

2022 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 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 03 April 2023 at 03:48 PM by Harald Ruff (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 27 April 2023 at 09:23 AM by Liesl Coulthard (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

Mullauna is a co-educational, Year 7–12 state secondary college located in Mitcham. We are committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna College is committed to child safety; all members of the Mullauna College community observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.

Our college motto, *Success through learning together*, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful. We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of wellbeing, engagement and learning outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.

Our vision for our students is that they will model our college values of *'Curiosity, Courage & Community'*, and thus grow to be courageous and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their 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.

The student enrolment dropped slightly in 2022 with 515 students and a gender mix of slightly more boys than girls. There are 20% of students with English as an Additional Language (EAL) background and ten students (2%) from an Aboriginal or Torres Strait Islander background. Due to the COVID-19 restrictions of 2021, the number of international students enrolled decreased to ten students. At least three new international students are expected to start in 2023.

The socio-economic profile of the school remained in the low-medium band in 2022, the same as for 2021, with 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 Parent, Carer and Guardian Opinion Survey (PCGOS) continued to reflect strong parent satisfaction and endorsement of the college and our programs, with Parent Satisfaction School percent endorsement at 78% almost ten percent higher than State. While this figure is a drop on 2021's 86.1 percent, the response rate was significantly higher and thus likely far more accurate – and pleasing none-the-less!

The School Staff Survey returned a similarly pleasing School Climate percent endorsement of 65.3%, and increase over 62.4 in 2021, and well above the State's 52%, which has declined. It is pleasing to add that the School Staff response rate had increased to over 80% in 2022.

In 2022, the college employed 62.5 equivalent full time staff: 38.6 teachers, three (3) Leading Teachers, three (3) Learning Specialists, 3.8 principal class and 14.1 Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 saw the college renew its focus on our core business of an academic learning and teaching program. The data from 2022 reflects that we have work to do in this regard, despite some very clear successes. The 2022 School Performance Report again saw Mullauna's overall performance 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. We did retain 'Influence' level performances in the factors of Engagement and Senior Secondary.

Teacher Judgements against the Victorian Curriculum standards in Years 7-10 present an issue to tackle in the coming years. The percentage of students rated at or above standard for English declined slightly from 88% to 86.5%, which is slightly below the like-schools rating of 87.2% (an increase over 2021). For Numeracy, the percentage rated at or above standard by the teaching staff also declined, from 89.1% in 2021 to 83.1%. This, however, is still well above like-schools at 78.6% and state at 67.4%, but both of these groups saw an increase as opposed to our decline.

The NAPLAN tests reflect a similar trend: for school percent of students in the top three bands both Year 7 and Year 9 Reading outcomes were below our 4-year average and below like-schools, but significantly above state. Year 7 Numeracy, at 67.1% was similarly below our average and like-schools, but Year 9 Numeracy, at 67.1%, while also down on the four-year average, was still above like-schools.

The college has already begun to address these results, including though increases to the curriculum allotments for English and Mathematics in the Junior School and a focus on instructional practice in terms of the Narrative & Pace component of our Instructional Model.

A point of celebration and pride were the VCE cohort's outcomes for 2022, achieving a school mean study score of 30.5 (the coveted +30 result) and our average ATAR was 72.18, well above the state average of 70.33. This is above the four-year average of 29.2 and also above like-schools at 29.4. The 2022 Dux of the college attained a very impressive 97.65 ATAR, while 18% of the cohort achieved a 90+ ATAR, with a further 26% achieving an ATAR in the 80s (so that's 44% of our students at 80 or above), and a further 13% scored in the 70s (so 57% of our students achieved an ATAR above 70). These wonderful levels of achievement maximise the options for tertiary entry for our students, all of whom received a tertiary offer, with 69% in their first preference course, mainly at Monash, Deakin, RMIT and Melbourne universities. 10% of the individual study scores (subjects) were 40 or above, the highest being 47 in Visual Communication & Design. Studies with multiple scores in the 40s were VCD, Health & Human Development, Studio Art, Business Management and English; these results indicate that our staff and students are living up to our motto of 'success through learning together'!

