

2022 Annual Report to the School Community

School Name: Western Port Secondary College (7893)



- 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 28 April 2023 at 03:57 PM by Christopher Quinn (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 04:45 PM by Lorna Bagworth (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Western Port Secondary College is a mid-sized secondary school with a total student population of 712 with 7% identifying as Aboriginal or Torres Strait Islander. Our vision is to empower our community to grow and achieve together through CARE, innovation and excellence. Each and every student is known and has a place in our school and we are proud of the fact that we are maintaining strong growth in student numbers. We have a total of 85 FTE staff of which none are Aboriginal and Torres Strait Islander. We promote an atmosphere of mutual respect, tolerance, understanding, and cooperation which enables our students to thrive in a diverse and changing world. Our core CARE values are Community, Achievement, Respect, and Engagement which are threaded through programs, practices, and student leadership and achievement structures.

The college is set on 11 hectares of land in the town of Hastings on the Mornington Peninsula with outstanding modern buildings, classrooms, and learning areas which will be enhanced in 2023 with \$11.56M building project. We continue to embed a 21st Century Education approach that ensures our students complete their schooling and leave equipped with the skills and knowledge to be successful in their chosen careers and pathways.

The college completed our annual strategic review in 2022 which highlighted the following priority areas; ensuring a safe and orderly culture, continuing the development of classroom teacher practice and ensuring a guaranteed and viable curriculum which led to a refocus for the college in the second half of the year.

Our core business remains focused on Teaching and Learning and ensuring all students are explicitly taught at their level in order to progress along the continuum. In order to best facilitate this approach to Teaching and Learning, we have a dedicated Year 7 Learning Centre and have had a Year 8 Learning Centre for the majority of the year until the capital works started in term 4. We continue to review and refine our Year 9 Program 'Project 9' to best cater to the cohorts of students to ensure that the program provides a stimulating and engaging experiential learning program linked to core subjects. We are looking forward to our new senior hub coming online to support our senior students and their pathways and outcomes in what will be a state-of-the-art facility.

Our college continues to build on our school improvement journey following our achievement as winners of the Victorian Education Excellence Award for Outstanding School Improvement in 2019. This award reflects our relentless commitment to young people across our community and our links to a collaborative approach to young people that begins in our local feeder primary schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our focus on Teaching and Learning continues to reflect our core business which is the development of a differentiated curriculum, targeted individual growth plans, rigorous and engaging curriculum writing and a comprehensive scope and sequence and assessment and reporting program embedded across the college. Our mid-year strategic review reconfirmed our focus on a guaranteed and viable curriculum which confirmed we were on the right track engaging with our learning partner to enhance our curriculum architecture and continue mapping a skills-focused curriculum over a five-to-six-year period.

The college implemented Professional Learning Communities which we refined throughout the year to ensure that this was appropriate to the various levels of understanding and capacity across the staff which has placed us in a good position for PLC groupings to run through the structured stages of the PLC cycle. With the percentage of year 7-10 students performing above the expected standards in English and Mathematics at 53% and 51.5% respectively, we see the PLCs as the vehicle for the ongoing development and refinement of the guaranteed and viable curriculum as well as, a structure for professional development to continue ongoing improvements in assessment practices to improve these percentages.

In terms of Year 9 NAPLAN data, we had 56% of our students perform in the middle and top 2 bands in Reading and 58% of our students perform in the middle and top 2 bands in Numeracy. With regards to Year 7 NAPLAN data, we had 80% of our students perform in the middle and top 2 bands in Reading and 70% of our students perform in the middle and top 2 bands in Numeracy. The mean VCE English study score was 22.2 and the mean VCE All Study score came in slightly above this at 22.5 which was lower than the state mean. In what was a very challenging year for our students, 83% of VCAL students studying for their senior certificate went on to complete this in 2022. In regards to VCE, we had an 88% completion rate with only 4 students who started a VCE program not going on to complete their VCE certificate however, they were supported into positive pathway options.

