

2022 Annual Report to the School Community

School Name: Charles La Trobe P-12 College (8890)



- 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 16 May 2023 at 04:44 PM by Andrew Robertson (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

To be attested by 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 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)

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

Charles La Trobe P-12 College is proud to be a diverse and inclusive learning community. The vision of the College stretches across its many settings and reads:

"Young people feel connected to our school and take pride in being a student here. They develop into inquisitive, literate and numerate life-long learners with a strong sense of community."

"We deliver a rich curriculum that motivates students to be engaged in their academic learning. Student data is used to inform and support both academic and wellbeing needs."

"We provide a nurturing learning environment that inspires high academic expectations and prioritises health and wellbeing to ensure each student feels safe, valued and respected as an equal member of our school community."

Values at the La Trobe and Olympic Village Campuses include: Respect, Excellence, Acceptance and Leadership. A Pavilion School Learner is one that is: Knowledgeable, Collaborative, Resilient, Self-Aware, and Open-minded.

By the end of 2022 La Trobe Campus had 413.7 enrolments, across P-12, and an SFOE of 0.4804. The staff structure comprised a College Principal, three Assistant Principals – two of whom lead P-6 and 7-12 respectfully – four leading teachers with responsibility for wellbeing, engagement, attendance, behaviour, teaching, learning and curriculum, a learning specialist with responsibility in the wellbeing and engagement area, 41 teachers, two social workers, a library technician, a social cohesion officer, a speech pathologist, mental health practitioner, an African Community Liaison and a number of teacher and integration aides, as well as administration staff. The campus also included a Secondary Deaf Facility which had an enrolment of 12 students in 2022, and 0.2 FTE in Assistant Principal leadership, 2.39 FTE teacher class (Teacher of the Deaf), and 2.2 FTE education support staff classification working as interpreters.

The Pavilion School campuses (East Preston (SFOE - 0.6810) and Epping (SFOE - 0.6647) helped us to remember that everyone has a right to education, and that means we must differentiate and personalise learning to meet the needs of young people and families. The Pavilion School is a Victorian state secondary school for students who have disengaged from or been excluded by schools or education providers. It is under the auspice of Charles La Trobe College and has two campuses, one in Preston and one in Epping. Pavilion students present at school with a range of behavioural difficulties and every class is supported by wellbeing staff. During 2021 at The Pavilion School, 216.6 students worked in small groups and participated in the Victorian Certificate of Applied Learning through to Year 12. The staff structure comprises the College Principal, a School (Assistant) Principal, four Leading teachers, a learning specialist, a wellbeing leader, nine classroom teachers, 32 Education Support Staff completing a range of complex roles, including a speech pathologist and education psychologist.

Olympic Village Primary School is a campus of Charles La Trobe College, and is located in Heidelberg West. The campus had an enrolment of 90.4 students in 2022, and a SFOE of 0.5914. The campus is also heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. The staff structure comprised the College Principal, a Campus Principal, a Leading teacher, four grade teachers supported by four education support staff delivering administration and student support services, a counsellor and speech pathologist.

Quantum Victoria is an important part of our College, and is one of six State specialist Mathematics and Science Centres. This partnership provides a breadth of Science and Mathematics extension and enrichment program for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was our second year as a partner school to the La Trobe University SOLAR (Science of Language and Reading) Lab. The college strategic program in this regard was as aspirational and wide-ranging as the college itself. We worked to complete, publish and implement our F-12 Literacy Scope and Sequence - our *Literacy Curriculum Planning Companion*. We continued to implement our Systematic Synthetic Phonics program for students in Prep to Year 2/3. This has been highly successful and teacher planning at both La Trobe and Olympic Village Campuses speak to the consistency of implementation during 2022. A significant piece of strategic work embarked on in the second half of the year was the design of a Professional Learning Program on Writing and Writing Across the Curriculum. Our SOLAR success was a major factor in allowing us to progress from reading to a focus on Writing in 2023.

Staff at the Pavilion set out to review the Peer Observation templates and protocols, and then schedule a program of class collegial observations, with a process of feedback to be embedded. While the review work was completed as intended, the program of

observations ran a little behind schedule. They also began a longer term focus on numeracy, with the identification and procurement of a numeracy screening tool.

NAPLAN results in 2022 were variable. Reading at Year 3 and Year 5 were both significantly below the similar school averages for top three bands, however they were comparable at Year 7 and significantly higher for reading at Year 9. The numeracy results for Year 3 and 5 were also below like-schools averages, but significantly higher at Year 7, and comparable at Year 9.

