

2022 Annual Report to the School Community

School Name: Yarra Hills Secondary College (8815)



- 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 22 March 2023 at 01:50 PM by Darren Trippett (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 22 March 2023 at 10:17 PM by Sonja Pawsey (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

Yarra Hills Secondary College is a multi-campus college of around 700 students in the outer eastern suburbs of Melbourne, with campuses in Mooroolbark and Mt Evelyn. We have 81.09 FTE staff, none of who identify as Aboriginal or Torres Straight Islanders. The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and all the way to Warburton. The Mooroolbark Campus is situated amongst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas. Greater community interest in recent years has led to strong enrolments across the college at all year levels. The two campuses are set up so as to provide dedicated educational precincts, with the Mt Evelyn Campus housing a Year 7 – Year 10 Junior precinct and a Year 11 -12 VM/VCAL precinct. The Mooroolbark Campus has both Junior (Year 7 – Year 10) and Senior VCE/VM/VCAL (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings. Students from the Mount Evelyn Campus can progress to the Mooroolbark Campus to undertake their VCE Senior studies, with transport available to do so. Yarra Hills' students come from a wide range of backgrounds and geographical areas, this includes a significant Hakha-Chin (Burmese/Myanmar) community, as well as semi-rural students from the outer Yarra Valley.

VISION:

Yarra Hills Secondary College's vision is to be the school of choice for the local community, providing the highest quality educational outcomes, extension and enrichment to all students in a supportive and inclusive environment

MISSION:

Our mission is to provide opportunities, experiences and pathways that enable all students to reach their full potential while reinforcing the importance of our College Values. Yarra Hills' students should graduate from the school with a sense of pride, confidence and curiosity about the world around them, be respectful in their relationships, accepting of all others and aspire to be lifelong learners and positive contributors to society

VALUES:

Yarra Hills Secondary College has the following core values: RESPECT, ENDEAVOUR, ACHIEVEMENT & PRIDE All students and staff should display and promote these values in their actions and interactions within and beyond the school community.

PROVISION AT YEARS 11 and 12:

Yarra Hills has multiple pathways available for its students, including VCE, VETiS, VM/VCAL (SBAT) and Head Start. Yarra Hills is also widely recognised for its co-curricular programs, with students able to participate in a number of passion areas, such as the College Production, Yarra Hills Community Art Show, Instrumental Music Program and Sports and Outdoor Ed and Camps. These programs create opportunities for all students and allow them to develop all of their talents, both within and outside of the core curriculum. We do not offer programs for overseas students.

Progress towards strategic goals, student outcomes and student engagement

Learning

After the instability and challenges of 2020-21, we were grateful to have a year clear of lockdowns. However, the pandemic continued to impact the well-being and engagement of our community significantly, and its various protocols impacted staff and student attendance, affecting our ability to provide constancy in student learning approaches.

In 2022 the continuation of Learning Specialist portfolios, assigned to experienced teachers in the areas of Literacy, Numeracy, Data Literacy, and STEAM, and the appointment of Leading Teachers to the Directors of Teaching and Learning roles provided us with the opportunity to focus on the following initiatives and to progress us towards our strategic and annual learning and achievement goals.

- We established Professional Learning Communities, small groups of teachers focused on shared teaching and learning goals.
- Extension of the implementation of our WHAT IF instructional model provided staff with professional learning activities focussed on Feedback.

- Continued development and use of our 'Digital Data Wall', which brings together each student's NAPLAN, Bi-annual Progressive Achievement Test results, learning engagement information – student feedback on how they learn; Teacher observation data; Attendance; Achievement as evaluated against the Victorian Curriculum; and individual student reports. This common reference point allowed staff to easily access and analyse data to establish students' 'point of need'. Through the collection and analysis of data, we enhanced our goal of knowing our students and teaching them well.
- Providing staff with training and time to use the Digital Data Wall was pivotal to the establishment and development of differentiated learning strategies for use in learning design and classroom teaching. Examples of this were the end-of-year 'step-up' programs (Essentials for Years 10-11, Promotions for Years 7-9), in which staff used the Digital Data Wall to develop learner profiles for the students in their new classes.
- Data analysis was also vital in identifying thirty-two Year 7-10 students showing little or no learning growth in English or Mathematics. In addition to their classroom teachers, the Tutor Learning Initiative engaged specialist Maths and English teachers to provide these students with direct, individual, and ongoing tutoring. Individual Learning Plans were developed for each student and monitored throughout the year. During 2022 a high percentage of these students made very good learning growth, with a significant number demonstrating growth greater than the expected 12 months of learning.

