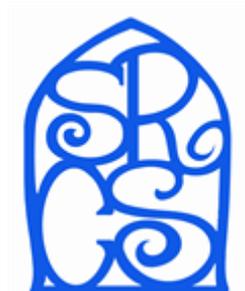


2021 Annual Report to The School Community



School Name: Sydney Road Community School (8368)



- 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 2021 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 28 April 2022 at 01:17 PM by Irene Savakis (Principal)

- This 2021 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 2022 at 01:18 PM by Tracy Masur (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

At SRCS we value individuals and celebrate difference. We want every student to feel they belong and know they will be looked after. We are always learning. We respect each other and ourselves. We build a positive environment for the safety of all. We make the most of every opportunity. Our students learn to be critical thinkers and active citizens by taking on roles of responsibility. Students have opportunities to collaborate and make decisions around their learning environment.

Our school values of Learning, Respect, Safety and Opportunity, have been developed via the implementation of School Wide Positive Behaviour Support. We are committed to the safety and wellbeing of all children and young people and take seriously our responsibility to report suspected child abuse. We enable the best learning outcomes for all of our students through evidence based practice wellbeing support. Students and staff are expected to work cooperatively and collectively within the school to support others, as well as in the border and global community.

Learning programs are structured around the Victorian Curriculum, VCE, VCAL, VET and Re-engagement that is able to meet the wide variety of needs and aspirations of our students. Students are arranged into seven class groups. At our 7-12 campus, in Brunswick, classes are made up of two Juniors (Year 7 and 8), two Middles (Years 9 and 10), Re-engagement (Years 8, 9 and 10), Victorian Certificate of Applied Learning (VCAL) and Victorian Certificate of Education (VCE). Most students have previously attended other secondary schools and choose our school for a variety of reasons. Most students live in the northern suburbs of Melbourne along the corridor of the Upfield railway line. Aside from our 7-12 campus we operate two FLO settings, The Brunswick Learning Space and Coburg Learning Space . These spaces are accessed primarily by secondary schools in the Hume Moreland area and support students in years 7-10 to remain engaged in education at their local school. Placements are short term and the aim is always to work with the student, family or caregivers and the referring school to support them to transition back and engage successfully in education. Learning Spaces staff work intensively with the referring schools to build staff capacity and implement evidence based strategies. The Learning Spaces provide three intakes a year and cater to up to 12 students at each location during each intake.

At SRCS we have 30.9 FTE staff: leadership forms 4.6, 14.2 teachers, and Education Support make up 10.9. We also have a Mental Health Practitioner at 0.4 (0.2 of which is covered by the school above the allocated 0.2 funding). SRCS has no Aboriginal and Torres Strait Islander staff and no programs that cater for overseas students. The school's SFO is 0.55.

Framework for Improving Student Outcomes (FISO)

The goals in SRCS's School Strategic Plan are; 'To maximise the learning growth for all students,' 'To strengthen students' engagement in their learning' and 'To improve student wellbeing.'

Teaching and Learning:

Building practice excellence is at the evolving stage with staff actively involved in developing robust curricula and improving teaching practice through the Professional Learning Communities (PLC). PLC meetings continued online during the lockdown however peer observations which was planned to be rolled out has now been moved to 2022. For curriculum planning and assessment the school is at emerging moving into evolving. Teachers used a wide range of information on students through Individual Education Plans (IEP), formative and summative assessment and personal knowledge to structure learning including differentiation. For evidenced based high impact strategies the school is evolving and for evaluating impact on learning we are at emerging. Staff are working, through PLCs and whole school professional development to increase the rigour, consistency and application of assessment and data collection.

Professional Leadership:

in terms of building leadership teams the school is at the embedding stage with staff and leadership meetings reflecting the SSP and AIP goals and building the capacity of staff to lead and work towards achieving them. For Instructional and shared leadership we are at the evolving stage where School Improvement Team (SIT) are leading the FISO

dimensions with staff, in order to meet the goals of the school as well as manage individual Performance and Development Plans (PDP). For strategic resource management the school is at the embedding stage moving towards excelling reflecting improvement in this area. Resource management has been crucial in the planning for the relocation of the school. For vision, values and culture SRCS is at embedding.

