

2022 Annual Report to the School Community

School Name: Sandringham College (8739)



**SANDRINGHAM
COLLEGE**

- 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 26 April 2023 at 07:34 PM by Amy Porter (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 28 April 2023 at 01:31 PM by Andrew Barlow (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

Sandringham College is located in the south-eastern suburbs of Melbourne. The College caters for 1000 students from Years 7 to 12 and is situated across two campuses that are within a ten-minute walking distance. The Bluff Road Campus is the home of our Middle Years (Years 7 to 9) whilst the Senior Campus at Holloway Road, provides a mature setting for Year 10, VCE, VCE Vocational Major (formerly VCAL), Victorian Pathways Certificate and VET students. The school provides multiple pathways for students: general co-educational learning, SEAL (select entry), art, dance and sports academies. High quality teaching of core curriculum is complemented by a dynamic instrumental music, visual and performing arts program, and a French and Chinese Languages program that encompasses international exchange opportunities. A well-established International Student Program is in place with students from China, Vietnam, South America and Europe successfully undertaking secondary studies with the view of many to continuing tertiary studies in Australia

At Sandringham College our strong vision supports us to provide opportunities for students to achieve both academic excellence and to develop as young people of great character. Our desire is that our students cultivate their intellectual capacity and that they strive for excellence in all that they undertake. We believe that Sandringham College students, if supported in their learning and development, will become young people of great character who are able to engage with the world around them as tolerant, kind and consciously curious life-long learners. To achieve our vision, we draw strongly on our school values of Respect, Excellence, Integrity, Creativity and Community. It is particularly important to our school that we work as a community; it is through the combined efforts of our students, staff and parents that we achieve our goals and support students to succeed in their aspirations.

In 2022 we continued to focus on developing and implementing a robust and innovative curriculum that challenges students to achieve their academic best and engages them within the classroom. As a school we set high academic standards and expect both students and staff to aspire to achieve these. Learning within the classroom is complemented by a strong and vibrant co-curricular program. Philosophically the school believes that involvement in co-curricular activities leads to improved outcomes for students both at school and in future life.

In 2019 we received funding from the Victorian State Government to develop a new Masterplan to rebuild the school, replacing facilities that have served generations of students from 1949 onwards. The rebuild of the College comprises four stages and will result in an improved learning environment that will enhance curriculum delivery. In 2022 we commenced stage one of the rebuild, a new sports/music/dance centre at Holloway Road. At the completion of the redevelopment, the College will create a unique Year 9 campus with a curriculum that draws heavily from the General Capabilities and focuses on students becoming highly successful learners, confident and creative individuals, and active and informed citizens.

Sandringham College has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources and to have a positive impact on student outcomes. Sandringham College enjoys a strong sense of community, working together to develop supportive and strong home/school partnerships.

The school has the equivalent of 123 full time staff: including 5 Principal Class, 76 (EFT) Teaching Staff and 25.6 (EFT) Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

