

2022 Annual Report to the School Community

School Name: Robinvale College (8276)



- 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 24 May 2023 at 09:23 AM by Natalie Mouvet (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 03 July 2023 at 02:56 PM by Vicki Boram (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

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

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. The vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide "great learning for a thriving community", expresses our commitment to making a valuable contribution to the community's social and economic growth. Robinvale is situated on the Murray River in North Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (89 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea, and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location. The College roll reflects this diversity, and it celebrates its vibrant multiculturalism.

A total of 293 students were enrolled at this school in 2022, 136 female and 157 male. 9 PSD funded students, 23 percent of students had English as an additional language and 34 percent were Aboriginal or Torres Strait Islander.

This school's SFOE band value is: High

Many of the school's Pacific Islander population arrived in Australia through New Zealand in previous years. For this reason, they were not recognised as EAL students and therefore were not eligible for English learning opportunities afforded to other new arrivals who reach Australia through the migration process. They were not eligible to attend the Mildura English Language Centre (MELC) prior to enrolling into a mainstream school. This meant they often had limited English when they commenced school and did not speak English in the family home. This has impacted on the development of students' literacy skills and learning in all curriculum areas, and therefore continues to be a priority area for us to improve.

The college provides additional support for its Aboriginal and Torres Strait Islander (ATSI) students. This includes the *Koorie Girls Academy* which operates on site to provide learning and wellbeing support for Year 4-12 female students. The college also provides the *Clontarf* program which engages Aboriginal and Torres Strait Islander male students in a diverse range of activities designed to help develop self-esteem, confidence, and provide education and employment support.

The 10-year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor, and a Community Facilitator at Robinvale College, including approximately \$300,000 per annum, for 10 years, to support successful implementation of the Our Place model. Our Place will help integrate early childhood, school, and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people, and their families.

The funding provides for a Partnership Manager, a Community Development Advisor, and a Community Facilitator. These personnel are all based at the college and drive the implementation of the partnership. In progressing the achievement of this aim during the last strategic planning period, the college commenced operation of an Early Years Centre and onsite maternal health and medical services. The Our Place Robinvale Learning and Community Hub is operating successfully. The *Hub* comprises a shared college/community library space, public meeting rooms, learning areas, a cultural exhibition space and cafe.

The college has developed ongoing partnerships with many community organisations. This includes the sharing of a *Community Liaison Officer* role with St Mary's School in Robinvale. A partnership was established with *SuniTafe* to provide senior students with access to a weekly *Jobs and Skills Centre*. The centre provides students, parents/carers and college staff with careers, pathways and transition information and support.

The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered on-site including Tradies Pack and Small Business Operations.

The college employs a total of 46.2 Full Time Equivalent (FTE) staff. The staffing profile comprises three principal class officers: a principal and two assistant principals. There are two FTE leading teachers, 18.7 FTE teachers, 7.6 FTE para-professional teachers, 1.2 FTE learning tutors and 12.3 FTE Education Support (ES) staff. Three staff provide support to the *Our Place* community hub.

There are nine additional staff either employed by the school or non-school staff working on the site that provide services to the *Koorie Girls Academy*, *Clontarf Academy*, Early Learning Centre, Maternal Child Health, Early Family Intervention and Secondary School Nurse Program.

A doctor funded by the *Doctor in Schools* program attends the college 0.5 days each week, and a nurse, one day per week.

Progress towards strategic goals, student outcomes and student engagement

Learning

To support student progress the following actions were implemented:

- The Literacy PLC used reading data to inform an inquiry which led to a focus on independent reading. Professional learning to develop teacher capacity in teaching independent reading was delivered in PLCs.
- A Literacy Governance team created.
- PAT testing delivery was more consistent. Professional Development on how to deliver PAT. Teachers were supported to have conferences with students about their data.
- Unit plans were updated to embed into practice.
- Tutoring coordinator has received further role clarity. Data templates have resulted in consistency with data collected and lesson focus. Weekly literacy meetings, higher level of accountability within literacy meetings.
- Document beginning to be drafted on roles and responsibilities for literacy intervention programs
- All teachers participated in a PLC inquiry. Teachers demonstrated a deeper understanding of the Differentiation High Impact Teaching Strategy.
- Increased use of assessment data being used and collected by all teachers - as evidenced by the data collected.
- Literacy and Numeracy meetings were also timetabled into the week for selected teachers who worked with literacy and numeracy learning specialists to target areas of identified need, based on PAT Reading and Numeracy results.
- Teachers participated in PAT-R and F&P training.
- Tutor Learning Initiative and Middle Years Literacy and Numeracy Support were implemented across the school for identified students but staffing shortages impacted on our ability to staff these initiatives consistently throughout the year.
- Home work Club was offered twice a week to support those who required additional learning opportunities in smaller settings, and additional supervised study time was provided for VCE students

Wellbeing

To support student and staff wellbeing the following actions were implemented:

- A consistent communication and referral process was set up utilising internal supports and services for referring students.
- Teachers were supported to strengthen the use of ISEPs, through the role of the behaviour coach.
- Teachers reviewed and updated ISEPs once a semester, in collaboration with students and their parents/carers. An audit of the ISEPs show that the goals, profile, data and strategies are current.
- To help students be more engaged with their learning and feel safe in the classroom, Berry Street Education Model refreshers were provided for teachers.
- Use of trauma informed practice was being used in all classrooms.
- Referral process was streamlined and centralised for all staff.
- A Behaviour coach provided support to identified teachers.
- Engagement of Indigenous students was inconsistent, the lead up to the change in Clontarf staff at the end of 2022 caused a lot of anxiety amongst all students
- High absence rates - illness, families asking students to undertake care and familial responsibility at home, cultural business
- Collaboration with the Swan Hill Rural City Council Empowerment Program led to increased support for students at risk of disengagement from school.

Engagement

- Teacher mental health due to unstable staffing, student conflict caused several absences.
- A community liaison officer was appointed to work with our Islander families.
- The Primary Team made it a part of their practice to contact home to follow up on absences.
- Students within priority cohorts who have a long history of chronic absenteeism were contacted by staff.

- Engagement in the Breakfast Program has increased numbers of students attending
- Embedded use of Schoolzine (online platform) with parents to translate full newsletter and access the newsletter via multiple platforms.
- Berry St routines of greeting students, using brain breaks embedded across school, were evidenced through observations.
- Library JUA implemented including booking process for external organisations and community groups.
- Successful playground funding application.
- All students have an ISEP that was reviewed twice in the year, with opportunities for parent feedback being provided at least twice in the year.
- Student Led Conferences, Parent teacher interviews and relevant SSGs were held twice in the year.
- A return to whole school events like the swimming carnival, Athletics Day

Other highlights from the school year

A return to whole school events like the swimming carnival, Athletics Day
The school has implemented Individual Student Engagement Plans (ISEPs) for all students. ISEPs are reviewed twice in the year, with opportunities for parent feedback being provided at least twice in the year. Teachers demonstrating an increased understanding in differentiation of these plans for students, as evidenced by what was documented. Breakfast Program engagement increased numbers of students attending. School newsletter successfully implemented Schoolzine (online platform) with parents now able to translate full newsletter and access the newsletter via multiple platforms. Berry St routines of greeting students, using brain breaks embedded across school, as evidenced through observations. Library JUA implemented including booking process for external organisations and community groups. Successful in getting playground funding. Student Led Conferences, Parent teacher interviews and relevant SSGs were held twice in the year.

Financial performance

The financial section of this report indicates Robinvale College continues to maintain a sound financial position with a net operating surplus of \$371,106.

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. Extraordinary revenue items include: \$16,656 Shade Sails funding, \$17,958 Active School funding for Extracurricular activities, \$9,800 Advance program, \$5,852 Toorak Uniting Church breakfast club funding, \$5,000 Grant funding from Euston Club for KGA excursion, \$4,600 Pool hire, \$14,000 Donations for Achievement night, \$14,500 Scholarship funding.