Positive Climate for learning:

The actual work of supporting student wellbeing continues to be a real area of strength for our school. We have a strong focus on preparing and supporting students to be ready to learn. Given our strong performance history in this area and the idea of this self evaluation being circular, we find our selves returning the self evaluation and being very critical of our assessment of growth and performance. We judge ourselves by a very high standard in this area. Given the challenges of COVID 19 we finished 2021 feeling pleased that we had not moved backwards and had made small progresses in some area. We are currently assessing ourself on the continua as follows: Empowering students and building school pride - Embedding moving to Excelling, Setting expectations and promoting inclusion - Embedding moving towards Excelling, Health and wellbeing - Embedding, Intellectual engagement and self-awareness - Emerging moving towards Evolving. Our work in 2022 will focus on making gains in the area of Intellectual engagement and self-awareness, which continues to be our area of slowest growth.

Community Engagement in Learning:

Building Communities is at the evolving stage, we continued all our partnerships during the transitions between lockdowns and created a few more. Global Citizenship is at the evolving stage we embedded the global curriculum into the Community subject, started a cultural inclusion Action Team and organised cultural training for our staff. Networks with Services, Schools and Agencies is at the embedding stage, as connections and networks were hindered due to lockdown but we maintained all existing partnerships. Parents and Carers as Partners is at the embedding stage, we were able to continue conferences and partnerships with families during lockdown.

Achievement

At the end of 2021 despite the challenges of extended lockdowns in the past two years SRCS had a total of 12 graduates. Seven students completed their secondary schooling with a VCE certificate and five students with a VCAL certificate. Three students that were due to graduate were not able to but have gone on to further training.

In 2021 SRCS had 33 student on the Program for Students with Disabilities (PSD). The majority of these funded under the severe behaviour disorder (SBD) category. The interruptions and changing school environment created by COVID 19 had a mixed impact of students in this cohort. Some students made learning growth beyond the expected level due to reduced distractions and a controlled home learning environment, while others found the structure and format of remote learning incredibly challenging and disengaging. We were able to redistribute our Education Support (ES) and Tutor Learning Initiative (TLI) staff to increase individual supports of these students as well as support those who were able to attend school onsite for in person support and direct teaching.

Learning Spaces students are individually assessed in 3 key areas. LSAE, Lit and Num pre and post to highlight growth which inform key wellbeing and academic recommendations for the re engagement of each student.

Engagement

Engagement of students in school is essential for their success with many students arriving at SRCS who have had difficulties with this previously for a variety of reasons. At SRCS the average number of days that students were absent was 25, down from a four year average of 36.1. Contact teachers are essential in keeping our students engaged as they follow up with absences and build relationships with parents, caregivers and/or kin. The school has a Wellbeing Team comprising youth workers, art therapists and a Mental Health Practitioner who play a pivotal role in supporting the Contact teachers to keep students engaged.

The Learning Spaces work with up to 48 students yearly from approximately 20 schools within the region in supporting their re engagement to their mainstream schools. Strategically implementing three distinct phases into the structure has seen higher levels of sustained engagement post reengagement phase. Outreach with mainstream schools has also commenced.

The SRCS Re engagement program, which caters to students in years 7-10 who have experienced prolonged disengagement from education was able to successfully support 8 students to transition to full time learning in 2022.

Wellbeing

Each class group is assigned two Contact Teachers, who are responsible for coordinating the educational programs and attending to the wellbeing needs of their students. Contact Teachers are the first port of call in following up issues both in and outside of school. They are supported by the Student Wellbeing Coordinator and the Wellbeing Team (4.0 EFT) comprising of Youth Workers (1.8), Art Therapist (0.6), Mental Health Practitioner (0.4) Secondary School Nurse (0.4), Staff wellbeing officers (0.4).