Results in NAPLAN writing varies widely, with significant drops in the mean scale score at Year 3 and 5, but a rise in Years 7 and 9. For the first time in five years we had more than 50% of Year 9 students at or above the National Minimum Standard for NAPLAN Writing.

While our School mean study score at VCE continued a low trend, the rate of VCE completion remained high in 2022, with only one student unable to successfully complete the qualification. We expect that consistent and focused implementation of the "Writing Across the Curriculum" strategy will over time see an increase in the mean study score - which is inevitably an outcome of student writing capability.

We took a very strategic approach to the delivery of the Victorian Certificate of Applied Learning in 2023, which included the appointment of a VCAL leader responsible for not only two streams of the certificate - Literacy Skills and Personal Development Skills - but also placed this leader as a bona-fide counterpart to our VCE Leader. We arranged for a dedicated VCAL Learning space and increased the level of school community contribution and leadership expected of these students.

Wellbeing

The Pavilion School has two major pieces of strategic work in the wellbeing space for 2022. Firstly the school sought to embed the practice of writing, implementing and reviewing cultural plans for Aboriginal and Torres Strait islander students. Secondly, the school intended to find or develop an appropriate wellbeing survey that met the needs of the school. In this area, the school reported that while some progress had been made towards researching useful wellbeing surveys, a decision had not yet been made on what, and no progress yet on the roll-out to students.

The biggest strategic wellbeing work at Olympic Village and La Trobe Campuses was a re-commitment to and re-implementation of the Berry Street Education Model. The school delivered the full professional learning program to all staff who had joined the college since 2019, and ran a refresher program for existing staff who had completed the initial program in 2017/2018. Four key staff also took up the masterclass series of BSEM workshops to support the college implementation work.

Student Attitudes to School survey results indicate a falling level of sense of connectedness for students in the later primary years, and both primary site leaders have been mindful of this in delivering on strategic plan work. Results for School Connectedness in the Secondary Age groups remained strong against similar school results with The Pavilion School results stronger again. La Trobe campus disaggregated results were around three percentage points below similar schools, with year level cohorts varying from a high of 60% positive endorsement in Year 7 male students, to a low of 14% positive endorsement in Year 8 female students.

Engagement

In the wake of a request from School Council in 2021, the college adopted an Engagement Strategic focus to plan, develop and implement a coherent series of transition activities for Foundation Students, students entering at Year 7, and students who are transferring to us from other schools mid-way through their schooling, as well as doing the same with a range of public-facing and promotional activities that celebrate, recognise and / or focus on the achievements of staff and students. A total of 18 activities were planned for 2022, of these four were progressed to 100% completion, and another five to 75% completion. Many activities remained unstarted, with insufficient budget and time, as well as the need to seek a balance between genuine educational and instructional foci, and less "core-work" activities.

Concerningly, student attendance remained a real challenge at all sites, with Years Prep to 6 average absence days well above both similar schools rates and those of the state average. No year level had an average attendance rate above 85% (year 4), with Year 1 average attendance rates falling to just 79%. At Years 7 to 12 the data is reflective of the rates of attendance being hugely variable among Pavilion School students, but La Trobe Campus rates still fare relatively poorly. School refusal, and lack of parent-school connectedness also play a role in these rates. Diverse religious observances have an impact, as do some families using school-aged students for familial caring roles from time to time.

Other highlights from the school year

During the year the College hosted a range of highlights which included the resurgence of excursions and camps post-covid. We ran over 300 individual events, excursions, camps, incursions, lunchtime club sessions and activities, with an average of more than one a day. At the La Trobe Campus we were proud of the successful Year 9 City Experience in August, the Year 7, Year 8 & 9 and year 5/6 Camps, and the CLTC School Concert in our newly refurbished Multi-purpose Room. We celebrated the success of three of our senior athletes at the State Championships in October.

At The Pavilion School highlights included a hugely varied and successful pathways and careers program, as well as the continued Pavilion Food Van program. The new Waves of Wellness program was a highly positive engagement and wellbeing initiative. As was the establishment and growth of the Indignous Cultural Program for First Nations students.

Our partnership with La Trobe University continued, with the most significant component being the building of the new Ganbu Djila Sports Park. We also managed significant partnerships with Banyule Community Health, Berry Street and School Focused Youth Service, Victoria Police and Himilo Community Connect, all in support of the needs of our young people.



Financial performance

The school finished 2022 with an overall Net Operating Deficit of \$517,278 largely made up of a \$372,460 managed deficit in staff salaries. The deficit was managed by transferring cash to the salaries budget during the year - a transfer of \$402,000. There was no extra-ordinary revenue or expenditure items. The college entered into financially insignificant licence agreements with three community partners, as well as extending our Outside School Hours Care program with Leapkids to the Olympic Village Campus.

