

2022 Annual Report to the School Community

School Name: Mentone Girls Secondary College (8030)



- 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 17 April 2023 at 05:52 PM by Linda Brown (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 12:27 PM by Rachael Angus (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
-

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

Mentone Girls Secondary College is one of six single-sex Victorian government schools and is located in the City of Kingston in the south eastern suburbs of Melbourne, approximately 22 kilometres from the city. The school was founded in 1955. The school facilities include a STEAM Centre, Performing Arts and Media Centre, a Middle School Wing, Junior Learning Centre, a Victorian Certificate of Education Centre, a double gymnasium, basketball and netball tennis courts, an oval comprising of a running track and athletics facilities, soccer and football goals. Enrolments at the time of the review were approximately 1042.20. Approximately fifty percent of the students come from outside of the designated neighbourhood zone, with many students travelling further than 20 kilometres to access the school. The Student Family Engagement Survey for 2022 showed a number of students enrolled in the school in 2022 was 1042.20.

The staffing profile of Mentone Girls Secondary College included a Principal and two Assistant Principals, the equivalent of 74.2 full time teachers and 21.1 full time Education Support (ES) staff. The school also has a Student Wellbeing Counsellor. The school provides a program of learning that reflects the Victorian Curriculum Framework, and the Victorian Certificate of Education. The school accepts international students. Instrumental music and band are available at the school. The school also offers a learning enhancement program for students in Years 7 to 9.

Progress towards strategic goals, student outcomes and student engagement

Learning

There were many positive gains in terms of Student Learning Growth as evidenced by:

- The percentage of students at or above age expected standards was higher than similar schools and the State average in English and Mathematics in Years 7- 10.
- The percentage of students in the top three bands of testing in NAPLAN was higher than similar schools and the State Average in Year 7 and Year 9 Reading.
- The percentage of students in the top three bands of testing in NAPLAN was higher than similar schools and the State Average in Year 7 and Year 9 Numeracy.
- The school mean study score was 30 in 2022 which is higher than similar schools and against the State. The school has maintained this for the past 4 years.
- 99% of students satisfactorily completed their VCE in 2022.

The Actions undertaken at MGSC to over the course of 2022 were:

- MYLNS capability building professional development was undertaken for staff in the area of Numeracy & Literacy.
- Investigation and application of alternative forms of assessment to support student absences due to Covid-19 and to address knowledge gaps associated with these absence.
- The use of data to identify where students were at and evaluation of their point of need was incorporated into the Professional Development Plans (PDP) of teachers.
- Participation in the Professional Learning Communities (PLC) training to focus on student learning growth.
- Review of the College instructional model to ensure that HITS was explicitly incorporated into the Unit Outlines.
- Review and evaluation of the school wide values to provide a common community language to frame a pedagogical review.
- Review and evaluation of the content and approach to teaching the VCE English Study Design and adjust the VCE English course documentation to reflect the changes to the Stud

Over the course of 2022:

- IEP's were undertaken for all students in the MYLNs program & Tutoring Learning Initiative and SPA data that includes PAT testing, teacher judgements & NAPLAN results.
- Students requiring adjustments were provided with a modified program/learning task.
- All staff used the student improvement tracker and developed strategies to modify work for students on IEPs and shared their strategies at PDP meetings throughout the year. This information was included in their Statement of Expectations for their PDP in 2022.

- Students were expected to clearly articulate their personal learning goals and strategies in their IEP's to achieve their goals.
-
- A review/investigation of the MGSC values was undertaken involving staff, students and parents with the values being "unveiled" in Term 4 for the commencement of Headstart. The values will form part of a common language used by our community.
- The Mean VCE English Study Score was maintained at 37 as per the previous year.

Wellbeing

The percentage of positive endorse of Sense of Connectedness in the Student Attitude to School Survey was higher than similar schools and the State average.

The management of bullying in Years 7 to 12 was higher than similar schools and the State average.

