

2022 Annual Report to the School Community

School Name: Derrinallum P-12 College (5375)



- 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 21 April 2023 at 03:18 PM by Caitlyn Fitzgerald (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 28 April 2023 at 01:15 PM by Sam Horner (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 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

Learning

- 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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Derrinallum College is in the rural Western District of Victoria on the edge of the Derrinallum township, which has a population of approximately 400. Established in 1994 when Derrinallum Primary School and Derrinallum High School amalgamated, the college provides meaningful and successful pathways from Foundation to Year 12. It is located approximately 100km from the major population centers of Geelong, Ballarat and Warrnambool, and it services not only the Derrinallum township but the surrounding rural communities. Over the past three years the school's average enrolment P-12 has been 80 students and the average class size has been 12. At Derrinallum College all staff know every student and make every effort to ensure every student has a voice and that that voice is heard.

The college's physical environment is well maintained, strengthening the sense pride in the school. Classrooms are well presented and reflect a warm, welcoming, and engaging learning space for students. Renovations over recent years include updating the main entrance, student toilets and senior student facilities, including the year 11 and 12 common room. The college has also invested heavily in ICT resources providing laptops for every student from Foundation to Year 12 and equipping classrooms with updated interactive whiteboards.

In 2022 our staffing profile was FTE: Principal class -2, Learning Specialist (Pedagogical Coaching)-1, teachers-14 and ES staff-9. The Leadership Team worked with teaching staff to build their capacity to use a variety of pedagogies in their teaching practice to best serves the needs of individual student learning. Our teaching staff are each part of a learning team focusing on either achievement, wellbeing, or engagement. Our curriculum framework and updated instructional model have been co-constructed by teaching staff.

Through a strong sense of belonging, Derrinallum P-12 College and its community, foster the growth of all students to strengthen personal achievement, engagement and well-being. The college prides itself on our sense of community and our values of Teamwork, Respect, Integrity, Empathy and Support. We uphold ourselves to high expectations and are working to instill these expectations in our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The goal in the strategic plan in relation to learning is "*To maximise learning growth and achievement for all students.*" Our focus continues to be to set learning goals and priorities for all student that allow for growth. This involves using data to inform our practice, and discussing the data and results with our students.

In 2022, the Leadership Team focused efforts on the co-construction of a strong instructional model to base all classroom practice on from Foundation to Year 12. Students and teachers had direct input into the construction of the model, which is now proudly displayed in every learning space throughout the school. The model was specifically designed to be interactive to increase student engagement with, and awareness and understanding of the model. The construction of and subsequent professional learning based around the model helped to build teacher capacity in the use of High Impact Teaching Strategies (HITS), the gradual release model and setting learning intentions and success criteria to reiterate learning.

To support the introduction of more PLC teams, the college sent three additional leaders for PLC training and connected with the local PLC Link School to strengthen our understanding and practice. These brought back some key ideas on using data, how to strengthen practice and procedure including improving our meeting protocols like agreed norms.

Peer observation was formally scheduled every term and participation rates continued to be higher than ever before, as a result of leadership prioritising the practice by releasing staff from teaching to participate in the processes or stepping in to complete the triads when staff were unavoidably absent. Peer Observations continued to be focused on HITS which feed back into our implementation and embedding of our instructional model.

The continuation of our strong Sounds Write program in the primary has seen our English results (percent of students at or above the age expected standards) continue to be above both the State average (87%) and Similar Like Schools (86.5%) in Teacher Judgement with a result of 91.7%. Similarly, the additional literacy session in the senior school has contributed to our English results (percent of students at or above the age expected standards) to be above Similar Like Schools (67.5%) and only marginally behind the State average (76.3%) in Teacher Judgements with a result of 75.9%. This is strongly supported with all of our NAPLAN results in Reading being above both Similar Like Schools and the State average in all year levels.

Our senior school results have also continued to improve with 100% students satisfactorily completing their VCE or VCAL in 2022, this included 100% of VET units of competence being satisfactorily completed.

Derrinallum College is exceptionally proud to be ranked as “*Influence*” in our 2022 School Performance Report, with our current level of performance being high. Our performance has been maintained consistently over the last three year and is on a positive improvement trajectory with the school acting an influencer and system leader. This performance indicates that most domains and measures have positive results.

Wellbeing

The goal in the strategic plan in relation to wellbeing is “*To strengthen the social and emotional wellbeing and health of all students.*” Our focus continues to be on developing our Respectful Relationship programs through the use of specified classroom time in Integrated Studies classes for primary students and the continued strengthening of the Advocacy program in the senior school.

