

2021 Annual Report to The School Community



School Name: Healesville High School (7900)



- 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 22 April 2022 at 02:30 PM by Allan Rennick (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 22 April 2022 at 05:49 PM by Kylie Short (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

Healesville High School is a small semi-rural school in the Yarra Valley with a student population of 338. The school's socio-economic band value is medium. Our school has a very small proportion of students with English as a second language. Seven percent of our students are Aboriginal or Torres Strait Islander. Our vision is to provide engaging and dynamic learning experiences for all students within a caring school community that nurtures individuals and motivates them to reach their full academic and personal potential. The school's values of respect, responsibility, relationships and teamwork are fundamental to our core principles. A balanced and innovative program is offered to all students, with an overarching emphasis on academic excellence, beginning with a supportive program in Year 7, leading to a challenging Year 9 program and culminating in a comprehensive senior program.

Student needs are always at the forefront. The school offers programs to extend and support learning, with advanced classes operating at Years 7 through 9 and Year 10 students encouraged to undertake one VCE study. Students can study Japanese, become members of the highly successful instrumental music and band program, participate in a wide range of sports, develop leadership skills through various projects and perform in our annual school musical production.

The school has new and contemporary teaching facilities, structured around learning centers for specific year levels (Years 7 & 8, Years 9 & 10 and Senior School) as well as a new administrative building, library and specialist facilities that include home economics, art and ceramics rooms, a media center, IT lab, science rooms and a performing arts centre. In addition the school has a purpose built Trade Training Centre offering Vocational Education and Training in Building & Construction and Automotive Mechanical. These new and modern facilities supplement already excellent sporting and other school facilities including the recently significantly refurbished indoor heated swimming pool, two indoor basketball courts, gymnasium and music center. Our sporting and recreation facilities are heavily utilized outside of school hours, providing access for students and the broader Healesville community, further enhancing the close links between the school and the community.

Throughout the life of the most recent School Strategic Plan the school focus has been on improving student academic outcomes, student wellbeing and student and parent engagement through a range of initiatives. The overriding priorities have been the development of a culture of excellence in teaching and learning, the creation of a positive climate for learning and the attainment of academic excellence, the provision of educational programs that meet the needs of students and the empowerment of students to have a greater say in their learning.

Parent satisfaction in 2021, as measured via the annual Parent Opinion Survey was 72.2%, comparing with the state average of 72.4%.

As reported in the School Staff Survey of 2021, staff endorsement of 'school climate' was 58%, comparing favorably with the state average of 55.8%.

This school has 46.59 equivalent full time staff: 1 principal, 1 assistant principal, 30.60 teachers and 13.99 education support staff.

Framework for Improving Student Outcomes (FISO)

The initiatives adopted to address the school priorities of 'Excellence in teaching and learning' and 'Positive climate for learning' are as follows:

- Building practice excellence
- Curriculum planning and assessment and
- Empowering students and building school pride

Key improvement strategies linked to these initiatives are as follows:

- 1) Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model. Evidence indicates the consistent usage of the instructional model throughout the school.
- 2) Build teacher capacity to identify and teach to each student's point of need. Analysis and usage of data is now routine practice at domain level to inform and ensure accuracy of teacher judgements, support point of entry teaching,

goal setting and enhance differentiation of work.

- 3) Build teacher capacity to implement a school-wide strategy that addresses literacy through the use of the Healesville High School instructional model. Teaching staff incorporated 'Writing to Learn' strategies as a goal within their Performance and Development Plan.
- 4) Build a guaranteed and viable curriculum to enhance student learning with a focus on the Victorian Curriculum. Significant progress was made toward the completion of school-wide curriculum documentation.
- 5) Embed a culture of detailed, effective and ongoing curriculum planning. Extensive time and resources were allocated to this strategy with measurable effect.
- 6) Strengthen the partnership between staff, students and parents to share the responsibility for student wellbeing. Effective usage of the Compass management system enabled and encouraged students, staff and parents to communicate in areas including lesson content, academic progress and achievement, attendance and welfare.
- 7) Develop approaches to empower students, build school pride and enhance the school's standing in the local community. School pride and the reputation of the school have been a prime focus over the life of the existing School Strategic Plan, addressed variously via enhanced student leadership programs, celebration of individual, group and school-wide success and the development of additional mutually beneficial partnerships with local community groups.