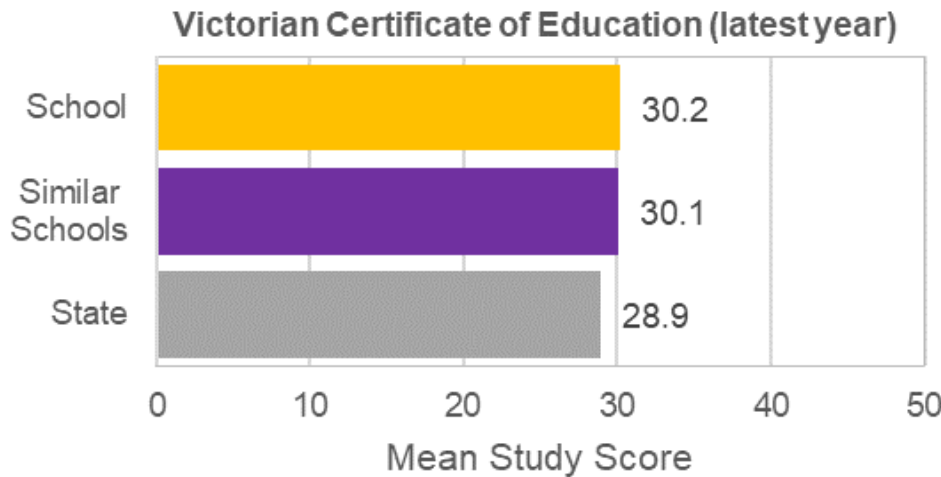
Learning

At Sandringham College we recognise that continuous improvement in student outcomes is driven by teacher capacity to deliver high quality classroom instruction. Underpinning excellence within the classroom is a robust and innovative curriculum, and consistent use of student learning and wellbeing data to inform teacher practice. At our school we value the growth and learning of our teachers as well as our students. In 2022 our focus has been on the FISO area of Excellence in Teaching and Learning and Positive Climate for Learning with a particular emphasis on the following priorities:

1. Embedding a College wide learning model (SAEPAR)
2. Refining and embedding a guaranteed, viable and rigorous curriculum

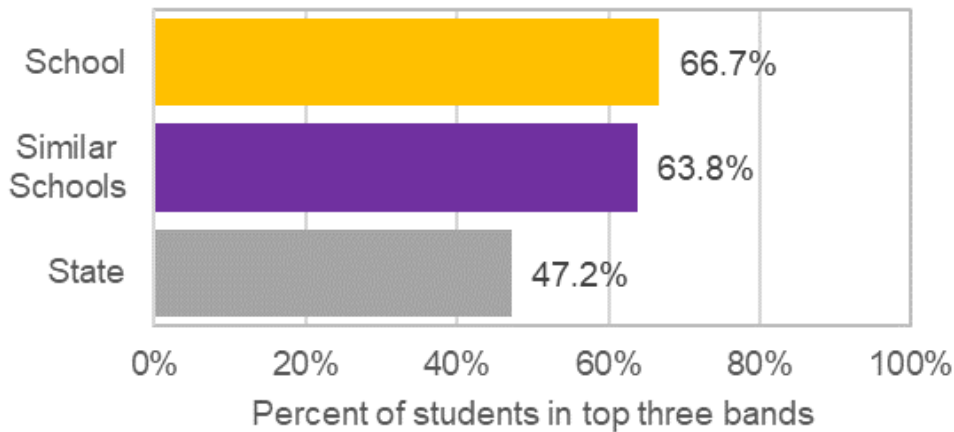
3. Embedding the *School Wide Positive Behaviours for Learning* framework
4. Developing and embedding high quality inclusion processes and practices
5. Enhancing wellbeing practices across the College to ensure that students remain happy, healthy, resilient and engaged
6. Maintaining excellence in teaching, learning and wellbeing post COVID-19.

Sandringham College has been identified as a school making significant growth in the area of improving student outcomes. On all measures, results indicate that we are on target to achieve the goals established in our 2019-2022 Strategic Plan. In 2022 the College maintained a VCE median Study Score of 30; this study score places the school in the top 20% of the state for VCE results and reflects the strong commitment to developing teacher practice as well as the quality of the remote learning program and the effective impact of the school-based supports offered to VCE students upon their return to face-to face learning. We are proud of the efforts of our Year 12 students who demonstrated the school value of 'excellence' through their efforts during COVID-19.