The Wellbeing Goal was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable with a range of strategies being impleme

- Professional development was provided for Student Managers on Mental Health and Risk Management.
- Information was shared with teachers to build their capacity and awareness to identify and support students "at risk" through professional learning.
- Student Support meetings were conducted with parents and students to ensure that the appropriate classroom supports were in place for the students.
- Information sessions were offered for parents with a focus on student wellbeing.
- Elements of the Respectful Relationships Program were incorporated into the Health & PE Curriculum.
- Staff were supported with specific strategies for how to connect with, and support, the most vulnerable students with a focus on what modifications were expected, reasonable and
- Implementation of the Disability Inclusion program including the formation of the Disability Inclusion Team and the creation of a Disability Inclusion Team Office within the library.
- Information sessions on adolescent mental health and wellbeing for conducted for students.
- There was an increase in the numbers of parents attending the wellbeing information sessions (online or in person).
- There was an increase in the Parent Opinion Survey results for "Parent Community Engagement", "Student Development", "Safety", and "Connection & Progression".
- There was improvement in the areas of "Perceptions of LGBTIQ-phobic discrimination" - 54% against similar schools (36%, network (51%) and state (35%) "Respect for Diversity" \
- The "Experiencing Bullying" was 93% against similar schools 88%, network 91% and the State (87%) in the Student Attitudes to School Survey.

Engagement

n 2022 important milestones and events such as the Year 12 Ball, Year 7 Camp, Year 9 Design Thinking Immersion Program, Year 7 & Year 12 Fancy Dress and the Year 12 Conference were held. Excursions recommenced at the college and the whole school House Competition was held once more. There continued to be some interruptions to the school program as a result of students and staff absences due to contracting Covid-19 throughout the year, however, the teachers continued to post up their lessons on Compass each morning so that any students who were absence due to illness could participate in the lessons.

As the school returned to onsite learning, there were adjustments necessary to strengthen the teaching and learning program to accommodate any gaps in learning that may have been caused through the remote learning period. Interschool sport recommenced and aerobics competitions could be attended in person rather than online. These activities and events enabled students to connect and engage with the school in ways that they had not been able to do over the previous two years.

The college set targets to improve student positive endorsement as measured by the AtoSS in the area of "Attitude to Attendance", with an 86 per cent endorsement. Student attendance levels were very high, with 85 per cent of students with less than 20 days absent in 2021. MGSC was seen as a school of choice for families, with many students travelling some distance to attend our school. The high regard in which the school is held by the school community is reflected in the high numbers of students that travel from outside of the Designated Neighbourhood Zone (DNZ). Approximately 50% of the student population come from outside of the local area. Strategies to promote engagement that the school routinely implement are:

- Maintaining a high level of contact with students and parents by having two Student Managers being assigned at each year level.
- Establishing robust structures for recording and monitoring student attendance and implementing systems to respond promptly when students were absent.
- Assigning a member of the Student Wellbeing Team to each Sub-school.
- Regular meetings of the Student Wellbeing Team.
- Student Support Group meetings at least once per term.

These combined strategies resulted in high levels of student attendance and student's positive endorsement of Attitudes to Attendance in the AtoSS.

Student absences from Year 7 - 12 were lower than similar schools and the State average.

Student retention from years 7 to 10 was 77.3% which is higher than the State average, but lower than similar schools.

Students from years 10 - 12 who exit the school are more likely to go on to further studies or full-time employment than those in similar schools and against the State average.

Other highlights from the school year

In 2022 the school reflected on what were our school values. We surveyed staff, parents and students for the essential words that can sum up what it means to be a member of the MGSC Community, and we listened, compared notes and finally launched them at the beginning of Headstart at the end of 2022. The new MGSC School Values are Empowerment, Inclusivity, Creativity and Achievement. These will become the centre piece of our 2023-2026 Strategic Plan by providing us with a lens in which to frame our goals. In addition to our School Moto, *Courage and Work*, these four values will guide us in everything that we do and say as a community.

We undertook the Strategic Plan Review in Term 3 and we now have two key directions for the next four years. They are to *Maximise Student Learning Growth* and to *Maximise Student Engagement and Wellbeing*.

The Professional Learning Communities (PLC) Initiative also took place in Term 3 of 2022 with approximately 10 teachers taking part in the pilot program. PLCs are an approach to school improvement in which groups of teachers work collaboratively at the school level to improve student learning and wellbeing outcomes. In 2022 the Assistant Domain Leaders became the Instructional Leaders who attended core professional learning modules. We will work towards full implementation of the PLC model for 2024.