Peer observations of classroom performance by and of teachers is now a routine component of school operations and Learning Walks continue to be introduced across domains and all levels of leadership. The clarification and enhancement of student management processes over the past four years has led to far greater levels of consistency across the school and significantly increased student and teacher confidence in an orderly and effective school environment.

Achievement

The percentage of students in Year 7-10 performing at or above age expected standards in English was 73.4%, well above similar schools (64.1%) and marginally below the state average (75.8%). The percentage of students in Year 7-10 performing at or above age expected standards in Mathematics was 58.1%, above similar schools at 55.1% and somewhat below the state average of 65.3%.

All later years students have Career Action Plans which ensure they have access to a full range of educational and vocational options.

The percentage of students in the top three bands of testing for NAPLAN reading at Year 7 was 41.7%, somewhat below similar schools at 47.6% and below the state average of 55.2%. The percentage of students in the top three bands for numeracy at Year 7 was 38.3%, below similar schools at 46.1% and below the state average of 55.2%. The percentage of students in the top three bands for reading at Year 9 was 25.0%, below similar schools at 35.9% and well below the state average of 43.9%. The percentage of students in the top three bands for numeracy at Year 9 was 30.0%, slightly below similar schools at 33.2% and below the state average at 45.0%.

NAPLAN learning gain from Year 7-9 indicates that high gain of 23% was achieved for reading, and 20% for spelling, above similar schools at 21% and 19% respectively. High gain of 12% for numeracy, 7% for writing and 14% for grammar and punctuation were all slightly below similar schools, at 19%, 19% and 18% respectively.

NAPLAN learning gain from Year 5-7 indicates that high gain of 18% was achieved for grammar and punctuation, slightly above similar schools at 17%. High gain of 10% for numeracy and reading, and 15% for writing and spelling were all slightly below similar schools, at 18%, 17%, 18% and 20% respectively.

The school uses NAPLAN top and bottom band data to target student extension and support provision, and especially tutor learning initiative and middle years literacy and numeracy support data and Year 5-7 and Year 7-9 growth data to inform teacher practice. This data is used in conjunction with other school based testing such as Progressive Achievement Testing which was administered in 2021 amidst the constraints of COVID restrictions.

The VCE study score mean of 27.1 was above the similar schools mean of 26.0 and slightly below the state mean of 28.9.

97% of VCE students successfully completed their studies and 61% of Victorian Certificate of Applied Learning (VCAL) credits were satisfactorily completed in 2021. 27% of Year 12 students in 2021 undertook at least one Vocational Education and Training (VET) unit of competence and 51% of VET units of competence were satisfactorily completed in 2021. Due to COVID-19 there are some students still completing outstanding 2021 VET units in 2022.

Engagement

Improving student engagement, collaboration and motivation to learn was the engagement goal maintained throughout 2021 whilst on-site and maintaining connection between school, students and parents while achieving a level of academic progress and a constant focus on wellbeing was the overarching goal of the school whilst engaged in remote learning. Building the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model has been, was in 2021 and will continue to be a key improvement strategy. The school's data relating to average number of student absence days demonstrated the continuation of a particularly strong connection between students and the school. The school average number of absence days of 11.8 compares remarkably with the similar schools average of 25.8 and also highly favorably with the state average of 21.0. The four year average (2018-2021) of this school, of 12.3 also compares most favorably with both similar schools average of 23.8 and state average of 19.6.

Attendance rates by year level remain high: 94% at Year 7, 94% at Year 8, 95% at Year 9, 92% at Year 10, 95% at Year 11 and 97% at Year 12.

The percentage of students who commenced in Year 7 in 2018 and remain at the school in Year 10 in 2021 is 80.6%, compared with a figure of 72.4% for similar schools and 73.2% for the state.