Based on our Attitudes to School Survey for students, our level of ‘*Sense of Connectedness*’ was stronger than both Similar Like Schools (average of 6% higher) and the State average (average of 13% higher) for students from Year 4 through to Year 12. The results were again both stronger than Similar Like Schools (average of 13% higher) and the State average (average of 21% higher) for the ‘*Management of Bullying*’ from Year 4 through to Year 12.

The college had an ES staff member with the specific role of Primary Mentor to work to support students both in the classroom and the yard. This position was incredibly popular and helped many students to engage positively with their peers in a variety of environments.

Unfortunately, the college’s Mental Health Practitioner left the position in Term 1 and despite numerous rounds of advertising were unable to fill it. To help cover the lack of in-school support the Wellbeing Team ensured the Advocacy Program was well scoped and sequenced to cover the necessary areas of the curriculum. The college also ensured that we connected with services such as Headspace to provide students with access to services like counselling.

The Wellbeing team also ran a wellbeing calendar which had targeted whole school promotion of days such as RUOK? Day and National Day of Action Against Bullying. These were promoted in class to help students to understand the significance of the day and build on prior knowledge, and the team facilitated activities for the students and staff to engage in.

Engagement

The goal in the strategic plan in relation to engagement is “*To improve engagement in learning for all students.*” Our focus continues to be on maintaining our strong attendance patterns and strengthening student voice and agency.

A strengthened Student Representative Council (SRC) routinely meet to work on school and philanthropic projects which included raising over \$8,500 for Leukemia as part of the World’s Greatest Shave.

Routine attendance acknowledgements and rewards were made available for students across the school. These were designed to both promote good attendance and encourage increased attendance for students. The Engagement Team routinely shared attendance data with the wider school community including promoting why regular attendance is so important for a student’s success. Whilst over the last few years we have seen increased absences due to the changed protocols around having sick children at school (as a result of COVID) we have seen significantly less absences for unauthorised reasons. This has resulted in our average student absences being lower than that of both Similar Like Schools and the State average from Foundation through to Year 12.

The college connected with a number of external supports to ensure that language and cognitive assessments were conducted in a more timely manner, providing feedback to teacher on effective strategies to use with students to increase their engagement within the classroom. These strategies were shared at responsive teaching meetings where teachers and classroom support staff could discuss and strengthen their understanding of individual students needs which includes understanding specific strategies to enable individuals to access success more regularly.

All ‘Program for Students with Disabilities’ (PSD) funded students continued to receive ongoing and explicit support, from integration aide support in classes to individual mentoring and access to specific supplementary programs. Each PSD funded student had a termly Student Support Group meeting in which progress reports and teacher feedback was presented, and families had opportunities to contribute to the individual education programs relevant to thier child’s learning needs. These meetings continue to have a high level of engagement.

Other highlights from the school year

Highlights from 2022 include the continuation to build on positive endorsements received through the Parent Opinion Survey and the School Staff Survey. The college has continued to score higher than the State average (70.4%) with a score of 88% in the *Parent*

Satisfaction school endorsement. The college has also scored higher than the State average for P-12 schools (54.7%) with a score of 64.2% positive endorsement by staff on *School Climate*. These trends have been building over the last three years and will remain to be areas where we continue to strive for improvement.

Derrinallum College was very fortunate to have all our scheduled camps go ahead in 2022 including an interstate camp to Canberra for the 5/6 group. Careful planning and consideration allowed for all students to have access to camps and the college prides itself on our community support ensuring that fundraising and donations allow all students financial support for camps if required.

Again, the college participated in the mass dance section of the Victorian State School Spectacular. This required the students involve travelling to participate in several group rehearsals with other schools in the region and then travel to the Melbourne for 2 days of rehearsals and the final state performance in September. The college participates in the spectacular every second year. For the first time in many years the college had a year 9 student qualify and compete in the State Athletics Championships representing the college in Shot Put. Additional training and individual support was provided to the student which saw them place 6th in the state.

The culmination of the School Council playground project saw the installation of the new primary playground after two years of fundraising with help and contribution of community groups like the Dundonnell Windfarm, Lismore & District Lions club, Derrinallum Opportunity Shop.

Financial performance

Derrinallum College's financial position continues to be positive with careful consideration given to all budget allocations to support student outcomes. Our net operating surplus was \$168,761.

