

2021 Annual Report to The School Community



School Name: Mullauna Secondary College (8744)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2022 at 06:13 PM by Harald Ruff (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 April 2022 at 12:16 PM by April Walsh (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Mullauna is a co-educational, Year 7–12 state secondary college located in Mitcham. The student enrolment grew in 2021 with 527 students and a gender mix of slightly more boys than girls. There are 19% of students with English as an Additional Language (EAL) background and 2% of students from an Aboriginal or Torres Strait Islander background. Due to the COVID-19 restrictions of 2021, there were international students who were not able to gain re-entry into Australia in time for the start of the school year. The number of international students enrolled decreased to 12 students and two international students still living overseas, formally suspended their enrolments for 2020 and 2021. Two international students who completed Year 12 in 2021 have successfully gained access to tertiary education, with one of them receiving a scholarship. Five new international students are expected to start in 2022.

The socio-economic profile of the school remained in the low-medium band in 2021, the same as for 2020, after being in the medium range in 2019. Perhaps this change reflects a variation in the DET metrics as the Student Family Occupation and Education Index (SFOE) decreased to 0.2916, compared with 0.30 in 2020, 0.33 in 2019 and 0.41 in 2016. This continued steady trend of a decrease in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The college operates in two sub-schools: Junior and Senior. In the Junior School, Mullauna has an engaging curriculum that includes core, elective and inter-disciplinary programs: Challenge at Years 7 and 8, and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 10. The Senior School structure promotes the acceleration (advanced placement) of Year 10 students into VCE Studies. Senior School students undertake an academic VCE with access offered in VET subjects through the Mullum cluster. Thus, all students have access to a successful future pathway. The college offers a long-established International Students Program with homestay placements, specialist English language teachers and tutors both in class time and after school.

In 2021, the college employed 55.6 equivalent full time staff: 38.5 teachers, 3 Leading Teachers, 2.9 Learning Specialists, 2.9 principal class and 13.3 Education Support staff.

Framework for Improving Student Outcomes (FISO)

The ongoing world-wide COVID-19 pandemic continued to impact significantly on the state of Victoria in 2021. Schools were once again required to be adaptable and to deliver their teaching and learning programs on campus and in a method that was described as 'remote and flexible learning'. The latter entailed teaching the curriculum and assessing students' progress via on-line learning formats. The experience gained in 2020 greatly assisted the process, with a continued view to keeping students' contact with school as regular and routine as possible.

Mullauna College continued to evaluate student learning needs and used this to identify the most appropriate, accessible, common-sense and consistent measures for implementing further remote learning, all through the lens of the 2020 experience. This included responding to a Survey Monkey that was sent to students and families in 2020, and our program was reviewed after consideration of the feedback that had been provided; this included:

- Parents and students commented on the time that it took students to complete work in remote learning.
- Students' workload across all subjects.

In response staff who were asked to allow catch up time in scheduled class time and not set homework for years 7 to 10 students, other than reading a novel.

Mullauna College continued to run the timetable as published on Compass for all year levels. In this way there was no difference in students' schedules when they transitioned from remote to on-campus learning. Students were set tasks based on the planned curriculum, however, they were adapted to suit a remote learning situation. These tasks included

direct teacher instruction as well as self-paced tasks. Teachers were advised that as a minimum, all classes were expected to have at least one face-to-face live meeting with their teacher each week.

Support to student learning in the form of the Teacher Aides (Program for Students with a Disability), MYLNS (Middle Years Literacy & Numeracy Strategy), the Tutor Learning Initiative and QuickSmart continued both during periods of on-site and remote learning & teaching.

As a school, the meeting schedule was maintained using Zoom, thus staff were able to continue to collaborate across the school. The AIP actions relating to curriculum planning and assessment and building practice excellence were able to be actioned, however, the plans for Professional Learning Communities (PLCs) had to be postponed. All professional learning centred on building staff capability in the delivery of student engagement and wellbeing, and of remote teaching and learning. The college leadership was very intentional in ensuring that the impact of the increase in staff workload, which was caused by on-line learning, was minimised as far as possible.