The leadership and the roles within the senior school were reviewed mid-year as part of the development of the new strategic plan with a dedicated Assistant Principal aligned to lead improvement across the senior school. This will include a strong focus of the college in 2023 to map and track the outcomes of the students to improve overall results for our students and school.

We have continued to strengthen our program for students with disabilities (PSD) in 2022 in order to deliver an inclusive education for all our students. To ensure that these students continue their progress along the learning continuum, the utilisation of the new Individual Education Plans (IEP) template has supported the new disability and inclusion profiles that we started this year. Additional support in the classroom is provided as required and is tailored to individual students who performed well in 2022 with many making satisfactory progress toward learning goals. Individual Education Plans will be refined in 2023 based on the achievements of the students this year.

Wellbeing

Student well-being continues to be an important focus for our students to ensure that students are feeling safe and have a positive learning environment. In 2022 we gained feedback from our regional School-Wide Positive Behaviour Support (SWPBS) framework coach that our framework was very well documented and the application of this across the junior school was well on the way to being embedded. We continued our Berry Street Education Model (BSEM) professional development for all staff which is a trauma-informed approach to educating young people which also helps shape our SWPBS processes and framework.

Consolidation of the SWPBS framework across years 7-9 has been the focus again in 2022 and developing practices that reflect better engagement across our senior school continues to be the focus of expanding this work. Our well-being team worked to maintain a positive school environment through a team that consisted of a Well-being Coordinator, ADF mentor / School Chaplain, Mental Health Practitioner and School Nurse. We have successfully transitioned our work in the well-being space from a crisis-driven framework to taking an early interventionist approach and strong referral pathways.

It is clear that the impact of the last couple of years still remains for our students with attitudes toward their sense of connectedness and their experience of social issues through their perceptions of the management bullying both below the state average at 37.9% and 39.7% respectively. We feel that given our work on the safe and orderly culture that began after this survey was completed, the results should show a marked improvement moving forward.

The Western Port Secondary College well-being team continues to work with Peninsula Health, Headspace, Western Port Community Support, Living Free and Willum Warrain along with networking with other schools within the Health Promoting Schools Framework. The mental health of our students has remained a priority for our well-being programs and initiatives in 2022. The college has again strengthened the community of practice with the Oakwood school as we work in a systematic way to reengage students who have been identified as at-risk and those with high levels of absence due to non-educative factors. This has led to further work on our Elevate program which continues our commitment to keeping our students engaged in a mainstream school setting. We have secured philanthropic funding for this program again in 2023 with the aim to continue to address the needs of the young people in our community who require more targeted educational support. The sustainability of this work is supported by DET Tier 2 Disability and Inclusion funding alongside philanthropic support.

We provided specific professional development for our staff that linked to our strategic focus of improving student engagement and well-being. Our wellbeing team leaders have created a data system that provides analysis of real-time wellbeing data from compass chronicle entries from staff. This is used to help train and coach staff, target the needs of a year level, help set goals and targets for the well-being team, and celebrate successes through regular team meetings.

Our refined approach to ensuring a safe and orderly culture began at the start of term 3 in 2022 which included a focus on high expectations for uniform, behaviour and a focus on learning. Our Principal team welcomed every student to school through the single-entry point which also provided an opportunity for connection and discussions around any challenges students faced with access to uniforms or learning materials. The college wellbeing team continues to have involvement in all aspects of this work and utilises the support from local agencies to remove barriers for our students to access these fundamental items.

Engagement

We are proud of the programs which support students in building resilience, and persistence to be active members of our college and broader community. Our college CARE values of Community, Achievement, Respect and Engagement are also closely linked to our SWPBS framework and provided the structure for all leadership positions across the college. We are positioning ourselves as a school of choice for our community which is referenced by our year-on-year development in student population numbers including an increase from 677 in 2021 to 712 in 2022.

