

2022 Annual Report to the School Community

School Name: Brookside P-9 College (8908)



- 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 15 May 2023 at 07:58 PM by Violeta Dellidis (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 15 May 2023 at 07:58 PM by Arzoo Kanwal (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

Brookside P-9 College is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9. It lies within Caroline Springs, which is a suburban community located twenty kilometres west of Melbourne, Victoria.

Our Vision: “Brookside College empowers every learner to fulfil their potential and positively shape the future.”

Mission: “At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose.”

Values: Rights, Respect, Resilience and Relationships.

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Our programs place Literacy, Numeracy, Wellbeing and Engagement at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has a focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Teaching and learning programs at Brookside College are planned around professional learning communities at each level of the curriculum, with student needs identified and planned for in various ways. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies.

Literacy is delivered through explicit direct instruction including a phonics program in the early years. Reading is a feature of every classroom, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and public exhibitions.

Our Digital Technology program (Prep-9) brings real world learning to students and provides opportunities for students to demonstrate their creativity and problem-solving skills. Students are further able to develop their talents and passions through our Performing Arts (Prep-6) and Music (Years 3-9) programs, whilst student health and resilience is developed through the Stephanie Alexander Garden program (Years 3-4), the Food Technology program (Years 5-9) and the Health Program (Prep-9). Our Year 9 ‘Futures’ and Electives Programs further aim to equip our students with many of the skills and competencies they need to shape the future.

The College is committed to developing happy, healthy and resilient children and we have invested significantly in a range of specialist programs underpinned by the Berry Street Education Model, Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) practices. Our work with students is framed by the Response to Intervention model, where student needs are identified and specifically targeted. Additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence, a dedicated Student Wellbeing space called “The Zone” and our Inclusive Education Centre, “The Hub”.

Our College is a friendly place where the needs of the students come first. The College and its families work closely together to help each child achieve his or her unique potential, and our community celebrates all kinds of student success and appreciates that adults, too, are learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, we were able to show great progress towards the achievement of our strategic goal "to improve the literacy and numeracy outcomes for every student". Our NAPLAN 2022 data was stronger than similar schools in many areas, with highlights including:

* NAPLAN Reading data

- Yr 3 Top 3 Bands 78% compared to Similar Schools at 75.7% and State average of 76.6%
- Yr 7 Top 3 Bands 57.6% compared to Similar Schools at 57.2% and State average 54.6%
- Yr 9 Top 3 Bands 49.6% compared to Similar Schools at 46.2% and State average 47.2%

* NAPLAN Numeracy data

- Yr 3 Top 3 Bands 62% compared to Similar Schools at 58.1%
- Yr 5 Top 3 Bands 48% compared to Similar Schools at 45.6%
- Yr 7 Top 3 Bands 55.4% compared to Similar Schools at 51.8% and State average 52.5%
- Yr 9 Top 3 Bands 41.6% compared to Similar Schools at 40.5%

Further to this, more than 100 students across Years 5-8 were identified as suitable for acceleration and were provided with access to the Victorian High Abilities Program (VHAP) in selected subjects, much greater than the numbers identified in 2021. Students supported through the Program for Students with a Disability (PSD) also all showed satisfactory progress in achieving their individual goals as identified in their IEPs.

Much work was completed in 2022 to assist in student learning progression. The school introduced the Essential Assessment Assessment Platform in both Reading and Numeracy to assist staff to better identify students at their point of need, and staff also implemented Guided Reading to encourage further differentiation. We revisited our Instructional Models to include best instructional practices and conducted Learning Walks throughout the college to identify and develop consistency of lesson delivery in line with our Instructional Model. Professional Learning Communities (PLCs) also continued to embed the use of "Data Walls" to ensure that all planning was created with the students' needs always at the forefront. Furthermore, we developed and established a learning program in our "Hub", catering to student needs through programs such as "Life Skills", "Zones of Regulation" and "Social Skills" groups.

In 2023, we will continue to apply a relentless focus on growth for students and teachers, with key future directions and strategies identified as introducing the 6+1 Traits of Writing Framework and Scribii Writing Assessment Platform to assist staff to better assess and develop student writing, providing Professional Learning to staff regarding best Mathematics practices and the proficiencies, explicitly using High Impact Teaching Strategies (HITs) and further developing our Scope & Sequences and Unit Planners in all subject areas across the school.

