

# 2022 Annual Report to the School Community

School Name: Kyabram P-12 College (7965)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 10 March 2023 at 08:37 PM by Marina Walsh (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 09:02 AM by Nicole Griffiths (School Council President)

# How to read the Annual Report

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## 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.

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## 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
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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)

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### 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.

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### 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.

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### 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

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## School context

Kyabram P-12 College is a co-educational school located approximately 200km north of Melbourne, in the rural township of Kyabram on the western edge of the Goulburn Valley, midway between Echuca and Shepparton. Enrolment numbers have remained stable with 940 students enrolled in 2022 compared to 942 in 2021 of which six percent of student had English as an additional language and seven percent were Aboriginal or Torres Strait Islander. It is anticipated that the student numbers for 2023 will increase slightly. For 2022, our Student Family Occupation (SFO) was 0.5011 and our Student Family Occupation and Education (SFOE) Index was 0.5728. Our staff consisted of 90.20 EFT staff: 3.0 principal class, 73.0 teachers, and 24.1 education support staff.

We offer a seamless journey from the start of a student's schooling experience to the completion of their secondary education be it in the VCE University Placement (UP) pathway or VCE Vocational Major (VM). Our dedicated teaching team focus on the learning and wellbeing of every student. The college aims to equip all students to approach their futures with spirit and confidence. We foster the partnership between students, parents/ carers, staff, and the broader community. We teach and encourage every student to:

- Be respected and respectful as an individual.
- Be tolerant and nurture individual diversity.
- Make the most of their opportunities to learn in an innovative, challenging, and inspiring education environment.
- Demonstrate a high degree of personal responsibility and accountability.

Relationships with the community continued to be an area of importance for the college in 2022, with emphasis being placed on the College values of Respect, Responsibility, Resilience, Doing Your Best and Community.

A comprehensive curriculum P-12 is enhanced by well documented units of study delivered within the college pedagogical model. The college curriculum offers a wide range of subjects at VCE and has a well-established Applied Learning program which continues to be a leader in its field, providing support and guidance to other schools. The College also offers students an extensive range of VET subjects which can be accessed from Year 10 into Year 12. As a Registered Training Organisation (RTO), the College has been able to support a wide range of career choices for students, while also offering an 'Outside of School Hours Care Program' at the junior levels.

In 2023, the College will continue to build on the achievements of previous years and move forward under the current strategic plan that continues to focus on supporting students with their learning at their individual point of need and excel in the areas of their interest. We will continue to focus on the wellbeing of all students at the college and we aim to strengthen our links with the community, building teacher capacity, improving student outcomes, and developing future leaders for our society.

Outside of the classroom, a major focus in 2022 was our building plans. The school has worked closely with the Victorian Schools Building Association and architects to see the commencement of a state-of-the-art space for learning and support at our school. This is planned to be completed in early Term 4 2023.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Despite the difficulty with staffing, as experienced by many schools after the impact of Covid-19, and numerous periods of remoting learning, we were able to deliver an engaging and consistent curriculum program to all our students.

In reviewing our results for the percentage of students working at or above age expected standards, our English results for Years Prep to 6 (72.2%) were marginally lower in 2022 compared to 2021, as were our Years 7 to 10 (45.1%) results. When reviewing the results for Mathematics, we had 67.2% for Years Prep to 6 and 35.0% for Years 7 to 10 students working at, or above age expected standards. We worked diligently to unpack and review student data and monitor progress throughout the year.

Work on closing the gap in learning missed will need to be a focus for our college in 2023. We have analysed our data and identified areas for improvement and set realistic, achievable targets.

Similarly, our NAPLAN Reading results saw a decline in results in Years 3, 5, 7 and 9. Our Year 7 Reading of 43.6% in the top three bands was slightly lower than similar schools (44.2%). For the NAPLAN Numeracy results, our Year 3 results of 39.2% in the top three bands was significantly lower than similar schools (52.0%) and the state average (64.0%), as were our Year 7 (30.5%) students compared to similar schools (40.2%) and the state average (52.5%).

It was pleasing to see our results at Year 5 Numeracy (42.4%) were better than similar schools (39.3%). Our Year 9 Numeracy results of 30.6% of students in the top three bands were slightly lower than similar schools (34.8%).