Achievement

In the 2021 School Performance Report, Mullauna's overall performance was placed in the category of 'Renew'. This categorised the school's performance and improvement as consistently strong over a three year period, but static and possibly declining in some aspects; this was a decline compared with the highest level of 'Influence' attained by Mullauna in 2018.

In 2021, the VCE results ranked Mullauna just below the state median for this year and but above the state median for the four-year average 2018 - 2021. The Mean VCE study score was 29.2, an increase on the 28.0 the previous year, and the college performed below the average for Similar Schools. 8% of subject study scores were over 40 (double that of 2020) and 46% of Study Scores were above 30. Of note, one Year 12 student gained a perfect study score of 50 in Biology. 11% of ATARs were over 90, 26% of ATARs over 80 and 37% of ATARs were over 70. The dux of the college achieved a score of 98.3, closely followed by two students on 98.25 and 98.2. Four students were awarded the VCE Baccalaureate. Given that this was the second consecutive difficult VCE year experienced by this Year 12 cohort, the college is especially pleased that 100% of students satisfactorily completed their VCE. In 2021, 10% of Year 12 students undertook at least one VET unit of competence, however, the satisfactory completion of VET studies was lower again in 2021 than in 2020 (79%) and also compared with previous years, with 64% of students satisfactorily completing their units of competence.

In 2021, Years 7 – 10 student learning outcomes remained strong with performances significantly above the state average for government schools, and also generally above Similar Schools. Within the Victorian Curriculum, Mullauna continued to perform notably above the level of Similar Schools in Maths and in English.

NAPLAN tests were again conducted in Victoria in 2021, after Covid-19 caused them to be cancelled in 2020. All NAPLAN results for Reading were above the college four-year average, Similar Schools and the State average. There was also a high level of achievement in Year 9 Numeracy across the three measures reported, but Year 7 Numeracy saw a small decrease in the four-year average and was also below Similar Schools. NAPLAN Learning Gain from Year 7 (2019) to Year 9 (2021) was pleasing, with all NAPLAN item measures at least at the expected 25% of the cohort, and above Similar Schools for all items / measures.

Engagement

Student attendance at Mullauna has improved steadily, but saw an increase in 2021, where the average number of days absence was 14.3 days per student; this was better than the state average (21.0) and the rate for Similar Schools (16.0). The ongoing impact of the Covid-19 pandemic was a likely feature in this increase, that still sits just below the four-year average of 14.8. In 2021, 11% (approx. 61 students – primarily in Years 9, 10 and 11) of the total enrolment had 30+ days' absence and the average rate of student absences can be particularly amplified by the number of students with long-term absences such as 'school refusers' and students with chronic illness. These long-term absent

students receive ongoing support from the college. Improvement in student attendance with appropriate targeted actions is a focus within the Strategic Plan. The college set a target of 90% minimum attendance for all year levels and in 2021 this target was again met or exceeded in all year levels.

The college actively implements strategies to monitor and reduce student absences. An SMS message is sent to the parents of absent students after recess each day. Year Level Coordinators directly manage students arriving late to school, monitor student attendance daily, follow up frequent student absences with families and conduct home visits and wellbeing checks for children who are school refusers. Where necessary, they are supported by the Wellbeing and Principal teams. VCE students require a medical certificate to have an absence approved for days when assessment outcomes are scheduled. During remote learning, student attendance was very closely monitored and the regular phone calls from all staff ensured that such a high percentage of students stayed connected with their studies.

The student retention rate for the percentage of students remaining at Mullauna from Year 7 to Year 10 declined slightly in 2021 with a rating of 77.8%, down from 80.4%. The rate is above the median for all state schools and just above that for Similar Schools. In 2021, the number of students exiting in Years 10 to 12 to engage in further studies and full time employment was just below the rating for Similar Schools but above the state average.