We continued to develop our new inclusion processes which built on our existing Youth Commitment work. This focused on the early identification of vulnerability and a team approach to implementing strategies and supports covering everything from academic progress to well-being, and attendance. The challenges from the repeated bouts of remote and flexible learning on student engagement remained in 2022 with our student absence rate at 29.9 days across 2022. The college continued dedicated attendance officer roles covering all year levels that provide regular contact with families with the aim to reduce absences and levels of disengagement from education.

Our Elevate program focuses on students in years 7-10 with the aim to tackle the issue of disengagement and non-attendance by providing targeted teaching of skills gaps which are documented through learning maps that include design thinking-based program for students to re-engage with their education and remain linked to a mainstream setting. Our college was selected as a trial site for 'Youth Partnerships' which has led to a number of engagement initiatives being undertaken within the school. The college extended this work with its Outreach program and other community education initiatives including our Elevate program and the Learning Enhancement Program (LEP) which through philanthropic funding, we have been successful in securing these supports again for 2023 to increase educational outcomes and reengage young people across our community. Our careers curriculum and commitment to preparing strong pathways for our students continues to evolve across the college which is led by our qualified careers practitioner who has completed a graduate certificate in careers education. The positive impact of this work is evidenced in part by our retention rates which are above both similar schools and the state average at 76.7%.

Other highlights from the school year

We continue to proudly lead the Western Port Learning Guarantee (WPLG) which includes the Learning Enhancement Program (LEP) is a commitment between Crib Point Primary School, Tyabb Railway Station Primary School and Western Port Secondary College to do whatever it takes within the resources that we have to address the academic and non-educative factors that contribute to the overall outcomes for the students in our community. We have started discussions to expand the WPLG to include a further two local feeder primary schools in this authentic community of practice.

Through strong partnerships with local primary schools, we have implemented a cluster music role which provides musical curriculum and experiences to students from four local primary schools with financial contributions from each school and some philanthropic support to ensure this is viable. The aim of this is to ensure the language of music is accessible to all students which can be continued when they transition to Western Port S.C. We ran a combined cluster music and Western Port S.C concert night which was extremely well attended across two nights due to the level of interest and engagement from our collective parent/carer community. This powerful cluster approach will be continued in 2023 with a desire to expand in future years.

The philanthropically supported MyTech program was implemented in 2020 which has provided every student in year 7 and 8 with access to a school-managed device in 2022. This is a three-year funded program that will ensure that every student in the junior school will have access to a laptop by 2023. In addition to this, we secured funding to support the provision of a school-managed device for every year 10 student to enhance their journey through senior school to the completion of their senior certificate which we plan on extending to new year 10 students in 2023.

Financial performance

Western Port Secondary College remains in a strong financial position. The college is provided with significant philanthropic support which is linked to the system level work with cluster primary schools which is primarily through the Western Port Learning Guarantee (WPLG). The WPLG is a pipeline of support that begins with the transition from Kinder to Foundation in the primary schools which involves oral language assessment and intervention, to the Learning Enhancement Program (LEP) which is academic and wellbeing intervention in cluster primary schools to intervene and support transitions of students to Western Port with wrap-around supports and improved academic levels. We also have the cluster music initiative which has a WPSC staff member working across five schools to expose students to music education and to support to transition of these students to WPSC to continue a music program. The final program in the WPLG pipeline is our Elevate program which is piloting an approach to engage the disengaged in a very deliberate learning program that targets skill gaps for students with the aim to return them to the mainstream setting. Philanthropic support also supports our MyTech laptop program which will ensure that every year 7-9 student and the year 10 and 11 cohort in the senior school will have a school-managed laptop to support 21st-century learning. The philanthropic support ensures that we can do this at no cost to families so that barriers to access are removed for all students. We are looking forward to our 11.56M capital work project which will be completed in 2023. With our close links to Abacus Learning center who are a not-for-profit organisation currently leasing school land, we have been able to join together to source Commonwealth funding to support our students. This funding will add \$300K to the WPSC capital works project to ensure that a wellness centre is included to support the wellbeing and mental health of our students which is particularly important given the impact of COVID-19 and remote and flexible learning. A planned staffing deficit for 2023 will be supported by the 2022 cash reserve which will continue to provide support in the many extra-curricula programs the college offers our students in the WPLG, explicit synthetic phonics Sounds Write training, and provision of time to intervention staff, Project 9 excursions and experiences and the various Wellbeing programs and mental health supports.