Regarding our VCE results, our 2022 school mean study score was 28.5 (28.2 in 2021) increasing a four-year average to 27.8 compared to 27.1 in 2021. We also saw improvements in the percentage of students in 2022 (97%) who satisfactorily completed their VCE compared to 96% in 2021. Additionally, VET units of competence satisfactorily completed in 2022 was 90% which was significantly better than 77% in 2021. The VCAL credits satisfactorily completed in 2022 was 65% which was an improvement from 61% in 2021.

## Wellbeing

As stated previously in our School Context section, our staff have worked tirelessly to build on the relationships they have with their students after returning to onsite learning. Similarly, our Wellbeing Team has grown with the appointment of a P-12 Wellbeing Support person, P-6 Wellbeing Support person, Youth Worker, P-6 Chaplain, and a Disability Inclusion Specialist. In addition, we look forwards to future appointments and opportunities utilising the DET Mental Health Menu funding. We continue to build connections and network with external agencies to provide support to our students and families to continue to support student engagement with their learning. The considered work of this team, along with the whole school approach to providing opportunities for students to reconnect with school and develop their sense of belonging at school, has shown to be positive.

In our Attitudes to School survey results, we are outperforming that of similar schools and the state average. The results for Sense of Connectedness in Years 4 to 6 show our students gave an endorsement of 89.4%, significantly better than similar schools (76.4%) and the state average of 78.1%. Whilst lower than the primary year levels, our Years 7 to 12 students gave an endorsement of 48.7% which was still significantly higher than similar schools (40.5%) and slightly higher than the state average which was 48.1%. In terms of Management of Bullying, we again surpassed similar schools and the state. In Years 4 to 6, the student percentage endorsement for our students was 88.5% compared to similar schools at 75.3% and the state average of 75.8%. In Years 7 to 12, our students gave a positive endorsement of 50.8% which was higher than similar schools (43.4%) and the state (48.6%).

For 2023, we will continue to embrace and further enhance the work done in this space as we develop a central Wellbeing Hub to ensure our students continue to feel positive and get that sense of belonging to the school that one needs to be happy and engaged in their learning.

## Engagement

Overall, the attendance of all students at Kyabram P-12 College is positive. Our students attend most of the time. There is work to be done in this space to ensure continued improvement. For the Years Prep to 6 attendance rates in 2022, three-year levels (Prep, Year 3, Year 4) scored 90% and Year 1 scored 91%. Years 2 and 5 both school 87% attendance and Year 6 was 86%. Years 7 to 12 showed an attendance rate that ranged between 74% in Year 11 to 85% in Year 12. In reviewing these results, we have identified the need to implement key strategies to improve attendance and plan to action such strategies by the end of Term 1. We plan to employ educational support staff to specifically work with staff, and support students and families to follow-up attendance.

For student retention, the percentage of Year 7 students who remain at our school through to Year 10 is better than that of the state average. Our school had 74.5% of student retained (four-year average of 73.5%) whereas the state average

was 73.1% and a four-year average of 73.0%. When unpacking this data, it relates to the work done by leaders in course counselling, closely matching the needs of our students to their desired pathways, our Careers Practitioner, the engaging curriculum of our Applied Learning Program and our VCE teachers with their respective study designs.

When reviewing the student exits data, our 2022 school percentage of students to further studies of full-time employment (89.6%) exceeds that of similar schools (84.6%) and almost matches the state average of 90.0%. In 2021, we had 89.2% of students move into further studies or full-time employment. We have continued to show improvements in this area over the past few years. This is demonstrated through our four-year average results. In 2022, it was 86.4% and in 2021, it was 82.8%.

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## Financial performance

Kyabram P-12 College showed a surplus financial position in 2022 and demonstrated strategic budget planning with a clear link between the educational needs of students and the College Annual Implementation Plan. Funding sources were from Department Quarterly Grants; college donors; parent payments and grants.

The Learning Tutor Program continued in 2022 with funding provided by the Department, which has had a significant impact on the student's ability to 'catch up' after extended remoted learning. Equity funding was allocated for improved student achievement through teacher coaches, intervention for students at risk, targeted resources, literacy support, wellbeing support, professional development, and leadership training for staff.