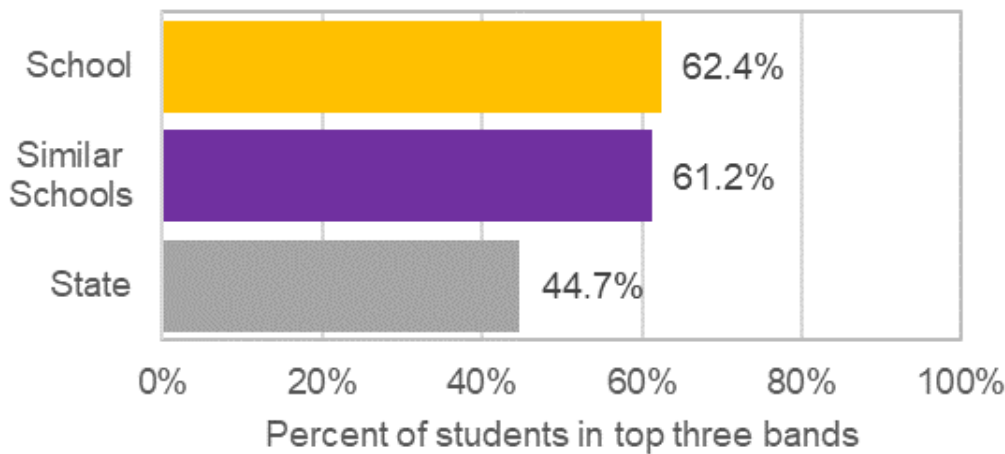


NAPLAN in 2022 indicated that students continue to track positively when compared to statewide data. Students continued to achieve above the state and similar schools in NAPLAN reading at Year 9. 2022 also saw steady improvement in numeracy results with NAPLAN results indicating an improvement in the number of students in the top three bands, higher than both the state and similar school groups. These results can be attributed to effective teacher classroom practice, the development of guaranteed and viable curriculum and the use of targeted literacy and numeracy strategies to support student learning growth. In 2022, PAT testing and teacher judgements were used to identify students for the College's literacy and numeracy support programs and the DET tutoring program. Students chosen for these initiatives participated in withdrawal literacy support, in class mathematics tuition from Year 7 through to Year 12.

NAPLAN Reading (latest year) Year 9



NAPLAN Numeracy (latest year) Year 9



Wellbeing

Sandringham College provides a safe, positive and inclusive learning environment for all students. We believe that a student's wellbeing is fundamental to academic success and their development as young people of great character. The school has progressed its student wellbeing goals through a systematic and coherent approach to student support across all year levels. To facilitate a proactive wellbeing approach, the school employs the equivalent of five full time staff including an Assistant Principal for Wellbeing and Inclusion, a Student Engagement Coordinator (PSD), three full time Student Wellbeing Coordinators and a 0.6 Mental Health Practitioner who is a qualified psychologist. We also engage psychologists and youth mental health organisations to support the additional needs of students.

The school has worked as a community to foster a sense of contentedness and safety through a range of proactive programs such as School Wide Positive Behaviours for Learning framework. In 2022 the College continued working on the *School Wide Positive Behaviours for Learning Framework (SWPB)* with a cross-campus collegiate team. Consultative processes were undertaken with students and staff with the targeted focus being on developing a consistent, sound and well researched system of classroom management and shared expectations of school wide behaviours. In 2021 the work in this area included the refinement of the whole school behaviours matrix. The matrix, and a new College wide classroom management structure was successfully implemented in

2022 with staff and student training taking place throughout the year. Staff continue to use SWPB and to provide positive acknowledgment to students through 'green posts' on Compass and through the sending home of postcards congratulating them on their positive behaviours.

Throughout 2022 all students participated in the College's *LifeSkills* program which provides age-appropriate presentations around study, sex education, cyber safety, wellbeing, mental health, careers and resilience. The specific needs of students are taken into account each year, the program is flexible and designed to be responsive to student data gathered through student voice initiatives and the annual student Attitudes to School Survey. In 2022 the main focus was on wellbeing and mental health post COVID-19. Within the classroom, the College is delivering the Education Department's *Respectful Relationships* curriculum through Health and Physical Education classes. This program focuses on challenging negative attitudes such as prejudice, discrimination and harassment, which can lead to violence, often against women. Throughout the year, all students participate in targeted programs specific to their needs and level of readiness.

Engagement

The College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling, and particularly in the senior years, students are supported to develop their own pathway based on personal passion and future goals. In order to cater for the individual and the diverse interests of students, the College offers pathways through VCE, VCE Vocational Major (formerly VCAL), the Victorian Pathways Certificate and VET. Students are encouraged to commence VCE studies in Year 10 and many students undertake a VCE Unit 3&4 Study in Year 11. Students' results for 2022 were extremely positive and despite the impact of COVID-19 and remote learning, the completion of VCE Certificates at Sandringham College remained higher than the state average with 95% of students successfully attaining this qualification. In 2021 91% of Year 12 students progressed onto a positive tertiary or work pathways, this is higher than the state average but still an area of focus for improvement. The 2022 retention rate for the College was similar to other like schools and within state trends. The impact of COVID-19 and Australian border closures continued to impact on the College's International Student Program (ISP) with only 14 students in the program for the 2022 school year. Whilst the change in the profile of the ISP program has a direct impact on retention rates, real retention rates across the school for Years 7-12 remain positive. Many students were also successful in attaining employment, traineeships and apprenticeships prior to the completion of their Year 12 VCAL or VCE Certificate, this is a positive outcome for students but impacts on retention data. The College remains committed to improving retention rates whilst supporting all students to achieve the best pathway possible post school.