In 2022 Derrinallum college directed funds back into the school to improve the following facilities:

- Installation of the primary playground
-
- Installation of new carpets in the general foyer, administration offices and 3/4 classroom.
- Renovation of the front foyer entrance including removal of garden bed, new plastering and painting.
- Removal of out-dated heating cabinet in the 3/4 room
- 10 new desktop computers for the business centre and STEM program.

Equity funding was used increase Integration Aide support but also to allow students to access external services providing speech therapy, occupational therapy and cognitive assessments.

In addition to the Tutoring Learning Initiative, Derrinallum College funded additional support in terms of Quicksmart Numeracy and Sounds Write intervention programs.

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

<http://www.derrinallump12.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 81 students were enrolled at this school in 2022, 35 female and 46 male.

0 percent of students had English as an additional language and 0 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).

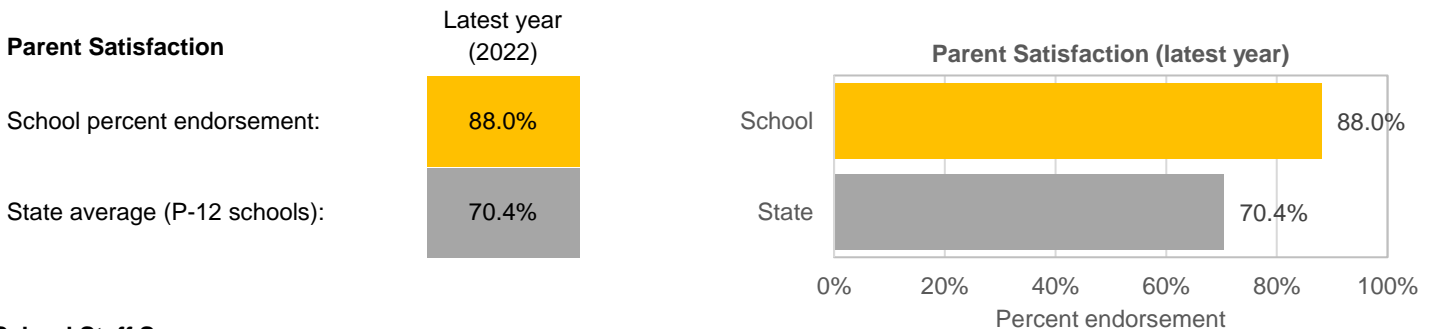
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

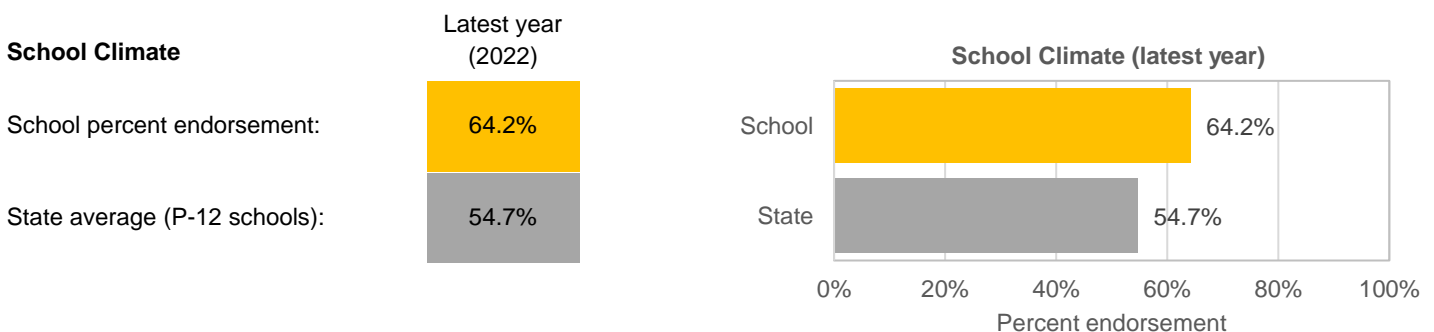


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

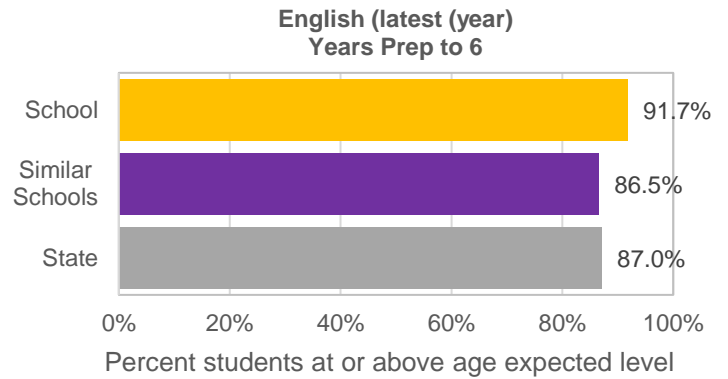
91.7%

Similar Schools average:

86.5%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

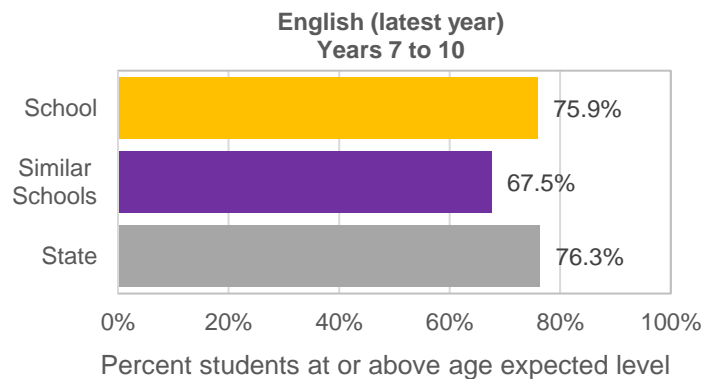
75.9%

Similar Schools average:

67.5%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

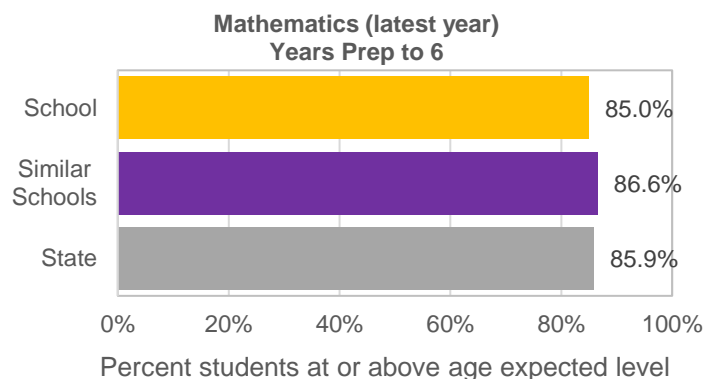
85.0%

Similar Schools average:

86.6%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

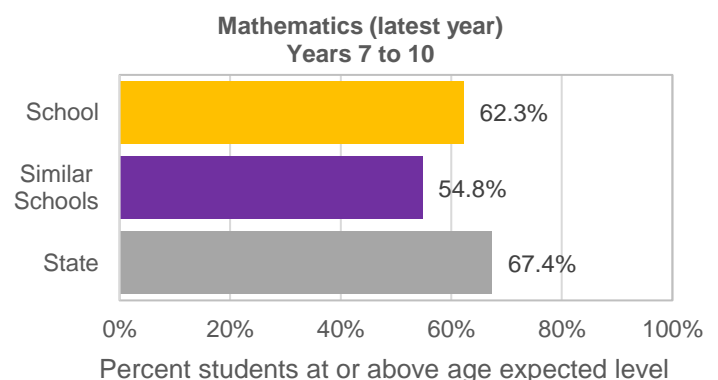
62.3%

Similar Schools average:

54.8%

State average:

67.4%



LEARNING (continued)

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

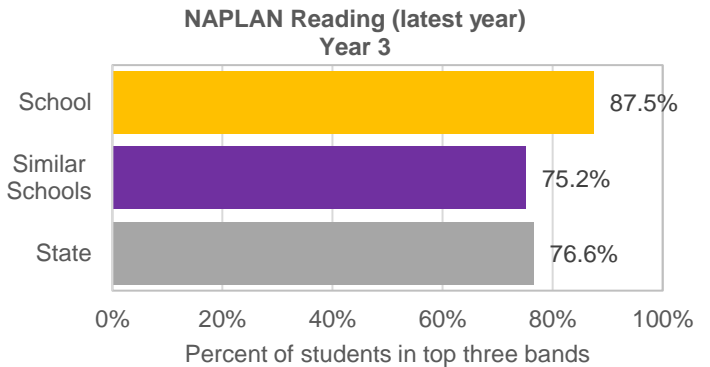
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

