

2021 Annual Report to The School Community



School Name: Kew High School (7950)



- 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 29 April 2022 at 12:20 PM by Josephine Millard (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 04 May 2022 at 10:09 AM by James Thyer (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

Kew High School is a high performing co-educational school located in the inner eastern suburbs of Melbourne. The school was established in 1963 and continues to proudly provide an outstanding, holistic education to students of the local community. In 2021, Kew High School comprised of 1130 students and 90 equivalent full-time staff. The staff included 3 Principal Class members, 70 equivalent full-time teachers and 30 education support staff. The school prioritises high expectations and places students at the centre of a comprehensive learning and teaching program. The Kew High School motto is: ASPIRE, STRIVE, ACHIEVE and the values of the school are founded in the first word of the motto, ASPIRE. Students and Staff are deliberately and actively guided by the values of Accountability, Social Equity, Participation, Integrity, Respect and Excellence in all aspects of school life. These school values inform the agreed learning behaviours in our classroom norms, they frame our positive behaviours framework and are consistently reflected in the broad co-curricular programs across the school.

In 2020, Kew High School received \$10.8m as a part of the Victorian School Building Authority's Capital Works Program for the construction of a new Science, Technology, Engineering and Mathematics (STEM) building. Construction of the new building occurred throughout 2021 and will be ready for students to begin learning in an innovative and exciting new environment in Term 2,2022.

The extreme circumstances of 2021 continued to challenge our students and our staff to continue to reimagine the ways in which we deliver and access both the curriculum and our co-curricular and wellbeing programs. Our community rose admirably to this challenge. Despite continued uncertainty and the loss of personal connection, we continued to learn and grow, we were innovative and responsive. The strong IT platform and eLearning program that already underpinned education at Kew High School allowed our learning community to respond to 2021 positively and resiliently. Our transitions to and from the remote learning environment were characterised by a deep commitment to continued learning by all members of our school community.

Framework for Improving Student Outcomes (FISO)

Kew High School participated in a rigorous school review process in Term 1 of 2021. This led to the development of the Kew High School Strategic Plan (2020-2023) which focusses on a range of strategies to address goals under the FISO priorities of Teaching and Learning; Leadership; Assessment'; Support and Resources; and Engagement - with Learning and Wellbeing being at the centre of all our work.

The Kew High School goals for 2020-2023 are;

- To maximise learning for all students
- To strengthen student engagement in learning
- To improve the health and wellbeing of all students

Each of these goals is supported through evidence based targets, key improvement strategies and actions in each Annual Implementation Plan.

The 2021 Annual Implementation Plan incorporated the Department of Education priority goals with our own key improvement strategies as determined by the School Strategic Plan.

- Learning catch up and extension
- Health and wellbeing
- Connected school communities
- Building practice excellence by enhancing the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model
- Building leadership teams to enhance a culture of collaboration, reflection and feedback
- Promote inclusion through the implementation of a schoolwide positive behaviour framework

-Enhancing the whole school culture for inclusion

Kew High School delivered positive outcomes across all areas of the plan. Particular success indicators include;

- the implementation of the Tutor Learning Initiative to complement the existing MYLNS and Year 7 and 8 Literacy support programs
- the appointment of a Mental Health Practitioner to lead intervention programs across the school
- the review of the respectful relationship program, including consent education, and the redesign of curriculum in response to student voice
- the development by students and staff of the LGBTQIA+ Student Support Policy
- the focus on the development of formative assessment skills by all teachers through their professional learning teams
- the review of the Year 10 curriculum to ensure every student accesses a rigorous and engaging program
- the use of an updated observation framework to improve pedagogical practice across the school
- the complete review of the current Kew High School Instructional Model
- the restructure and reappointment of the Kew High School Leadership Team

Achievement

Kew High School has a strong tradition of high academic performance. Our school consistently performs well above state and national and similar school comparison values in literacy, numeracy and a wide range of Victorian Certificate of Education studies.