Surplus was reflective to Staffing, budgets not being fully expended, and materials and trade services unavailable for planned projects and maintenance.

High Expenditure areas being \$124,000 CRTs (Casual Relief Teachers), this was a result of utilising agency staff provided by Randstad, Tradewind, Interchange Bench, and Free Agency, due to not being able to secure full time teachers to the college, noting the Education Department also provided funded staff in times of crises, \$20,000 expended for advertising for new staff positions. Allocated funding to support significant expenditure in the following areas, professional development for all staff, 4 new Commbox interactive screens in classrooms (\$17,430), 50 Lenovo netbooks (\$28,885), Primary and Secondary literacy resources (\$31,000) primary scooter track, playground markings, rugby /soccer combo goal posts, pool handrails and chlorinator, \$12,000 new Kubota mower, hydraulic hoist for tech shed \$8,000.

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 293 students were enrolled at this school in 2022, 136 female and 157 male.

23 percent of students had English as an additional language and 34 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.

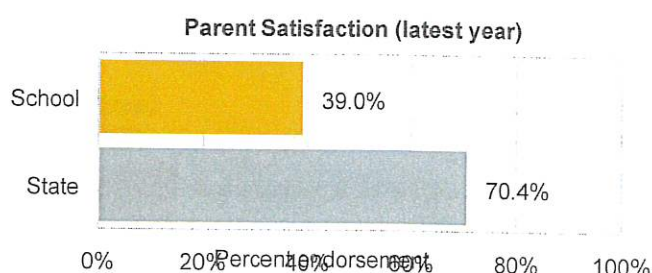
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	39.0%
State average (P-12 schools):	70.4%



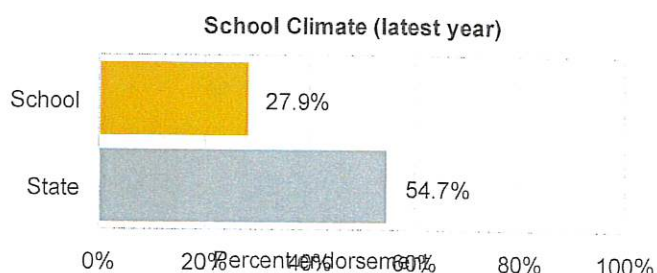
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	27.9%
State average (P-12 schools):	54.7%



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

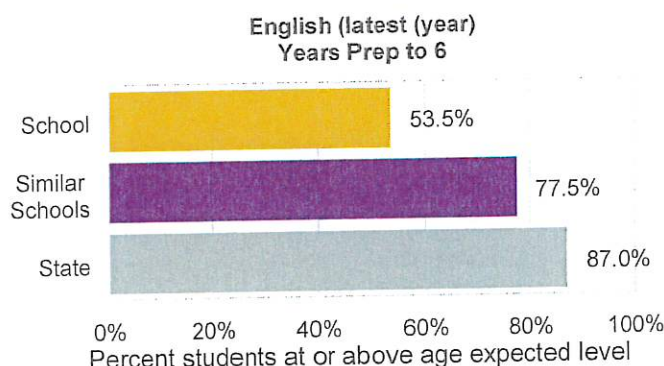
53.5%

Similar Schools average:

77.5%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

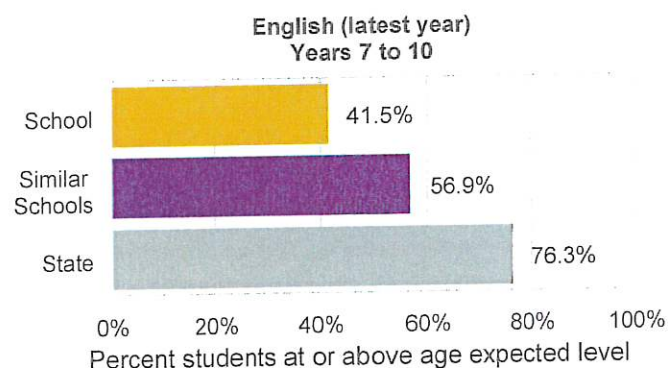
41.5%

Similar Schools average:

56.9%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

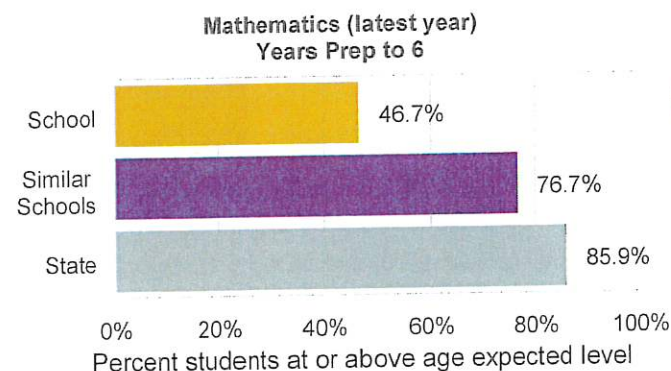
46.7%

Similar Schools average:

76.7%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

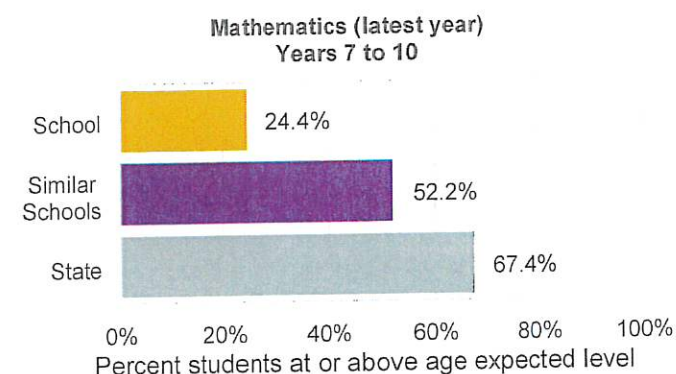
24.4%

Similar Schools average:

52.2%

State average:

67.4%



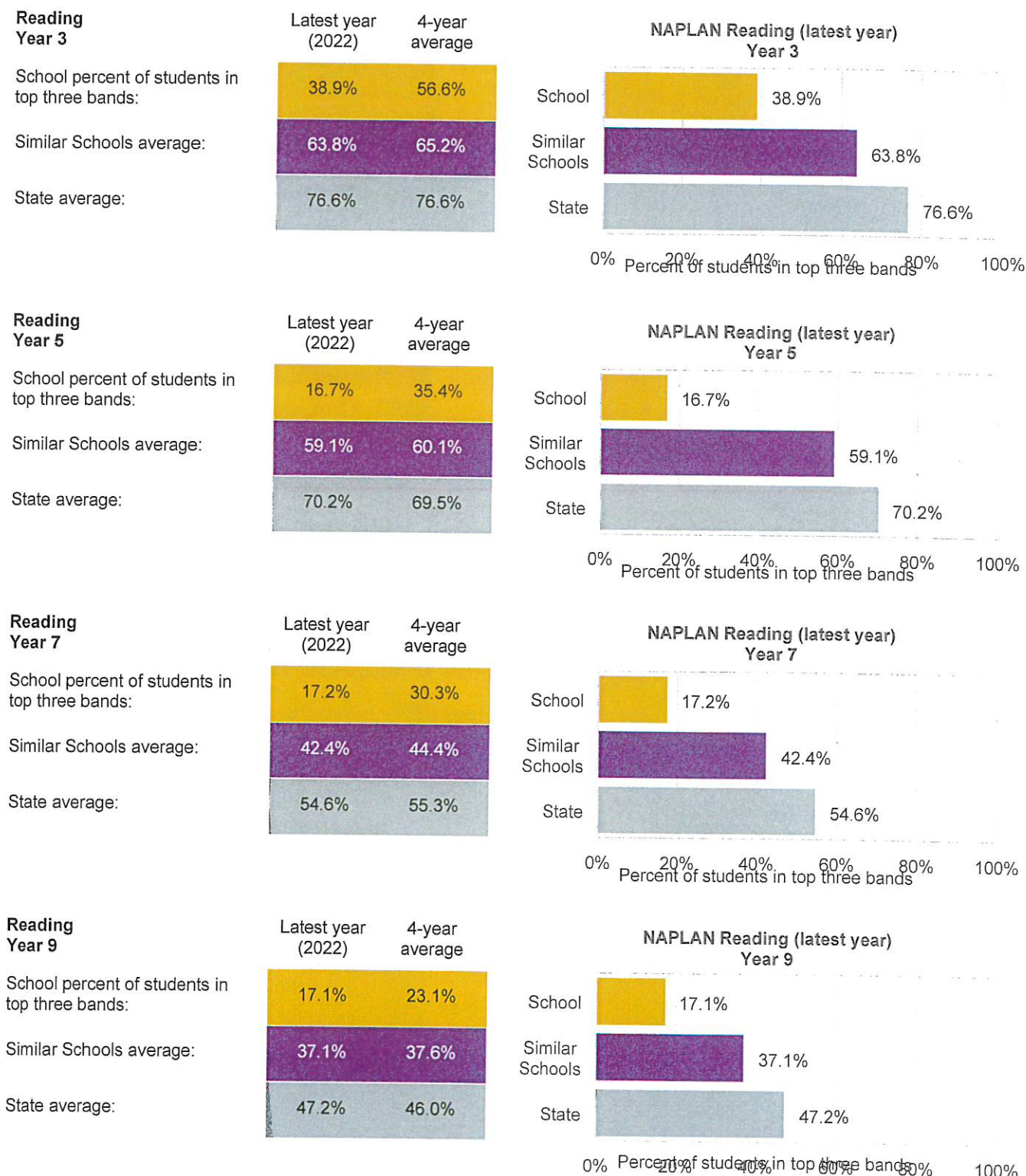
LEARNING (continued)