Wellbeing

Due to the current climate and challenges through COVID, the wellbeing of students, staff and the wider community have been prioritised. Yarra Hills Secondary College has increased its resources and supports when addressing multiple elements of one's health. The Wellbeing team, consisting of our College Wellbeing Coordinator, Mental Health Practitioner, Campus Wellbeing Coordinator, Junior School Wellbeing Coordinator, Senior School Wellbeing Coordinator and Chaplains, have provided supports to students' wellbeing and mental health, especially the most vulnerable. A wellbeing booking system on the Yarra Hills SC Moodle page allowed students to access trained well-being staff members at a click of a button and an appointment was created. Further to these supports, an introduction of student wellbeing captains across both campuses commenced. The Wellbeing hub created a safe place for students to check-in, have access to wellbeing programs/activities and enjoy a free breakfast in weekly brekky clubs.

The College continues to improve its inclusiveness and cultural awareness. Examples of these include:

- A Therapy dog program with selected Tier 3 students
- Year 8 and 9 Man Cave program, facilitating healthy masculinity for boys and gender diverse students)
- Year 9 Flourish program, for teenage girls and gender diverse students to build self-awareness, self-confidence and social connectedness within their school community and other trusted relationships
- ThinkUKnow Cybersafety program from Victoria Police (Years 7-9)
- PRISM (weekly club for LGBTQIA+ students and allies)
- SRC Wellbeing and Diversity student focus group
- Pat Cronin Foundation presentation to Year 9 and 12 students (Cowards Punch and education on safe behaviour)

A dedicated Strategic Planning Team developed a Wellbeing events calendar to celebrate and acknowledge key dates throughout the year. Whole-School Events included RUOK? Day, IDAHOBIT day, NAIDOC Week, and Wear it Purple Day. The school was also able to create multiple fundraisers, contributing to the Good Friday Appeal, MND's 'Big Freeze' and the Cancer Council. A number of lunchtime activities have been formed for students and staff to participate in, enhancing connectedness. The famous 'Staff Vs Student' games have also created great highlights!

Engagement

Yarra Hills Secondary College is forming a strong connection with the Department of Education's School-Wide Positive Behaviour Support (SWPBS) framework. This framework allows our College to develop positive, safe supportive learning cultures whilst improving social, emotional, behavioural and academic outcomes for children and young people. The main focus is to have happy, healthy students attending and connecting to school.

Yarra Hills SC continued the role of Student Voice and Agency Learning Specialist. This position works together with the School-Wide Positive Behaviour Support Team and has been vital in acknowledging positive student behaviours through COMPASS reward points and student assembly presentations. Working with our Student Representative Council, Peer Support Leaders and Student Voice Leaders has allowed transparency in decision-making with their learning with student voice being a key driver inside and outside the classroom contributing to a positive environment.

The College has engaged its students through:

- Transition Programs like Year 7 Making Connections Day and Year 10 Transition Explorations Day
- Celebrating Year 10 Careers Week and Work Experience Week
- Year 9 City Experience Program
- Focusing on key areas for improvement on AtoSS (e.g. connectedness to school)
- Running College-wide programs and events to engage students, e.g. Multicultural Day and Student Leadership Conferences
- Fitness program at lunchtimes
- Writing Extension & Art Extension Programs

Yarra Hills has continued to employ a FTE 'Attendance Officer' who oversees daily attendance rates at all year levels. The combined focus of promoting positive learning environments, while following up on all attendances with families each day, saw Yarra Hills have a strong narrative behind students with high-level absenteeism.

Other highlights from the school year

Music program:

Yarra Hills has a widely acclaimed Instrumental Music program, led by our Director of Instrumental Music - Mr Richard O'Toole. Mr O'Toole is also Director of the Australian Youth Band (AYB) and is regularly asked to assess and judge international instrumental music events. His passion, experience and knowledge provides an inspirational opportunity for development in this area for Yarra Hills students.