The achievement data for 2021 indicates consistently strong outcomes with all areas of performance well above the State Median and Similar School Comparison values. VCE completion rate remains a healthy 99% while the Mean Study Score of 30 is slightly below our 5-year average of 30.8

In 2021 the number of students achieving in the top two bands of NAPLAN Reading increased from 2020. In Year 9, 42% of students achieved in the top 2 bands in Reading in 2021 compared to 35% in 2019. In Year 7, 46% of students achieved in the top two bands in Reading as compared to 28% of Year 7 students across the state.

The NAPLAN numeracy figures at both Year 7 and Year 9 also indicated high levels of achievement. In Year 7, 59% of students achieved in the top two bands in Numeracy compared to 48% in 2019 and 30% across the state. In Year 9, 33% of students achieved in the top two bands as compared to 31% in 2019 and 19% across the state.

In NAPLAN Reading, 27% of students measured high benchmark growth with 79% of all students meeting or above benchmark growth. This is slightly lower than the 35% high benchmark growth in 2019 and therefore remains a key focus in the current School Strategic Plan. In Numeracy, 14% of students measured high benchmark growth with 69% meeting or above benchmark growth. This was similar to similar schools, network school and the state and also remains a focus for the school.

Curriculum leadership teams in the school have already taken steps to address this by improving teacher capacity to extend highly able students through a school wide focus on improving both literacy and numeracy, and through the appointment of a Learning Specialist focussing on Numeracy and a Learning Specialist focussing on Data across the school.

Throughout the year our focus on literacy and numeracy intervention across the school continued both face to face and online. Teachers were allocated to specific students who were identified as requiring additional support and these students worked in small groups as well as in team-teaching environments when we returned to school. Students learning in the Program for Students with Disabilities were also well supported, with additional staff attending online classes. These students all made good progress and were able to achieve goals set out in their Individual Education Plans.

It was most pleasing to note that despite the challenges for senior students in 2021, the Kew High School Class of 2021 performed extremely well in the VCE. The mean study score across all subjects was 30, and 8.3% of study scores were above 40. The highest achieving student gained an ATAR of 99.40, and 23% of students achieved an ATAR over 90. Forty-two per cent of our students were placed in the top 20% of the state, with an ATAR above 80.

This is in a school that prides itself on its non-selective, inclusive enrolment policy. We are extremely proud of the achievements of all our students.

Engagement

Kew High School continues to be a school where students engage in both the curricular and co-curricular programs. Students feel connected to the school and the large participation levels in a wide range of programs is a testament to this.

In 2021, the percentage of Kew High School students with 20 or more days absent in the year decreased significantly to 11%, from 21% in 2019. This was also lower than the rate in similar schools, which had 20% of students absent for 20 or more days, and significantly lower than the state average of 32%.

The percentage of Kew High School students with 20–29 or more absent days in 2021 was equal to the percentage in 2020 at 5%. The percentage of students with 30 or more days absent increased to 6% from 5% in 2020.

The average rate of attendance was over 95% for each year level in 2021. In Year 7, 11% were absent for 20 or more days, compared to 17% in similar schools and 31% across the state. Slightly higher rates of 20 or more days absence were recorded for Year 8 (12%) and Year 9 (11%). This was significantly lower than the average across the state which had rates of 37% and 40% respectively and lower than similar schools which had rates of 22% and 27%. The absence rate dropped across the Senior School, with only 6% of Year 12 students absent for 20 or more days, compared to 18% of students across the state. The overall improvement in attendance at Kew High School in 2022 is a positive reflection of the school's remote and flexible learning program and the ability of the school to move the program effectively from a face to face environment to a remote one. Students were engaged in their learning at all times. Teachers had direct connection with students throughout the day in either in a synchronous online program or in the classroom at school, and as well as supporting learning, they were able to support student attendance.

In 2021, 54% of Victorian students who completed Year 12 transitioned to University, 20% to TAFE/VET and 18% to employment. At Kew High School, 98% of students were recorded as having positive exit destinations, compared to only 80% in similar schools. Of these, 98% of students exited to further education and 2% of students to full-time employment. Year 12 students are expertly supported through regular and ongoing careers counselling. They have access throughout the year to information on courses and careers, with guest speakers from tertiary institutions being a regular occurrence. In 2021, students were also supported through the engagement in our alumni program with a range of community connection experiences and opportunities.