Wellbeing

In 2022, we were able to show significant progress towards the achievement of our strategic goal "to strengthen student wellbeing and engagement". Our 2022 Student Attitudes to School Survey data was stronger than ever before, with highlights including:

- * Sense of Connectedness
 - Yrs 4-6 80.6% compared to Similar Schools at 75.5% and State average of 78.1%
 - Yrs 7-9 51.6% compared to Similar Schools at 43.4% and State average 48.1%
- * Management of Bullying
 - Yrs 4-6 79.1% compared to Similar Schools at 72.1% and State average at 75.8%
 - Yrs 7-9 58.3% compared to Similar Schools at 43.6% and State average at 48.6%

Wellbeing supports and programs continued to be developed and implemented, all of which contributed significantly to our improved results. A large focus continued to be placed on the implementation of the School Wide Positive Behaviour Support (SWPBS) Framework, providing professional learning to staff regarding the teaching of expected behaviours and our school wide acknowledgement system. We also launched our first SWPBS Shop, which was received extremely well by our students. We also audited our Respectful Relationships curriculum and developed a new Scope & Sequence, continued to run programs to encourage social skills development and positive peer relationships, such as BOUNCE, and RAISE youth mentoring, and we also continued to provide individual counselling using parent, student and staff referrals, as well as Chronicle data, to drive decisions.

In 2023, we will continue to focus on the importance of wellbeing in schools by implementing our new Respectful Relationships curriculum and providing professional learning to staff about active supervision (both inside and outside of the classroom). We will also revise our SWPBS behaviour Matrix to make it more accessible for both students and staff, and continue teaching expected behaviours, both formally and informally, using the matrix. Furthermore, we will develop a consistent family and student friendly version of the behaviour protocols. Student Voice and Agency actions will be developed and embedded, beginning with professional learning for staff about what Voice and Agency looks like in schools, and we will also relaunch our House System, as well as develop a student Peer Support program.

Engagement

In 2022, we were able to show significant progress towards the achievement of our strategic goal "to strengthen student wellbeing and engagement". Our 2022 Attendance data was strong and showed improvement, with highlights including:

- * School Average Number of Absence Days
 - Yrs P-6 23.6 compared to Similar Schools at 24.8
 - Yrs 7-9 26.2 compared to Similar Schools at 29.3 and State average 27.7

Our school-wide approach to communication with families using platforms such as Compass and Seesaw continued, and staff further developed our approach to ongoing reporting by introducing Seesaw and Compass minimum expectations to staff, as well as monitoring adherence and usage to ensure student and parent engagement. We improved absence and attendance procedures and protocols by implementing attendance data walls and embedding regular monitoring of absence data in PLCs. The Attendance Staged Response and Attendance Tiered Interventions were introduced to staff, and the college continued to send SMS messages to parents requesting them to notify the school of any absences, sent notifications to parents of students with a large number of absences and made regular phone calls after periods of absence. The College also worked closely with attendance officers from within the Department of Education (DET) to support chronic absences and return to school processes.

In 2023, we will continue to encourage improved engagement by embedding Ongoing Reporting, continuing to focus on improving attendance and refining our practices, and embedding student agency through the development of goal setting practices.

Other highlights from the school year

In 2022, Brookside returned to many of our pre-Covid events and activities, including the return of our Camping program. They Year 9 Queensland Camp once again took place, as did our first ever Year 6 Canberra Camp. We also moved towards re-building onsite community engagement through our implementation of P-6 Monday morning assemblies, and our Community Festival. The turnout at this event was extraordinary and we hope to continue to run these in the future.

Financial performance

Brookside College maintained a sound financial position throughout 2022 and finished the year with a surplus which will allow us to continue to spend funding on student programs, staffing, furniture and equipment. Specific areas on which funds were spent included installing new shade sails in the Year 5 and 6 area, creating a space which could be used as an outdoor classroom. We also continued to purchase new technology, to ensure that all classrooms in P-6 provide a 1:1 iPad program to all students, as well as provisioning shared iPad and laptop trolleys in 7-9 learning spaces. Furniture was upgraded where appropriate and we continued to develop our classroom library spaces in all rooms through the purchase of shelving and rich texts at all year levels.