Improving Student Engagement & Wellbeing remains a focus for the college. With the challenges of 2020 and 2021, the college continued to strengthen student connectedness on campus and in remote learning. Where possible, teachers delivered a comprehensive co-curricular program that provided opportunities for students to participate in sport, music, leadership, camps, and community service. In Term 4, despite the COVID-19 restrictions, it was a priority to ensure that the new 2022 Year 7s could participate in Orientation Day and the program was a great success.

Wellbeing

From the very first discussions regarding 'remote and flexible learning' the college approached all decisions and strategies through the lens of student and staff wellbeing; this continued in 2021.

With the experience gained in 2020, the program that focussed on supporting all students and staff was continued from the first week of the sixth (and to date, final) lockdown. Procedures were implemented by Student Health and Wellbeing Team to maintain contact with students identified as 'at risk' or needing extra support. All Mullauna staff were allocated a group of students whom they were to monitor, and to make weekly then fortnightly wellbeing check-in phone calls. Compass Chronicles were set up for classroom teachers to monitor positive engagement of students as well as engagement concerns. Additionally, all staff were allocated to members of the Leadership Team for weekly wellbeing regular checks. In this way, the leadership team was able to accurately monitor how staff were going in terms of delivering their remote teaching, workload and wellbeing.

Students' reactions to learning remotely was mixed. A number of students who had been disengaged connected strongly with the learning in some classes. When asked, these students said they liked being able to ask questions of the teacher without other students hearing. Some students did not engage well with the remote learning experience as demonstrated by not interacting on Zoom and/or not submitting Learning Tasks. The feedback from the Mullauna parents was extremely positive in terms of the wellbeing support their child was receiving and the quality of teaching and learning that their children's teachers were delivering under extreme and unusual circumstances. Supporting the re-engagement of students remains a priority for the school.

Throughout the renewed difficulties and demands of 2021, parent endorsement of the college's practices was very gratifying, in fact increasing on 2020's 83.6% to 86.1%. Parents again rated Mullauna well above the state average of 72.4% positive responses in General School Satisfaction. Unsurprisingly, a second such challenging teaching year led to the School Staff Survey showing a small decrease in Positive School Climate with 62.4% positive responses, but which is still well above that for state secondary colleges.

After the 2020 annual Student Attitudes to School Survey was cancelled due to remote learning, it was fortunate that it was able to be conducted again in 2021. Unsurprisingly, our students indicated a reduction in their Sense of

Connectedness to the college, with a school present endorsement of 47.3%, significantly below the four-year average, and lower than both Similar Schools and the State average. This has led to this factor being a major focus in our 2022 Annual Implementation Plan Wellbeing Key Improvement Strategies.

Finance performance and position

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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised.

The Mullauna College Total Operating Revenue for 2021 was \$6,835,514 and the Total Operating Expenditure was \$6,885,656. The Net Operating Deficit of \$50,141 was again inflated during the year as the college had medically vulnerable staff members who were exempted from working on campus for extended periods of time. When learning resumed on campus, Casual Relief Teachers (CRTs) were required to be employed to cover these classes as the staff members continued to work remotely. A further expenditure challenge for the college is our determination to maintain VCE pathways for our students in the current small cohorts, meaning several small VCE classes are running.

Due to the circumstances of 2020 being repeated in 2021, the SRP deficit will not be offset from funds received through the International Students Program nor the hire of school facilities, other than the monthly rent from the Tinkabell Early Learning Centre proprietor. In the past, through prudent financial management, the college has been able to use reserves to maintain a strong financial position. The aftermath of the COVID-19 years in 2020 and 2021 will continue to impact on the financial operations of the college.

For more detailed information regarding our school please visit our website at
www.mullauna.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 527 students were enrolled at this school in 2021, 253 female and 274 male.