In 2022 we updated the Library facilities by giving the Library Office and its entrance a *face-lift* and incorporating an Inclusion Team Office to this space. This has provided our students with a comfortable and inviting space that is student focused.

Plans for the development of plans of a school-funded *Wellness Centre* was endorsed by School Council and submitted for approval to the Victorian School Building Authority. The VSBA approved the building project and we appointed the Architects, B2 who provided a range of options. In consultation with key staff, the selection of the design phase of the *Wellness Centre* was approved with the final option being agreed on. The Wellness Centre will be a building where dance, yoga and meditation activities can be held in the future.

A school-funded Masterplan for the school was also completed which included a plan to demolish a number of the original 1955 wings including parts of the Middle Wing and Canteen and the construction of a two storey building that incorporates Food Technology Rooms, a café/canteen, Toilets and General Purpose Classrooms.

There have been numerous events and activities that have taken place over the year which I list below. I acknowledge the dedication of our staff and the student leaders for their boundless energy in organising and hosting these events.

Year 7 camp	Robotics Club & Competitions	VCE Theatre Week
Outdoor Ed camps	Year 11 Careers Expo	Health and PE Week
Year 12 Formal	Year 10 Work Experience	Diwali celebration
Addams Family Performance	Languages Week	SEVR Bandfest

House Performance Competition	Music Camp	Year 7 Women in History Evening
Music Soiree	Winter Concert	The Children's Book Council Book Week
Cultural Diversity Week	Women's Health Week	Colour Run
Staff Wellbeing Week	Online VCE Art & Design Show	Year 9 Theatre Week
Business Management Market Day	Athletics Carnival	Junior Music Showcase
Swimming Carnival	Year 9 Design Thinking Project	Mentone RSL Performance
Whole School Year Picnic IDAHOBIT Day	Aerobics Competitions Peer Support Program	Vocal Evening
Year 7 & 12 Fancy Dress	Cultural Diversity and Harmony Day	Year 8 Day
		Girls in Trade Event

Financial performance

The strategy of directing SRP cash funding for targeted initiatives of MYLYNS and Student Excellence; Equity funding, and International Student Program, into staffing resources was continued in 2022. This resulted in an SRP staffing budget deficit of \$300,050.

The parent financial contributions were reduced compared with our historical average, with 59% of parents making the full contribution, compared with around 85% in past years. As a result, the cash budget for 2023 has needed to be adjusted accordingly to allow for a predicted continuation of reduced revenue. Other cash results were positive. The hire of facilities brought in a strong result, with the return of community sport and the like and the increase in interest rates resulted in an unforeseen increase in interest earned. The 2022 cash budget resulted in a modest surplus.

The end of Covid-19 lockdowns saw a return to face-to-face teaching in 2022. The Omicron wave of Covid-19 infections in early 2022 and the necessity to isolate for 7 days, saw very high staff absenteeism. This, and the increased sensitivity to attending work with seasonal coughs and colds, contributed to very high cost of casual relief teachers.

The Tutor Learning Initiative funding continued in 2022. The \$246,349 was used to employ the equivalent of 2 full-time, expert teachers for the entire year; to assist students who had fallen behind in literacy and/or numeracy due to the long periods of home learning.

Disability Inclusion Tier 2 School Level Funding of \$180,769 cash was used to employ our Disability Inclusion Leader and 2 part-time classroom support workers. Students eligible for this support included those students whose needs were best met by mental health support. The funding also contributed to the employment of an additional FTE 0.5 Mental Health Practitioner. Significant progress was made to the planning of a Student Wellness/Dance/Yoga/Meditation Studio with an approximate cost of \$1,750,000. With the approval of the VSBA, an architect was appointed and final technical drawings were approved. Works will begin approximately mid-year 2023.

For more detailed information regarding our school please visit our website at <http://www.mgsc.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 1042 students were enrolled at this school in 2022, 1042 female and 0 male.

12 percent of students had English as an additional language and NDP 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).