Wellbeing

Kew High School provides a safe, supportive, inclusive learning environment in which every student may achieve success and feel connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, the significant curriculum offerings and the co-curricular program.

The Student Attitudes to School Survey indicated that 58% of students felt very positive about their connection to Kew High School in 2021. This had decreased from 65% in 2020 but has followed a trend across the state and was higher than that for similar schools at 53%. Due to the interruptions throughout the year, both students and staff designed innovative solutions to barriers facing our co-curricular programs. These included livestreaming school events, moving performances into the school day and filming them for community access and holding three separate Presentation Nights so that student achievement could be celebrated. In addition, our partnership with Boroondara School Focused Youth Service enables us to provide parenting support programs online throughout the pandemic.

Of particular note is the fact that 93% of students identified that they did not experience bullying and 62% were positive about the management of bullying at Kew High School. This compares to 87% and 53% across the state. The school's

commitment to pastoral care is highlighted in the Connect program. All students participate in the program in which they work in small groups that are maintained, often with the same teacher, for the whole time they are at the school. The Connect program is coordinated by the Wellbeing Team and the curriculum specifically teaches a range of positive and healthy behaviours. Throughout 2021, teaching and wellbeing staff conducted a range of activities to maintain students' connections to the school. These included student videos, newsletters, support groups, online recreational activities and many more.

Finance performance and position

The operating statement surplus of \$39,338 was due to the improved revenue and the overall reduction in expenditure items for 2021. Additionally, the actual collection rate for student levies and voluntary financial contributions was higher than initially projected. As a result of the decrease in overseas student enrolments in 2022, we have a projected revenue loss. The Kew High School Council has therefore approved the use of the 2021 operating surplus to manage balanced budgets in 2022.

Kew High School receives funding from the Department of Education to ensure that every student is able to access the highest quality of education. This funding is carefully allocated in the school budgets to ensure that education at Kew High School is accessed equitably.

The total 2021 Equity (Catch Up) funding received by Kew High School was \$9,149.00.

The total Equity (Social Disadvantage) funding received by Kew High School was \$41,808.00.

Kew High School also received a range of Specific Purpose Grants during the year of 2021. These grants have enabled the school to focus on curricular improvements as well as supporting student wellbeing and school facility upgrades.

The Kew High School Council directs the work of the Finance Committee, which projects, and budgets for the future needs of the school. Together with the Capital Works project, the STEM Centre, and maintenance projects underway, the school has a commitment estimate of \$191,000 for building upgrades in 2022.

For more detailed information regarding our school please visit our website at
<https://www.kew.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 1115 students were enrolled at this school in 2021, 439 female and 676 male.

15 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).

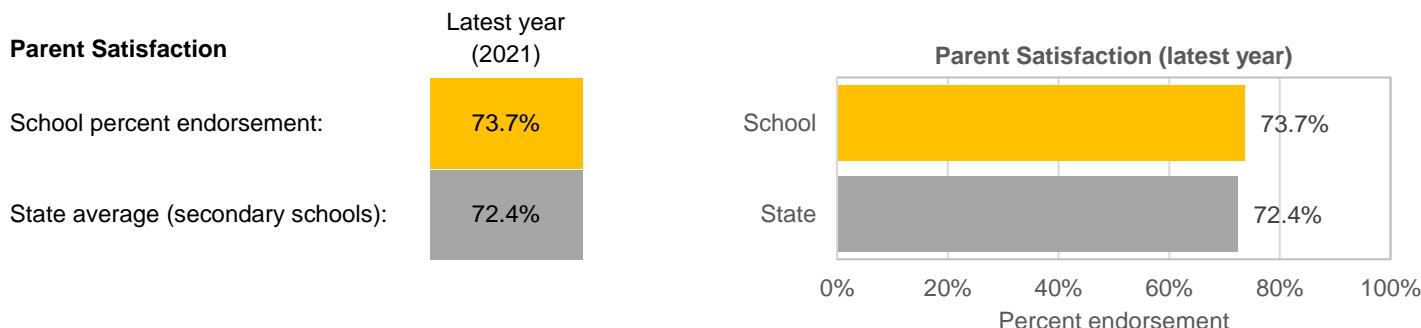
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