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

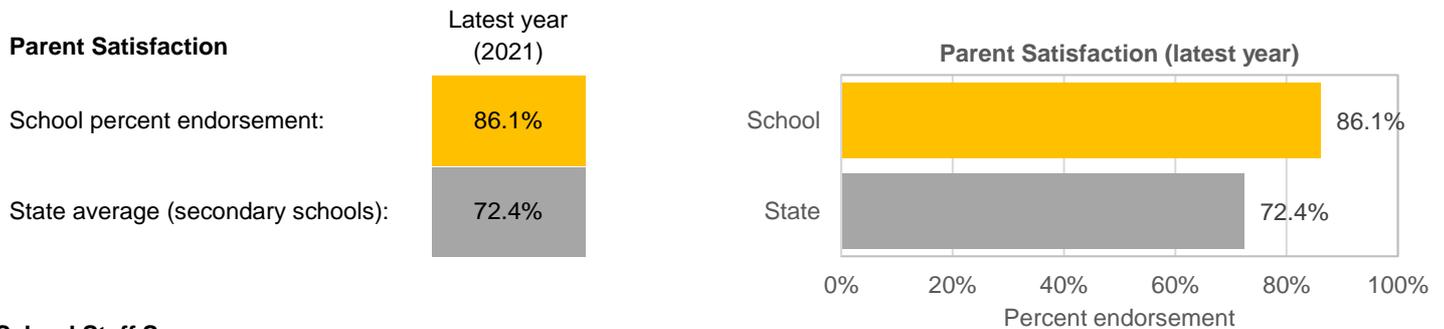
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

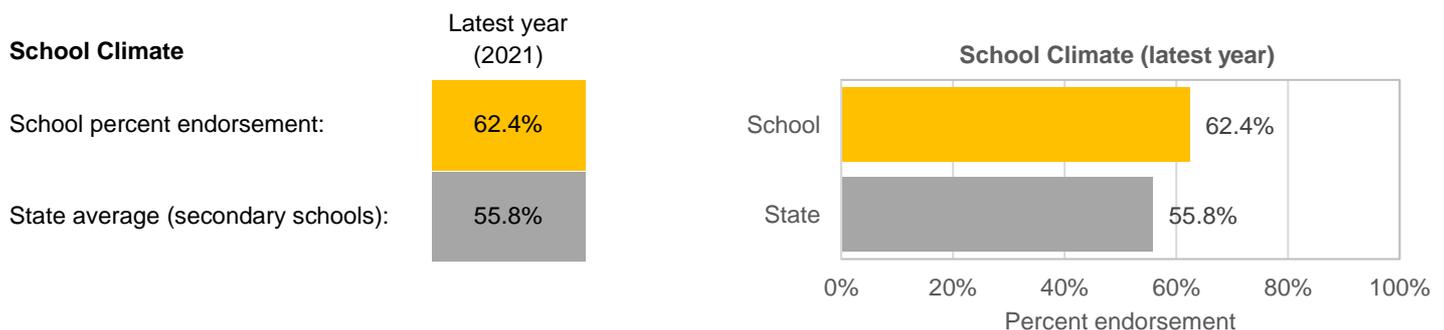


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

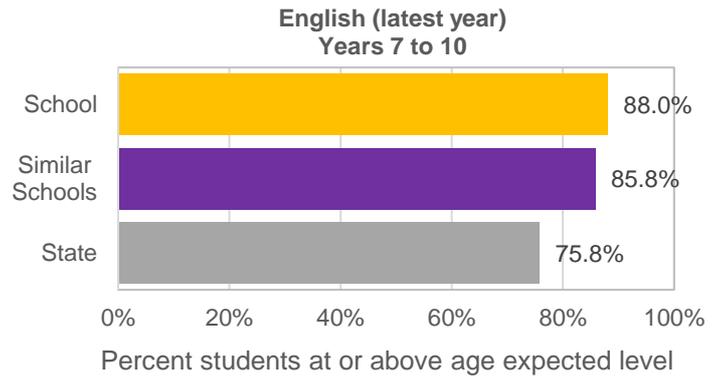
88.0%

Similar Schools average:

85.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

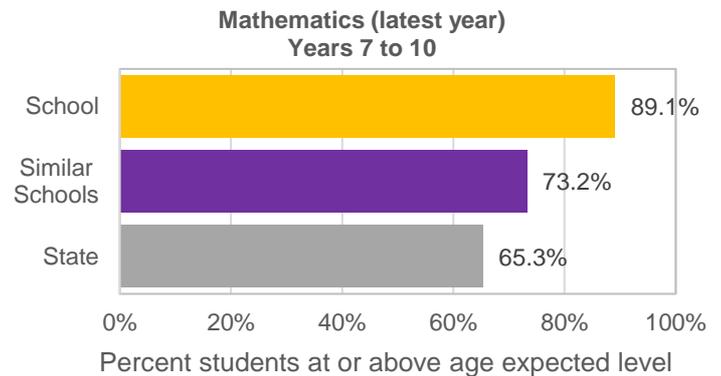
89.1%

Similar Schools average:

73.2%

State average:

65.3%



ACHIEVEMENT (continued)

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

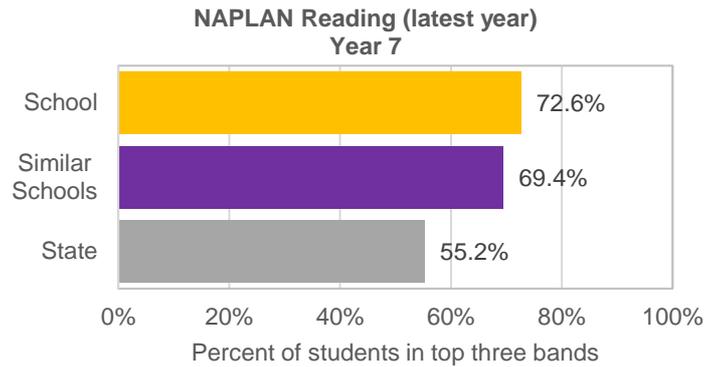
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

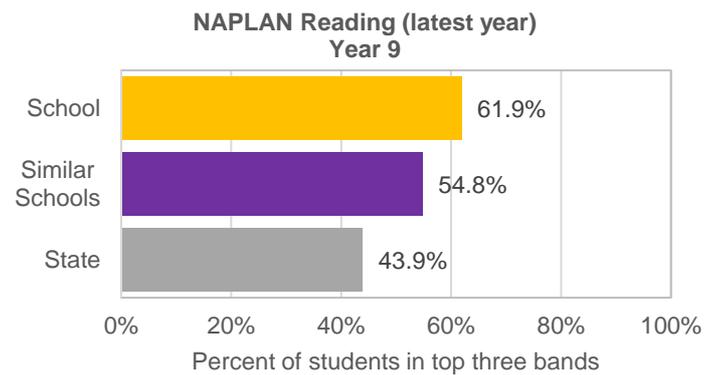
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	66.8%
Similar Schools average:	69.4%	67.8%
State average:	55.2%	54.8%



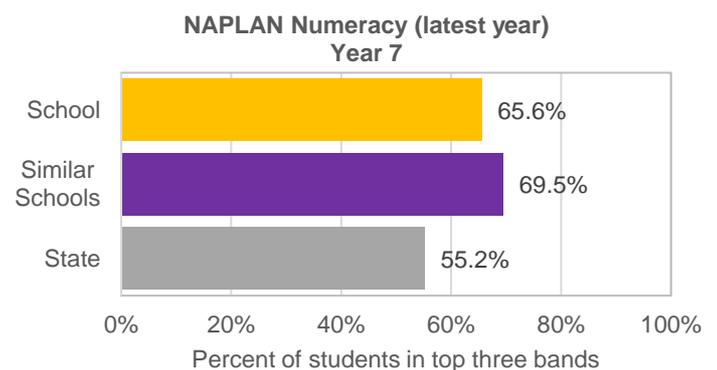
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	56.2%
Similar Schools average:	54.8%	56.4%
State average:	43.9%	45.9%