This partnership is supported for three years with a \$75,000 grant from the Department of Education. The school finished the year with approximately \$1.3m in cash reserves.

The college was in receipt of \$1.2m in Equity Funding - salary and cash monies generated by students whose Family Occupation and Background is consider socio-economically disadvantaged. These sums were generally spread evenly across the college, with no particular campus being any more disadvantaged than others.

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

Draft

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 719 students were enrolled at this school in 2022, 353 female and 366 male.

27 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

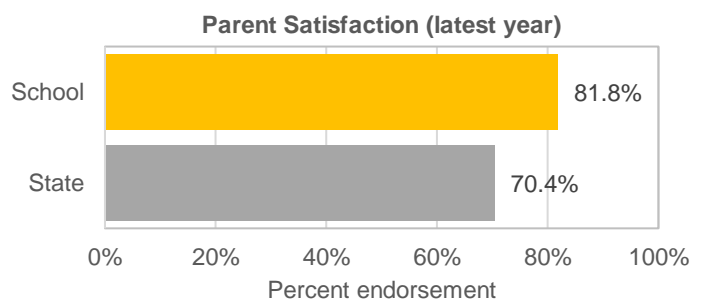
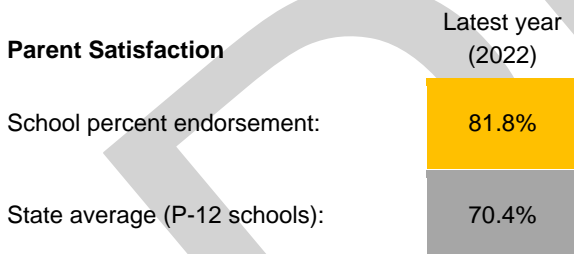
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

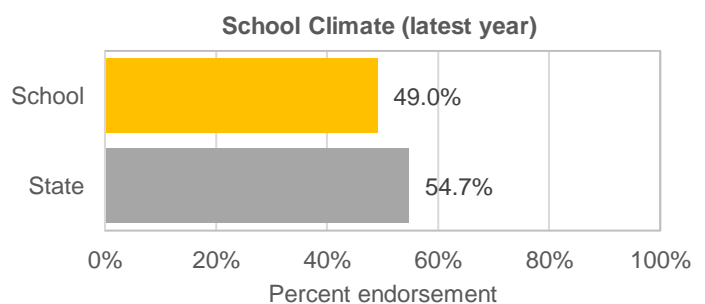
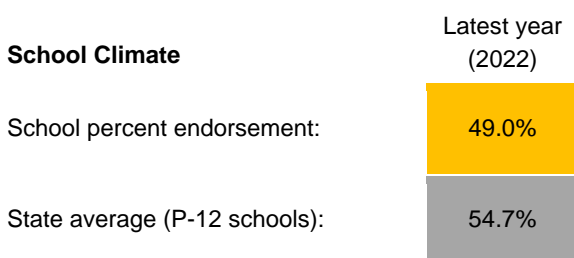


School Staff Survey

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.



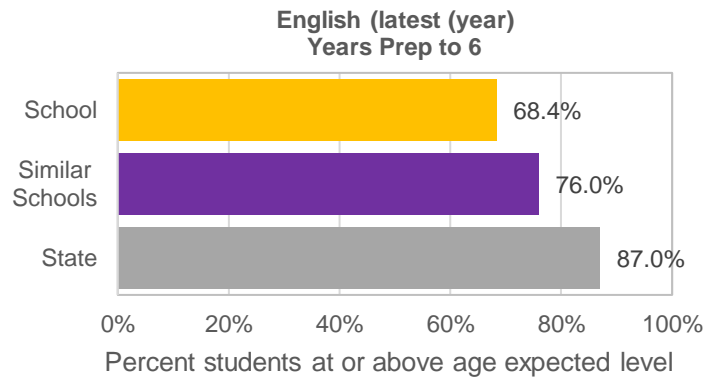
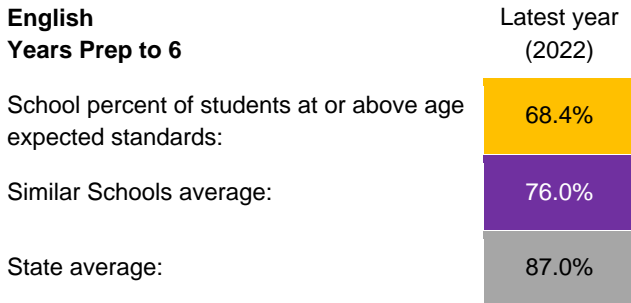
LEARNING

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.