Wellbeing

Student Wellbeing data is gathered through the Student Attitudes to School Survey (AtoSS). A focus on student wellbeing was a core component of our 2022 Annual Implementation Plan, and we are very pleased with the students' view of our college program. The Years 7 to 12 Sense of Connectedness component received a school percent endorsement of 57.4%, which is above our four-year average at 55.3%, and over ten percent higher than like-schools at 47.2%. We have no doubt that a return to on-site schooling was a significant factor in this outcome, along with the many programs offered by the college as a result (refer 'Optional' section below).

The school percent endorsement of Management of Bullying across Years 7 to 12 was similarly positive, achieving a rating of 64.5%, well above all other factors: four-year average of 60.8%; like-schools at 47.6%; and state at 48.6%. This is a vindication of our strong and consistent application of processes and expectations on the return to on-site learning and teaching.

Included in our Wellbeing focus was an enhanced SRC meeting structure and involvement in decision making and review of data and policies to improve the college's adoption of Student Voice & Agency strategies included in the AIP. This informed decision-making around the student dress code and uniform items, the Digital Learning policy and responses to other key issues raised by the AtoSS. Two new student leadership roles were identified and advertised for 2023: Student Wellbeing and Social Justice.

Mullauna also appointed its first Marrung Lead teacher to oversee implementation of the Department's Marrung strategy for enhancing outcomes for indigenous students.

Engagement

Engagement data is based on Year 7-12 Student Absence, Year 7-12 Student Attendance and Year 7-10 Student Retention data. Our Student Absence data was affected by the challenges that the return to full on-site learning presented for many students, as well as the requirements to isolate due to infection or being a close-contact.

The Average Number of Student Absence Days jumped markedly from a four-year average of 16.6 to 25 in 2022, higher than like-schools on 23.5 (17.6 the four-year average). This trend was noted in the first half of the year and steps were put in place to attempt to improve the situation, with a targeted program undertaken by the Wellbeing Team and the Junior and Senior Sub-School teams of Year level Coordinators.

The Attendance Rate ranged from 84% in Year 11, through 87% at Year 7 and 88% at the other levels, with Year 12 having the best rate at 92%. This outcome is disappointing but not surprising given the absence rate. To have Year 7 and Year 11 at the lowest attendance rate is unusual, but both levels were clearly affected by a small but significant group of students who particularly struggled to return to school after the lockdowns, and to re-engage in learning. This is not surprising given that these are the two key

transition steps, from primary to secondary school after two disrupted and challenging years, and similarly from the Victorian Curriculum into the VCE.

Student Retention measures the percentage of Year 7 students who remain at school through to Year 10. Our School percent of students retained was 78.3%, a slight increase on the four-year average of 78.1%, and above like-schools at 77.9% and state at 73.1%. This is a pleasing outcome considering the challenges of the past three years.

Student Exits Years 10 to 12 measures the percentage of students from Years 10 to 12 going on to further studies or full-time employment. Our school percent of such students was a very high 96.6%, an increase on the four-year average of 93.1%, and above like-schools at 94.8% and state at 90%. This again is another pleasing outcome, and we are hopeful that the introduction of the new VCE-VM at Year 11 in 2023 will improve school retention and also enhance pathways to further study or gainful employment.

Other highlights from the school year

It was an absolute highlight for the college to return to a program approaching one of 'normality' after the two years disrupted by Covid lockdowns. In fact, the college made it a priority in the Annual Implementation Plan (AIP) to offer as full a range of activities as possible, as part of our focus on wellbeing and re-engagement, including:

- a range of assemblies to celebrate events and achievements, culminating in whole-school assemblies by the end of the year
- Year 7, 8, 9 and 12 camps;
- a special once-off combined Year 10 and 11 camp to help make up for lost opportunities;
- the Presentation Ball in Term 1;
- the mid-year debut concert to welcome our new Year 7 musicians and to highlight the senior talent;
- four shows of the 'Popstars' Production in Term 3.