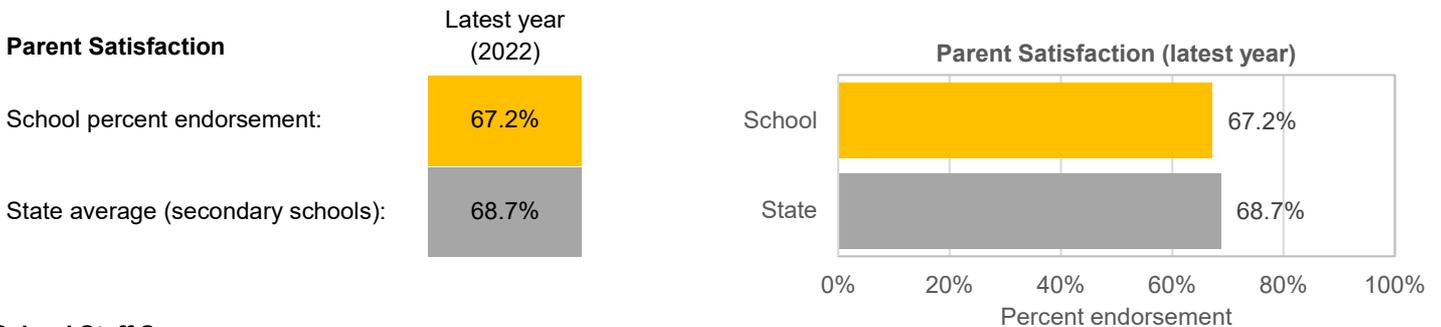
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

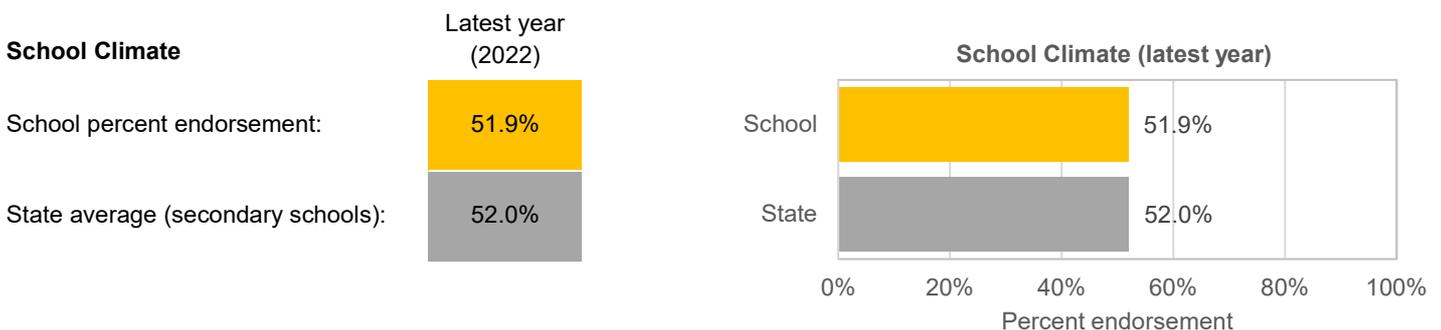


School Staff Survey

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:

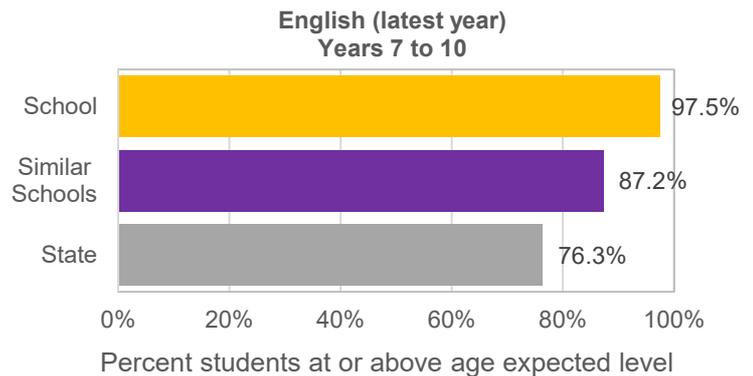
97.5%

Similar Schools average:

87.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

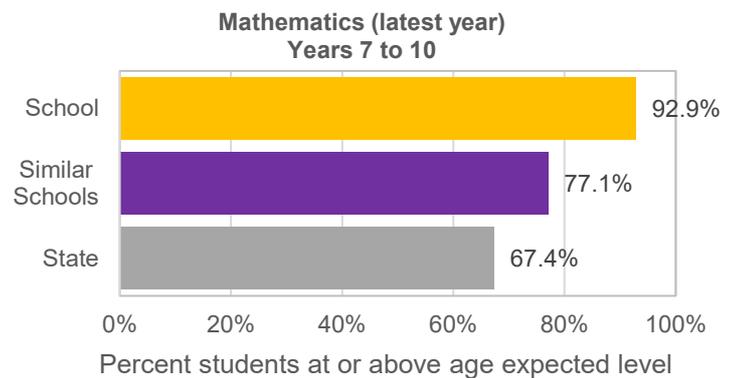
92.9%

Similar Schools average:

77.1%

State average:

67.4%



LEARNING (continued)

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

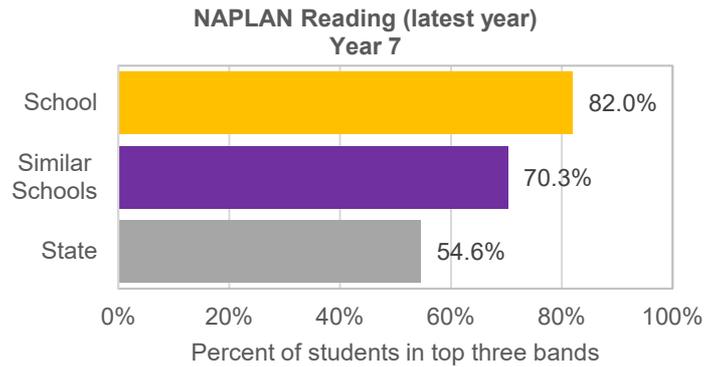
NAPLAN

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

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

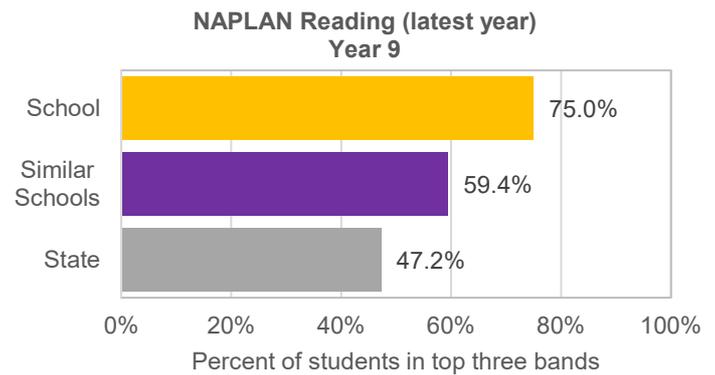
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.0%	84.2%
Similar Schools average:	70.3%	70.3%
State average:	54.6%	55.3%



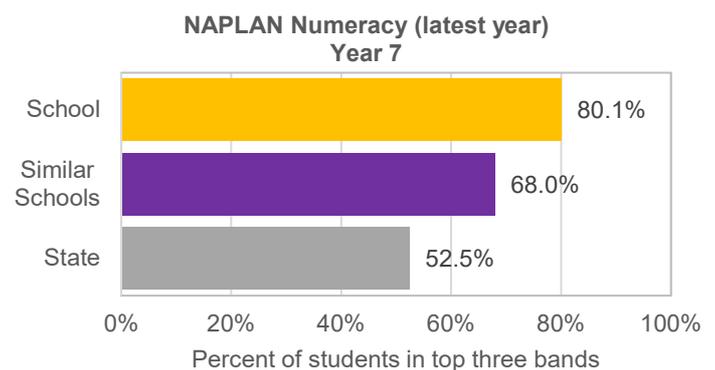
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	68.4%
Similar Schools average:	59.4%	57.9%
State average:	47.2%	46.0%