For more detailed information regarding our school please visit our website at
<https://westernportsc.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 712 students were enrolled at this school in 2022, 350 female and 362 male.

2 percent of students had English as an additional language and 7 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.

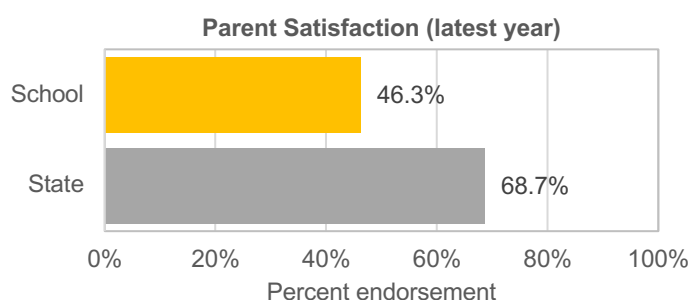
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	46.3%
State average (secondary schools):	68.7%



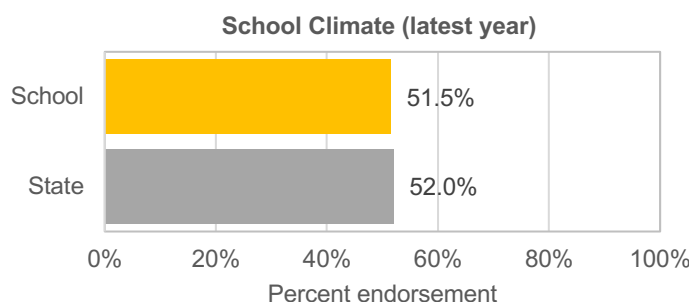
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	51.5%
State average (secondary schools):	52.0%



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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

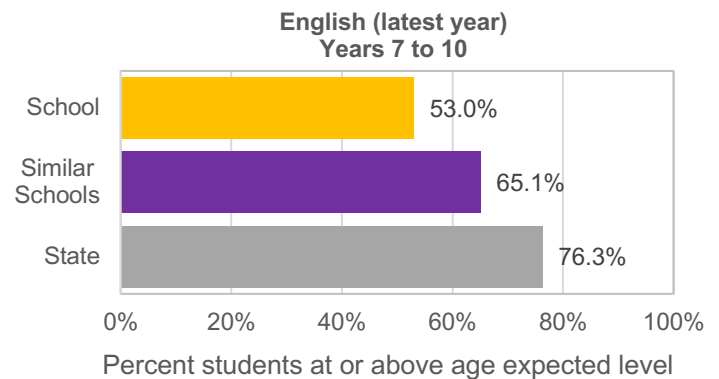
53.0%

Similar Schools average:

65.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

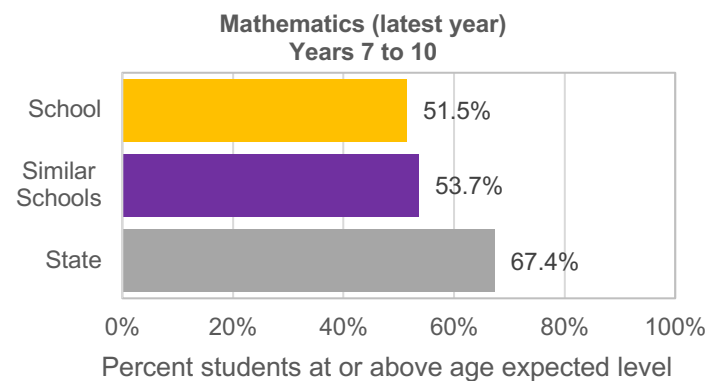
51.5%

Similar Schools average:

53.7%

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.