For staff, there were number of clear highlights:

- A renewed focus on improving classroom instruction through the relaunch of the Professional Learning Communities (PLC) program;
- The successful completion of our four-yearly School Review process and the development of our new School Strategic Plan and its first Annual Implementation Plan to guide our work for 2023;
- The Successful planning and initial implementation of a new timetable structure during Headstart of five 60-minute periods of instruction to align with the new Victorian Government Schools Agreement (VGSA 2022);
- The development of a new team to write curriculum and implement the new Senior Certificate, the VCE- Vocational Major (VCE-VM), in Year 11.

Finally, it was pleasing to see the final preparations being made for construction of the new \$5 million Stage 1 Learning Centre to commence. This new two-storey building with eight classrooms will replace the very tired F-Wing.

Financial performance

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

The Mullauna College Total Operating Revenue for 2022 was \$7,436,229 and the Total Operating Expenditure was \$7,667,903. The Net Operating Deficit of \$231,673 was inflated by increased in part by Casual Relief Teacher (CRT) costs covering staff absence due to Covid-19 isolation during the year, and also the strategic early appointment of a new substantive Assistant Principal to aid the induction of both the new Assistant Principal and new Principal. 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 (2022 was our smallest Year 12 cohort of 42 students). Additional funding sources, such as the Equity (Social Disadvantage and Catch Up) funding, is limited due to the low Student Family Occupation (SFO – 0.3177) and Student Family Occupation & Education (SFOE – 0.270) index of the college's community.

While the aftermath of the COVID-19 pandemic may continue to impact on the financial operations of the college, especially through the reduced International Student Program enrolments, the additional income from the hiring of the Sports Stadium, the Tinkabell

Early Learning Centre and the new contract with the Arabic Cultural School will help to defray the shortfall. Two highlights include the college exceeding its budget target of 60% of Parent Contributions being collected, and the small but socially significant financial contribution of two fundraising 'democracy sausage' barbecues by students, staff and parents at both the state and federal elections. The college will continue to maintain a strong financial position through prudent financial management of our financial reserves, along with ongoing judicious management of our workforce and expenditure.

For more detailed information regarding our school please visit our website at
<https://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 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 515 students were enrolled at this school in 2022, 245 female and 270 male.

20 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).

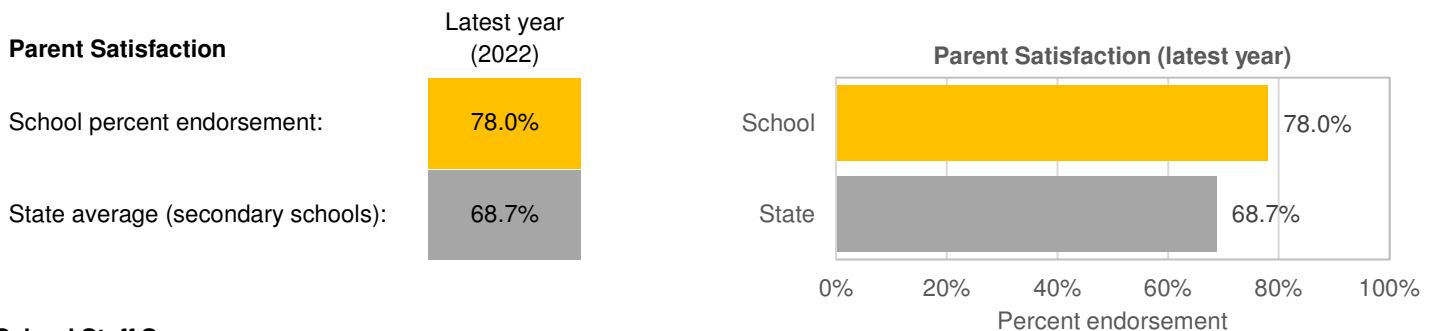
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