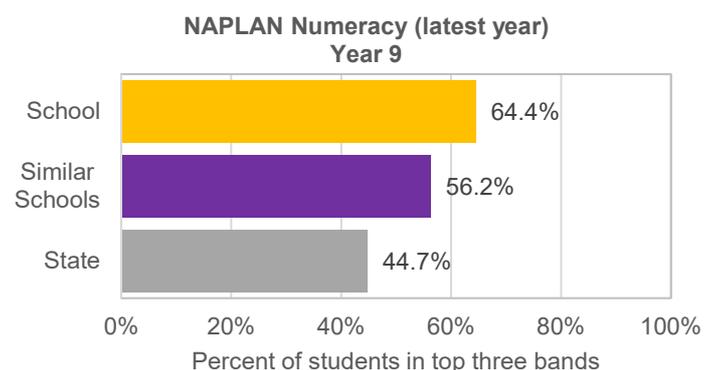
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.1%	80.2%
Similar Schools average:	68.0%	69.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	62.0%
Similar Schools average:	56.2%	57.4%
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.*

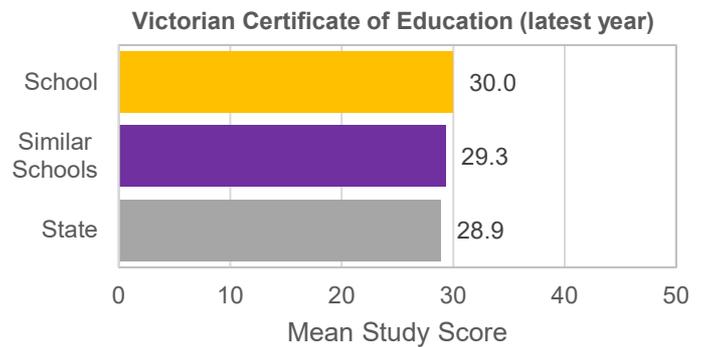
Victorian Certificate of Education (VCE)

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	30.0	30.2
Similar Schools average:	29.3	29.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

3%

VET units of competence satisfactorily completed in 2022:

84%

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

NDA

WELLBEING

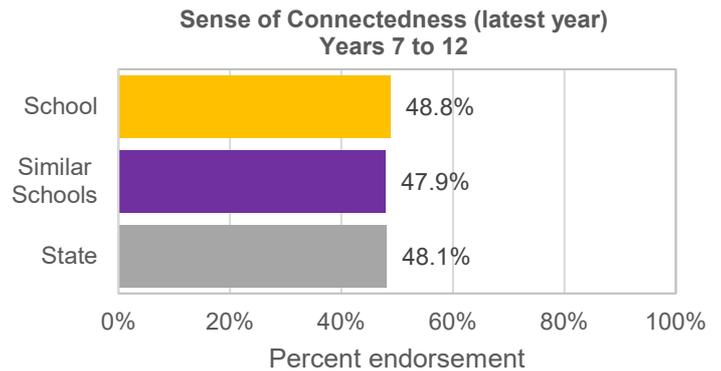
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	48.8%	55.8%
Similar Schools average:	47.9%	52.4%
State average:	48.1%	52.5%

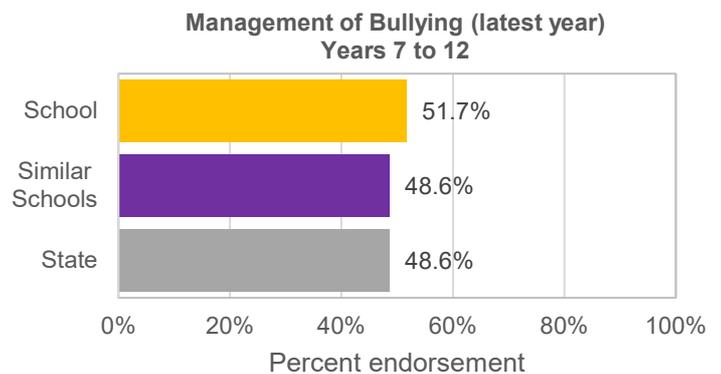


Student Attitudes to School – Management of Bullying

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:	51.7%	58.5%
Similar Schools average:	48.6%	54.2%
State average:	48.6%	54.0%