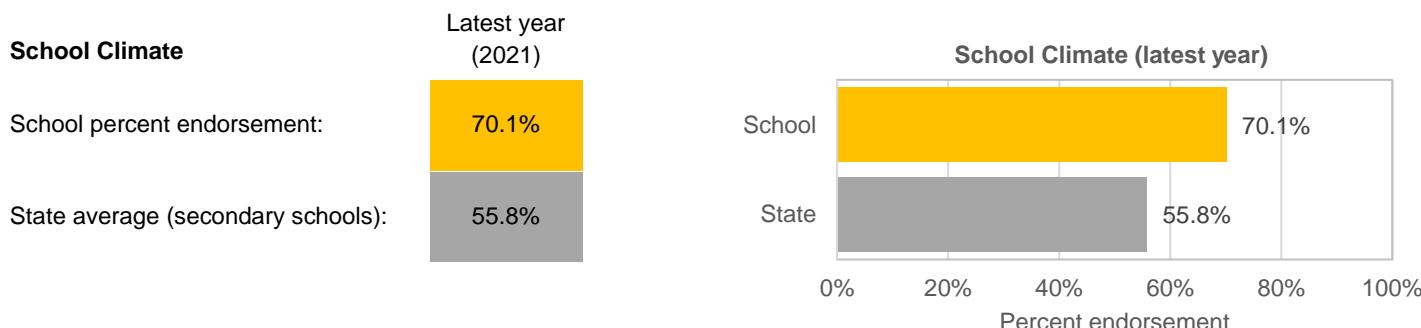


School Staff Survey

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.



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:

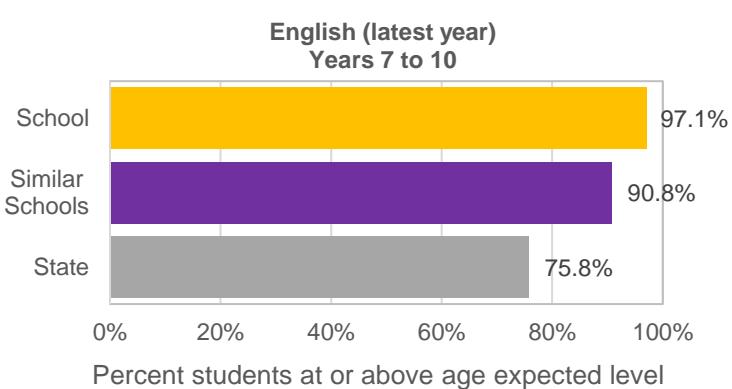
97.1%

Similar Schools average:

90.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

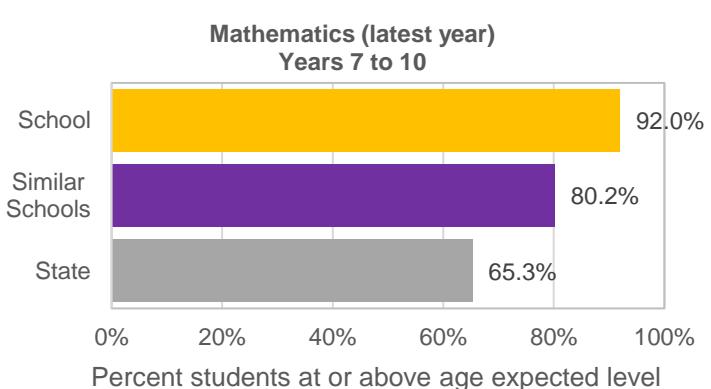
92.0%

Similar Schools average:

80.2%

State average:

65.3%



ACHIEVEMENT (continued)

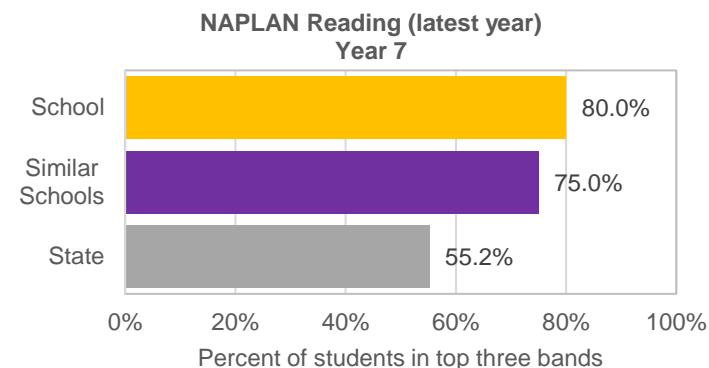
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