Outdoor Ed program:

Yarra Hills has an incredibly well resourced Outdoor Education Program. including the school owning two mini buses, a full set of canoes with trailer, and full sets of tents and camping equipment. This enables the school to offer extensive outdoor education opportunities and experiences within and outside the core curriculum

Rock of Ages production:

Yarra Hills' Performing Arts program also provides theatrical opportunities with our College Production each year. In 2022 the school ran a Rock Of Ages production across several nights and a matinee performance for local Primary Schools.

Yarra Hills Community Art Show:

Each year, Yarra Hills Secondary College runs a 'Community Art Show' at the Mt Evelyn Campus, which involves recognition and celebration of the wonderful work completed within and beyond the Yarra Hills community. Local Primary School students are also able to showcase the work they have produced with the support of our secondary school specialist staff. The opening night for this event included the Member for Evelyn - Bridget Vallence MP, as well as other dignitaries.

Collaborative Indigenous Strategy:

Yarra Hills Secondary College is a core member of the Lilydale & Yarra Valley Education Plan Group, which has developed a shared 'Collaborative Indigenous Strategy to better support those indigenous members of the college community. Recent highlights to this include the development on both campuses of significant 'indigenous gardens', as well as supporting the indigenous students with Yarning Circles and events running through the Yarra Ranges Tech School - Lilydale.

Financial performance

The annual financial position in 2022 was a surplus cash budget. \$2,500,000.00 was carried over from 2021 into 2022. This is a result of careful financial planning and management. It included funds not spent in 2019 and 2020 due to the COVID pandemic.

In 2022 substantial funds were expended on Casual Relief Teachers, the VETIS & VET programs and maintenance of school grounds and facilities. This focus will continue in 2023.

The school utilises Equity, EAL, Disability Inclusion Tier 2, The Student Excellence Program and MYLNS funding to employ additional staff members. These include learning specialists, Welfare officers and Multicultural Education Aid to support the diverse needs of our students. Additionally, voluntary welfare funds from the community enable several students to participate in various learning experiences. These include camps, excursions and purchasing high-quality learning resources, including laptops and digital resources.

During 2022, Yarra Hills Secondary College received additional funding from various sources to improve school facilities, teaching and learning.

These included:

- \$12,500 Active Schools Grant enabled the school to purchase a range of sporting equipment and outdoor table tennis tables.
- \$2,400 Breakfast Club Funds from the Bendigo Bank. These funds help support the breakfast club to provide a healthy meal for all students.
- \$25,000 Bushfire Preparation grant assists in keeping our Mt Evelyn campus bushfire ready, with many tasks completed over the year.
- \$39,300 Vic Shade Sail grant for fixed shade sails, both campuses.
- \$14,500 Camps and Excursion Funds. Several families applied for the CSEF - \$225 per student to help with the costs of Camps and Excursions.
- \$10,000 Creative Learning Partnership Grant was received late in 2022, so the funds will be used in 2023

The staffing costs for 2022 did exceed our Student Resource Package, and there was a Deficit Recovery of \$636,924.25 from the cash budget. Unfortunately, this will have an impact on the 2023 budget.

37% of our Yarra Hills S.C. families voluntarily contributed to curriculum supplies. We want to acknowledge the community's continued support of our College programs. Most camps and excursions were fully self-funded. Students in year 7 went to Camp Waratah, the Year 10 and Year 11's went to Central Australia, while our Year 9's went to Queensland.

For more detailed information regarding our school please visit our website at
<https://www.yarrahills.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 720 students were enrolled at this school in 2022, 330 female and 390 male.