Special grants in 2022 included Advance Grant and our major donors in 2022 were the Grummitt Family Scholarship; the Kyabram Club; Anna Cruse Scholarship and the Gary Slade Award, along with many of our annual Awards Ceremony Sponsors. The continuation of the MADEC funding in 2022, has also seen our indigenous students supported. In 2022 the Secondary office was relocated to the Primary office and classrooms were amalgamated to prepare for the major Capital Works. Highlights of significant improvement in grounds and maintenance projects for 2022 included the start of the Capital works and relocation of the Lone Pine.

**For more detailed information regarding our school please visit our website at <http://www.kyabram-p-12.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 940 students were enrolled at this school in 2022, 414 female and 526 male.

6 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).

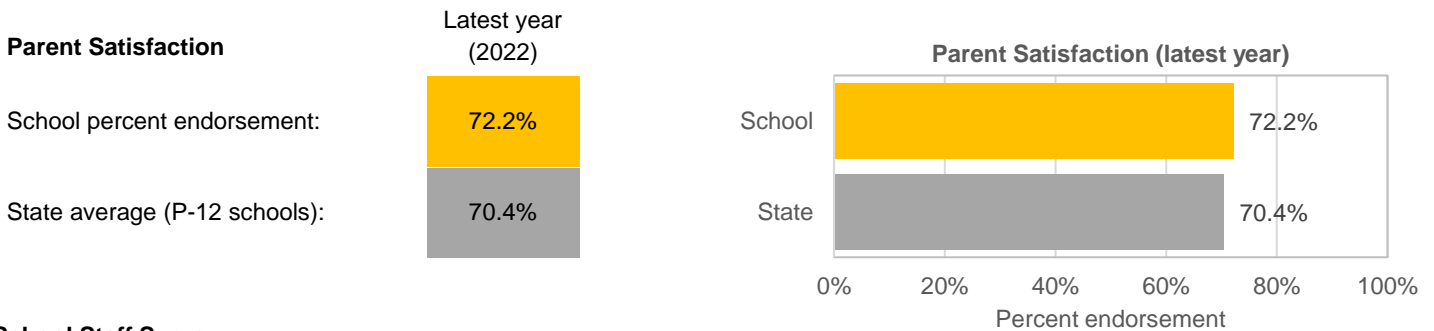
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium, and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

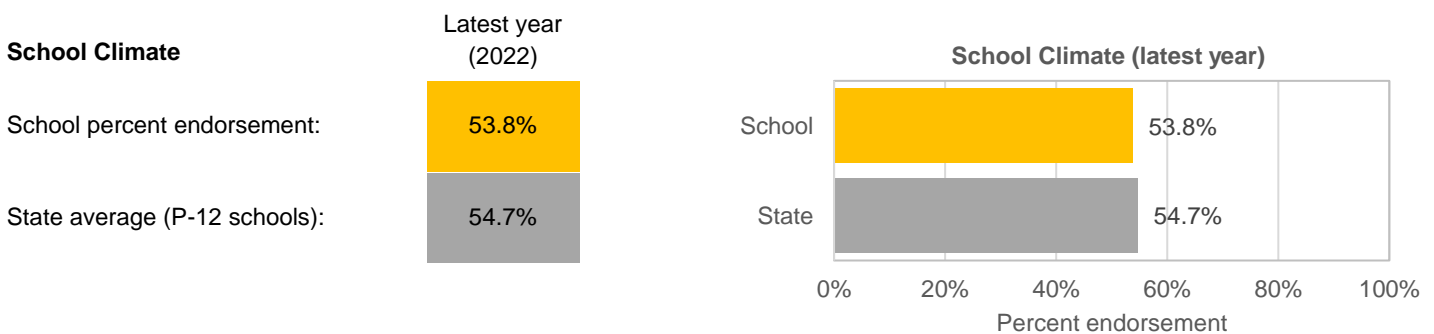


### School Staff Survey

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:

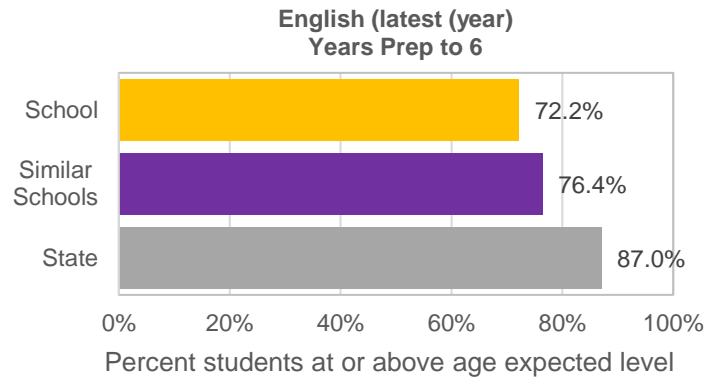
72.2%

Similar Schools average:

76.4%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

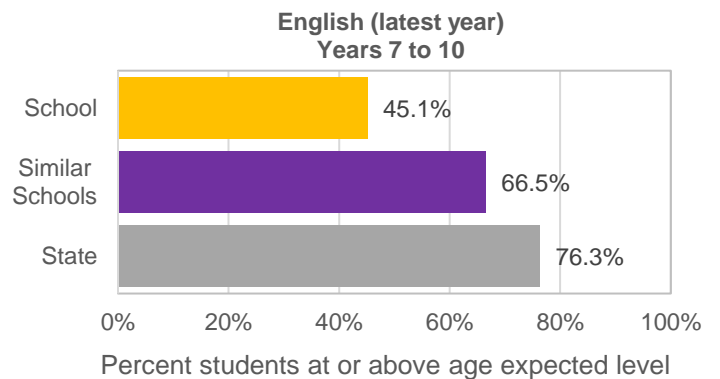
45.1%

Similar Schools average:

66.5%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

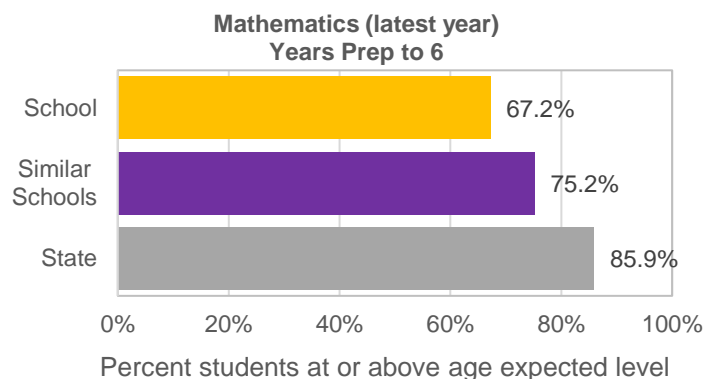
67.2%

Similar Schools average:

75.2%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

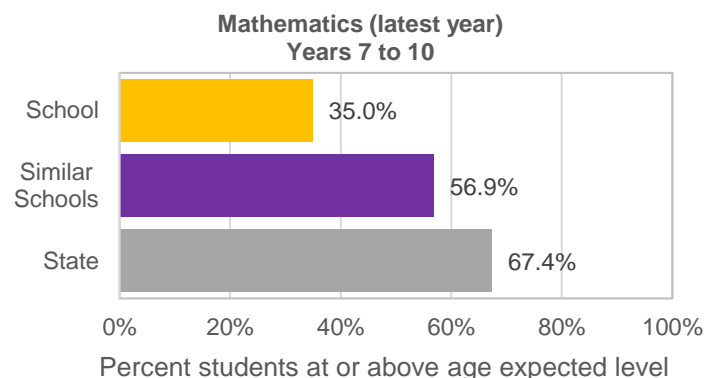
35.0%

Similar Schools average:

56.9%

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.

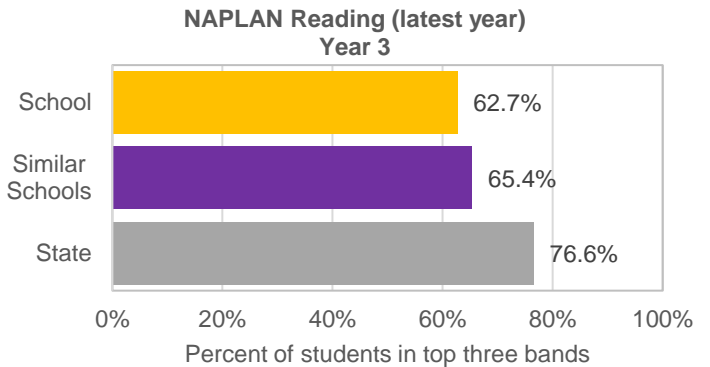
### NAPLAN

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.