The percentage of students from Years 10-12 exiting to further studies or full-time employment in 2021 was 81.6%, compared with 86.6% at similar schools and the state average of 89.9%.

Throughout 2021 the school pursued the following initiatives to address engagement of students:

- Individual Education Plans for students considered 'at risk'.
- Career Action Plans for Year Nine students
- Further promotion of Compass green chronicle entries (celebrating positive student achievement) and regular celebratory Year Level assemblies
- Promotion to students and parents of the benefits of regular attendance including letters of congratulation sent to all students achieving 100% attendance during any school term
- The continuation of a dedicated 'Connections' activity, whereby each student is placed with a small number of multi-year level students, allocated to a staff member and the groups meet regularly to engage, connect and develop positive multi-year level and student-staff professional relationships.

Wellbeing

The wellbeing goal in 2021 was the improvement of students' self-motivation, resilience and their responsibility as learners and leaders. This goal continued from 2020 into 2021 as being a whole staff constant focus upon the physical, mental and emotional health of every student and every staff member and the families of our students as we supported each member of our school community through the extreme demands of remote learning. Communication from the school to the broader school community and to the broader Healesville community was crucial to the remarkable successes achieved by the school, its students, staff and parents throughout 2021. Communication between the various groups which make up our school community was also crucial and a highlight of 2021. The effective and timely use of the Compass management system and the use of social media platforms such as the school Facebook page were critical to the successes achieved. Immediate and convenient access to lesson plans and resources for both students and parents was and is the norm and the expectation, a routine emphasis upon the use of Green chronicle entries from staff giving immediate positive feedback to students; and parent engagement with school was a highlighted benefit of the approach utilized.

The percent endorsement (positive responses - agree or strongly agree) on the Sense of Connectedness factor, as reported in the Student Attitudes to School Survey of 2021 was 48.6% for our school, compared with 44.5% for similar schools and 51.6% for the state average.

The percent endorsement on the Management of Bullying factor, as reported in the Student Attitudes to School Survey was 52.4% for our school, compared with 48.1% for similar schools and the state average of 53.3%.

Finance performance and position

The net operating deficit of \$854,188 reflects and is inclusive of the Commonwealth Government Female Facilities grant, \$750,00 of which was being held by the school prior to it being transferred in 2021 to the Victorian Schools Building Authority (VSBA) for their usage as project managers of the upgrade works on the school's indoor swimming pool. In reality 2021 had a net operating deficit of \$104,188, reflecting the school's continual investment in staffing to enable small class sizes to be offered at Years 7 and 8 and also at VCE level. The school was favorably placed to use reserves to fund the additional staffing required to offer class sizes of 15 at Year 7 and average class sizes of 7.8 at Year 12 VCE level. In 2022 those increased staffing costs will be continued to provide smaller class sizes at Years 7 and 8 and at VCE level.

The school invested heavily in increased student academic support positions again in 2021 via additional staffing and time beyond the externally funded amount being allocated to the Middle Years Literacy and Numeracy Support initiative and to government funded Tutor Learning Initiative (TLI) and Mental Health Practitioner (MHP) programs. The TLI program was enhanced by more than 60% beyond the DET funded amount with the investment of local funding and the MHP program has been increased by 50% through local funding.

2021 saw a continuation of significant further development of physical resources and assets, including landscaping, refurbishment and replacement of physical assets which further add to the reputation of Healesville High School as a school with outstanding physical resources. This strategy will continue in 2022, with plans in place for the construction of a Covered Outdoor Learning Area, providing opportunities for further enhanced student engagement in learning.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.healesvillehs.vic.edu.au](http://www.healesvillehs.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 338 students were enrolled at this school in 2021, 181 female and 157 male.

NDP percent of students had English as an additional language and 7 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).