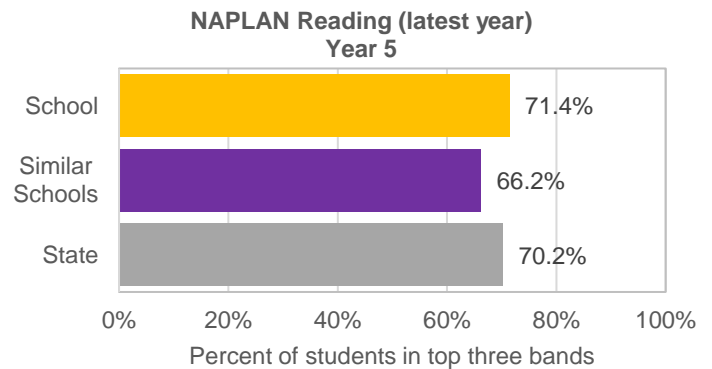
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	71.4%
Similar Schools average:	75.2%	76.5%
State average:	76.6%	76.6%



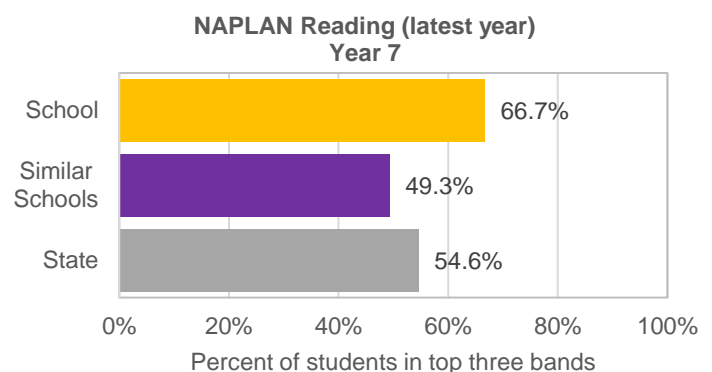
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	63.2%
Similar Schools average:	66.2%	66.2%
State average:	70.2%	69.5%



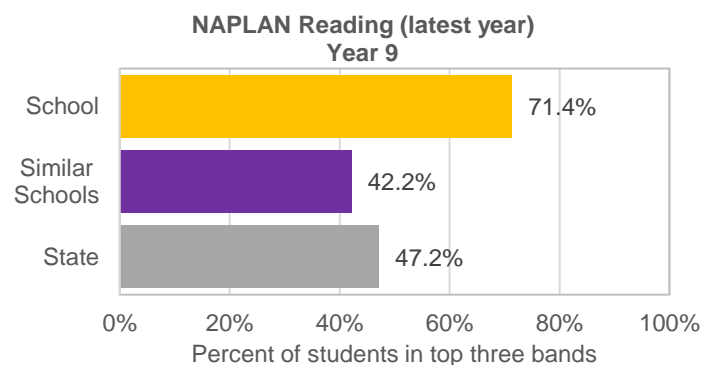
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	57.1%
Similar Schools average:	49.3%	50.7%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	33.3%
Similar Schools average:	42.2%	40.9%
State average:	47.2%	46.0%



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

Similar Schools average:

State average:

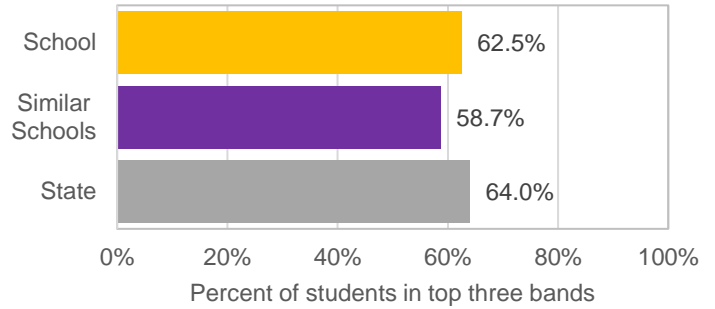
Latest year (2022)	4-year average
62.5%	57.1%

62.5%	57.1%
-------	-------

58.7%	65.9%
-------	-------

64.0%	66.6%
-------	-------

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

School percent of students in top three bands:

Similar Schools average:

State average:

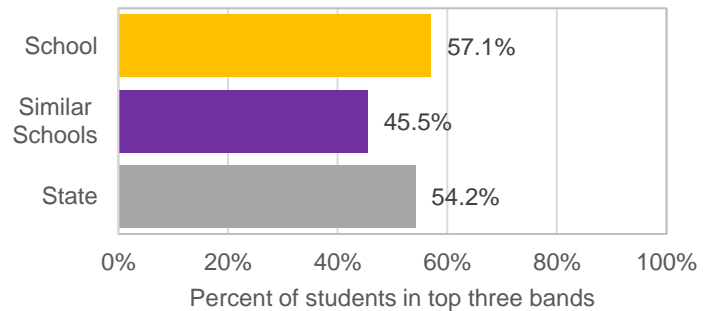
Latest year (2022)	4-year average
57.1%	63.2%

57.1%	63.2%
-------	-------

45.5%	54.3%
-------	-------

54.2%	58.8%
-------	-------

NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

School percent of students in top three bands:

Similar Schools average:

State average:

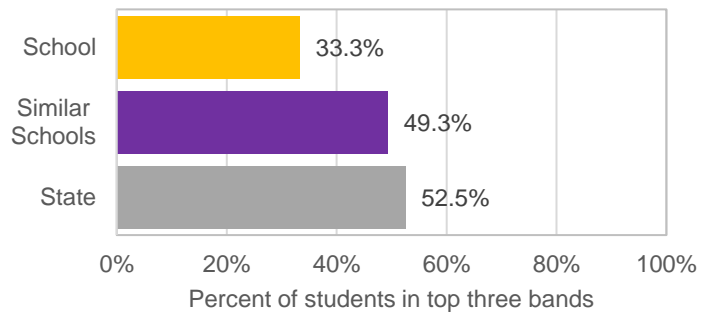
Latest year (2022)	4-year average
33.3%	71.4%

33.3%	71.4%
-------	-------

49.3%	53.0%
-------	-------

52.5%	54.8%
-------	-------

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

School percent of students in top three bands:

Similar Schools average:

State average:

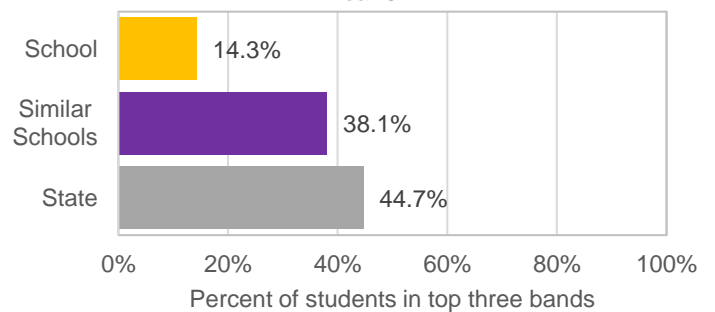
Latest year (2022)	4-year average
14.3%	50.0%

14.3%	50.0%
-------	-------

38.1%	41.5%
-------	-------

44.7%	45.6%
-------	-------

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

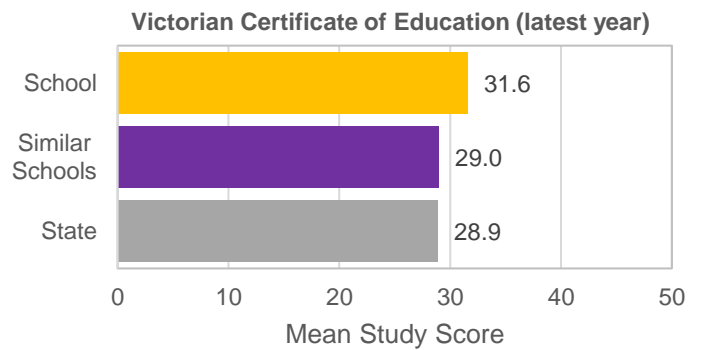
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	31.6	28.7
Similar Schools average:	29.0	28.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

51%

VET units of competence satisfactorily completed in 2022:

100%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

100%

WELLBEING

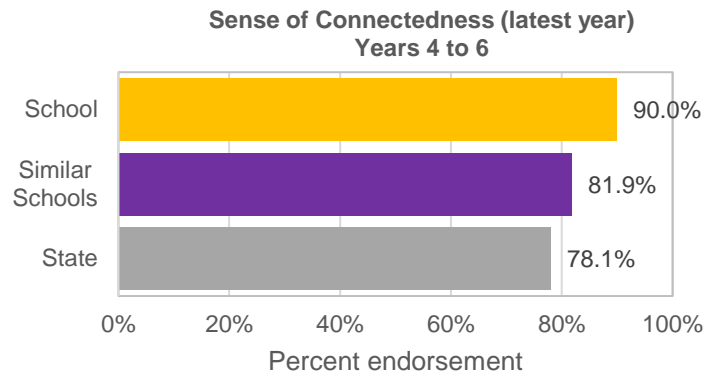
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