In 2022, the College continued to develop a streamed mathematics pathways at Year 10. Mathematics pathways are designed to build the numeracy skills of selected students, provide core mathematics learning for all and to extend and enrich the learning experiences of gifted students in each class; all curriculum is aimed at student point of readiness to learn. Improvement in outcomes for students in mathematics remains a key focus of the College and in 2022 the Mathematics Improvement Team was formed to look at evidence-based strategies for increasing engagement and outcomes 7-12 with a hope of more students choosing mathematics and achieving success at a VCE level.

Attendance data at the school demonstrates that we are tracking at a similar rate to like schools. Attendance issues are addressed holistically through engaging with relevant stakeholders. Year Level Leaders at each year level support students with attendance concerns through parent interviews, student support plans and engagement with the College's wellbeing team. Students from Years 7-12 generally maintain high levels of attendance, with only 5% of absences non-approved. During the 2022 school year, the College appointed an attendance officer to better support school communication to parents/carers regarding attendance.

Other highlights from the school year

2022 saw the welcome return of a number of key events at Sandringham College. As a school with a strong Arts/Performing Arts program it was wonderful to see the annual school production, music and dance performances and the annual VCE Art Show return after a two-year hiatus due to COVID-19. The production of *The Addams' Family* was a particular highlight for the school and was the first opportunity for many students to participate in an event involving dance, music and theatre students from Years 7-12.

Another highlight was the College art show which featuring the work of graduating VCE students and students from the College's Art Academy. This was the first time that students from the Bluff Road Campus had participated in the school art show and was a reflection of the hard work and success of student involved in the Art Academy which opened in 2021.

In 2022, the school also commenced the development of a new state of the art sports, music and dance facility at the Holloway Road Campus. The \$25million High Performance Centre build is funded using money from the Federal, State and Local Government. Housing a Community Sports Precinct and new facilities for Netball, sport, music and dance, the facility will be shared by the community and the school and provides the opportunity for students to access state of the art, modern teaching and learning spaces. The facility will enhance both the performing arts and sports programs, enhance access to world class sporting facilities for female participants, and provide spaces for student assemblies and whole community celebrations.

Financial performance

Sandringham College maintained a sound financial position in 2022 and the net financial position continues to remain stable. This reflects the College's consistent approach to our financial responsibilities, whilst also allowing for ongoing modest financial investment in facilities enhancement projects, learning improvement and student wellbeing.

Throughout 2022 financial resources continued to be targeted to support the specific needs of students achieving below expected standard in NAPLAN and priority cohorts through the provision of a specialist Literacy and Numeracy support. Post-COVID, Year 12 support was also prioritised in 2022. Other areas heavily supported include the College's wellbeing program which is a reflection of the growing mental health and resilience needs of students.

The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets, and the College Council in providing direction for the coming year. Our College Parents' Association has again contributed to funds throughout the College including supporting scholarships for students and providing resources to support the curriculum delivery in Food Studies and Outdoor Education and Environments.

In 2023 we look forward to the work of the Curriculum Team and the Wellbeing Team in their important role in supporting and improving student outcomes and ensuring wellbeing and academic growth.

For more detailed information regarding our school please visit our website at
<https://sandringhamsc.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 969 students were enrolled at this school in 2022, 434 female and 535 male.

6 percent of students had English as an additional language and 1 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).