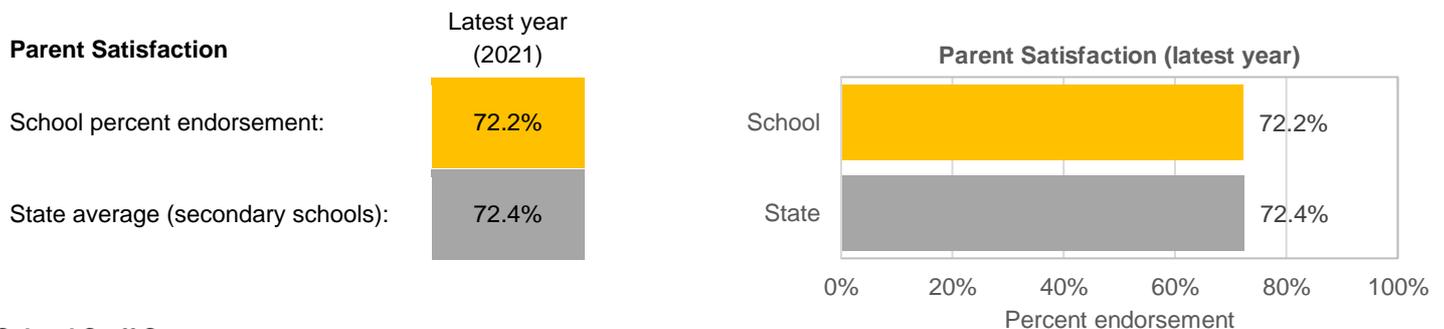
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

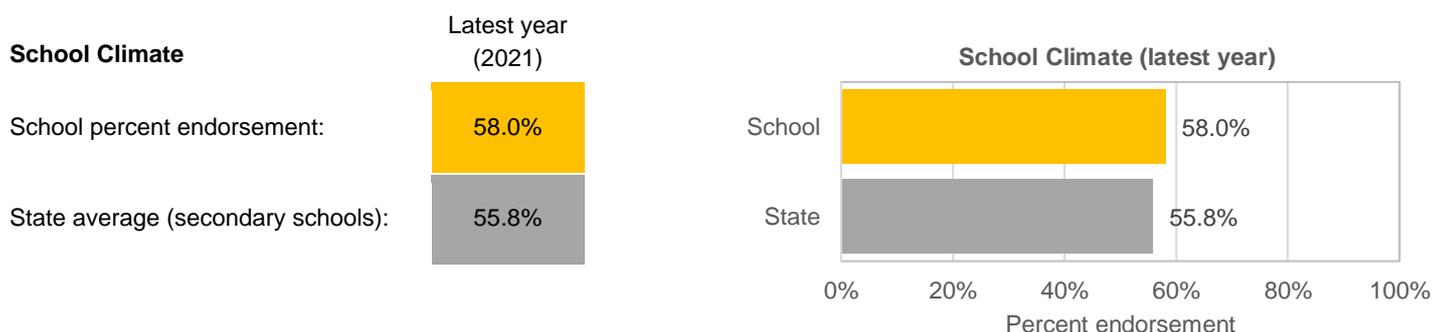


School Staff Survey

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:

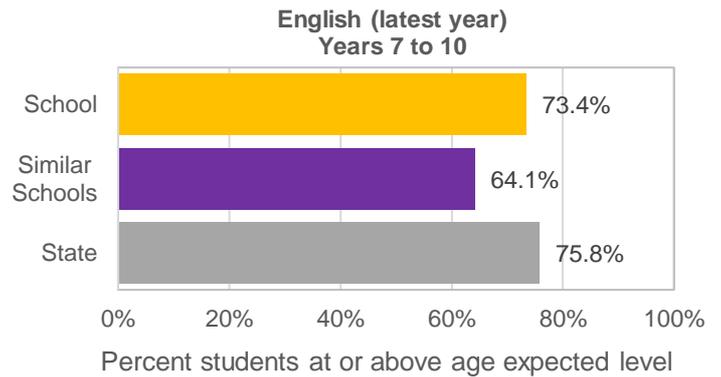
73.4%

Similar Schools average:

64.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

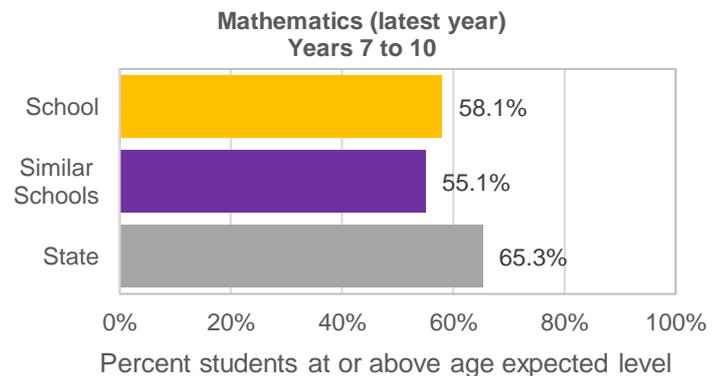
58.1%

Similar Schools average:

55.1%

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.

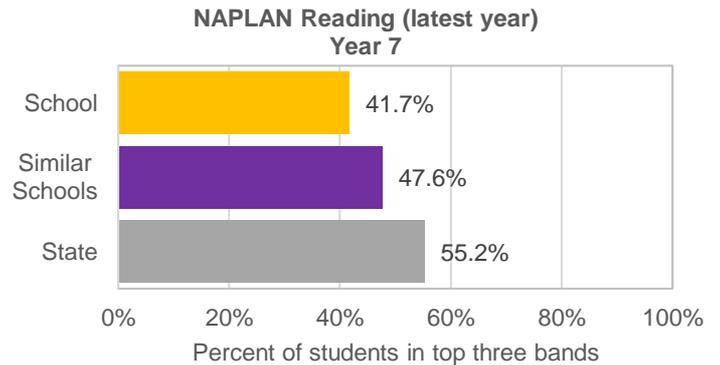
NAPLAN

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.

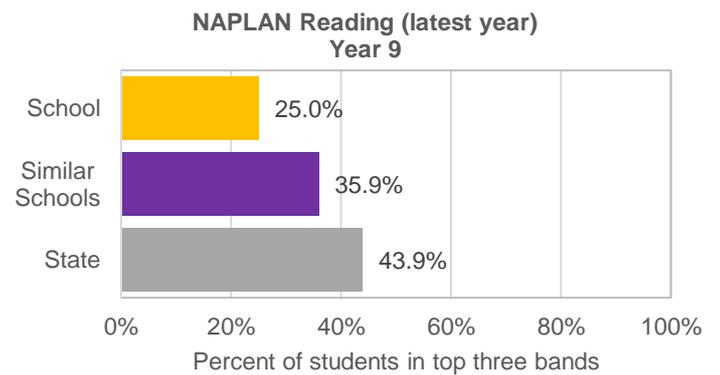
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.7%	43.9%
Similar Schools average:	47.6%	48.0%
State average:	55.2%	54.8%



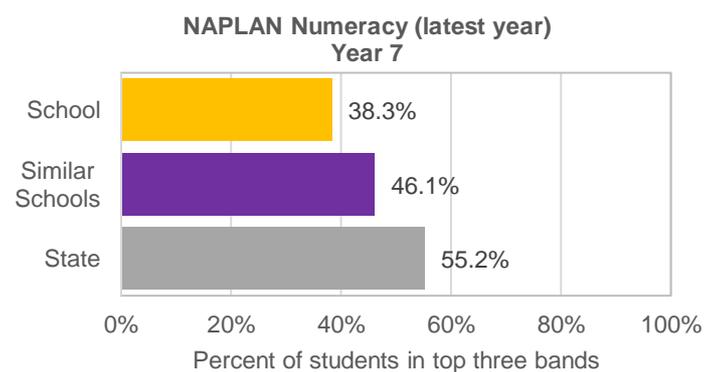
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	31.5%
Similar Schools average:	35.9%	38.8%
State average:	43.9%	45.9%