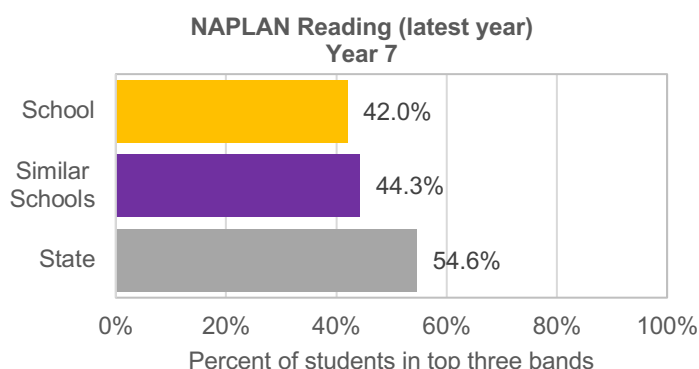
NAPLAN

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.

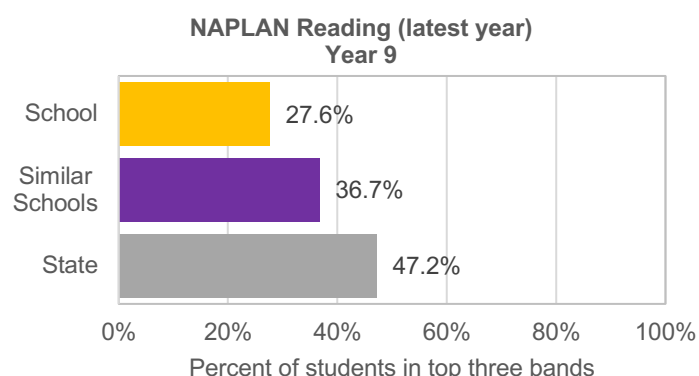
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.0%	46.0%
Similar Schools average:	44.3%	45.5%
State average:	54.6%	55.3%



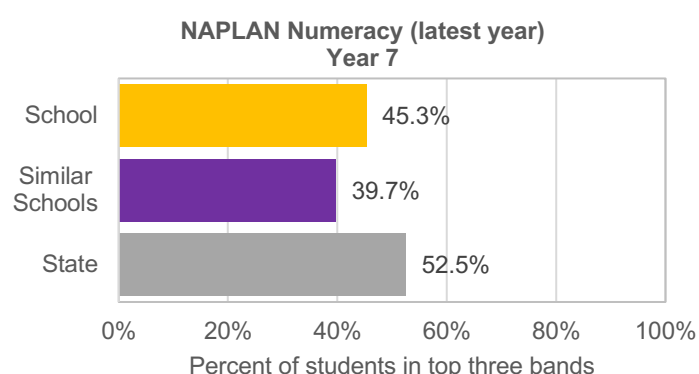
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.6%	33.0%
Similar Schools average:	36.7%	35.9%
State average:	47.2%	46.0%



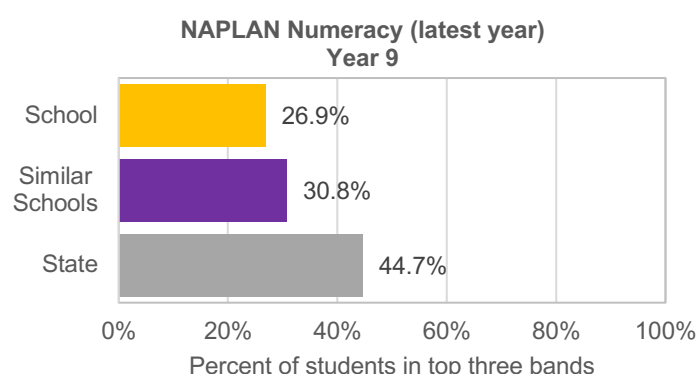
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.3%	47.3%
Similar Schools average:	39.7%	43.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.9%	37.0%
Similar Schools average:	30.8%	32.8%
State average:	44.7%	45.6%