For more detailed information regarding our school please visit our website at

<https://brooksidecollege.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 1155 students were enrolled at this school in 2022, 566 female and 589 male.

32 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).

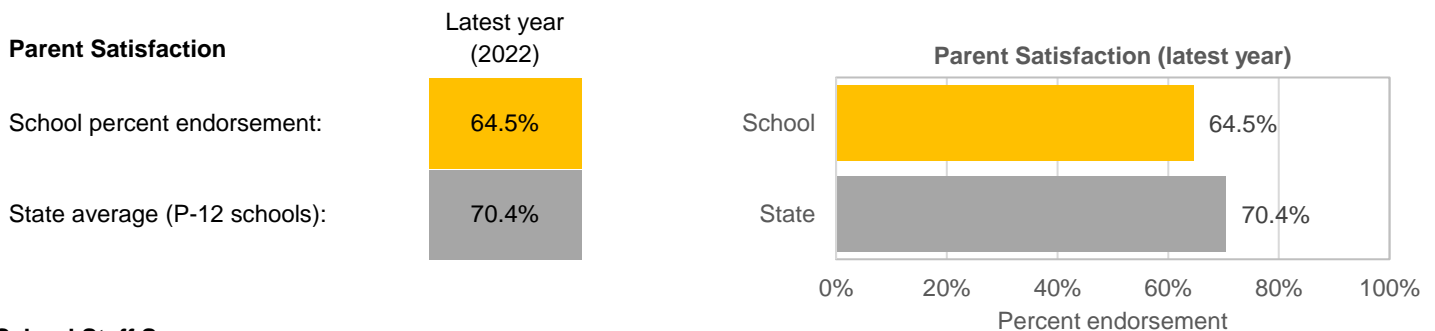
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

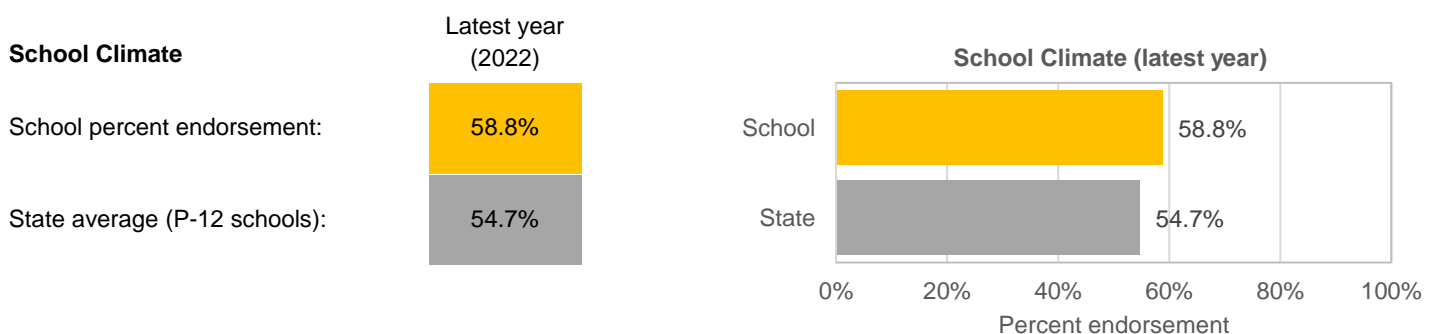


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

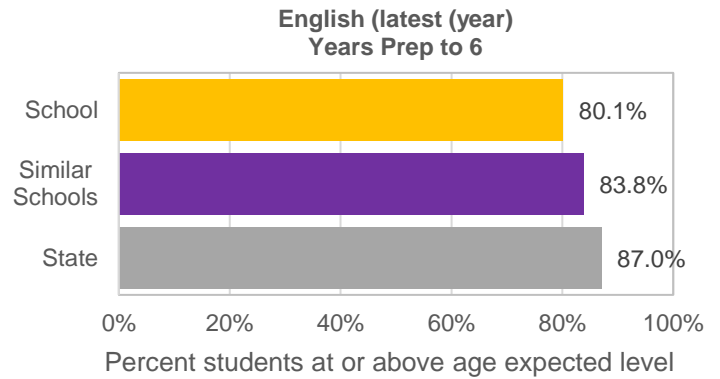
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