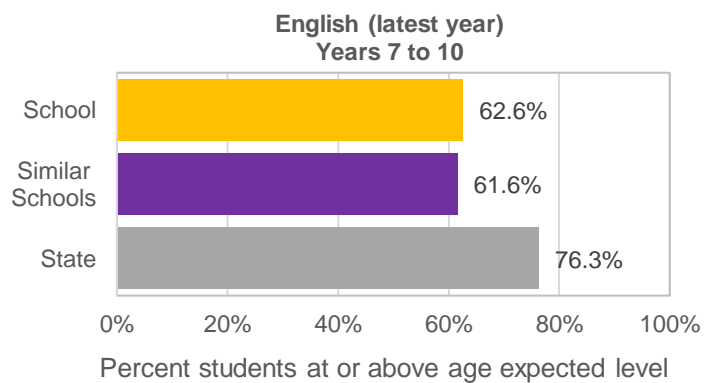
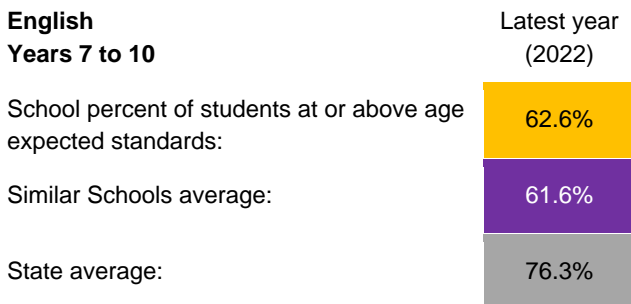
Teacher Judgement of student achievement

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

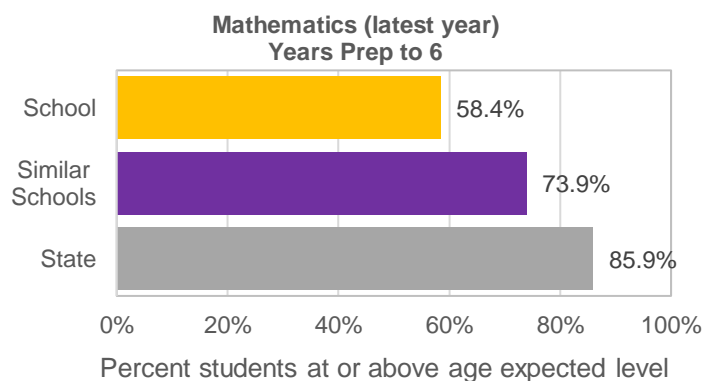
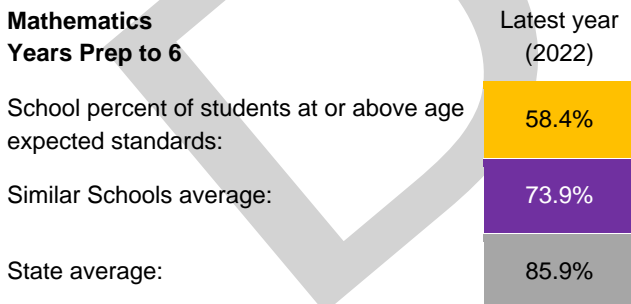
English Years Prep to 6



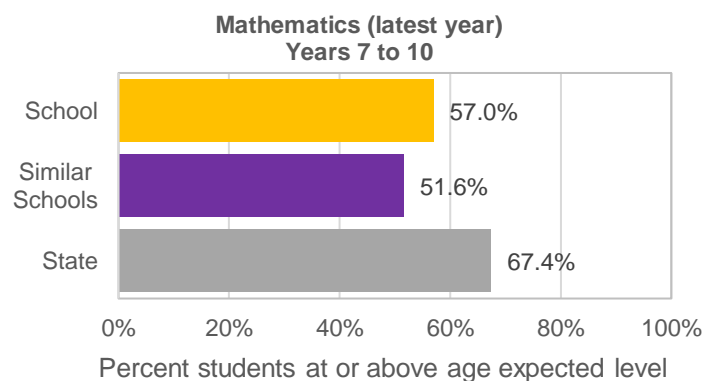
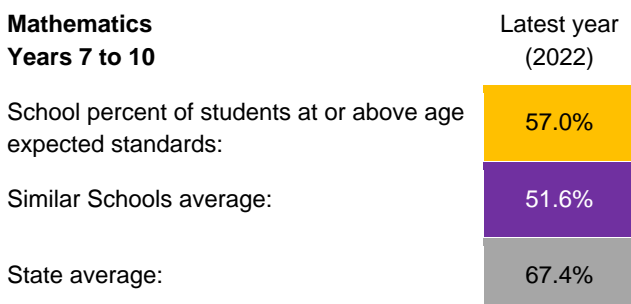
English Years 7 to 10



Mathematics Years Prep to 6



Mathematics Years 7 to 10



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.