8 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

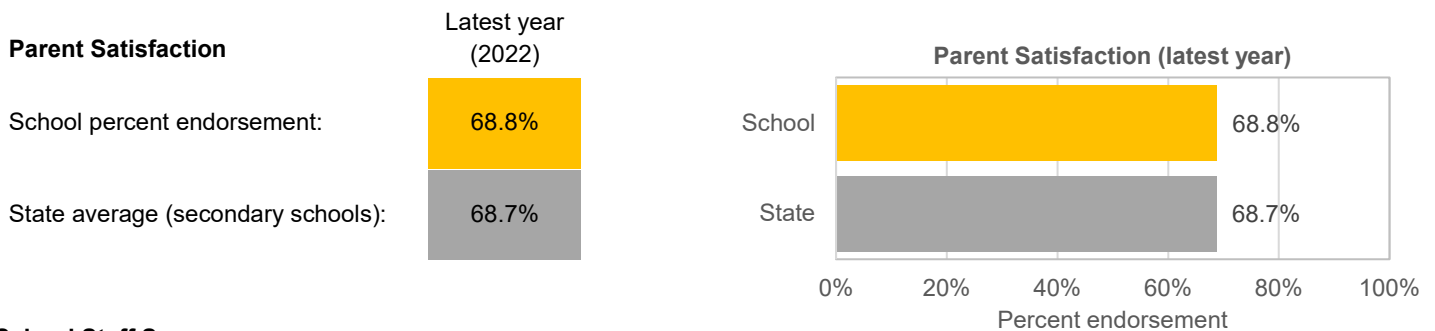
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

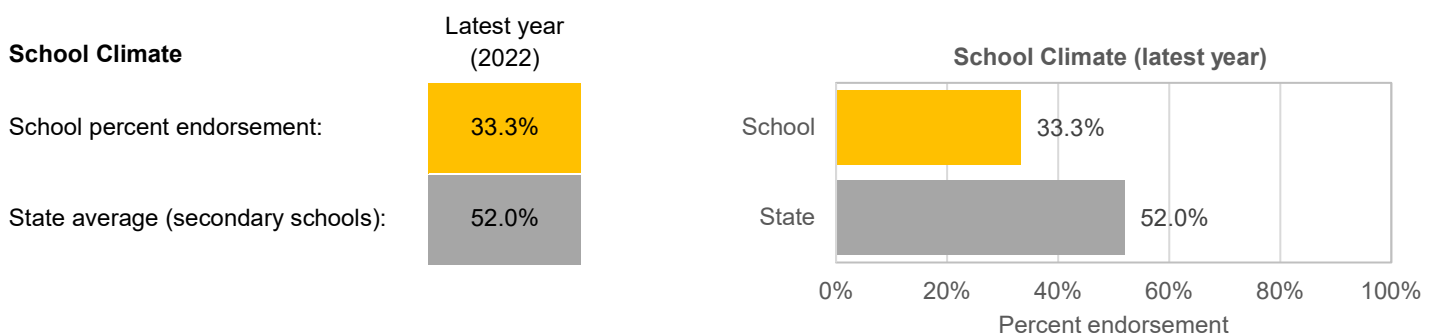


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

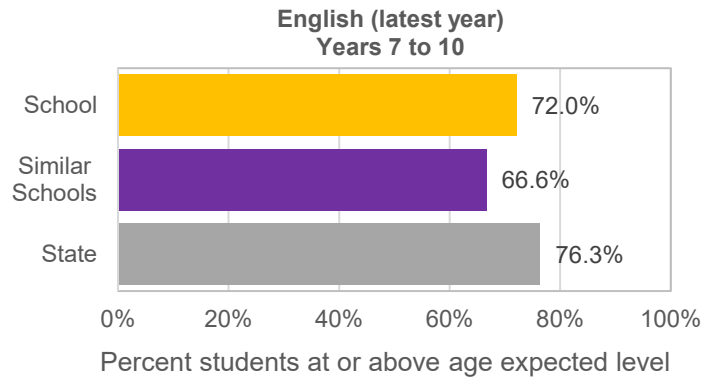
72.0%

Similar Schools average:

66.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

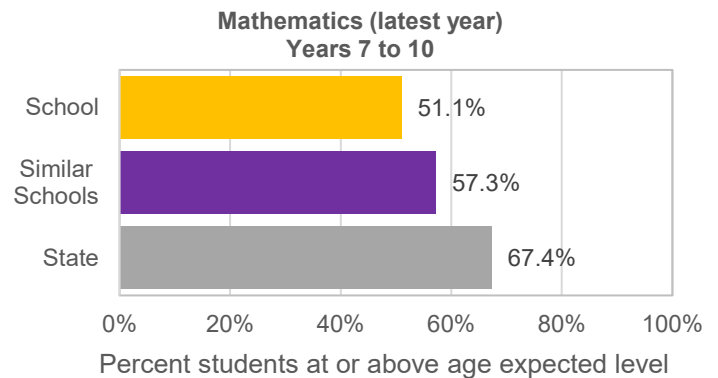
51.1%

Similar Schools average:

57.3%

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.