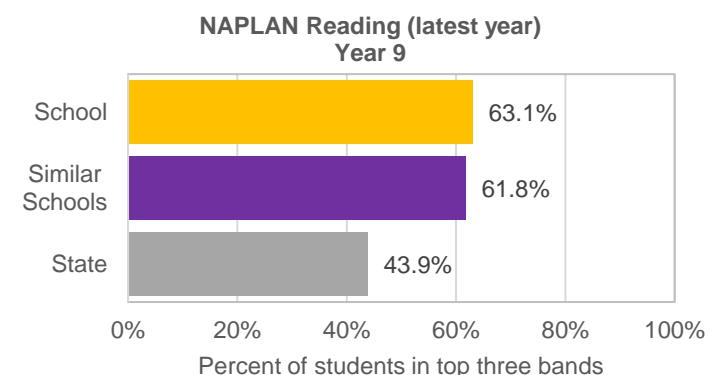
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

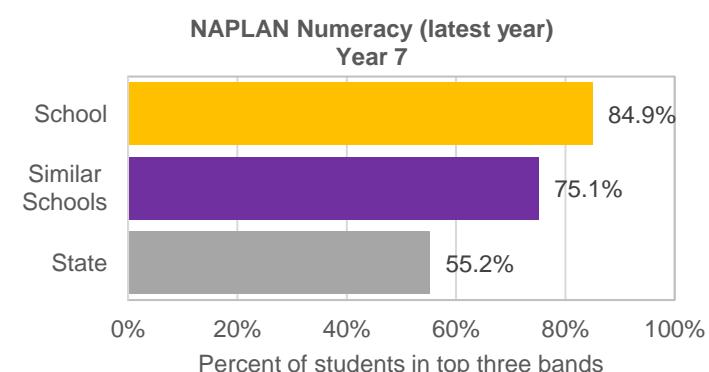
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	77.4%
Similar Schools average:	75.0%	74.0%
State average:	55.2%	54.8%



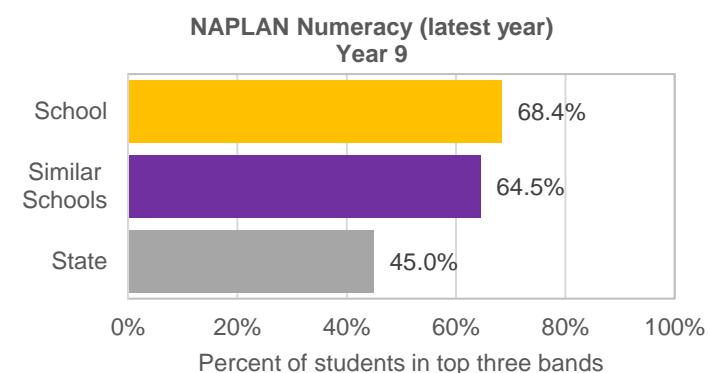
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	63.1%	65.3%
Similar Schools average:	61.8%	63.5%
State average:	43.9%	45.9%



Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	84.9%	81.9%
Similar Schools average:	75.1%	75.4%
State average:	55.2%	55.3%



Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	68.7%
Similar Schools average:	64.5%	66.0%
State average:	45.0%	46.8%