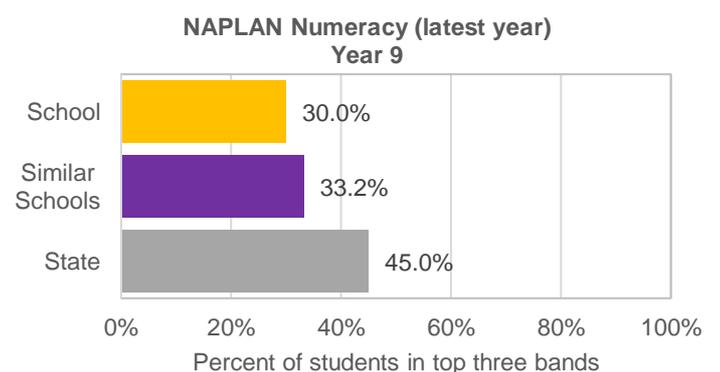
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.3%	43.9%
Similar Schools average:	46.1%	46.6%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.0%	37.5%
Similar Schools average:	33.2%	36.1%
State average:	45.0%	46.8%



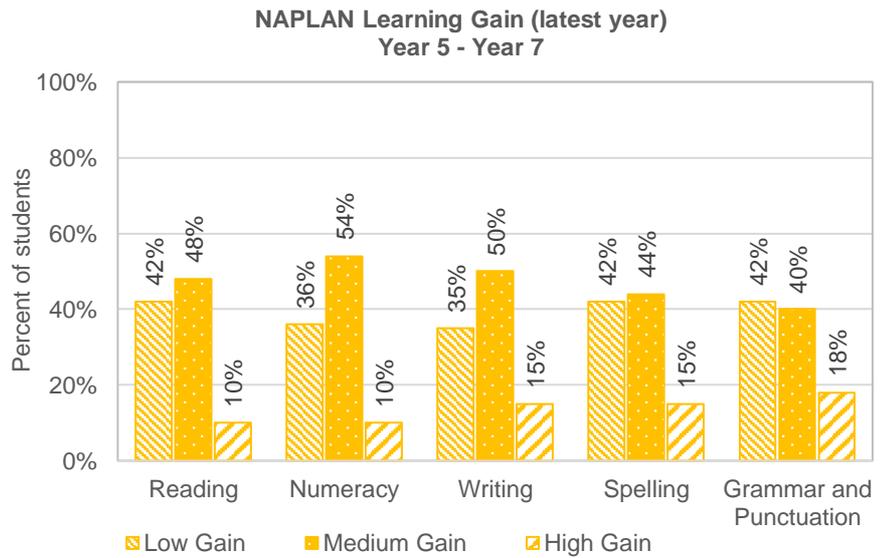
ACHIEVEMENT (continued)

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'.

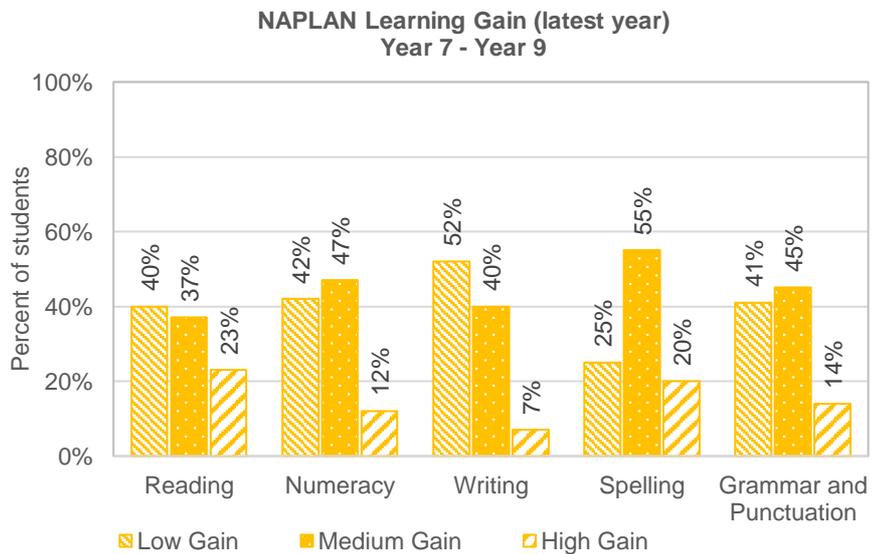
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	48%	10%	17%
Numeracy:	36%	54%	10%	18%
Writing:	35%	50%	15%	18%
Spelling:	42%	44%	15%	20%
Grammar and Punctuation:	42%	40%	18%	17%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	37%	23%	21%
Numeracy:	42%	47%	12%	19%
Writing:	52%	40%	7%	19%
Spelling:	25%	55%	20%	19%
Grammar and Punctuation:	41%	45%	14%	18%