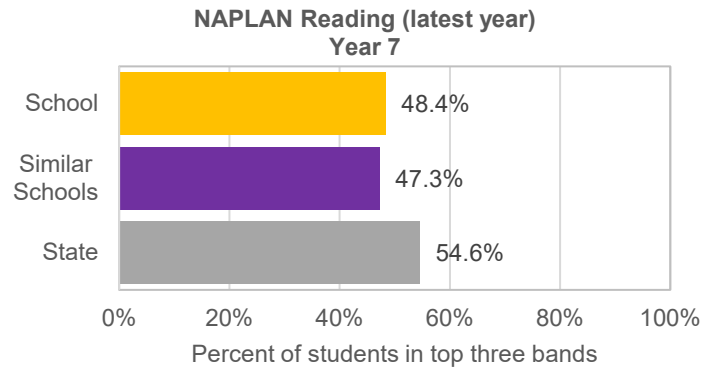
NAPLAN

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.

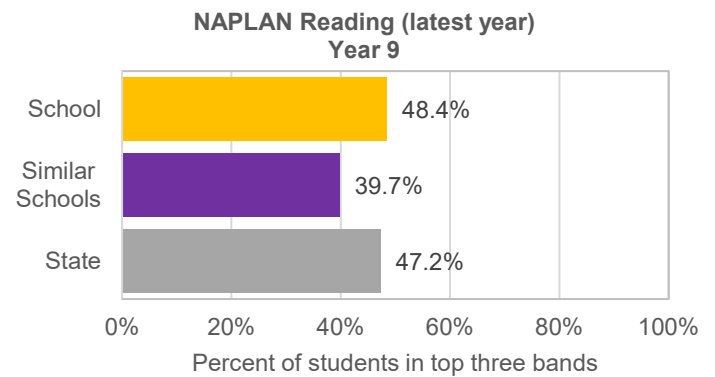
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.4%	47.8%
Similar Schools average:	47.3%	48.6%
State average:	54.6%	55.3%



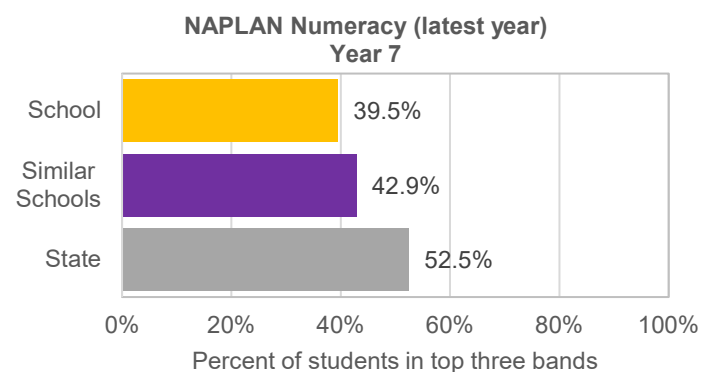
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.4%	37.7%
Similar Schools average:	39.7%	38.5%
State average:	47.2%	46.0%



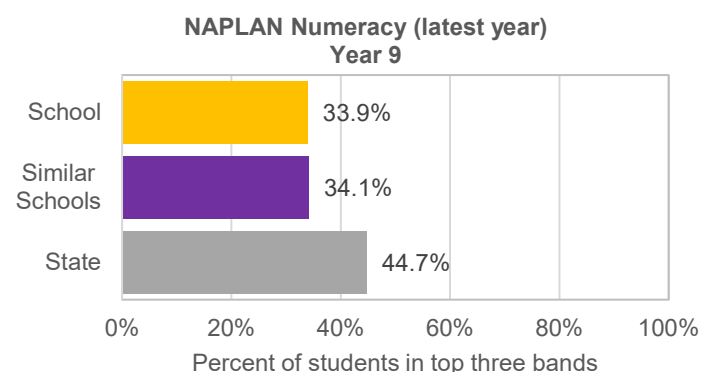
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.5%	40.0%
Similar Schools average:	42.9%	46.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.9%	29.0%
Similar Schools average:	34.1%	35.6%
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.