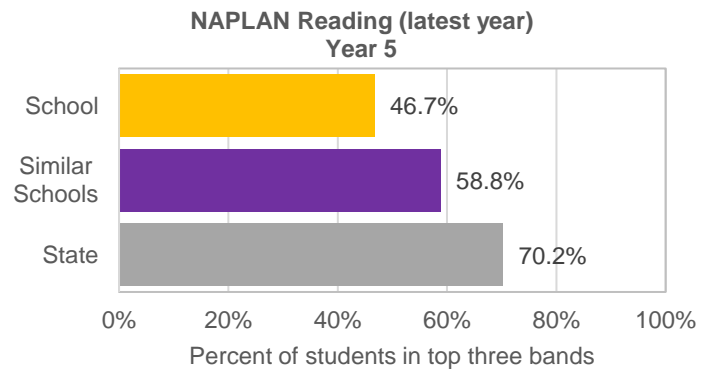
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.7%	70.1%
Similar Schools average:	65.4%	66.5%
State average:	76.6%	76.6%



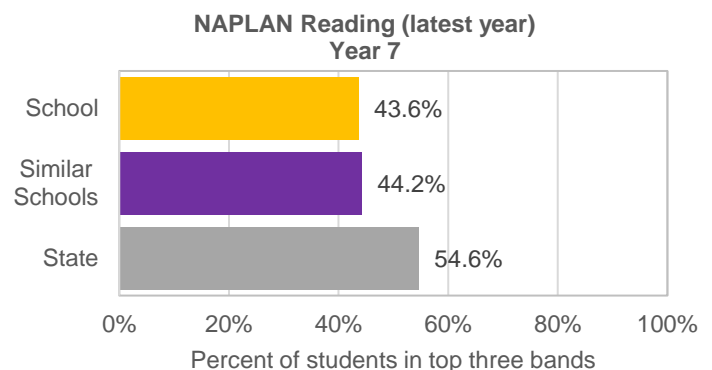
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	53.3%
Similar Schools average:	58.8%	58.2%
State average:	70.2%	69.5%



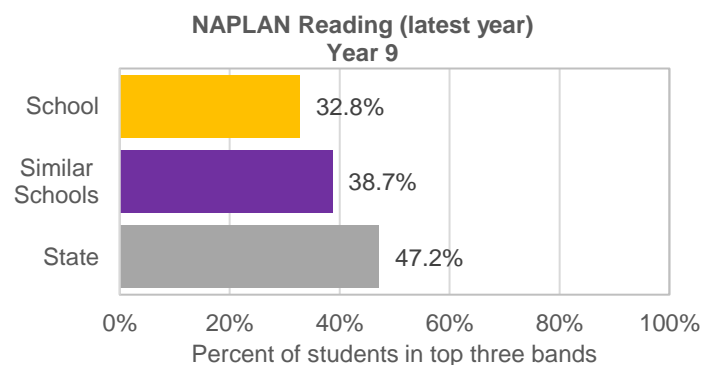
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.6%	42.7%
Similar Schools average:	44.2%	45.6%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.8%	30.8%
Similar Schools average:	38.7%	36.9%
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**

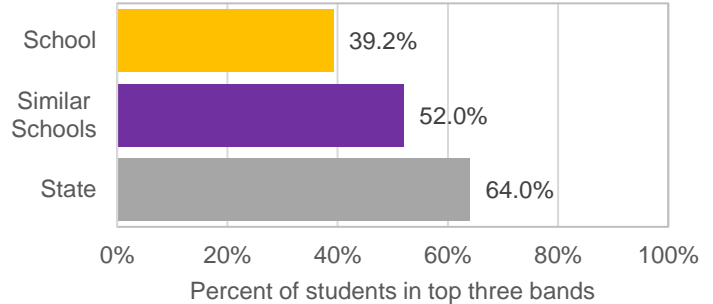
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
39.2%	50.0%
52.0%	54.1%
64.0%	66.6%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

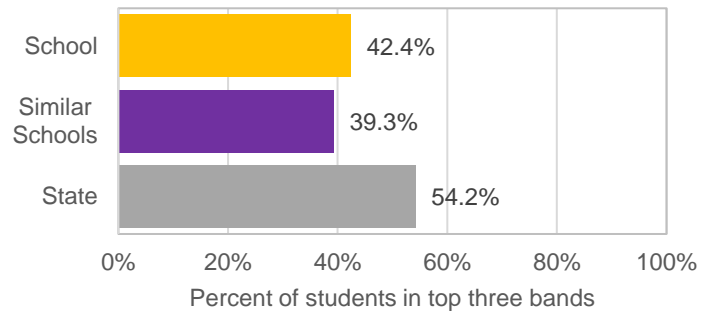
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
42.4%	45.7%
39.3%	44.1%
54.2%	58.8%