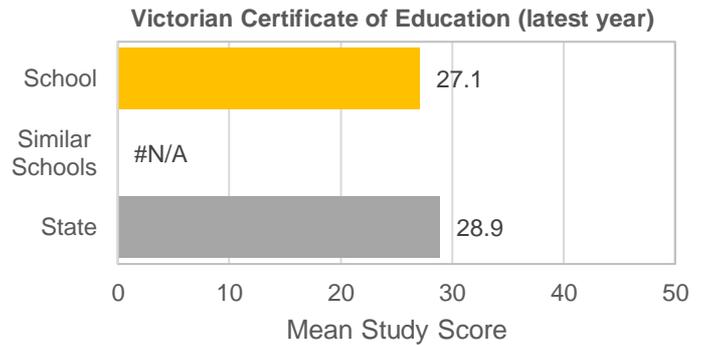
ACHIEVEMENT (continued)

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	27.1	27.2
Similar Schools average:	26.0	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



* 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.

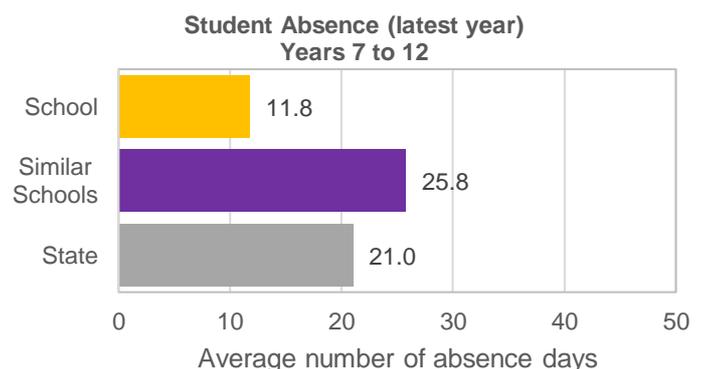
ENGAGEMENT

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:	11.8	12.3
Similar Schools average:	25.8	23.8
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

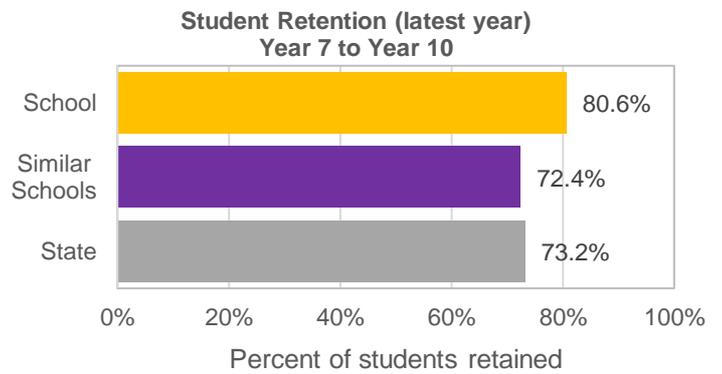
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	94%	95%	92%	95%	97%

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:	80.6%	73.9%
Similar Schools average:	72.4%	72.1%
State average:	73.2%	72.9%