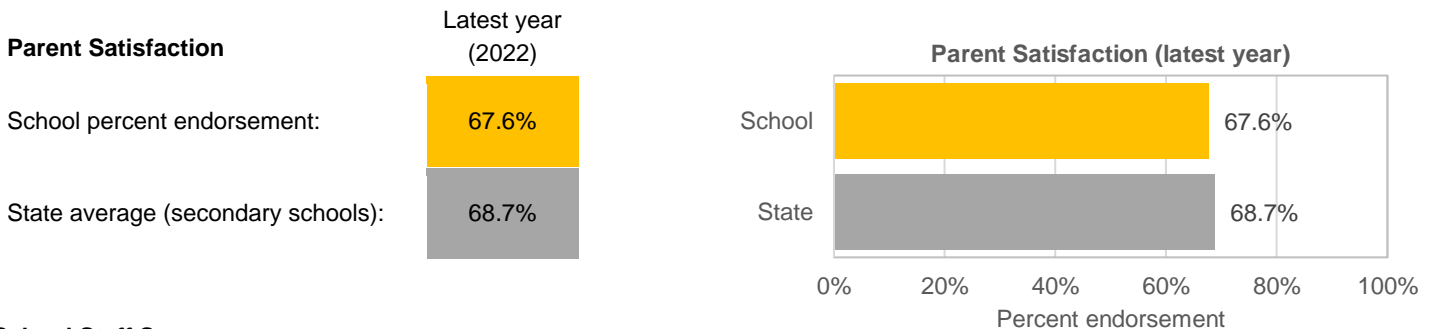
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

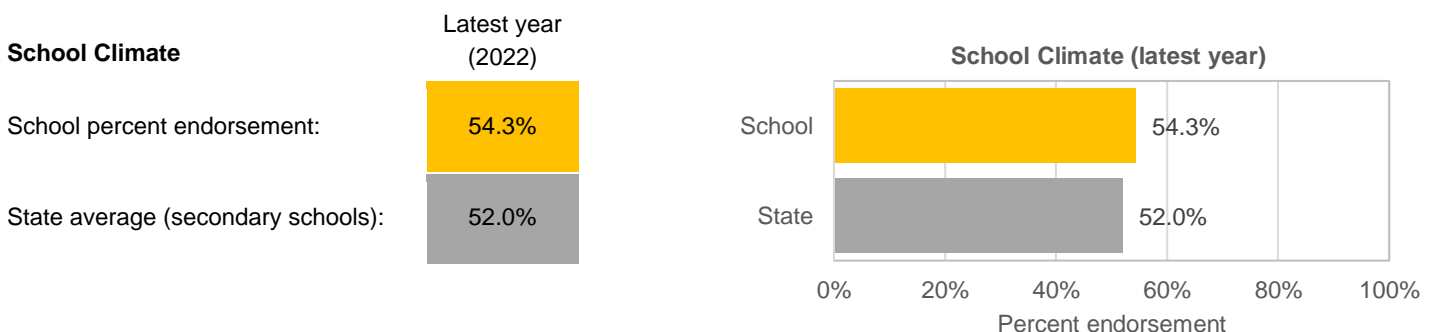


School Staff Survey

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:

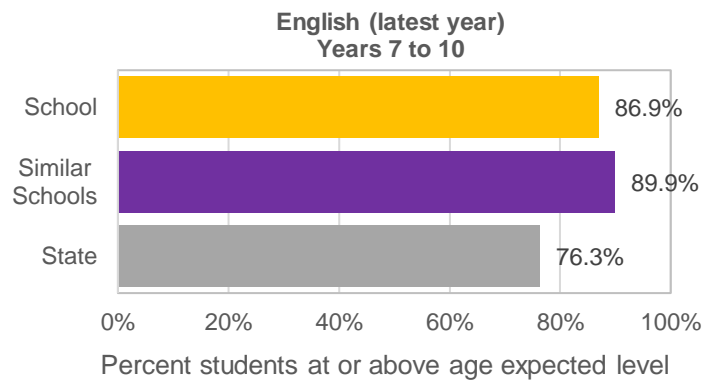
86.9%

Similar Schools average:

89.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

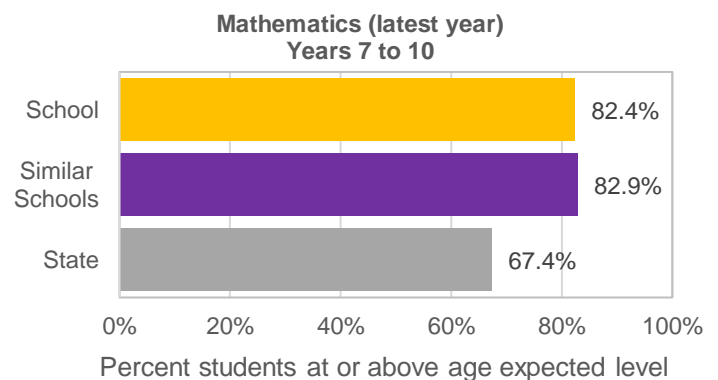
82.4%

Similar Schools average:

82.9%

State average:

67.4%



LEARNING (continued)

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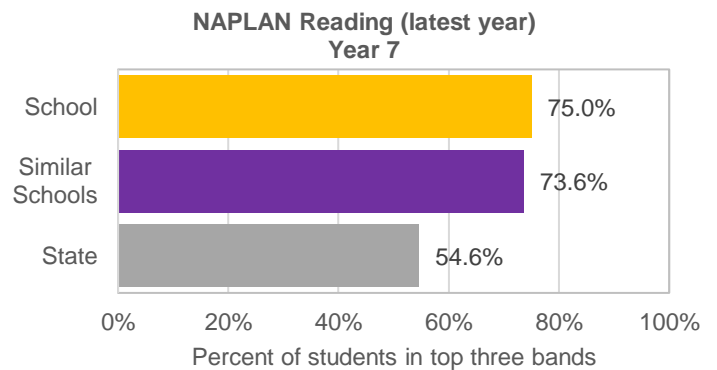
NAPLAN

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.

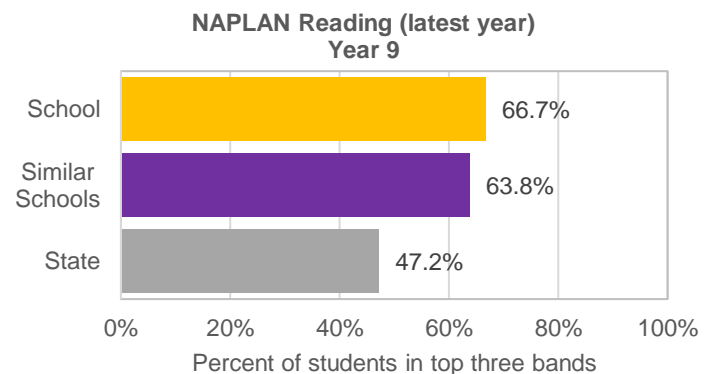
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	70.5%
Similar Schools average:	73.6%	73.9%
State average:	54.6%	55.3%



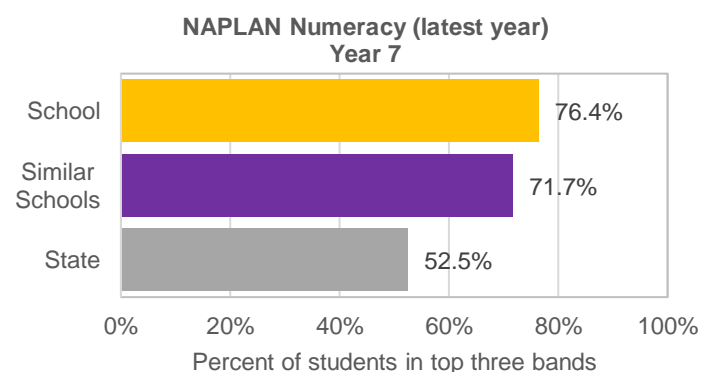
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	60.9%
Similar Schools average:	63.8%	62.8%
State average:	47.2%	46.0%



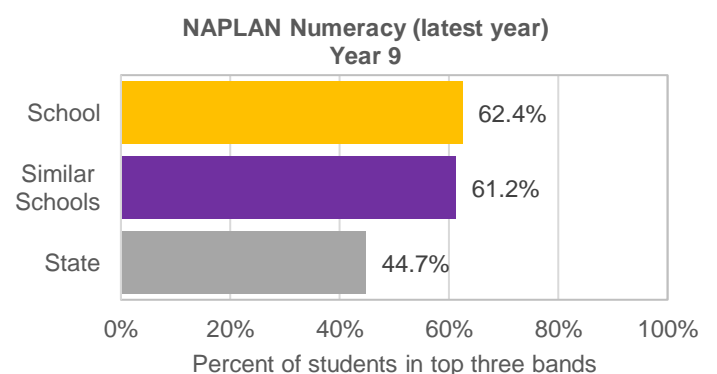
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	72.9%
Similar Schools average:	71.7%	72.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.4%	60.5%
Similar Schools average:	61.2%	63.0%
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.*