**NAPLAN Numeracy (latest year)  
Year 5**



**Numeracy  
Year 7**

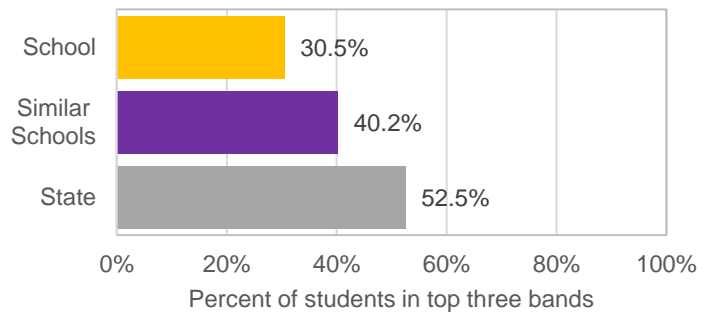
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
30.5%	37.5%
40.2%	44.0%
52.5%	54.8%

**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

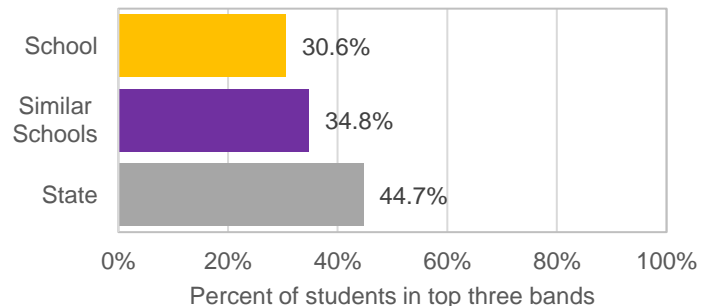
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
30.6%	33.6%
34.8%	34.9%
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.*

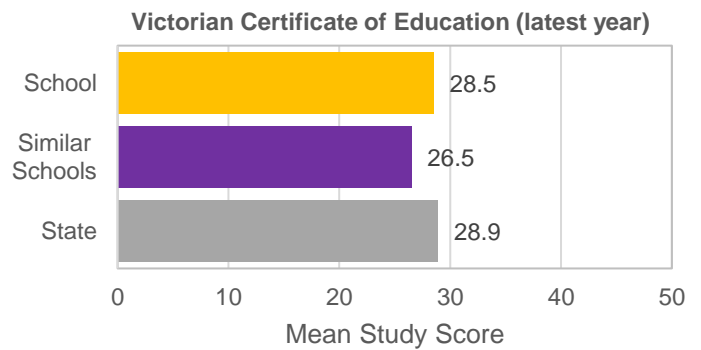
### Victorian Certificate of Education (VCE)

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	28.5	27.8
Similar Schools average:	26.5	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

48%

VET units of competence satisfactorily completed in 2022:

90%

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

65%

## WELLBEING

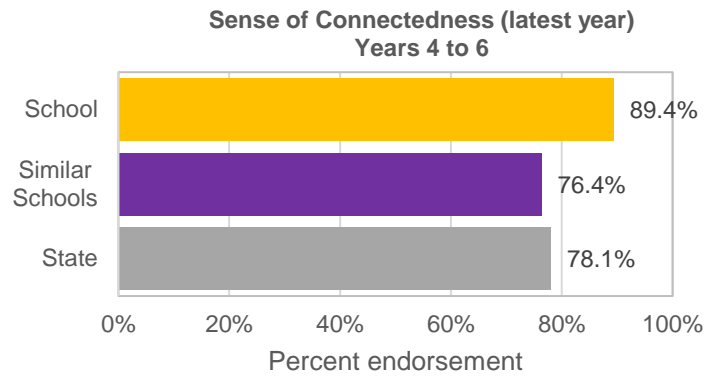
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