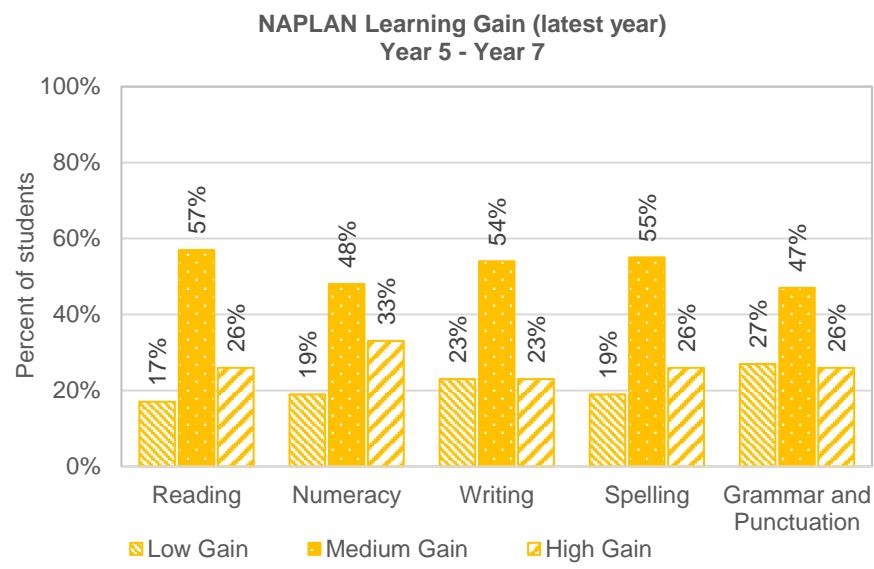
ACHIEVEMENT (continued)

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'.

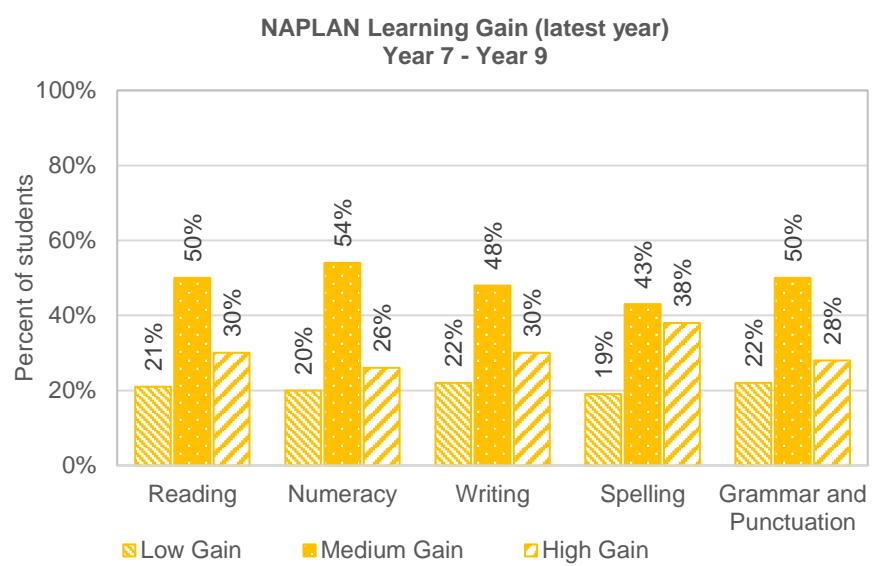
Learning Gain
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	57%	26%	28%
Numeracy:	19%	48%	33%	27%
Writing:	23%	54%	23%	29%
Spelling:	19%	55%	26%	27%
Grammar and Punctuation:	27%	47%	26%	28%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	50%	30%	28%
Numeracy:	20%	54%	26%	28%
Writing:	22%	48%	30%	28%
Spelling:	19%	43%	38%	31%
Grammar and Punctuation:	22%	50%	28%	27%



ACHIEVEMENT (continued)

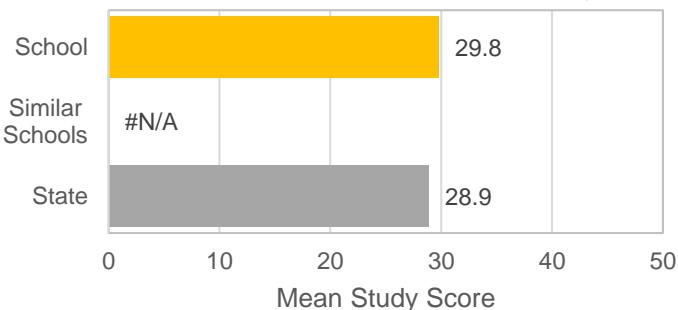
Victorian Certificate of Education (VCE)

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	29.8	30.9
Similar Schools average:	30.2	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