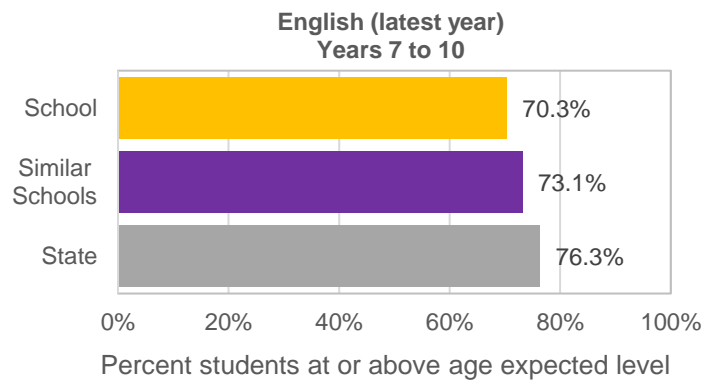
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	80.1%
Similar Schools average:	83.8%
State average:	87.0%



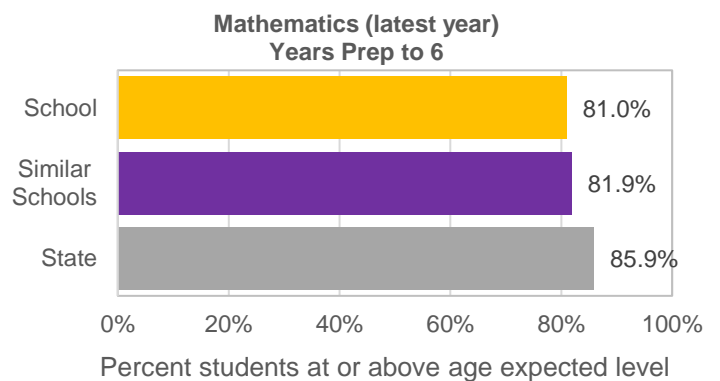
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	70.3%
Similar Schools average:	73.1%
State average:	76.3%



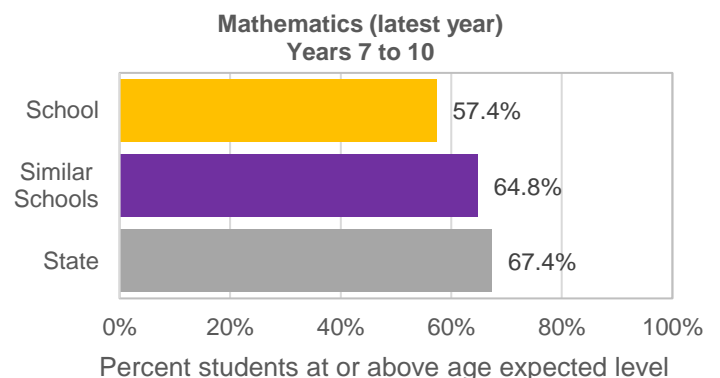
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	81.0%
Similar Schools average:	81.9%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	57.4%
Similar Schools average:	64.8%
State average:	67.4%



LEARNING (continued)

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

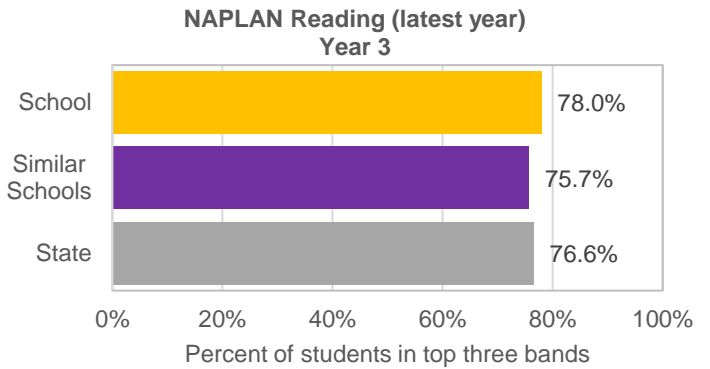
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