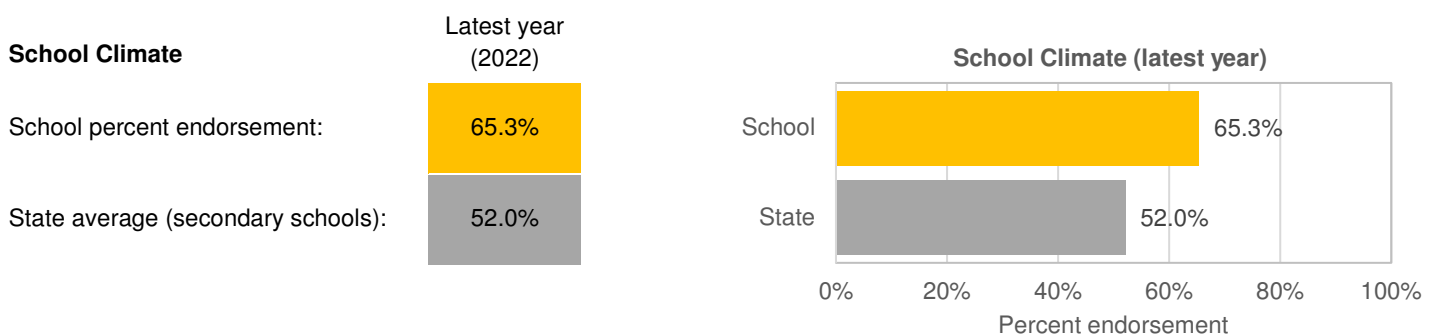


School Staff Survey

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:

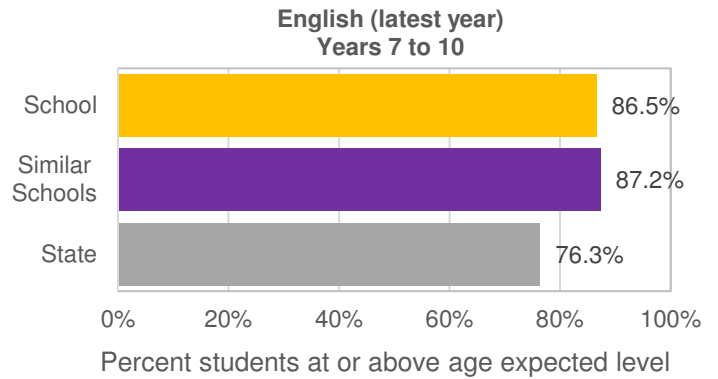
86.5%

Similar Schools average:

87.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

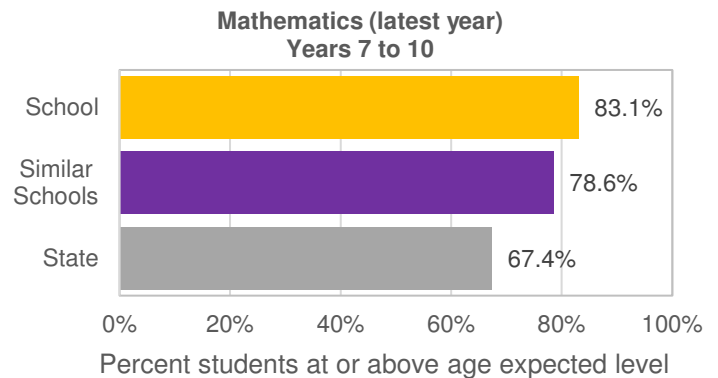
83.1%

Similar Schools average:

78.6%

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.