School Wide Positive Behaviour Support (SWPBS) forms the foundation of how we work with our students and how we maintain a safe and calm learning environment. Given we have spent the majority of the last two years off site many of our students have not had the opportunity to practice the system and will require intensified support in 2022 to establish their understanding and engagement with our school values of Learning, Respect, Safety and Opportunity.

SRCS is a leaders school in the Respectful Relationship, Rights and Resilience program (RRRR), as such our role has been not only to embed RR into our whole school approach to relationship based education but also to support other partner school in their journey to implement RR. Over 2021, due to COVID 19 related disruptions we were unable to make much progress in the terms of supporting our partner schools or moving forward with content delivery, which did not lend itself to online and remote learning due to the challenging nature of much of the content.

SRCS has a strong tradition of student voice and agency. During the year the Student Representative Council (SRC) was able to meet once a week with a Principal to discuss issues raised as well as work on wellbeing initiatives for the whole school. Meetings continued online and the representatives were able to continue to advocate for their Contact groups. During the year we participated in student feedback to their teachers using the PIVOT survey. Student leaders from SRC and School Council addressed the staff and the students separately and spoke about the importance of giving honest feedback to teachers and for the latter to go through the results with their classes. Some initiatives of the SRC had to be postponed due to lockdown.

Parent Action Team only met twice this year due to the lockdowns and transitioning between remote learning and onsite school. Topics discussed were the school move, the parent band (who recorded a song), remote learning, and supporting students between transitioning between onsite and online school.

Recognising the specific needs of neurodiverse learners, SRCS has partnered with ICAN for a number of years. In 2021 we were able to support students on the Autism Spectrum to engage with the ICAN mentors both in person and online providing opportunities for building leadership skills, emotional literacy and Autistic pride.

The Creative Workers in Schools grant gave us \$10,000 to have two circus performers onsite two days a week for two terms. Ryn and Rich spent every Tuesday and Wednesday with us in Terms 2 and 3. When onsite Ryn and Rich ran specific classes regularly with junior students, semi regularly with middle students and ran one-off sessions with senior students. During remote learning Ryn and Rich pivoted to online circus classes done in friendship groups or one on one with students.

Throughout 2021 we continued to work to strengthen our community partnerships to support students and families through the challenges of the pandemic. We were able to pivot many of our supports and programs to function in the online environment, delivering fresh food and learning materials to families, connecting and referring to online services and delivering targeted health and wellbeing information sessions to families via zoom.

Finance performance and position

At the end of 2021 the SRP was in Surplus by \$433,450. This was largely due to the unrest caused by the Covid lockdowns during the year. The staffing levels for the online setting were appropriate. The Equity funding in our credit budget (SRP) was \$36,802 which allowed us to hire an Occupational Therapist. We received \$36,845 under the Tutor Learning Initiative which was not all expended but the surplus was rolled over into our 2022 SRP. Our credit for the Integration students \$614,929 which was spent on Integration Teacher Aides and Student Wellbeing staff.

The cash budget was in surplus \$489,952. In the Financial Commitment Summary that was approved by School Council, \$150,000 has been committed to a replacement bus, \$290,000 has been committed to relocation costs for the new site and \$40,000 has been committed to maintenance/equipment replacement at the new site.

Expenditure on Curriculum consumables, repairs and maintenance, gas and water were considerably lower than budgeted for due to Covid lockdowns where students were not onsite. This did, however, afford us an opportunity to get some of the maintenance projects and bus repairs completed so both of their expenditures were slightly higher. Our overall cash budgets expenditure for the year was 91%.

We entered into a 60 month contract with Konika Minolta for a photocopier at each of the learning spaces.

For more detailed information regarding our school please visit our website at
<https://www.sydneyrdcs.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.

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 96 students were enrolled at this school in 2021, 37 female and 59 male.

NDP percent of students had English as an additional language and 5 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).