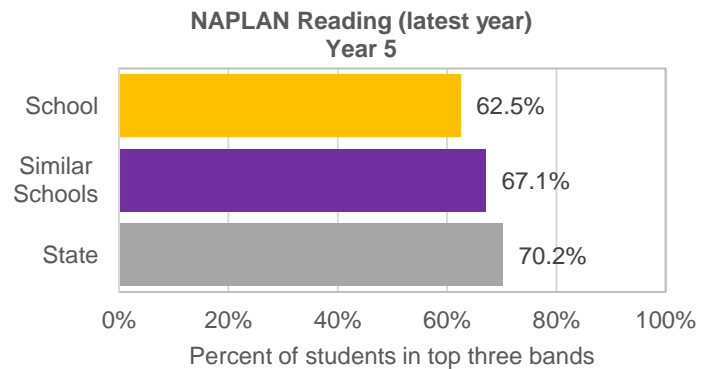
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.0%	78.7%
Similar Schools average:	75.7%	74.9%
State average:	76.6%	76.6%



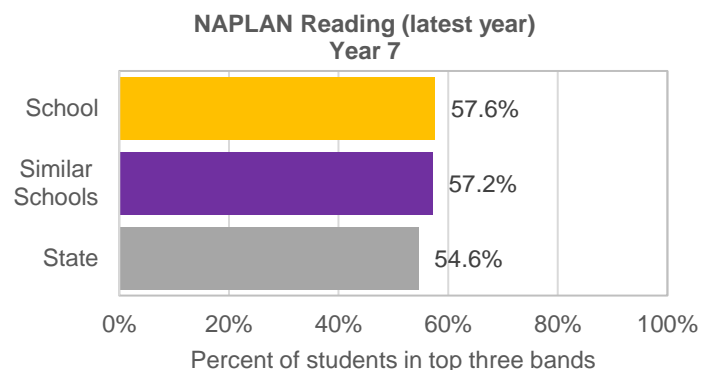
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	62.6%
Similar Schools average:	67.1%	64.8%
State average:	70.2%	69.5%



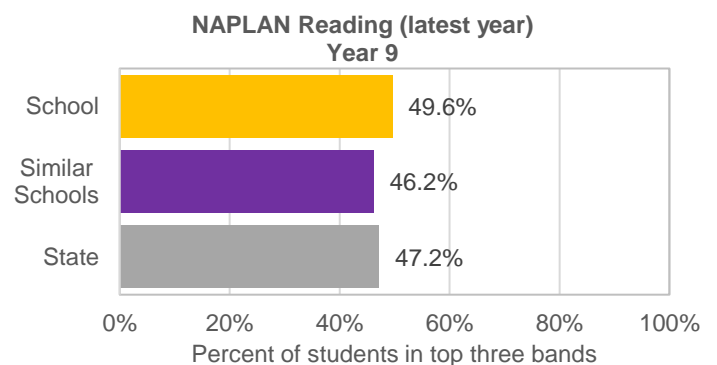
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.6%	54.0%
Similar Schools average:	57.2%	56.0%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.6%	46.2%
Similar Schools average:	46.2%	43.7%
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**

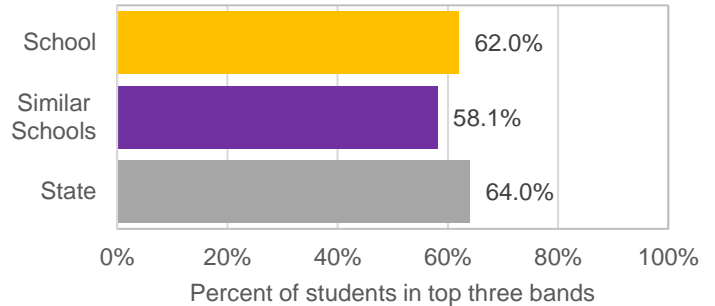
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
62.0%	62.6%
58.1%	60.3%
64.0%	66.6%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