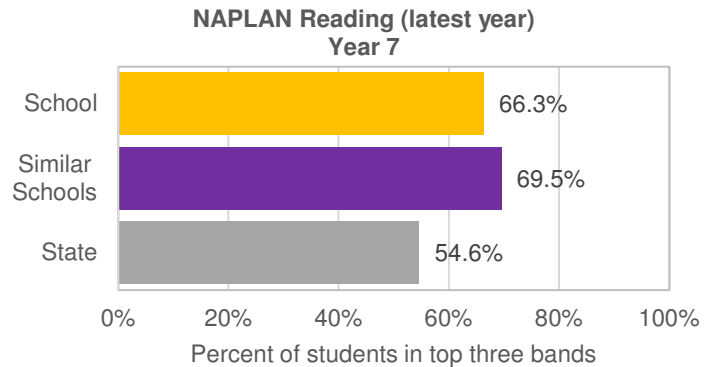
NAPLAN

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.

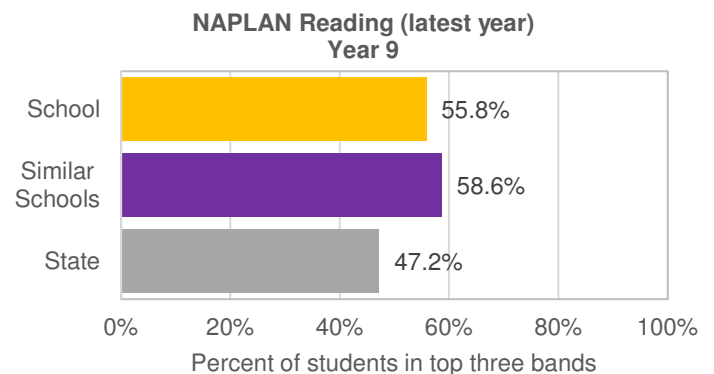
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.3%	69.3%
Similar Schools average:	69.5%	69.4%
State average:	54.6%	55.3%



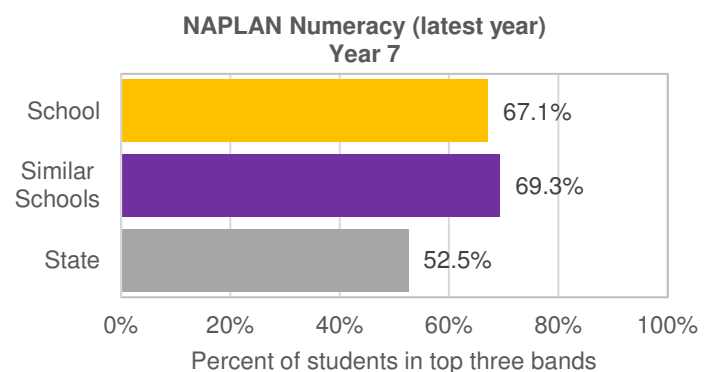
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.8%	56.4%
Similar Schools average:	58.6%	57.4%
State average:	47.2%	46.0%



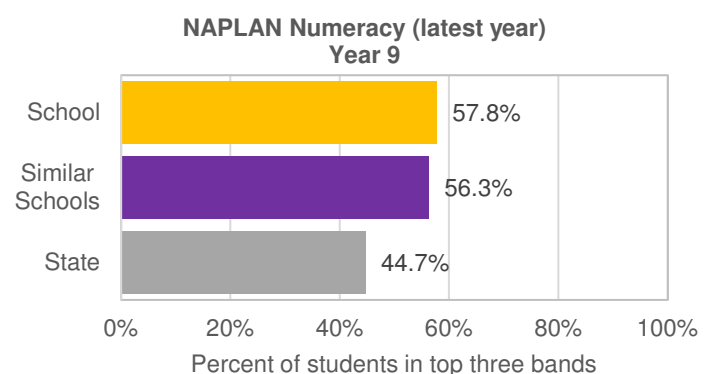
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.1%	68.1%
Similar Schools average:	69.3%	69.9%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.8%	61.2%
Similar Schools average:	56.3%	57.2%
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	30.5	29.2
Similar Schools average:	29.4	29.4
State average:	28.9	28.9