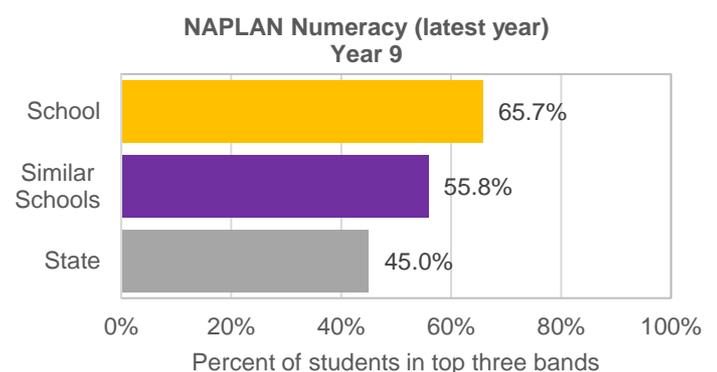
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.6%	67.3%
Similar Schools average:	69.5%	68.3%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.7%	60.8%
Similar Schools average:	55.8%	56.9%
State average:	45.0%	46.8%



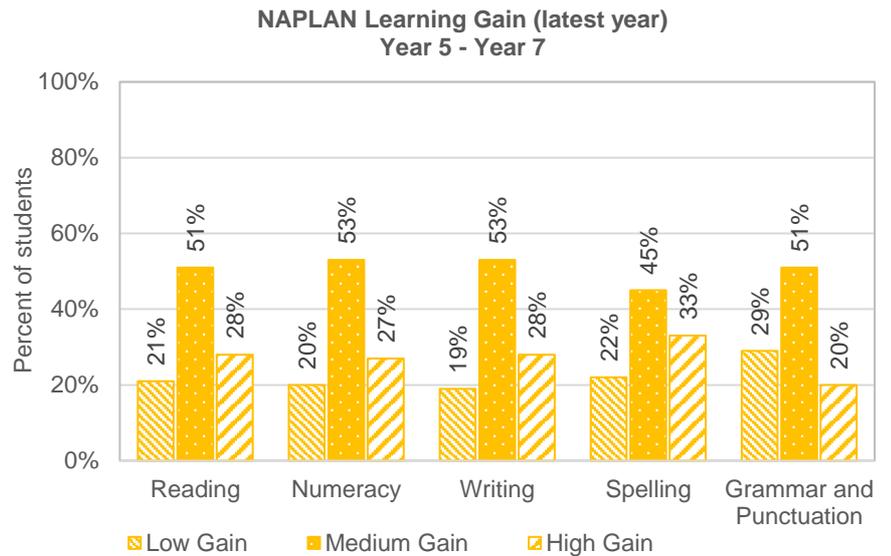
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

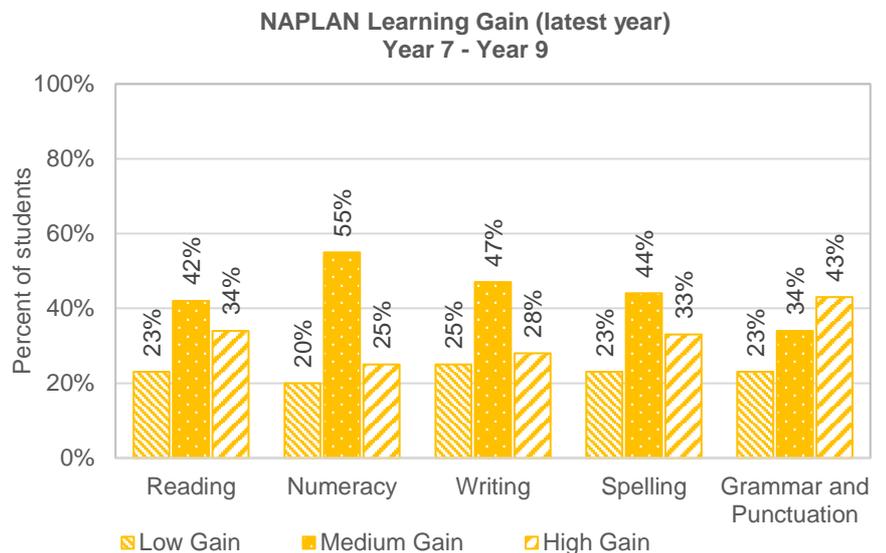
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	51%	28%	26%
Numeracy:	20%	53%	27%	26%
Writing:	19%	53%	28%	26%
Spelling:	22%	45%	33%	27%
Grammar and Punctuation:	29%	51%	20%	26%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	42%	34%	26%
Numeracy:	20%	55%	25%	24%
Writing:	25%	47%	28%	26%
Spelling:	23%	44%	33%	29%
Grammar and Punctuation:	23%	34%	43%	25%