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.*

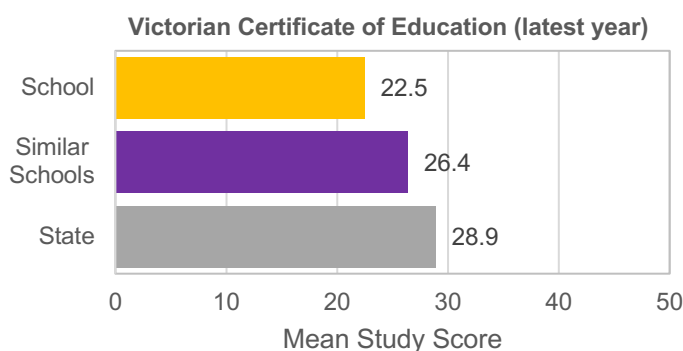
Victorian Certificate of Education (VCE)

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	22.5	24.1
Similar Schools average:	26.4	26.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

88%

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

23%

VET units of competence satisfactorily completed in 2022:

85%

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

77%

WELLBEING

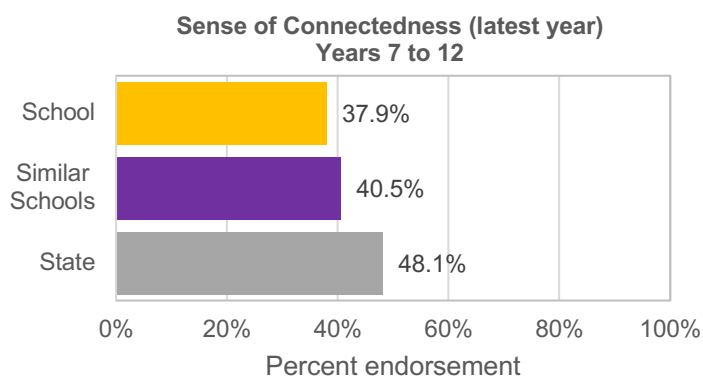
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.9%	50.2%
Similar Schools average:	40.5%	44.8%
State average:	48.1%	52.5%

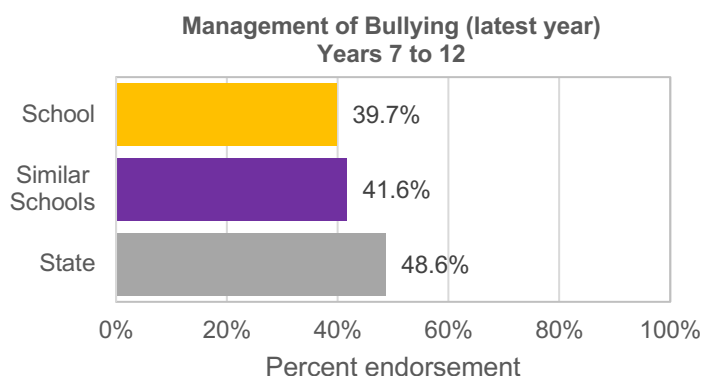


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	39.7%	54.0%
Similar Schools average:	41.6%	47.4%
State average:	48.6%	54.0%



ENGAGEMENT

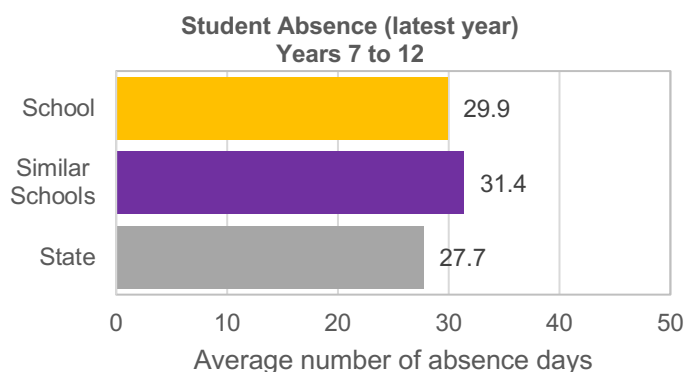
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	29.9	24.3
Similar Schools average:	31.4	25.4
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.