School mean study score

30.5 29.2

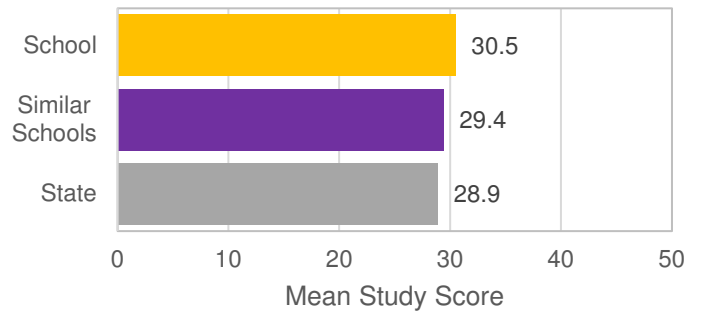
Similar Schools average:

29.4 29.4

State average:

28.9 28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

95%

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

7%

VET units of competence satisfactorily completed in 2022:

73%

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

NDA

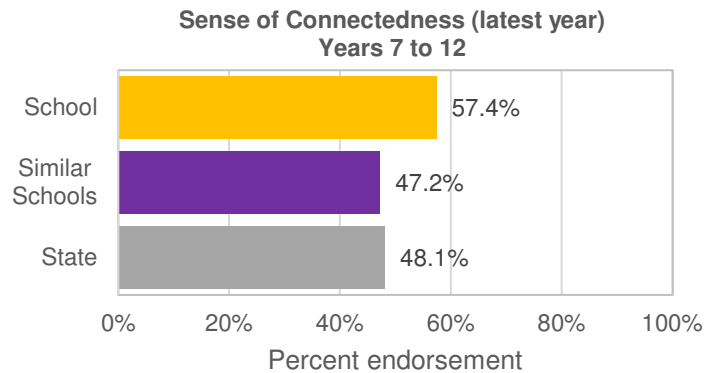
WELLBEING

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).

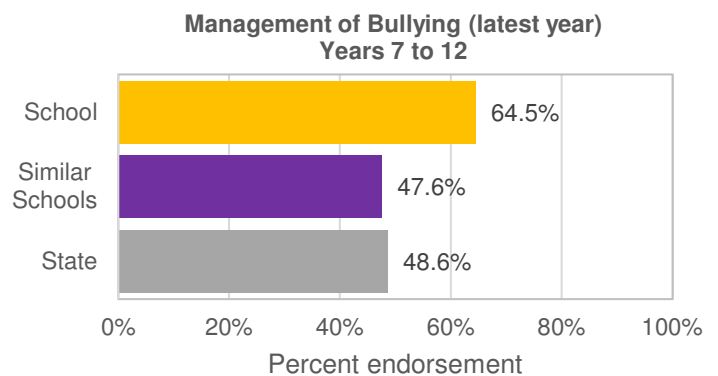
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	57.4%	55.3%
Similar Schools average:	47.2%	51.9%
State average:	48.1%	52.5%



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:	64.5%	60.8%
Similar Schools average:	47.6%	53.7%
State average:	48.6%	54.0%



ENGAGEMENT

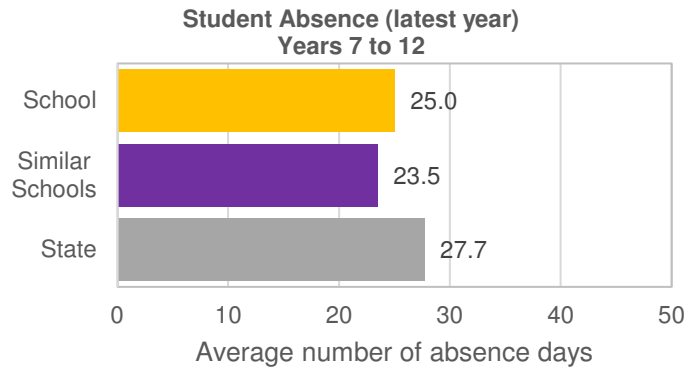
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	25.0	16.6
Similar Schools average:	23.5	17.6
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.