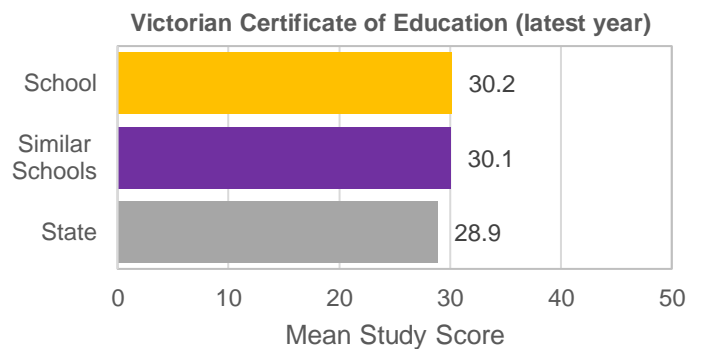
Victorian Certificate of Education (VCE)

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	30.2	30.0
Similar Schools average:	30.1	30.2
State average:	28.9	28.9



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:

20%

VET units of competence satisfactorily completed in 2022:

82%

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

84%

WELLBEING

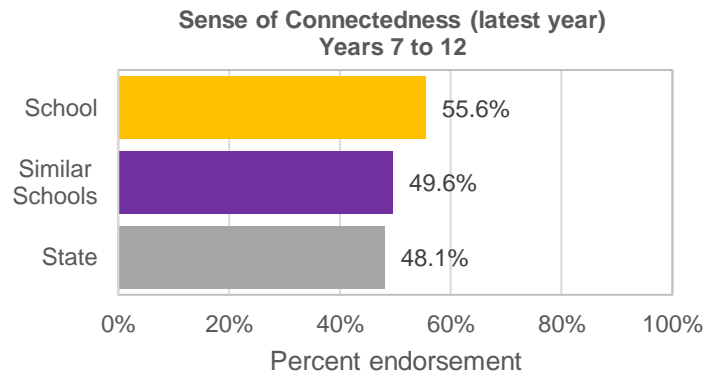
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	55.6%	55.0%
Similar Schools average:	49.6%	53.8%
State average:	48.1%	52.5%

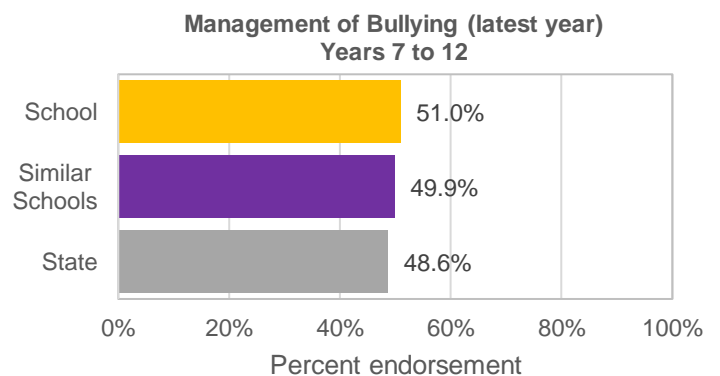


Student Attitudes to School – Management of Bullying

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:	51.0%	50.9%
Similar Schools average:	49.9%	55.1%
State average:	48.6%	54.0%



ENGAGEMENT

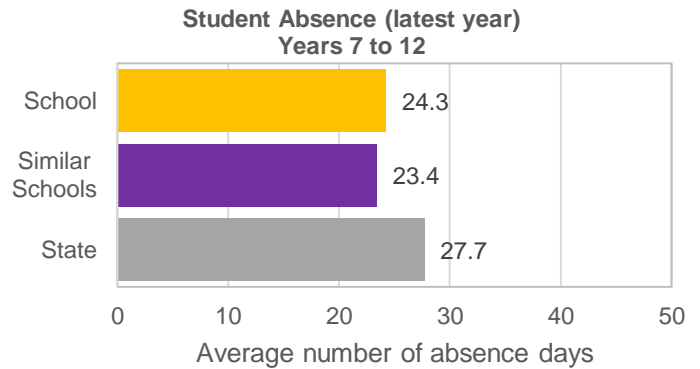
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.3	19.0
Similar Schools average:	23.4	17.4
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.