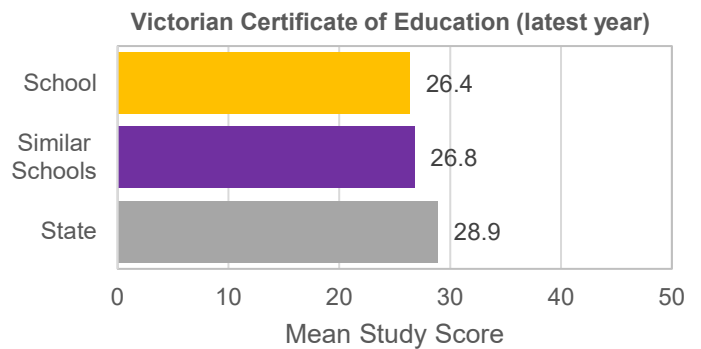
Victorian Certificate of Education (VCE)

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	26.4	25.3
Similar Schools average:	26.8	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

41%

VET units of competence satisfactorily completed in 2022:

82%

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

92%

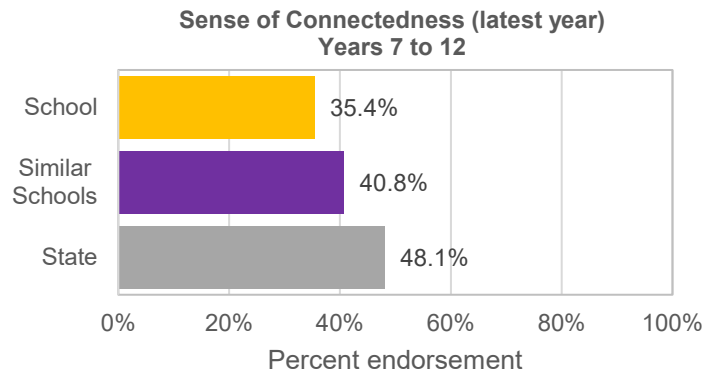
WELLBEING

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).

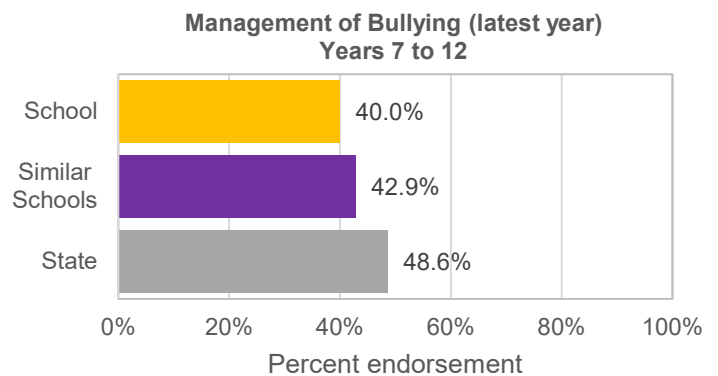
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	35.4%	43.5%
Similar Schools average:	40.8%	46.2%
State average:	48.1%	52.5%



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:	40.0%	48.2%
Similar Schools average:	42.9%	49.6%
State average:	48.6%	54.0%



ENGAGEMENT

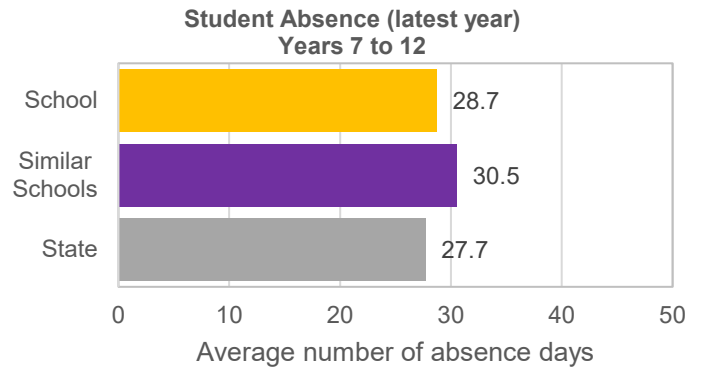
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.7	23.3
Similar Schools average:	30.5	24.4
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.