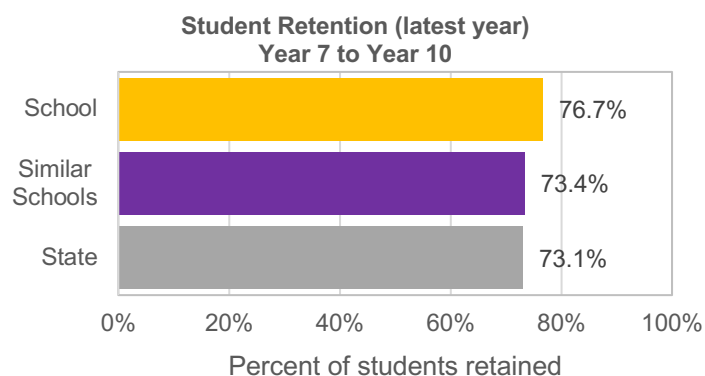
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	85%	83%	84%	84%	91%

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:	76.7%	76.2%
Similar Schools average:	73.4%	72.7%
State average:	73.1%	73.0%



ENGAGEMENT (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.*

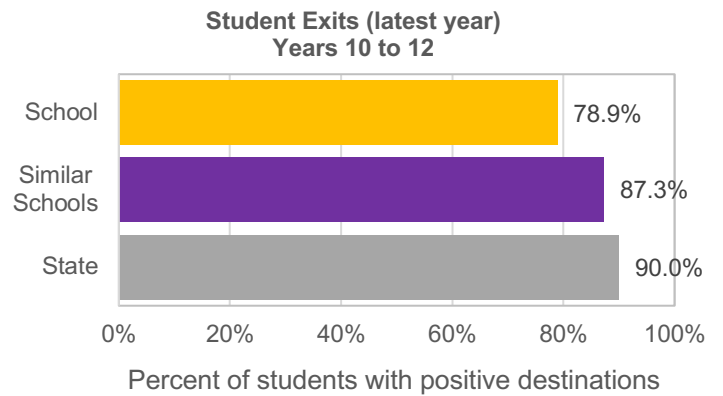
Students exiting to further studies or full-time employment

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:	78.9%	81.4%
Similar Schools average:	87.3%	87.1%
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	\$8,903,820
Government Provided DET Grants	\$1,604,756
Government Grants Commonwealth	\$12,424
Government Grants State	\$29,800
Revenue Other	\$101,315
Locally Raised Funds	\$882,595
Capital Grants	\$0
Total Operating Revenue	\$11,534,710

Equity ¹	Actual
Equity (Social Disadvantage)	\$814,858
Equity (Catch Up)	\$86,936
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$901,794

Expenditure	Actual
Student Resource Package ²	\$8,933,721
Adjustments	\$0
Books & Publications	\$709
Camps/Excursions/Activities	\$112,529
Communication Costs	\$21,504
Consumables	\$220,930
Miscellaneous Expense ³	\$28,987
Professional Development	\$54,971
Equipment/Maintenance/Hire	\$372,026
Property Services	\$325,674
Salaries & Allowances ⁴	\$207,167
Support Services	\$258,052
Trading & Fundraising	\$97,195
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$27
Utilities	\$86,129
Total Operating Expenditure	\$10,719,623
Net Operating Surplus/-Deficit	\$815,087
Asset Acquisitions	\$1,355,536

- (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	\$1,800,717
Official Account	\$82,189
Other Accounts	\$37,824
Total Funds Available	\$1,920,730

Financial Commitments	Actual
Operating Reserve	\$248,731
Other Recurrent Expenditure	(\$7)
Provision Accounts	\$0
Funds Received in Advance	\$188,637
School Based Programs	\$46,980
Beneficiary/Memorial Accounts	\$73,025
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$170
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$615,015
Capital - Buildings/Grounds < 12 months	\$1,315
Maintenance - Buildings/Grounds < 12 months	\$709,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,883,266

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.