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.



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:

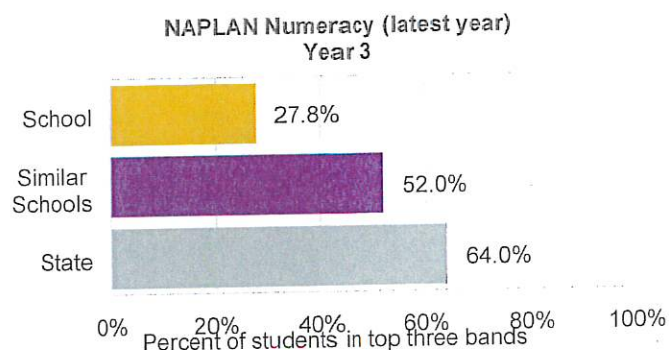
Latest year (2022)	4-year average
27.8%	39.2%

Similar Schools average:

52.0%	56.5%
-------	-------

State average:

64.0%	66.6%
-------	-------



Numeracy Year 5

School percent of students in
top three bands:

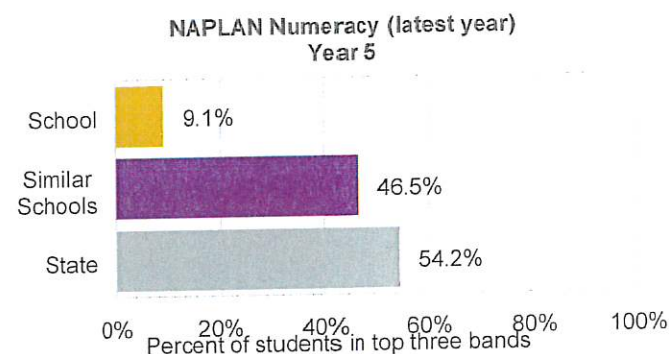
Latest year (2022)	4-year average
9.1%	31.8%

Similar Schools average:

46.5%	51.4%
-------	-------

State average:

54.2%	58.8%
-------	-------



Numeracy Year 7

School percent of students in
top three bands:

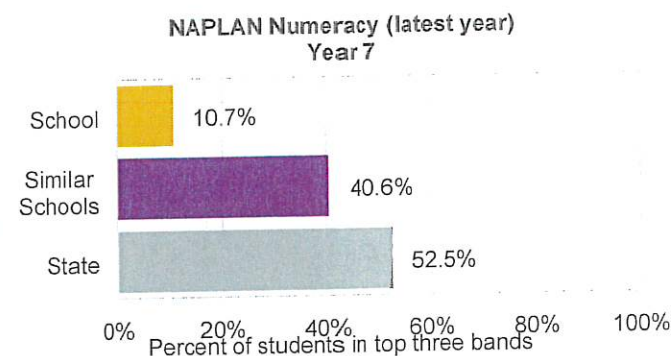
Latest year (2022)	4-year average
10.7%	36.1%

Similar Schools average:

40.6%	46.5%
-------	-------

State average:

52.5%	54.8%
-------	-------



Numeracy Year 9

School percent of students in
top three bands:

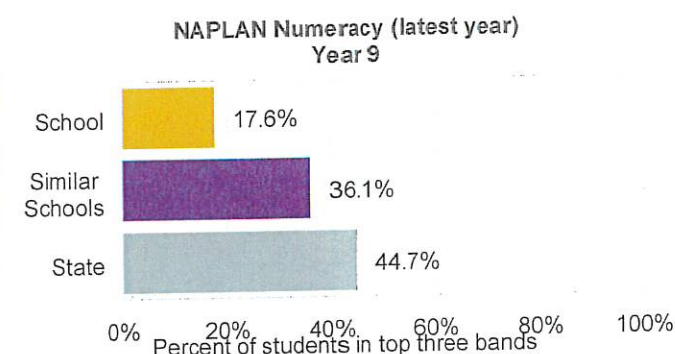
Latest year (2022)	4-year average
17.6%	27.5%

Similar Schools average:

36.1%	39.0%
-------	-------

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)

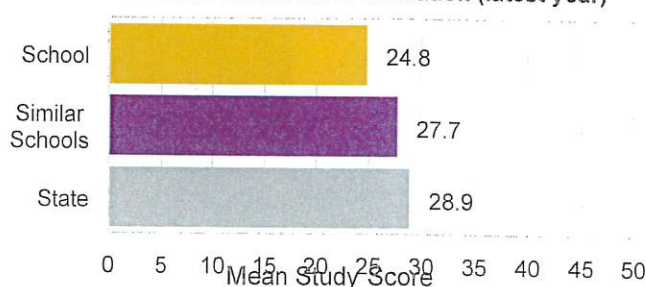
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	24.8	25.7
Similar Schools average:	27.7	27.7
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

100%

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

17%

VET units of competence satisfactorily completed in 2022:

56%

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

33%

WELLBEING

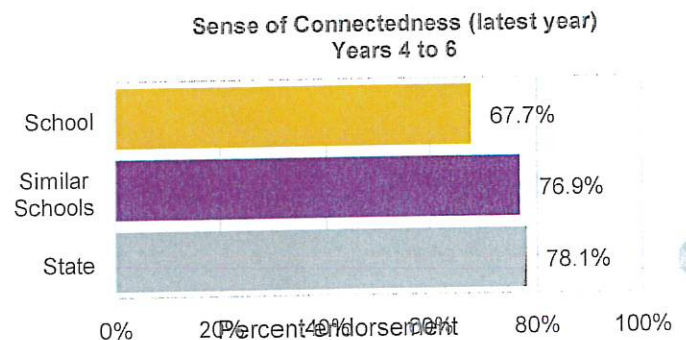
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