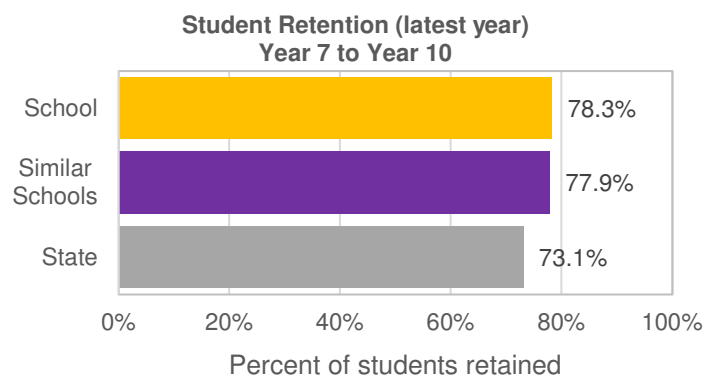
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	88%	88%	88%	84%	92%

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:	78.3%	78.1%
Similar Schools average:	77.9%	75.8%
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.

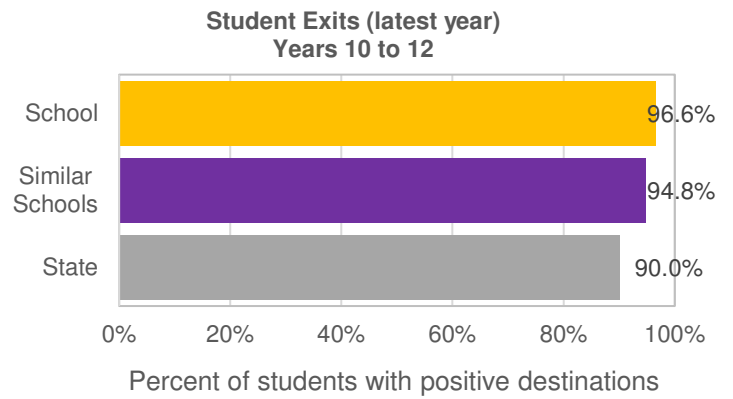
Students exiting to further studies or full-time employment

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:	96.6%	93.1%
Similar Schools average:	94.8%	95.5%
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	\$6,092,707
Government Provided DET Grants	\$613,020
Government Grants Commonwealth	\$12,284
Government Grants State	\$2,500
Revenue Other	\$44,885
Locally Raised Funds	\$670,833
Capital Grants	\$0
Total Operating Revenue	\$7,436,229

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,227
Equity (Catch Up)	\$20,262
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$69,489

Expenditure	Actual
Student Resource Package ²	\$6,678,678
Adjustments	\$0
Books & Publications	\$5,428
Camps/Excursions/Activities	\$243,921
Communication Costs	\$8,494
Consumables	\$107,598
Miscellaneous Expense ³	\$121,676
Professional Development	\$14,400
Equipment/Maintenance/Hire	\$130,507
Property Services	\$36,965
Salaries & Allowances ⁴	\$117,377
Support Services	\$109,601
Trading & Fundraising	\$5,363
Motor Vehicle Expenses	\$8,186
Travel & Subsistence	\$0
Utilities	\$79,709
Total Operating Expenditure	\$7,667,903
Net Operating Surplus/-Deficit	(\$231,673)
Asset Acquisitions	\$22,045

- (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	\$1,524,126
Official Account	\$23,703
Other Accounts	\$1,056
Total Funds Available	\$1,548,886

Financial Commitments	Actual
Operating Reserve	\$162,658
Other Recurrent Expenditure	\$22,452
Provision Accounts	\$0
Funds Received in Advance	\$59,498
School Based Programs	\$598,725
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$598,725
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$3,414
Maintenance - Buildings/Grounds < 12 months	\$3,414
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,548,885

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.