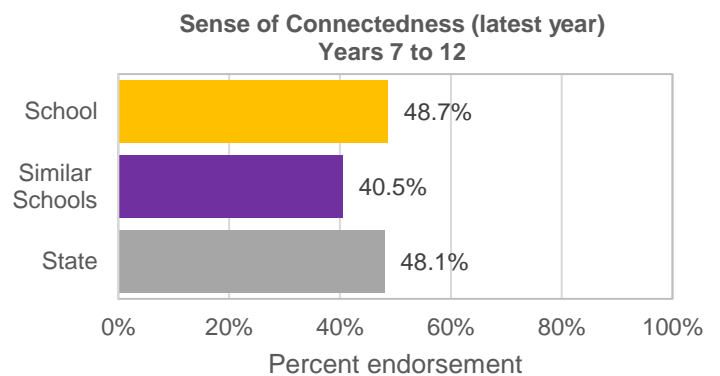
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.4%	89.7%
Similar Schools average:	76.4%	76.8%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.7%	53.5%
Similar Schools average:	40.5%	46.2%
State average:	48.1%	52.5%



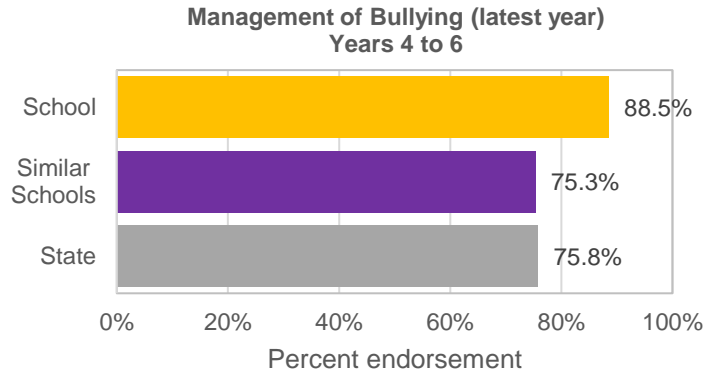
**WELLBEING (continued)**

**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).

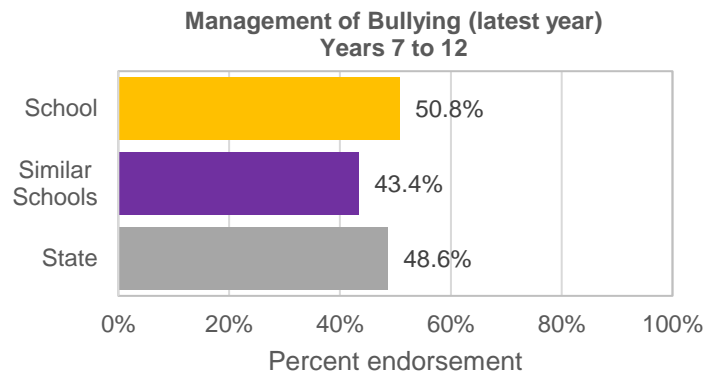
**Management of Bullying  
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	88.5%	88.5%
Similar Schools average:	75.3%	76.7%
State average:	75.8%	78.3%



**Management of Bullying  
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	50.8%	55.9%
Similar Schools average:	43.4%	49.2%
State average:	48.6%	54.0%



## ENGAGEMENT

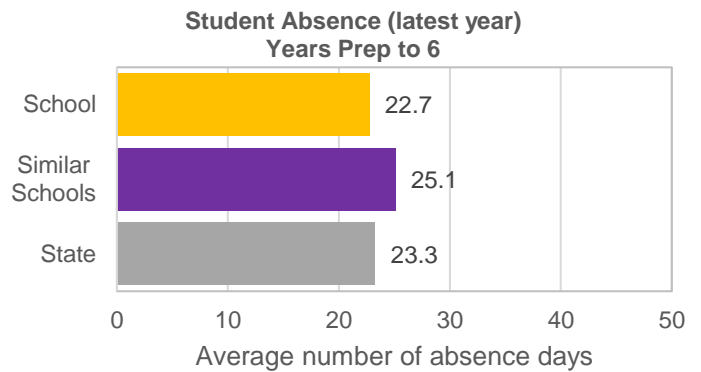
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