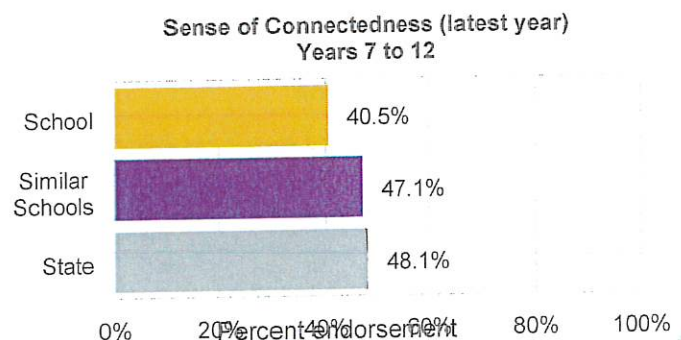
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.7%	63.3%
Similar Schools average:	76.9%	78.4%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	40.5%	35.1%
Similar Schools average:	47.1%	49.8%
State average:	48.1%	52.5%



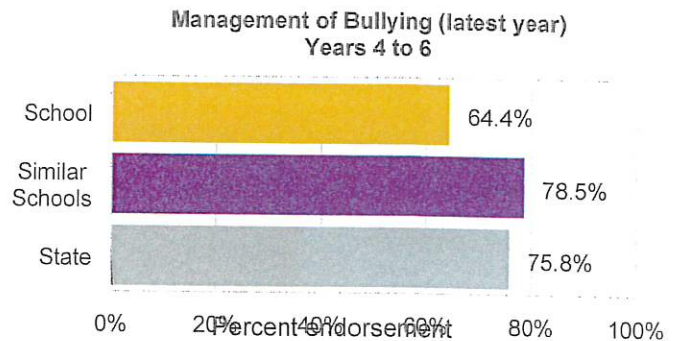
WELLBEING (continued)

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).

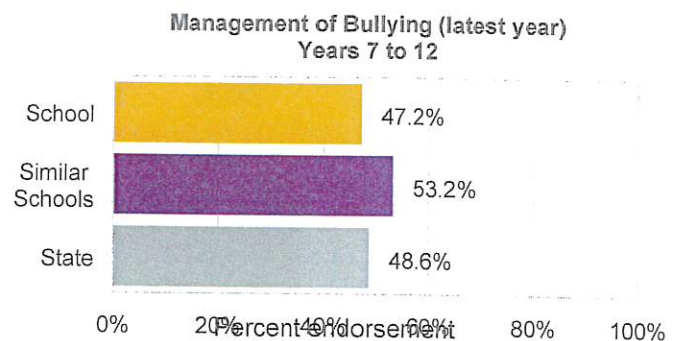
Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	64.4%	57.6%
Similar Schools average:	78.5%	79.7%
State average:	75.8%	78.3%



Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	47.2%	36.2%
Similar Schools average:	53.2%	55.9%
State average:	48.6%	54.0%



ENGAGEMENT

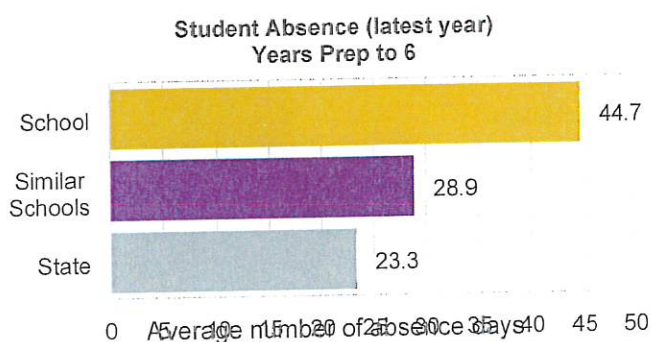
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

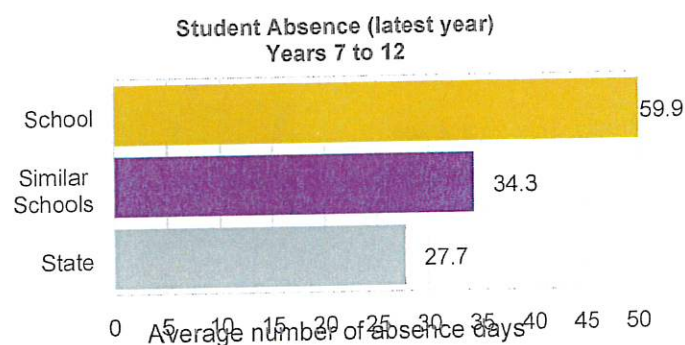
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	44.7	32.0
Similar Schools average:	28.9	21.5
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	59.9	37.9
Similar Schools average:	34.3	26.9
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):	75%	71%	80%	77%	77%	74%	84%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	75%	69%	68%	66%	65%	77%	