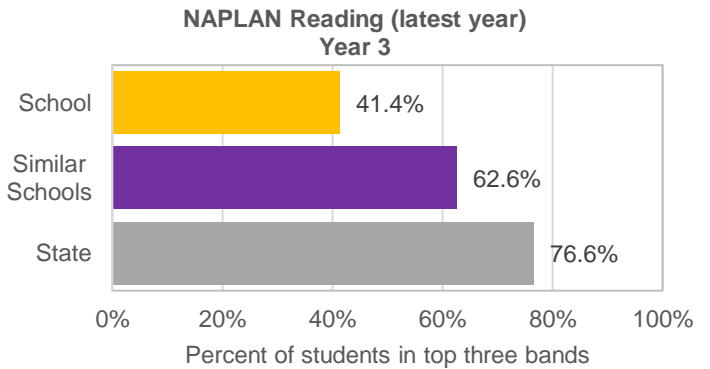
NAPLAN

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.

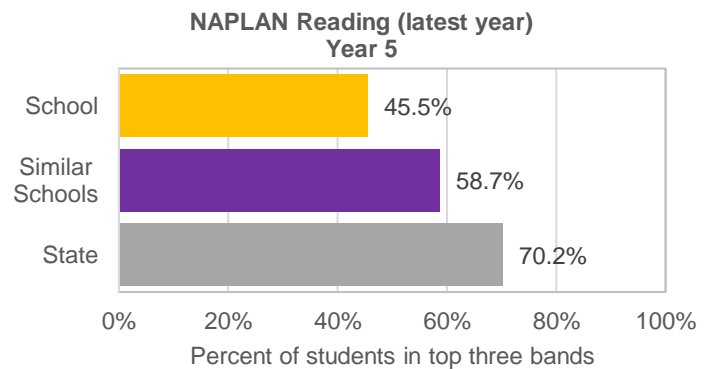
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.4%	53.1%
Similar Schools average:	62.6%	65.7%
State average:	76.6%	76.6%



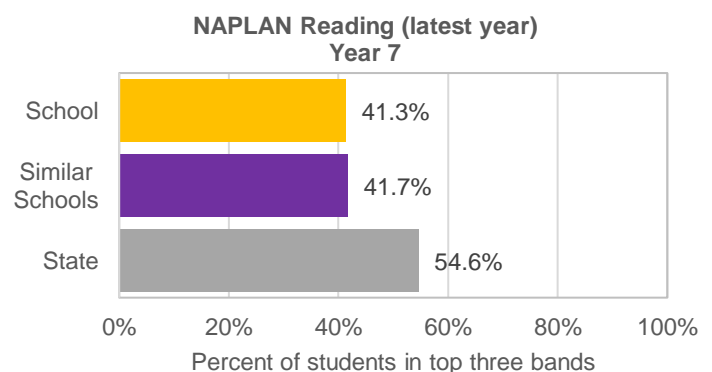
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	48.4%
Similar Schools average:	58.7%	56.8%
State average:	70.2%	69.5%



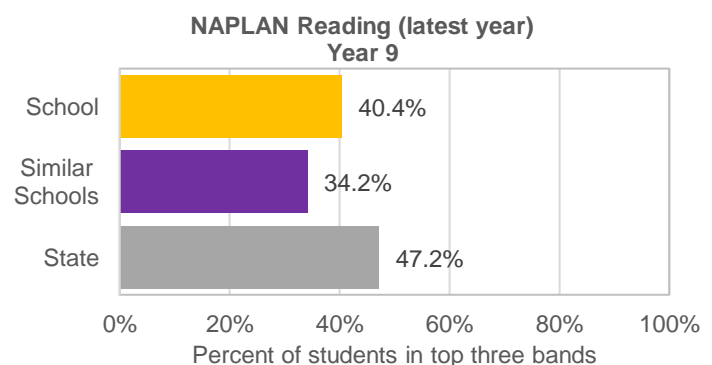
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.3%	43.1%
Similar Schools average:	41.7%	42.7%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.4%	32.3%
Similar Schools average:	34.2%	33.0%
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:

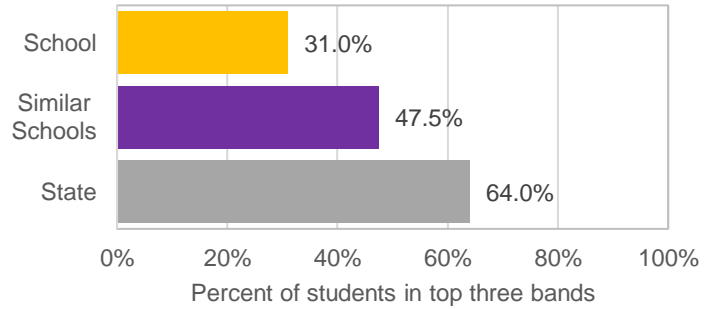
State average:

Latest year (2022)	4-year average
31.0%	45.7%

47.5%	51.7%
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64.0%	66.6%
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NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

School percent of students in top three bands:

Similar Schools average:

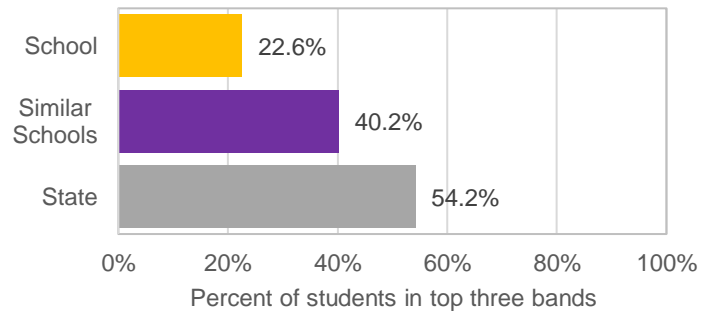
State average:

Latest year (2022)	4-year average
22.6%	31.8%

40.2%	43.4%
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54.2%	58.8%
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NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

School percent of students in top three bands:

Similar Schools average:

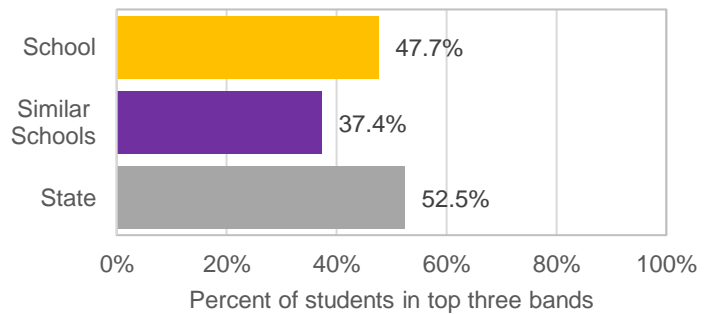
State average:

Latest year (2022)	4-year average
47.7%	37.8%

37.4%	40.5%
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52.5%	54.8%
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NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

School percent of students in top three bands:

Similar Schools average:

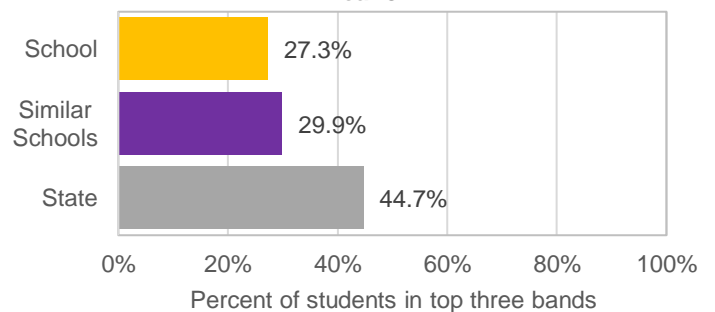
State average:

Latest year (2022)	4-year average
27.3%	31.7%

29.9%	31.3%
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44.7%	45.6%
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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.

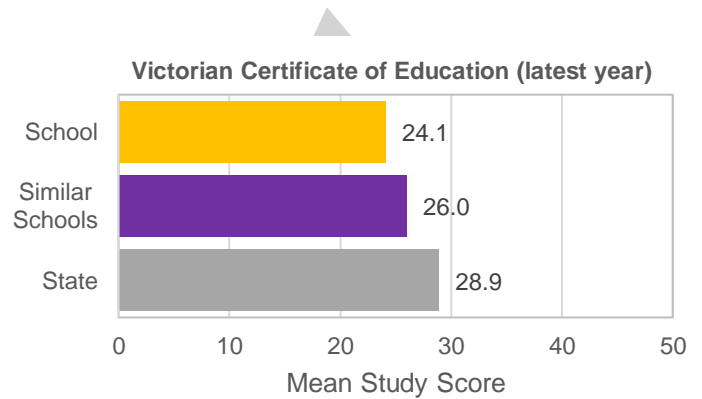
Victorian Certificate of Education (VCE)

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	24.1	24.2
Similar Schools average:	26.0	26.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

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

50%

VET units of competence satisfactorily completed in 2022:

62%

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

24%

WELLBEING

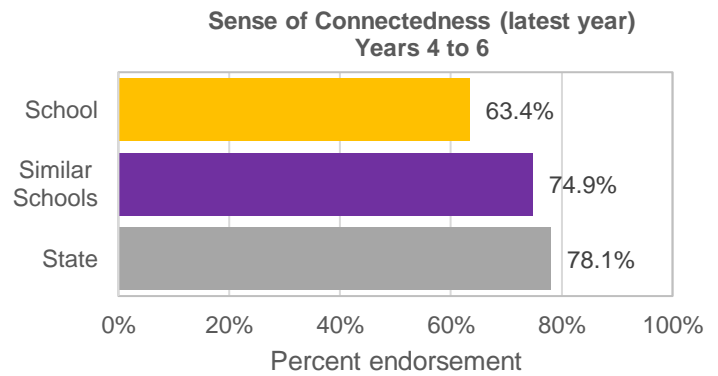
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

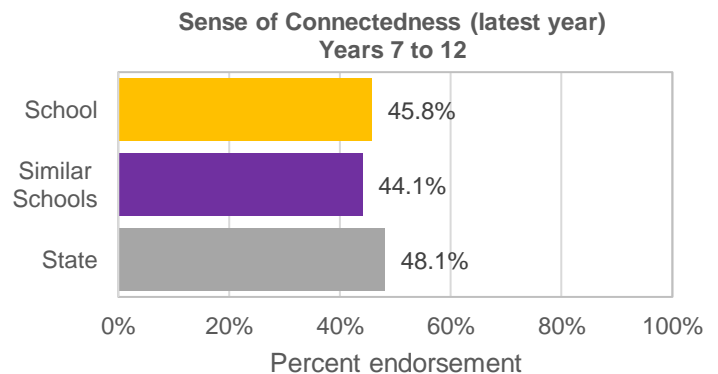
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	63.4%	72.3%
Similar Schools average:	74.9%	77.7%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.8%	50.9%
Similar Schools average:	44.1%	47.1%
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:

60.9% 70.6%

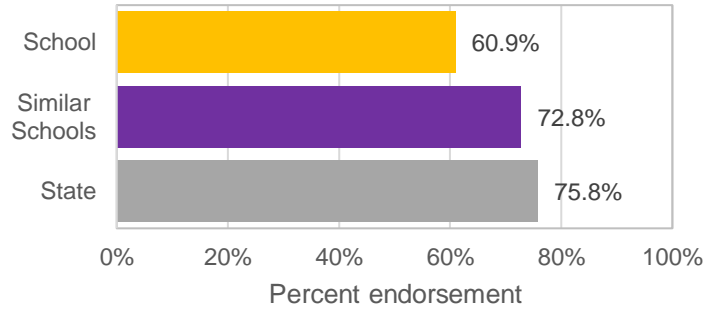
Similar Schools average:

72.8% 76.5%

State average:

75.8% 78.3%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

43.8% 50.8%

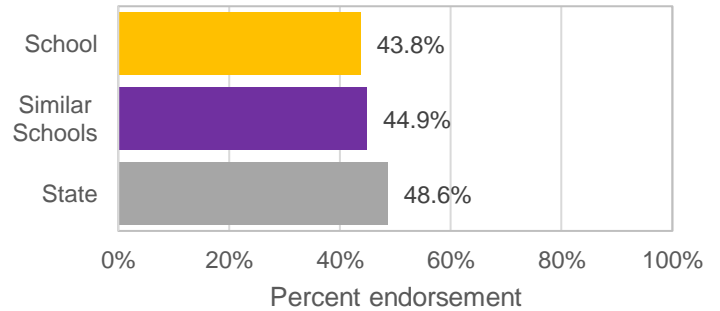
Similar Schools average:

44.9% 49.5%

State average:

48.6% 54.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

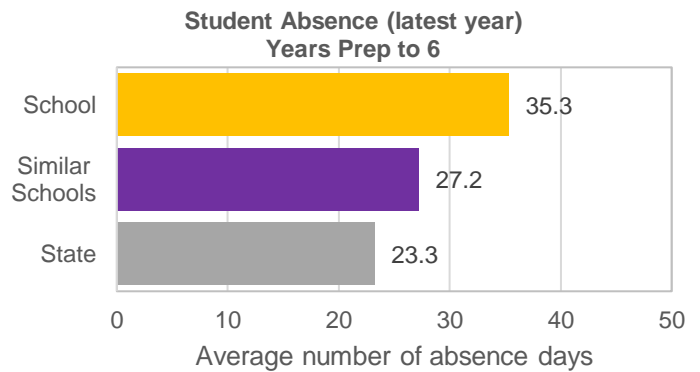
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