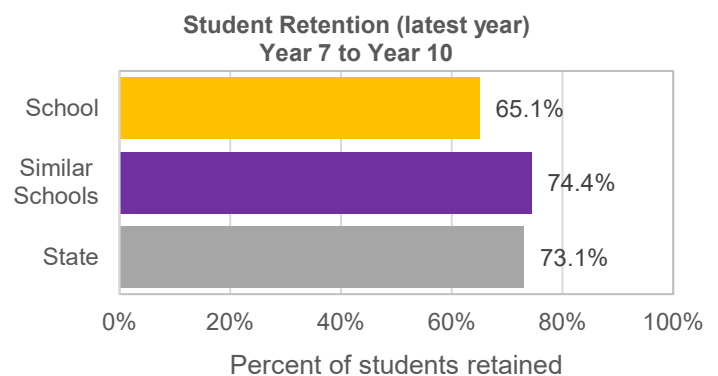
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	81%	84%	90%	93%

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:	65.1%	69.8%
Similar Schools average:	74.4%	74.0%
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.

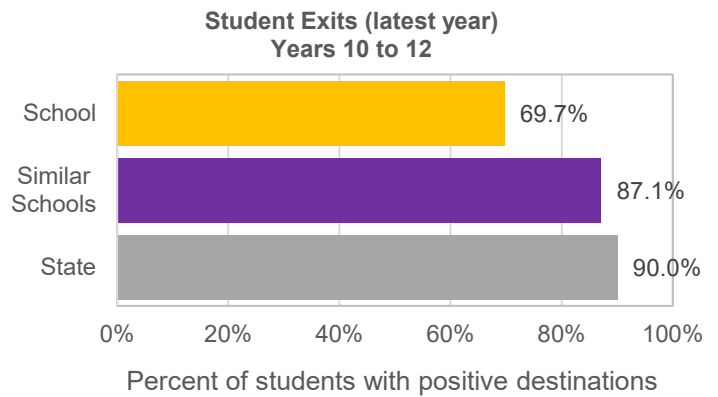
Students exiting to further studies or full-time employment

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:	69.7%	73.2%
Similar Schools average:	87.1%	87.2%
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	\$9,614,284
Government Provided DET Grants	\$1,103,897
Government Grants Commonwealth	\$10,462
Government Grants State	\$39,304
Revenue Other	\$187,198
Locally Raised Funds	\$376,681
Capital Grants	\$0
Total Operating Revenue	\$11,331,827

Equity ¹	Actual
Equity (Social Disadvantage)	\$583,355
Equity (Catch Up)	\$70,680
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$654,035

Expenditure	Actual
Student Resource Package ²	\$10,249,539
Adjustments	\$0
Books & Publications	\$4,611
Camps/Excursions/Activities	\$219,926
Communication Costs	\$58,054
Consumables	\$227,221
Miscellaneous Expense ³	\$385,620
Professional Development	\$107,234
Equipment/Maintenance/Hire	\$149,769
Property Services	\$174,314
Salaries & Allowances ⁴	\$358,613
Support Services	\$359,237
Trading & Fundraising	\$15,780
Motor Vehicle Expenses	\$15,243
Travel & Subsistence	\$0
Utilities	\$128,929
Total Operating Expenditure	\$12,454,091
Net Operating Surplus/-Deficit	(\$1,122,264)
Asset Acquisitions	\$62,947

- (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 25 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	\$509,285
Official Account	\$86,814
Other Accounts	\$0
Total Funds Available	\$596,098

Financial Commitments	Actual
Operating Reserve	\$344,474
Other Recurrent Expenditure	(\$506)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$34,375
Repayable to the Department	\$300,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$221,229
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$940,573

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.