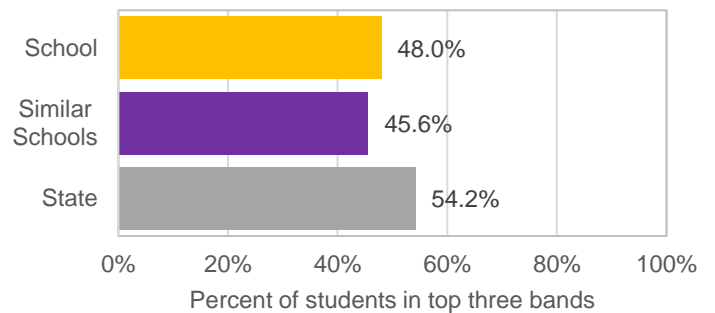
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
48.0%	51.1%
45.6%	52.0%
54.2%	58.8%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

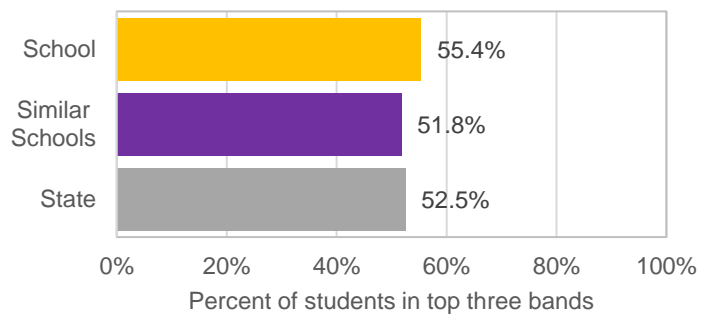
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
55.4%	52.8%
51.8%	52.8%
52.5%	54.8%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

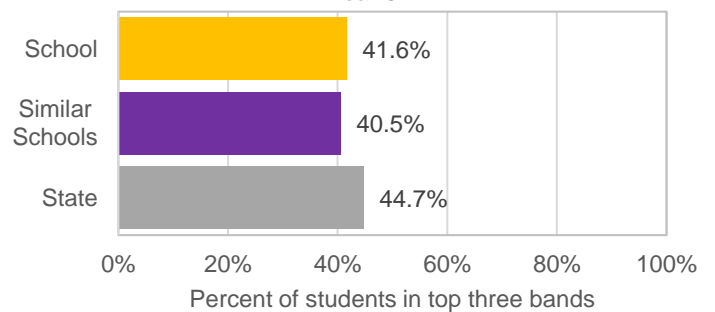
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
41.6%	44.2%
40.5%	40.4%
44.7%	45.6%

**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.*

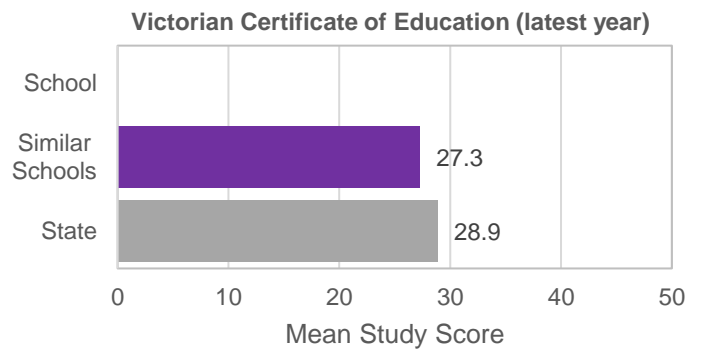
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	27.3	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

WELLBEING

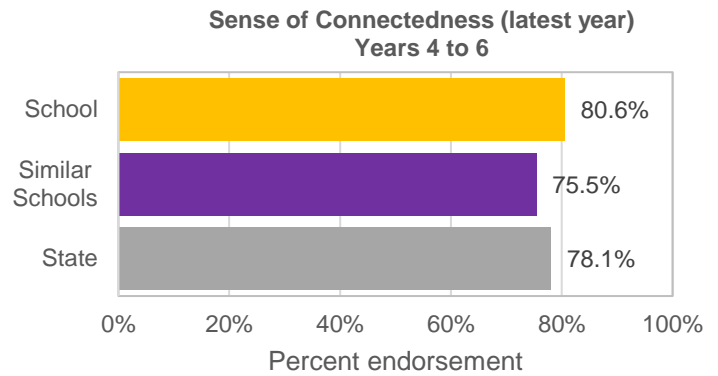
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