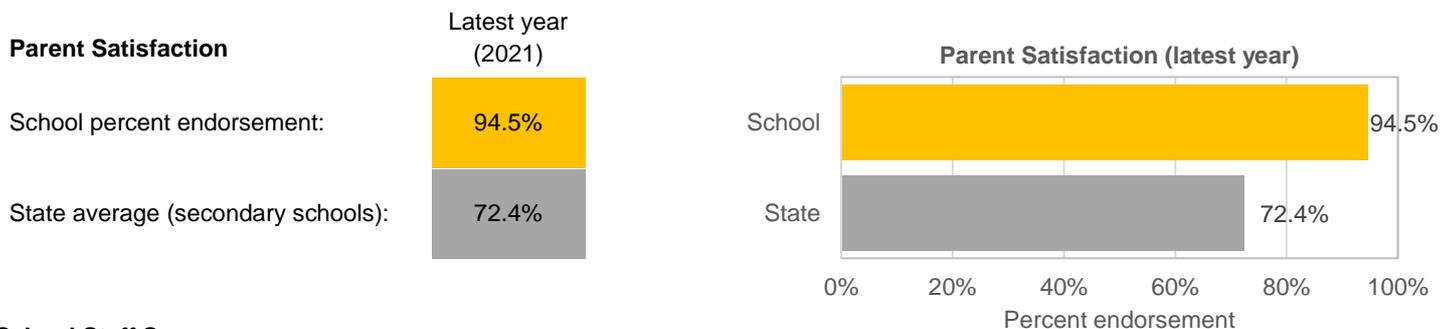
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

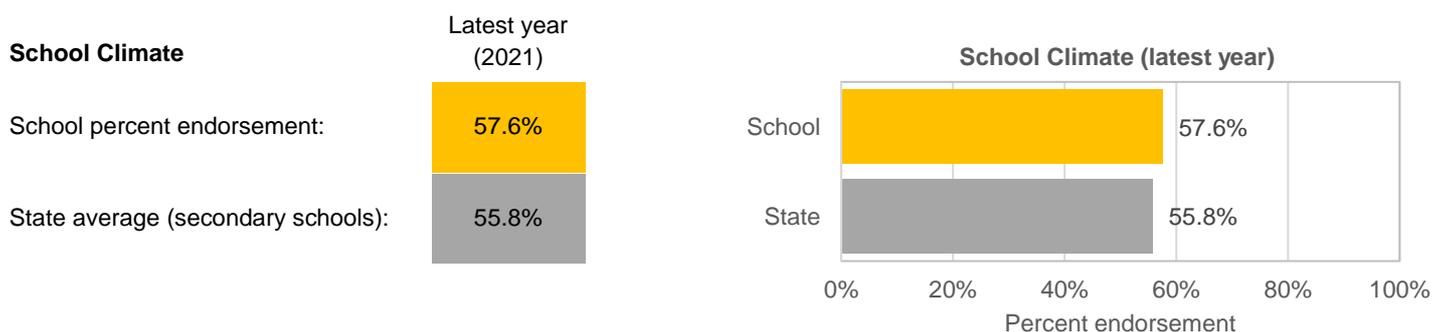


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

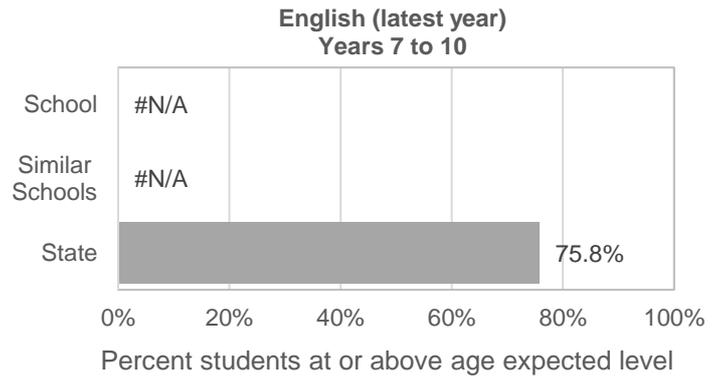
NDA

Similar Schools average:

NDA

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

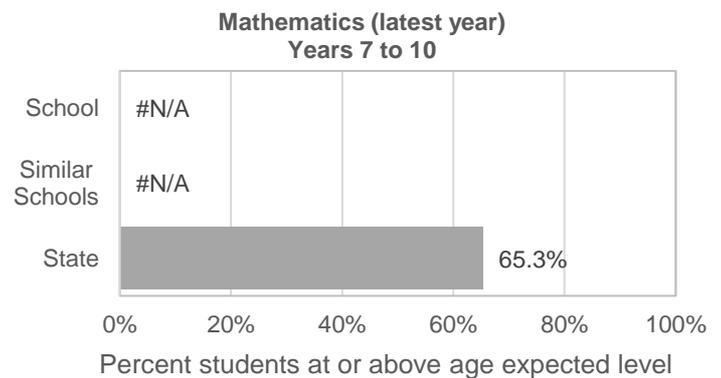
NDA

Similar Schools average:

NDA

State average:

65.3%



ACHIEVEMENT (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.

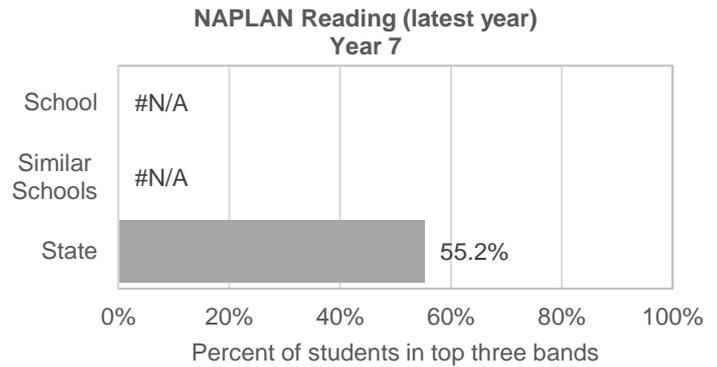
NAPLAN

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 2018, 2019 and 2021 data.

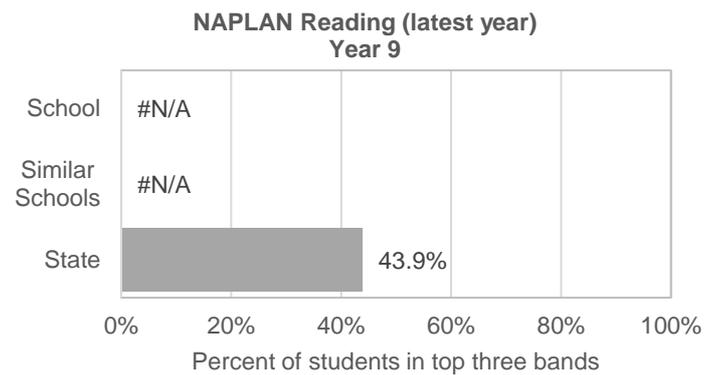
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	20.0%
Similar Schools average:	NDA	NDA
State average:	55.2%	54.8%



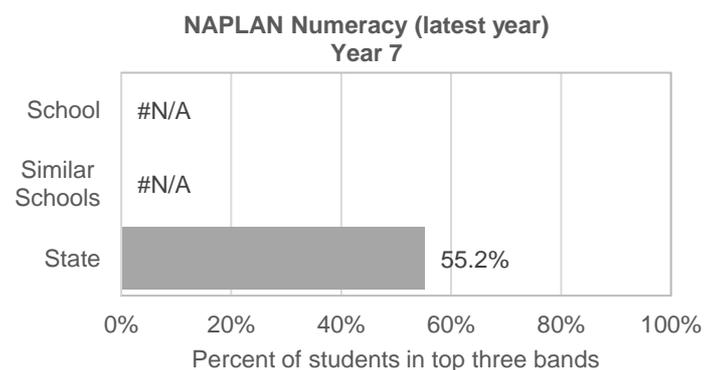
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	25.0%
Similar Schools average:	NDA	NDA
State average:	43.9%	45.9%