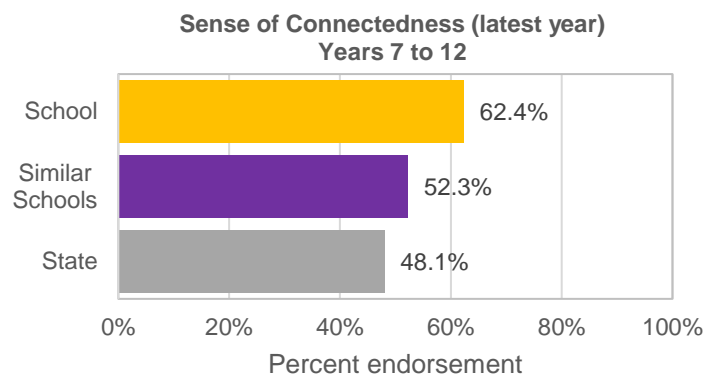
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.0%	77.2%
Similar Schools average:	81.9%	82.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	62.4%	62.6%
Similar Schools average:	52.3%	55.1%
State average:	48.1%	52.5%



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).

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:

97.7% 86.1%

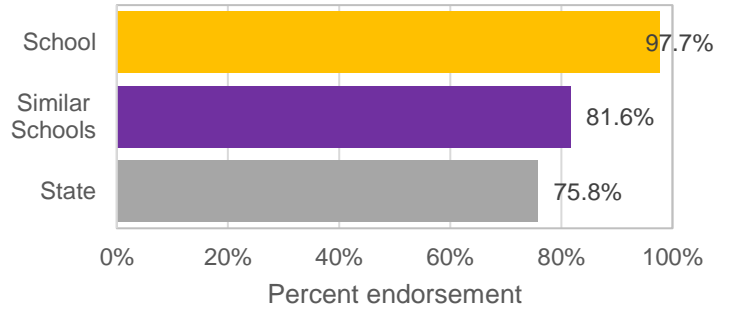
Similar Schools average:

81.6% 84.0%

State average:

75.8% 78.3%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

68.8% 67.3%

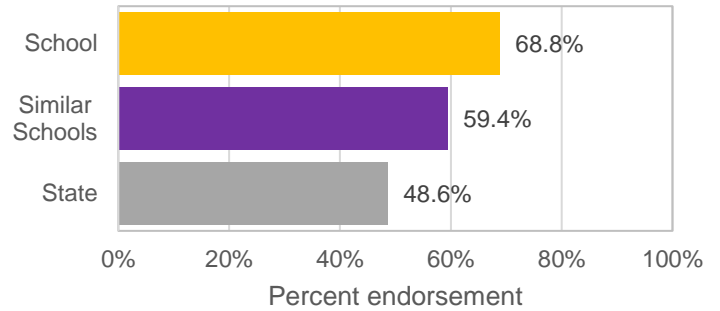
Similar Schools average:

59.4% 62.9%

State average:

48.6% 54.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

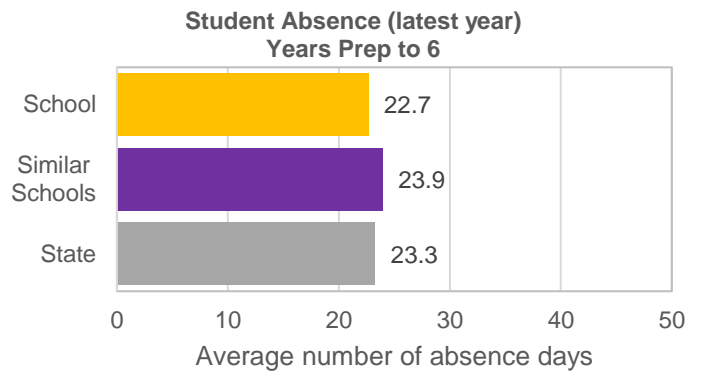
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