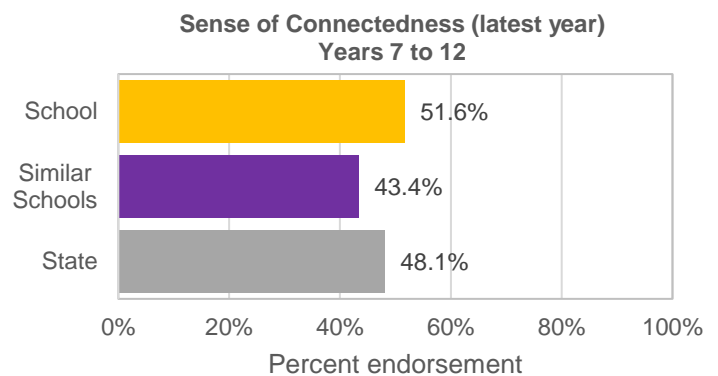
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.6%	74.4%
Similar Schools average:	75.5%	77.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.6%	50.4%
Similar Schools average:	43.4%	48.5%
State average:	48.1%	52.5%



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

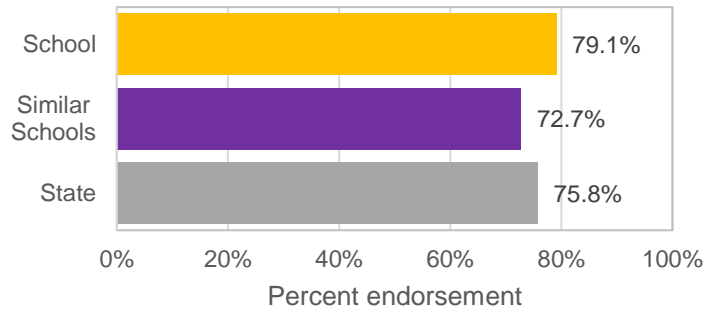
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:	79.1%	72.2%
Similar Schools average:	72.7%	75.9%
State average:	75.8%	78.3%

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

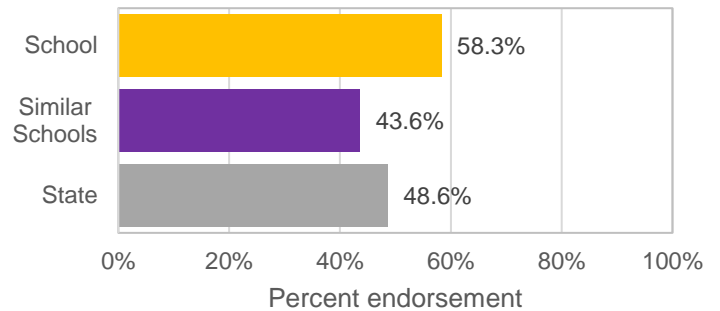


**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:	58.3%	57.3%
Similar Schools average:	43.6%	50.3%
State average:	48.6%	54.0%

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



ENGAGEMENT

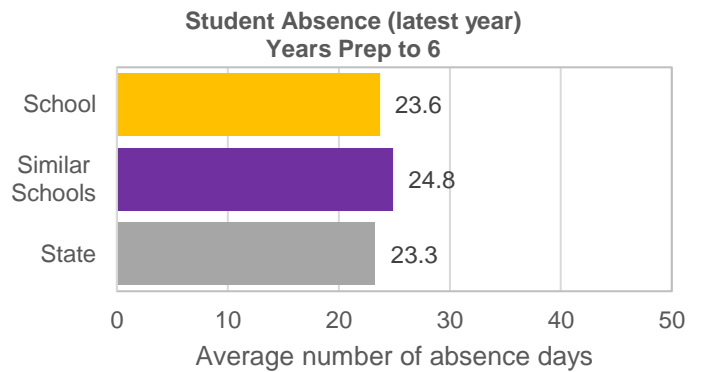
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