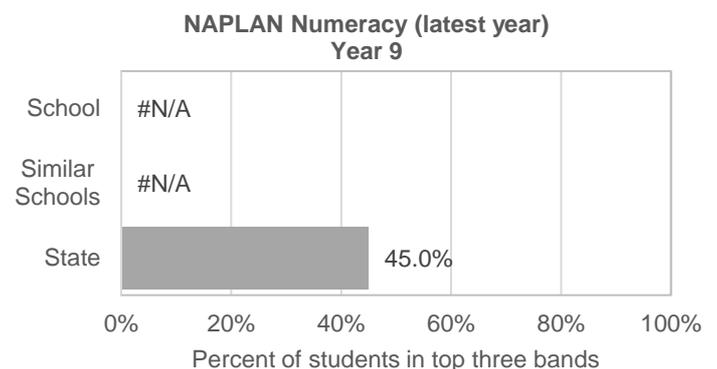
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	NDA	NDA
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	12.5%
Similar Schools average:	NDA	NDA
State average:	45.0%	46.8%



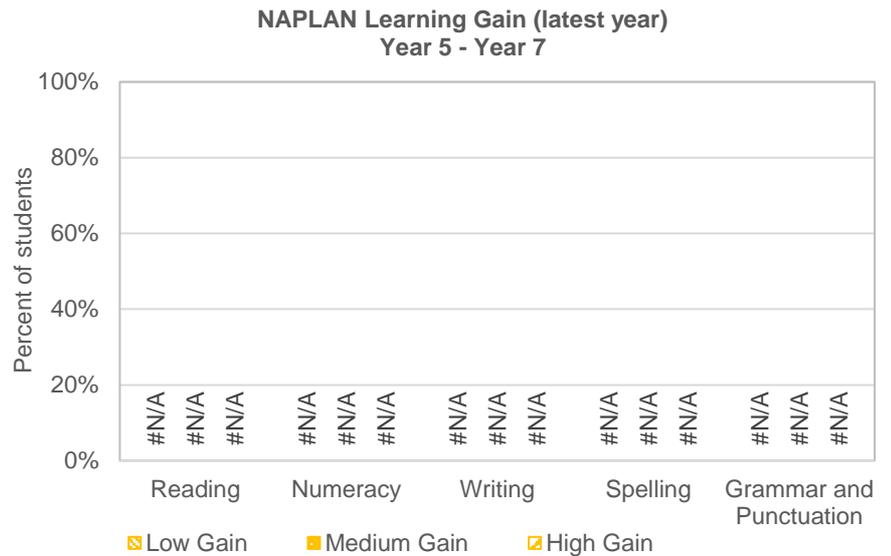
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

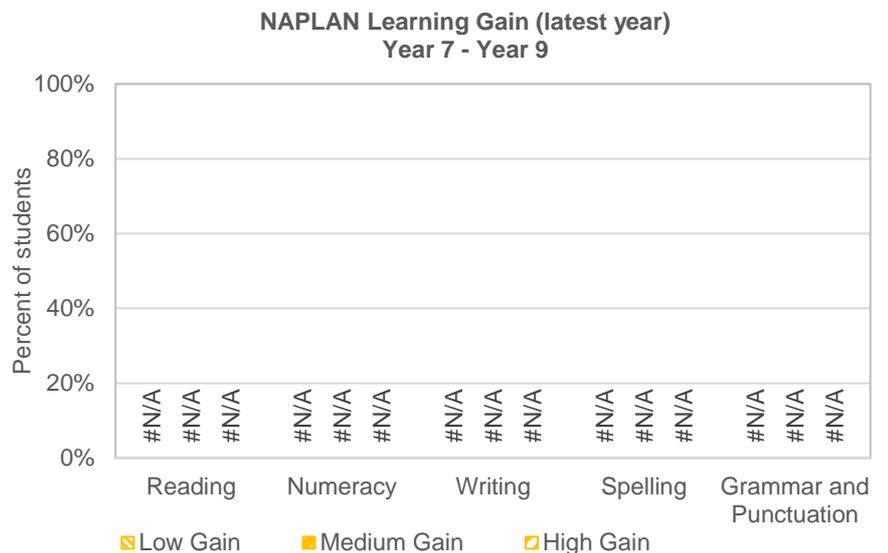
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	NDA
Numeracy:	NDA	NDA	NDA	NDA
Writing:	NDA	NDA	NDA	NDA
Spelling:	NDA	NDA	NDA	NDA
Grammar and Punctuation:	NDA	NDA	NDA	NDA