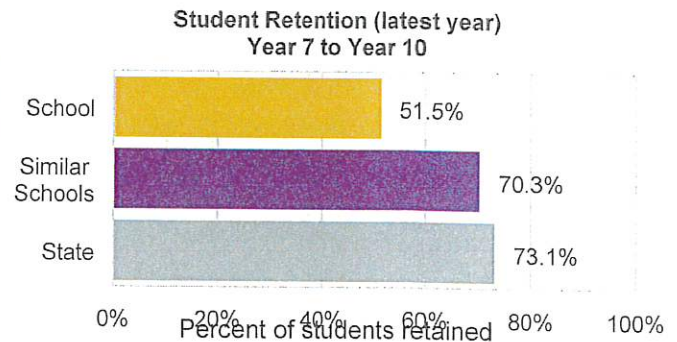
ENGAGEMENT (continued)

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:	51.5%	53.4%
Similar Schools average:	70.3%	69.5%
State average:	73.1%	73.0%



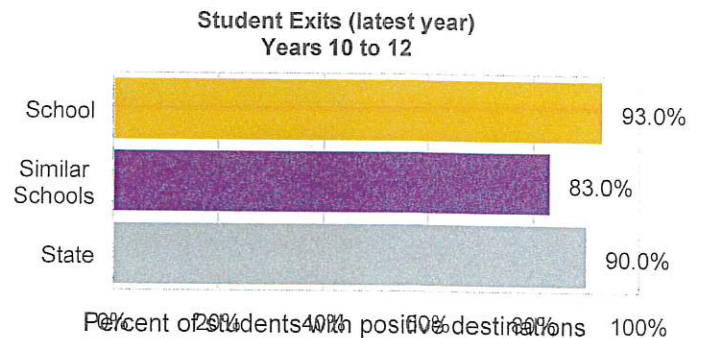
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	93.0%	93.9%
Similar Schools average:	83.0%	83.1%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,127,505
Government Provided DET Grants	\$1,261,713
Government Grants Commonwealth	\$3,950
Government Grants State	\$11,500
Revenue Other	\$112,488
Locally Raised Funds	\$148,392
Capital Grants	\$16,656
Total Operating Revenue	\$6,682,203

Equity ¹	Actual
Equity (Social Disadvantage)	\$707,591
Equity (Catch Up)	\$24,031
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$731,622

Expenditure	Actual
Student Resource Package ²	\$4,901,365
Adjustments	\$0
Books & Publications	\$24,262
Camps/Excursions/Activities	\$124,101
Communication Costs	\$11,667
Consumables	\$142,616
Miscellaneous Expense ³	\$92,655
Professional Development	\$36,892
Equipment/Maintenance/Hire	\$132,984
Property Services	\$357,513
Salaries & Allowances ⁴	\$81,800
Support Services	\$161,458
Trading & Fundraising	\$48,401
Motor Vehicle Expenses	\$9,308
Travel & Subsistence	\$9,537
Utilities	\$159,883
Total Operating Expenditure	\$6,294,441
Net Operating Surplus/-Deficit	\$371,106
Asset Acquisitions	\$36,058

- (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	\$2,211,396
Official Account	\$24,949
Other Accounts	\$0
Total Funds Available	\$2,236,346

Financial Commitments	Actual
Operating Reserve	\$207,200
Other Recurrent Expenditure	\$2,716
Provision Accounts	\$0
Funds Received in Advance	\$88,483
School Based Programs	\$127,124
Beneficiary/Memorial Accounts	\$10,093
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,537
Capital - Buildings/Grounds < 12 months	\$650,984
Maintenance - Buildings/Grounds < 12 months	\$43,982
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,133,119

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.