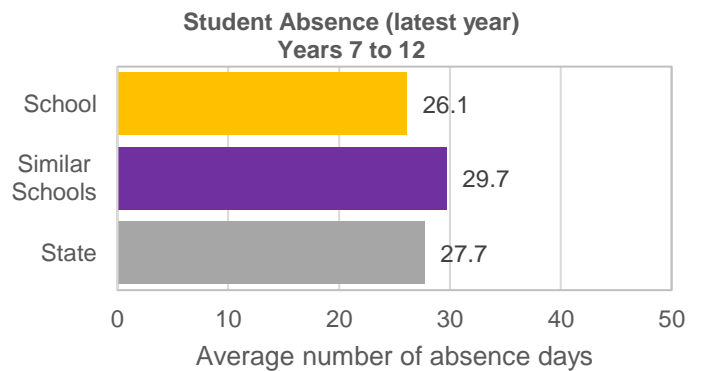
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.7	15.1
Similar Schools average:	23.9	17.4
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	26.1	20.2
Similar Schools average:	29.7	23.5
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	86%	92%	91%	88%	87%	94%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	82%	81%	88%	NDP	94%	89%

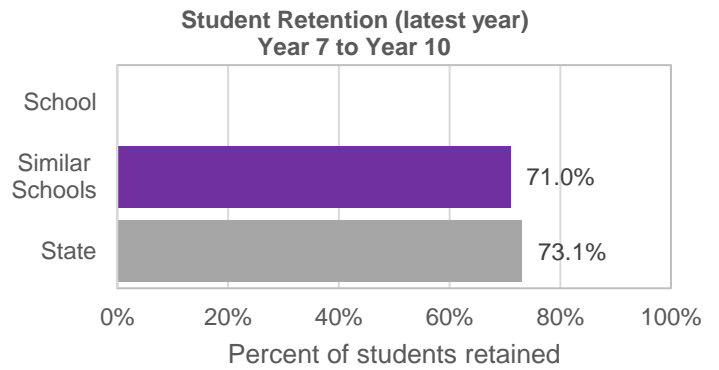
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	NDP	65.2%
Similar Schools average:	71.0%	72.5%
State average:	73.1%	73.0%



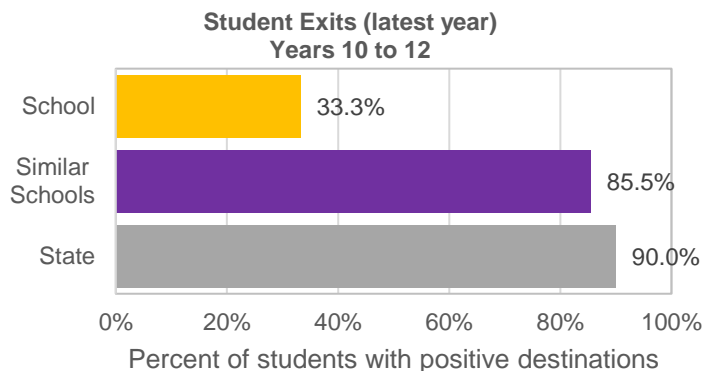
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	33.3%	65.5%
Similar Schools average:	85.5%	86.8%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,426,592
Government Provided DET Grants	\$511,746
Government Grants Commonwealth	\$0
Government Grants State	\$25,154
Revenue Other	\$41,465
Locally Raised Funds	\$85,523
Capital Grants	\$0
Total Operating Revenue	\$3,090,479

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,240
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$49,240

Expenditure	Actual
Student Resource Package ²	\$2,255,383
Adjustments	\$0
Books & Publications	\$418
Camps/Excursions/Activities	\$50,887
Communication Costs	\$3,512
Consumables	\$71,432
Miscellaneous Expense ³	\$25,189
Professional Development	\$14,589
Equipment/Maintenance/Hire	\$98,233
Property Services	\$108,067
Salaries & Allowances ⁴	\$95,846
Support Services	\$0
Trading & Fundraising	\$29,869
Motor Vehicle Expenses	\$890
Travel & Subsistence	\$472
Utilities	\$15,079
Total Operating Expenditure	\$2,769,867
Net Operating Surplus/-Deficit	\$320,613
Asset Acquisitions	\$59,942

- (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	\$608,736
Official Account	\$1,798
Other Accounts	\$0
Total Funds Available	\$610,534

Financial Commitments	Actual
Operating Reserve	\$75,671
Other Recurrent Expenditure	\$5,646
Provision Accounts	\$0
Funds Received in Advance	\$0
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
Total Financial Commitments	\$81,317

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.