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	NDA
Numeracy:	NDP	NDP	NDP	NDA
Writing:	NDP	NDP	NDP	NDA
Spelling:	NDP	NDP	NDP	NDA
Grammar and Punctuation:	NDP	NDP	NDP	NDA



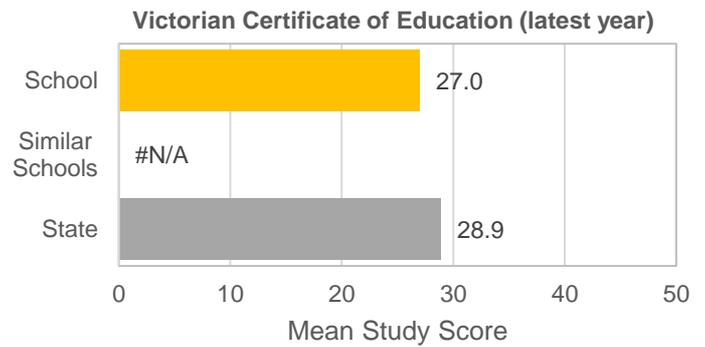
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	27.0	24.0
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

46%

VET units of competence satisfactorily completed in 2021*:

81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

66%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

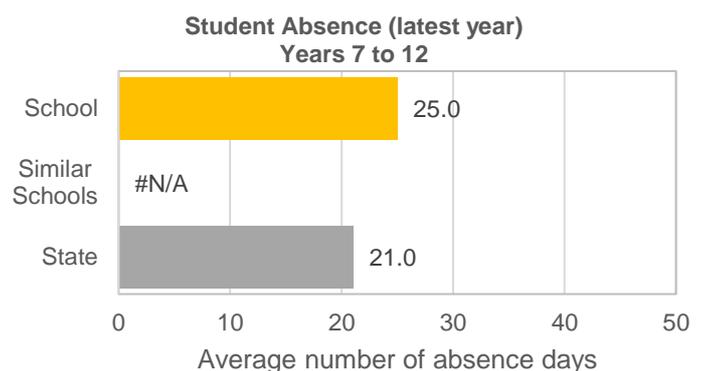
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	25.0	36.1
Similar Schools average:	NDA	NDA
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

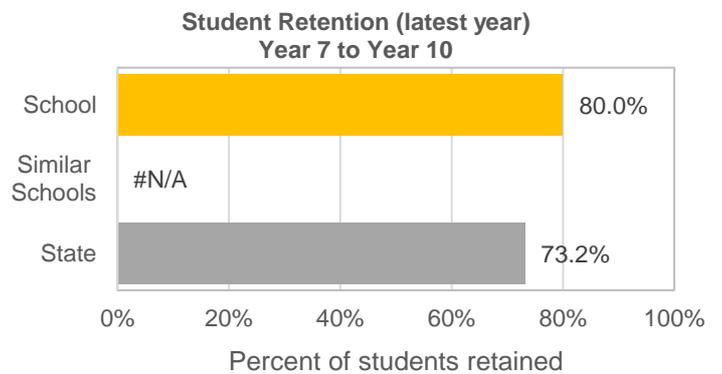
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	86%	88%	90%	84%	88%

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 (2021)	4-year average
School percent of students retained:	80.0%	83.3%
Similar Schools average:	NDA	NDA
State average:	73.2%	72.9%



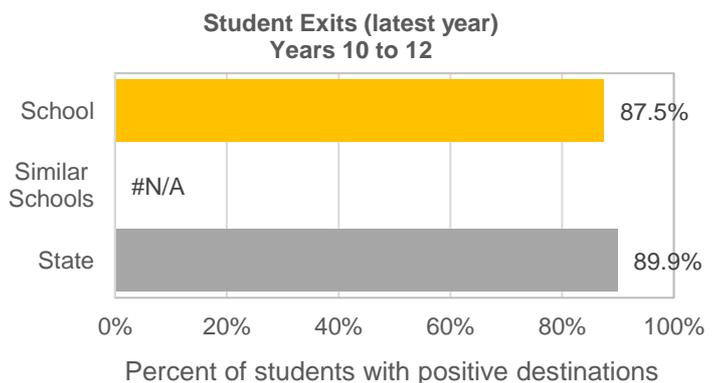
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	87.5%	94.2%
Similar Schools average:	NDA	NDA
State average:	89.9%	89.2%