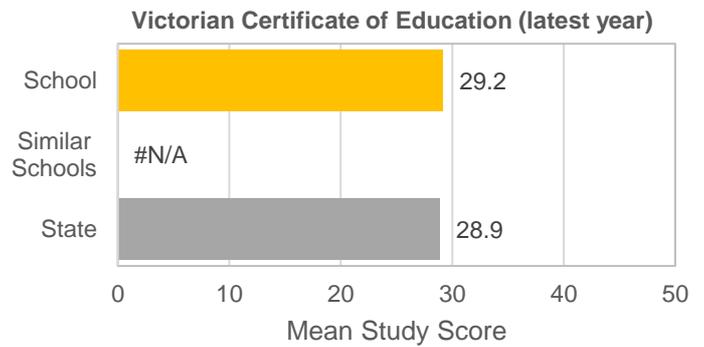
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.2	29.4
Similar Schools average:	29.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

10%

VET units of competence satisfactorily completed in 2021*:

64%

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

NDA

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

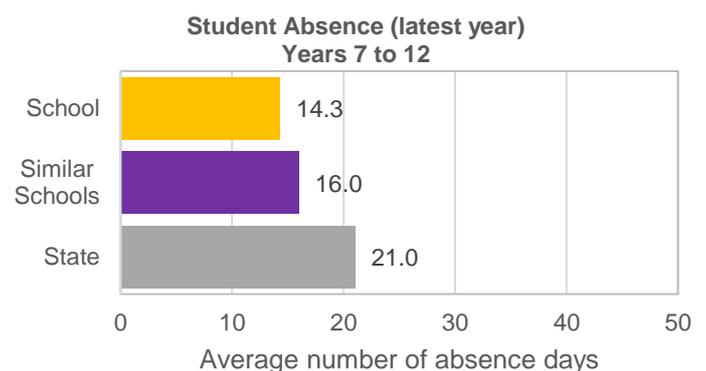
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	14.3	14.8
Similar Schools average:	16.0	16.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

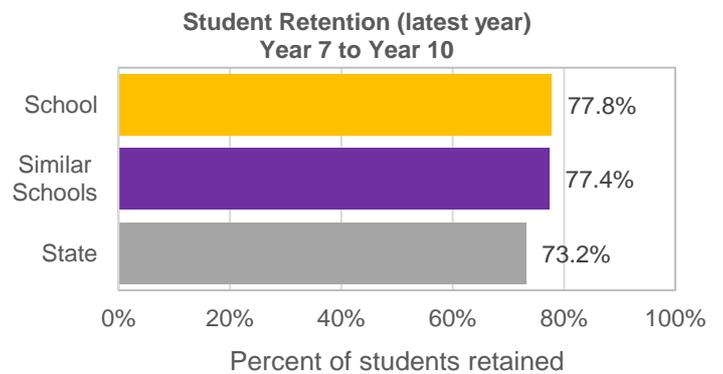
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	94%	91%	92%	90%	96%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	77.8%	75.5%
Similar Schools average:	77.4%	76.1%
State average:	73.2%	72.9%



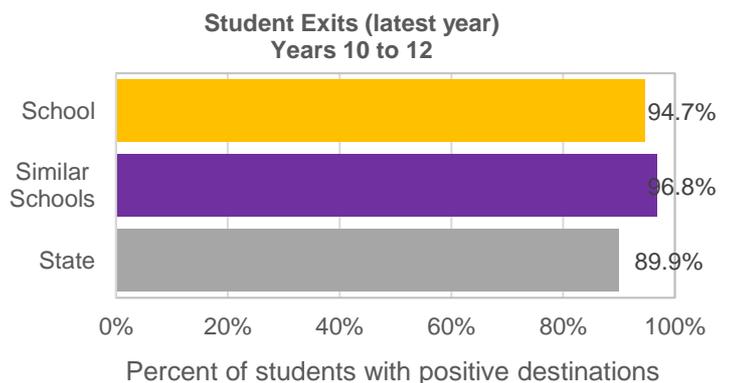
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	94.7%	92.2%
Similar Schools average:	96.8%	95.0%
State average:	89.9%	89.2%