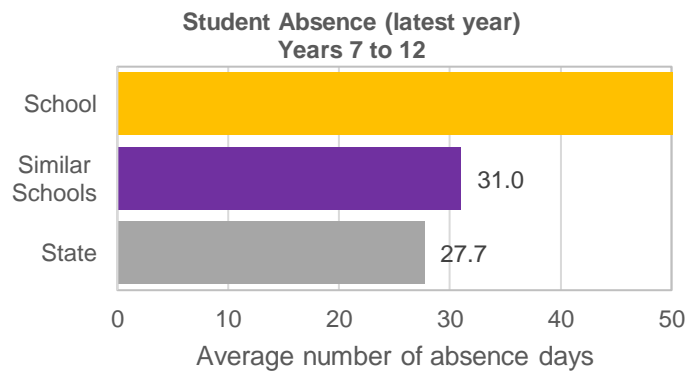
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	35.3	30.9
Similar Schools average:	27.2	21.0
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	51.2	42.8
Similar Schools average:	31.0	25.5
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):	83%	79%	80%	83%	85%	83%	80%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	82%	72%	71%	73%	76%	72%

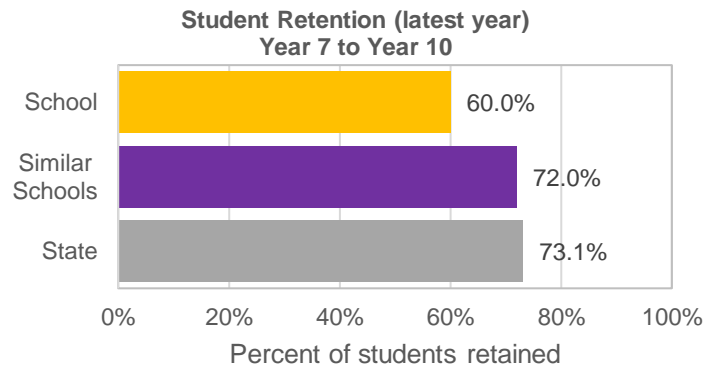
ENGAGEMENT (continued)

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:	60.0%	61.5%
Similar Schools average:	72.0%	71.4%
State average:	73.1%	73.0%



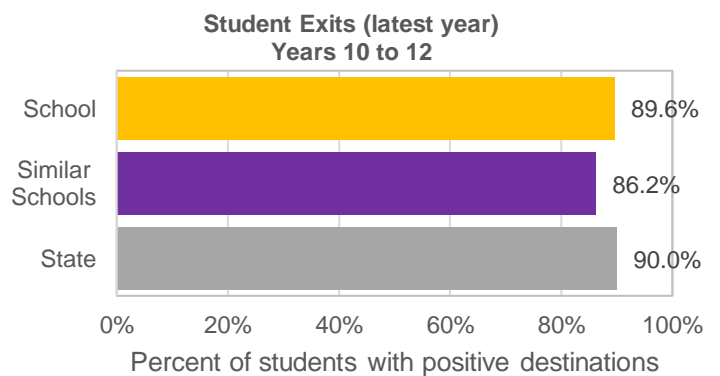
Students exiting to further studies or full-time employment

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%	81.4%
Similar Schools average:	86.2%	85.6%
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	\$12,195,052
Government Provided DET Grants	\$2,323,461
Government Grants Commonwealth	\$46,922
Government Grants State	\$71,411
Revenue Other	\$140,693
Locally Raised Funds	\$248,260
Capital Grants	\$3,550
Total Operating Revenue	\$15,029,349

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,235,503
Equity (Catch Up)	\$55,484
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,290,986

Expenditure	Actual
Student Resource Package ²	\$12,567,512
Adjustments	\$0
Books & Publications	\$11,095
Camps/Excursions/Activities	\$326,911
Communication Costs	\$47,032
Consumables	\$247,273
Miscellaneous Expense ³	\$161,302
Professional Development	\$71,086
Equipment/Maintenance/Hire	\$264,810
Property Services	\$396,152
Salaries & Allowances ⁴	\$314,574
Support Services	\$708,484
Trading & Fundraising	\$276,710
Motor Vehicle Expenses	\$8,754
Travel & Subsistence	\$227
Utilities	\$141,155
Total Operating Expenditure	\$15,543,076
Net Operating Surplus/-Deficit	(\$517,278)
Asset Acquisitions	\$242,327

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,146,636
Official Account	\$30,487
Other Accounts	\$7,072
Total Funds Available	\$1,184,195

Financial Commitments	Actual
Operating Reserve	\$440,552
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$562,642
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$181,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,184,194

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.