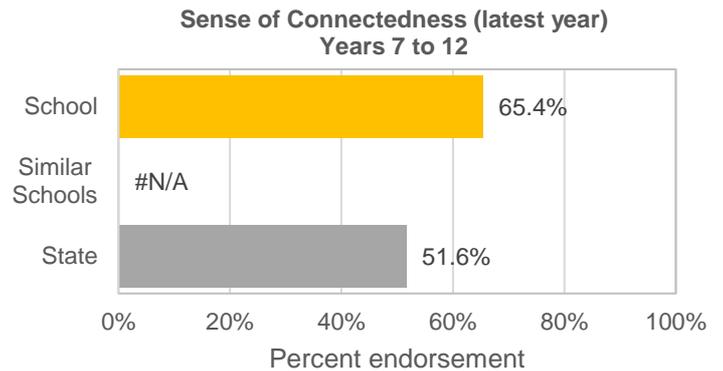
WELLBEING

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 (2021)	4-year average
School percent endorsement:	65.4%	61.8%
Similar Schools average:	NDA	NDA
State average:	51.6%	54.5%

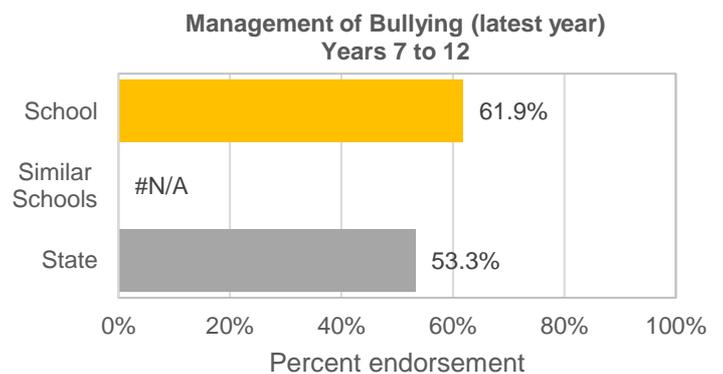


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	61.9%	64.0%
Similar Schools average:	NDA	NDA
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,694,657
Government Provided DET Grants	\$382,394
Government Grants Commonwealth	\$1,630
Government Grants State	\$15,377
Revenue Other	\$94,105
Locally Raised Funds	\$3,887
Capital Grants	\$0
Total Operating Revenue	\$4,192,050

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,396
Equity (Catch Up)	\$9,950
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,345

Expenditure	Actual
Student Resource Package ²	\$3,260,003
Adjustments	\$0
Books & Publications	\$23
Camps/Excursions/Activities	\$26,664
Communication Costs	\$12,595
Consumables	\$46,886
Miscellaneous Expense ³	\$12,586
Professional Development	\$11,653
Equipment/Maintenance/Hire	\$67,420
Property Services	\$29,226
Salaries & Allowances ⁴	\$121,556
Support Services	\$43,112
Trading & Fundraising	\$10,419
Motor Vehicle Expenses	\$21,690
Travel & Subsistence	\$35,993
Utilities	\$17,565
Total Operating Expenditure	\$3,717,393
Net Operating Surplus/-Deficit	\$474,657
Asset Acquisitions	\$0

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$452,217
Official Account	\$37,736
Other Accounts	\$0
Total Funds Available	\$489,953

Financial Commitments	Actual
Operating Reserve	\$72,986
Other Recurrent Expenditure	\$57
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$290,000
Maintenance - Buildings/Grounds > 12 months	\$5,000
Total Financial Commitments	\$553,044

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.