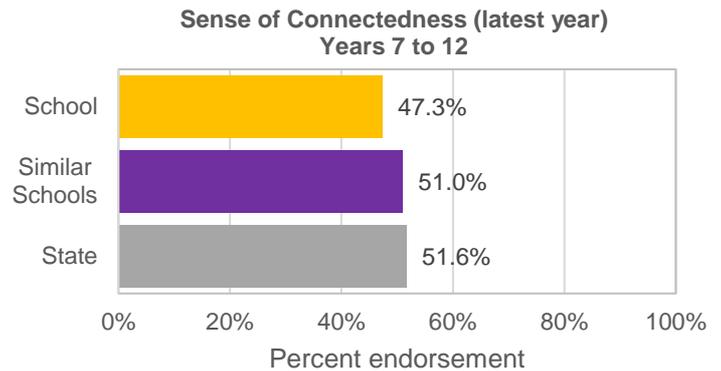
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	47.3%	55.7%
Similar Schools average:	51.0%	54.1%
State average:	51.6%	54.5%

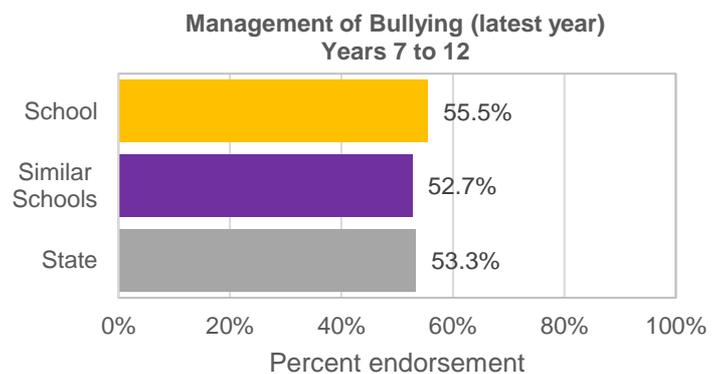


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	55.5%	60.3%
Similar Schools average:	52.7%	56.4%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,856,534
Government Provided DET Grants	\$499,700
Government Grants Commonwealth	\$7,256
Government Grants State	\$9,800
Revenue Other	\$31,764
Locally Raised Funds	\$430,461
Capital Grants	\$0
Total Operating Revenue	\$6,835,514

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,832
Equity (Catch Up)	\$21,498
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$69,330

Expenditure	Actual
Student Resource Package ²	\$6,035,639
Adjustments	\$0
Books & Publications	\$4,911
Camps/Excursions/Activities	\$133,896
Communication Costs	\$11,035
Consumables	\$100,317
Miscellaneous Expense ³	\$44,709
Professional Development	\$17,292
Equipment/Maintenance/Hire	\$156,115
Property Services	\$84,964
Salaries & Allowances ⁴	\$103,272
Support Services	\$115,564
Trading & Fundraising	\$2,195
Motor Vehicle Expenses	\$7,645
Travel & Subsistence	\$0
Utilities	\$65,308
Total Operating Expenditure	\$6,882,862
Net Operating Surplus/-Deficit	(\$47,347)
Asset Acquisitions	\$0

- (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 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,278,001
Official Account	\$25,855
Other Accounts	\$1,056
Total Funds Available	\$1,304,912

Financial Commitments	Actual
Operating Reserve	\$130,603
Other Recurrent Expenditure	\$22,370
Provision Accounts	\$0
Funds Received in Advance	\$79,229
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$276,140
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$566,682
Maintenance - Buildings/Grounds < 12 months	\$107,518
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,282,542

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.