99%

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

4%

VET units of competence satisfactorily completed in 2021*:

88%

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

NDA

* 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

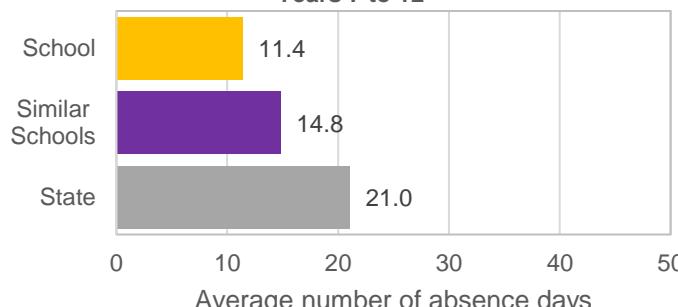
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.4	12.1
Similar Schools average:	14.8	14.9
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12



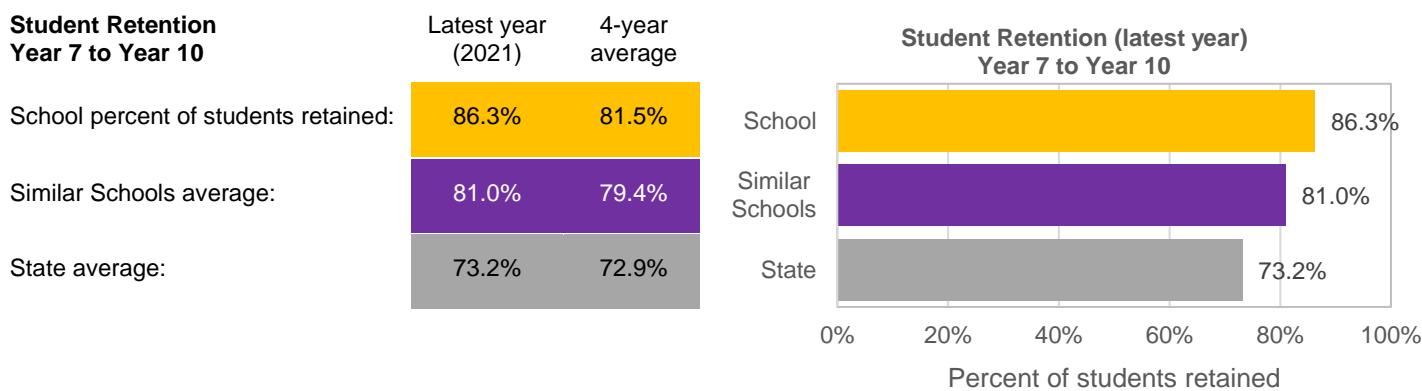
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	94%	94%	94%	93%	97%

Student Retention

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

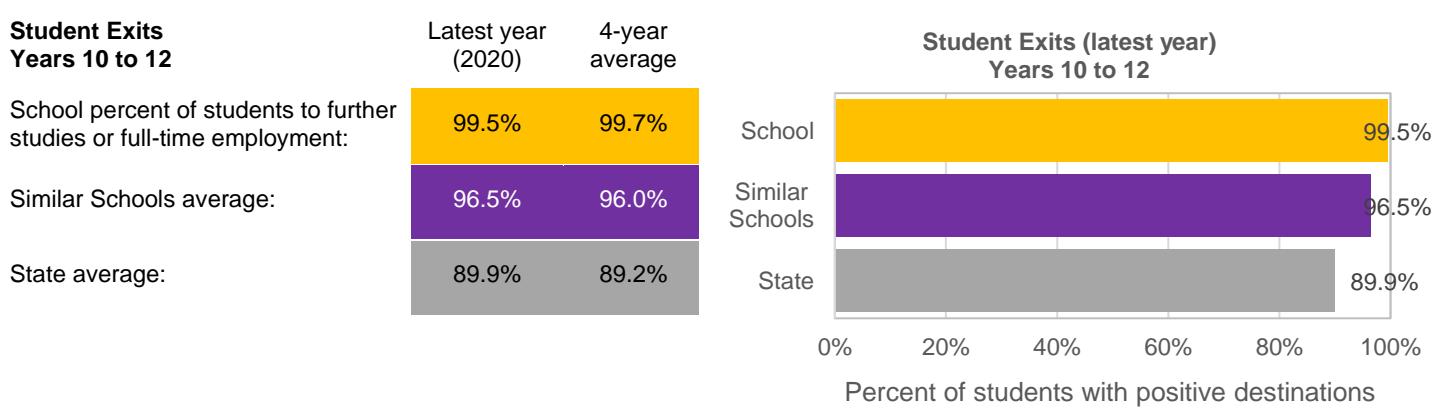


Students exiting to further studies or full-time employment

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'.