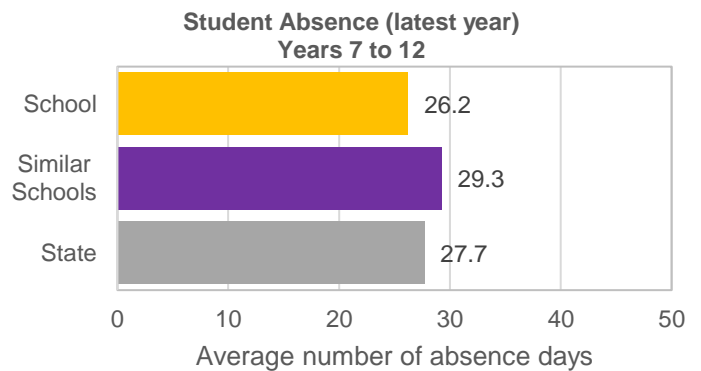
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	18.0
Similar Schools average:	24.8	18.3
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	26.2	22.7
Similar Schools average:	29.3	23.0
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):	88%	87%	88%	88%	89%	88%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	89%	85%	86%	NDA	NDA	NDA

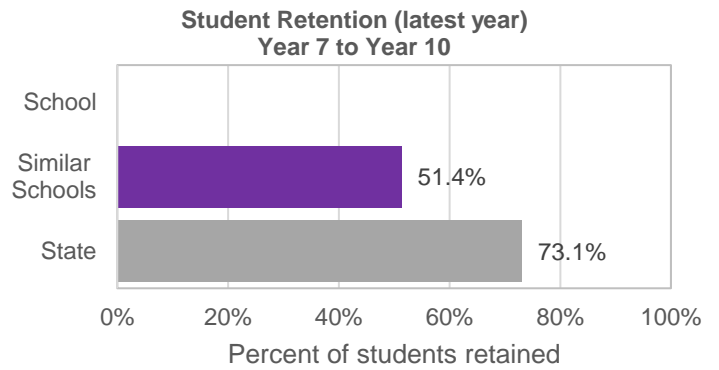
ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	51.4%	51.0%
State average:	73.1%	73.0%



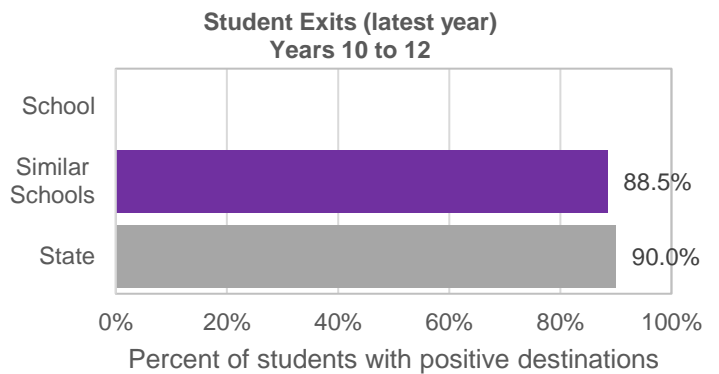
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	88.5%	88.4%
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	\$12,456,787
Government Provided DET Grants	\$1,327,281
Government Grants Commonwealth	\$19,482
Government Grants State	\$63,350
Revenue Other	\$34,305
Locally Raised Funds	\$580,038
Capital Grants	\$0
Total Operating Revenue	\$14,481,244

Equity ¹	Actual
Equity (Social Disadvantage)	\$279,392
Equity (Catch Up)	\$19,555
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$298,947

Expenditure	Actual
Student Resource Package ²	\$12,079,860
Adjustments	\$0
Books & Publications	\$16,561
Camps/Excursions/Activities	\$378,531
Communication Costs	\$3,679
Consumables	\$261,989
Miscellaneous Expense ³	\$58,588
Professional Development	\$18,887
Equipment/Maintenance/Hire	\$436,440
Property Services	\$93,501
Salaries & Allowances ⁴	\$551,370
Support Services	\$256,899
Trading & Fundraising	\$16,841
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$103,721
Total Operating Expenditure	\$14,276,868
Net Operating Surplus/-Deficit	\$204,375
Asset Acquisitions	\$124,727

- (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	\$351,981
Official Account	\$204,401
Other Accounts	\$0
Total Funds Available	\$556,382

Financial Commitments	Actual
Operating Reserve	\$357,455
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,809
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$170,941
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$545,205

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.