	\$895,343
Miscellaneous Expense <sup>3</sup>	\$196,352
Professional Development	\$107,300
Equipment/Maintenance/Hire	\$1,714,715
Property Services	\$276,988
Salaries & Allowances <sup>4</sup>	\$159,472
Support Services	\$1,075,756
Trading & Fundraising	\$38,054
Motor Vehicle Expenses	\$8,374
Travel & Subsistence	\$0
Utilities	\$184,080
<b>Total Operating Expenditure</b>	<b>\$31,344,575</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,803,492</b>
<b>Asset Acquisitions</b>	<b>\$1,572,950</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$556,673
Official Account	\$182,439
Other Accounts	\$3,814
<b>Total Funds Available</b>	<b>\$742,926</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$742,926
Other Recurrent Expenditure	\$11,631
Provision Accounts	\$0
Funds Received in Advance	\$546,981
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,301,538</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*