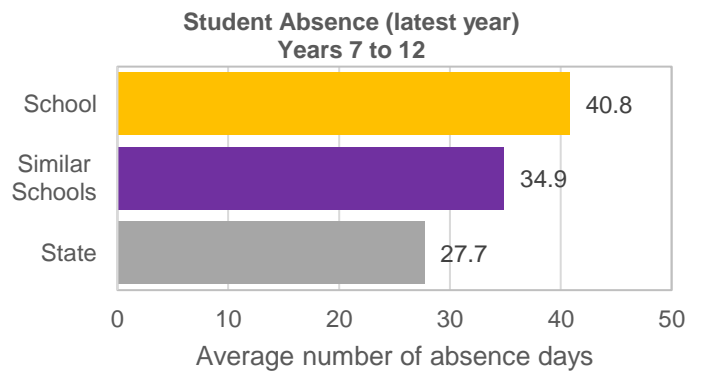
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.7	15.8
Similar Schools average:	25.1	19.4
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	40.8	30.4
Similar Schools average:	34.9	28.0
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):	90%	91%	87%	90%	90%	87%	86%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	82%	79%	79%	79%	74%	85%	

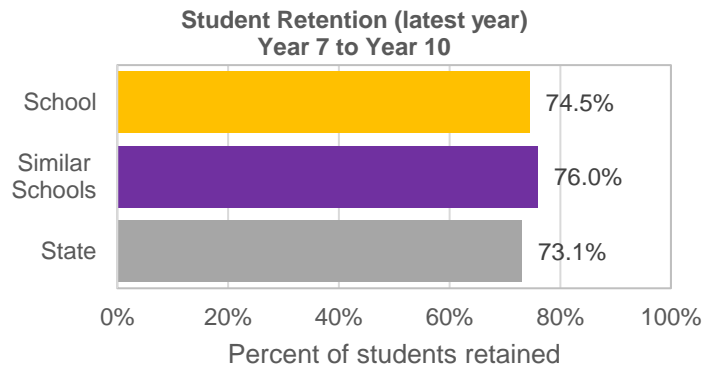
## ENGAGEMENT (continued)

### 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:	74.5%	73.5%
Similar Schools average:	76.0%	76.5%
State average:	73.1%	73.0%



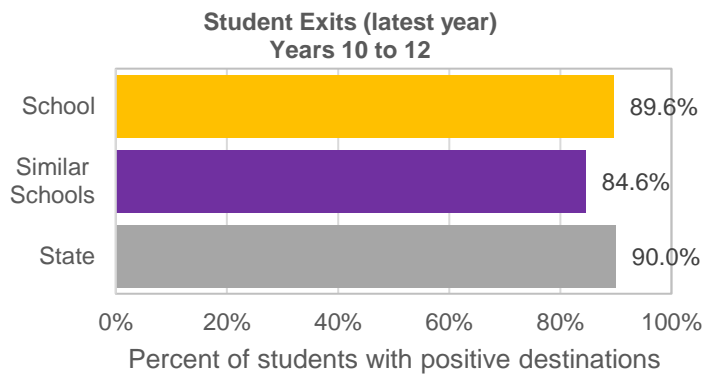
### Students exiting to further studies or full-time employment

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:	89.6%	86.4%
Similar Schools average:	84.6%	83.1%
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	\$11,239,379
Government Provided DET Grants	\$2,302,522
Government Grants Commonwealth	\$12,500
Government Grants State	\$8,549
Revenue Other	\$53,888
Locally Raised Funds	\$722,044
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,338,882</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$911,656
Equity (Catch Up)	\$75,981
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$987,637</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,209,531
Adjustments	\$14,350
Books & Publications	\$8,902
Camps/Excursions/Activities	\$232,726
Communication Costs	\$21,167
Consumables	\$234,816
Miscellaneous Expense <sup>3</sup>	\$177,689
Professional Development	\$53,210
Equipment/Maintenance/Hire	\$378,930
Property Services	\$375,680
Salaries & Allowances <sup>4</sup>	\$513,640
Support Services	\$264,204
Trading & Fundraising	\$162,511
Motor Vehicle Expenses	\$213
Travel & Subsistence	\$0
Utilities	\$193,198
<b>Total Operating Expenditure</b>	<b>\$13,840,768</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$498,114</b>
<b>Asset Acquisitions</b>	<b>\$119,131</b>

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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,468,631
Official Account	\$114,131
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,582,762</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$408,625
Other Recurrent Expenditure	\$16,468
Provision Accounts	\$19,000
Funds Received in Advance	\$12,408
School Based Programs	\$64,511
Beneficiary/Memorial Accounts	\$207,179
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$132,037
Repayable to the Department	\$787,500
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$72,214
Maintenance - Buildings/Grounds < 12 months	\$114,588
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,834,530</b>

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