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.

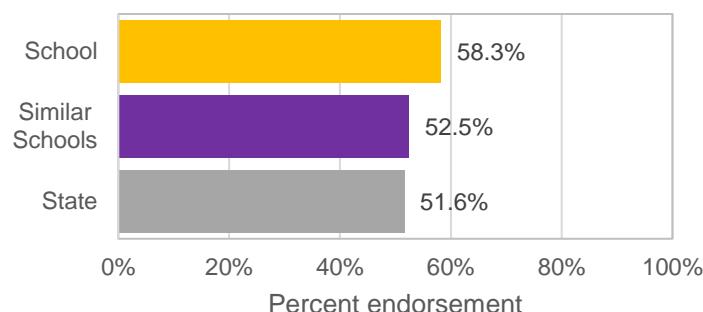
Student Attitudes to School – Sense of Connectedness

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:	58.3%	59.3%
Similar Schools average:	52.5%	55.7%
State average:	51.6%	54.5%

Sense of Connectedness (latest year) Years 7 to 12



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.

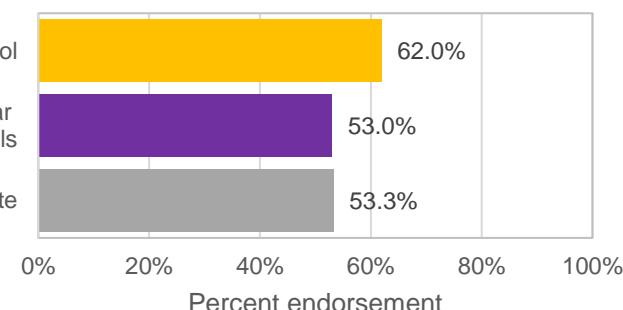
Student Attitudes to School – Management of Bullying

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:	62.0%	62.5%
Similar Schools average:	53.0%	57.3%
State average:	53.3%	56.8%

Management of Bullying (latest year) Years 7 to 12



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	\$10,532,138
Government Provided DET Grants	\$1,556,449
Government Grants Commonwealth	\$22,540
Government Grants State	\$0
Revenue Other	\$19,081
Locally Raised Funds	\$2,338,404
Capital Grants	\$0
Total Operating Revenue	\$14,468,611

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,808
Equity (Catch Up)	\$9,149
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,957

Expenditure	Actual
Student Resource Package ²	\$11,683,666
Adjustments	\$0
Books & Publications	\$5,481
Camps/Excursions/Activities	\$190,207
Communication Costs	\$29,625
Consumables	\$184,247
Miscellaneous Expense ³	\$2,250,314
Professional Development	\$19,902
Equipment/Maintenance/Hire	\$743,822
Property Services	\$70,071
Salaries & Allowances ⁴	\$361,427
Support Services	\$279,200
Trading & Fundraising	\$5,931
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$181
Utilities	\$112,530
Total Operating Expenditure	\$15,936,603
Net Operating Surplus/-Deficit	(\$1,467,992)
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	\$3,015,859
Official Account	\$106,837
Other Accounts	\$606,259
Total Funds Available	\$3,728,955

Financial Commitments	Actual
Operating Reserve	\$701,612
Other Recurrent Expenditure	\$99
Provision Accounts	\$0
Funds Received in Advance	\$663,874
School Based Programs	\$184,562
Beneficiary/Memorial Accounts	\$2,779
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,519
Repayable to the Department	\$1,148,859
Asset/Equipment Replacement < 12 months	\$68,000
Capital - Buildings/Grounds < 12 months	\$766,922
Maintenance - Buildings/Grounds < 12 months	\$207,810
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,747,036

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.