ENGAGEMENT

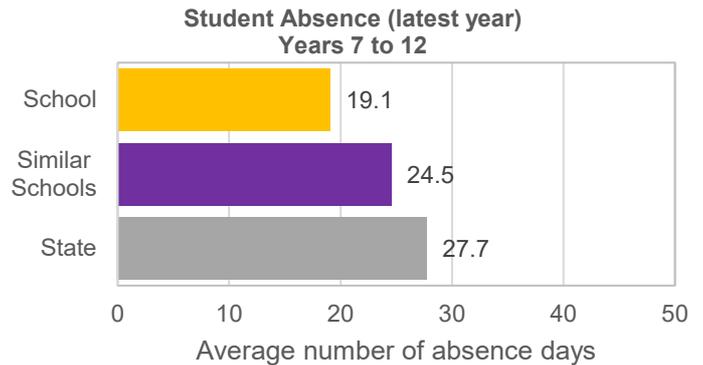
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.1	14.0
Similar Schools average:	24.5	18.5
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

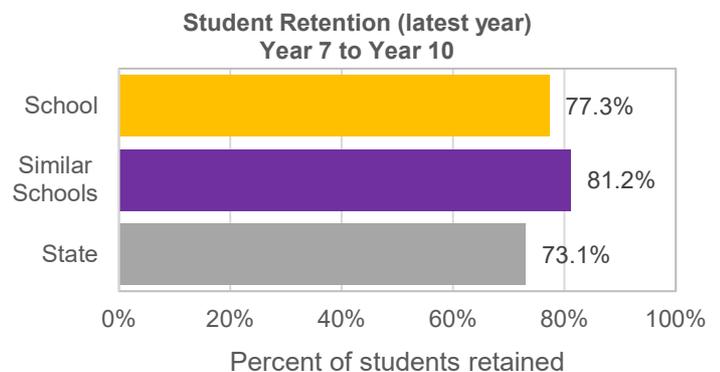
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	89%	90%	90%	91%	92%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	77.3%	77.6%
Similar Schools average:	81.2%	79.6%
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.

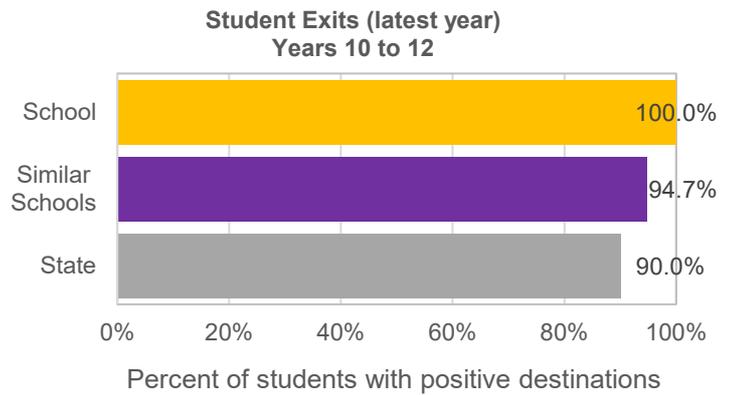
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	94.7%	94.7%
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	\$10,667,430
Government Provided DET Grants	\$1,148,759
Government Grants Commonwealth	\$14,107
Government Grants State	\$0
Revenue Other	\$65,835
Locally Raised Funds	\$1,531,401
Capital Grants	\$0
Total Operating Revenue	\$13,427,531

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,588
Equity (Catch Up)	\$15,314
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,902

Expenditure	Actual
Student Resource Package ²	\$10,965,541
Adjustments	\$2,948
Books & Publications	\$23,107
Camps/Excursions/Activities	\$210,817
Communication Costs	\$32,898
Consumables	\$289,231
Miscellaneous Expense ³	\$312,771
Professional Development	\$45,483
Equipment/Maintenance/Hire	\$220,617
Property Services	\$123,113
Salaries & Allowances ⁴	\$403,753
Support Services	\$55,788
Trading & Fundraising	\$111,069
Motor Vehicle Expenses	\$3,462
Travel & Subsistence	\$1,573
Utilities	\$114,878
Total Operating Expenditure	\$12,917,048
Net Operating Surplus/-Deficit	\$510,484
Asset Acquisitions	\$134,394

- (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	\$3,390,039
Official Account	\$34,730
Other Accounts	\$55,122
Total Funds Available	\$3,479,890

Financial Commitments	Actual
Operating Reserve	\$313,651
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$339,642
School Based Programs	\$386,167
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,975
Repayable to the Department	\$298,350
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,750,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$279,105
Total Financial Commitments	\$3,479,890

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.