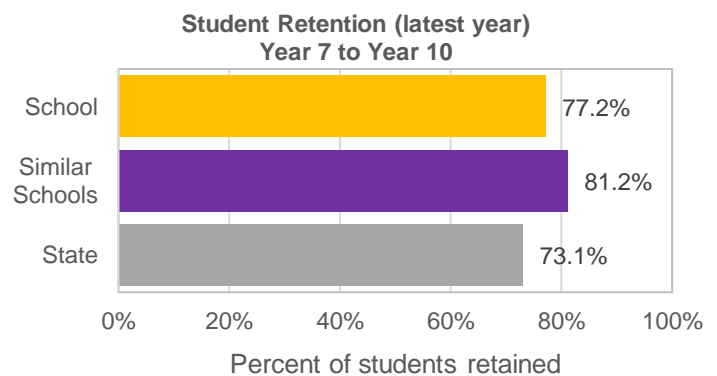
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	85%	87%	88%	86%	91%

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:	77.2%	75.8%
Similar Schools average:	81.2%	80.2%
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.

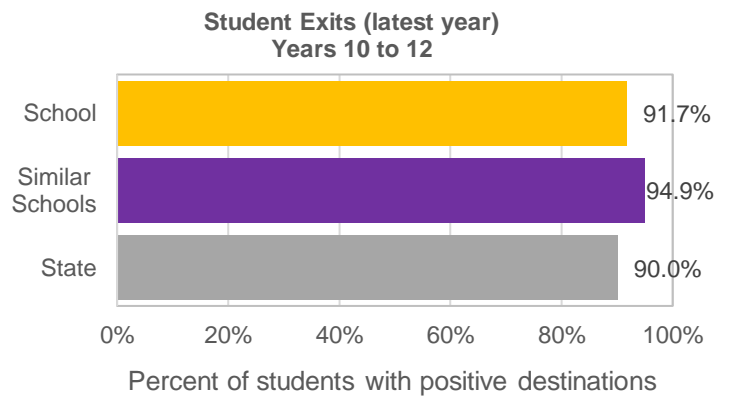
Students exiting to further studies or full-time employment

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:	91.7%	92.5%
Similar Schools average:	94.9%	95.7%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$11,280,591
Government Provided DET Grants	\$1,235,671
Government Grants Commonwealth	\$9,363
Government Grants State	\$29,681
Revenue Other	\$120,538
Locally Raised Funds	\$1,381,360
Capital Grants	\$0
Total Operating Revenue	\$14,057,205

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,597
Equity (Catch Up)	\$26,387
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$94,984

Expenditure	Actual
Student Resource Package ²	\$11,709,245
Adjustments	\$0
Books & Publications	\$6,927
Camps/Excursions/Activities	\$542,709
Communication Costs	\$14,376
Consumables	\$244,097
Miscellaneous Expense ³	\$219,567
Professional Development	\$47,155
Equipment/Maintenance/Hire	\$264,882
Property Services	\$279,839
Salaries & Allowances ⁴	\$582,325
Support Services	\$324,648
Trading & Fundraising	\$39,467
Motor Vehicle Expenses	\$1,803
Travel & Subsistence	\$21
Utilities	\$155,766
Total Operating Expenditure	\$14,432,826
Net Operating Surplus/-Deficit	(\$375,621)
Asset Acquisitions	\$10,494

- (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	\$703,872
Official Account	\$176,220
Other Accounts	\$107,337
Total Funds Available	\$987,429

Financial Commitments	Actual
Operating Reserve	\$418,568
Other Recurrent Expenditure	\$5,744
Provision Accounts	\$0
Funds Received in Advance	\$209,815
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$30,554
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$92,243
Repayable to the Department	\$426,642
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$1,183,566

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.