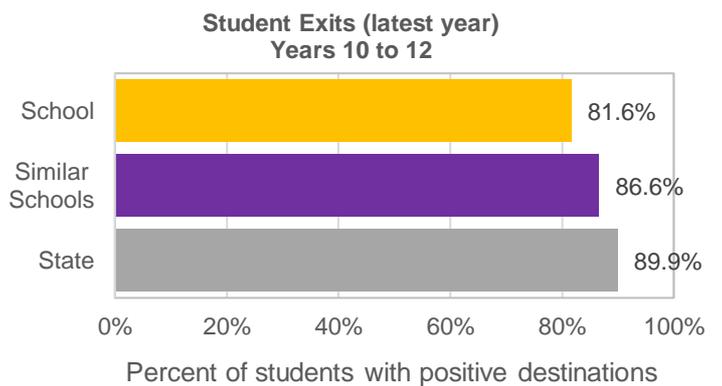
Students exiting to further studies or full-time employment

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:	81.6%	78.5%
Similar Schools average:	86.6%	84.7%
State average:	89.9%	89.2%



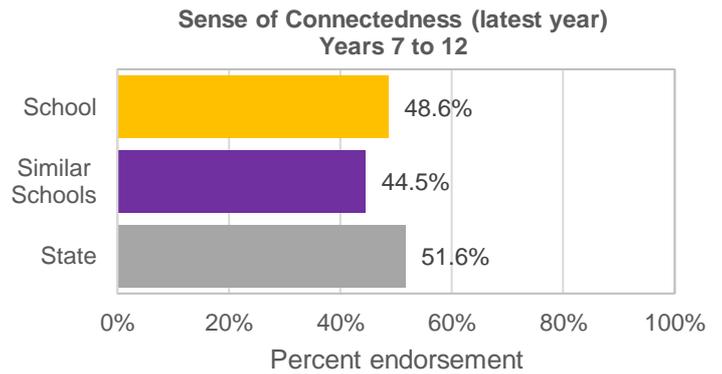
WELLBEING

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:	48.6%	49.3%
Similar Schools average:	44.5%	46.9%
State average:	51.6%	54.5%

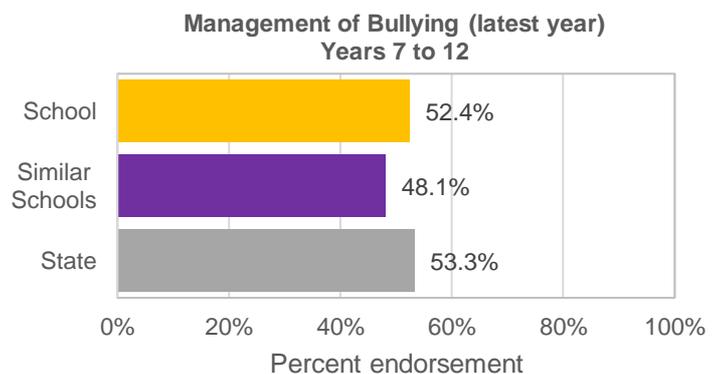


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	52.4%	54.5%
Similar Schools average:	48.1%	51.0%
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	\$5,347,440
Government Provided DET Grants	\$809,807
Government Grants Commonwealth	\$6,196
Government Grants State	\$13,832
Revenue Other	\$95,607
Locally Raised Funds	\$284,975
Capital Grants	\$0
Total Operating Revenue	\$6,557,859

Equity ¹	Actual
Equity (Social Disadvantage)	\$281,797
Equity (Catch Up)	\$37,623
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$319,420

Expenditure	Actual
Student Resource Package ²	\$5,277,695
Adjustments	\$0
Books & Publications	\$1,573
Camps/Excursions/Activities	\$96,285
Communication Costs	\$8,574
Consumables	\$81,623
Miscellaneous Expense ³	\$798,144
Professional Development	\$9,881
Equipment/Maintenance/Hire	\$174,597
Property Services	\$301,722
Salaries & Allowances ⁴	\$383,462
Support Services	\$184,517
Trading & Fundraising	\$10,474
Motor Vehicle Expenses	(\$1,170)
Travel & Subsistence	\$0
Utilities	\$84,669
Total Operating Expenditure	\$7,412,047
Net Operating Surplus/-Deficit	(\$854,188)
Asset Acquisitions	\$352,367

- (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	\$1,094,486
Official Account	\$281,511
Other Accounts	\$171,355
Total Funds Available	\$1,547,351

Financial Commitments	Actual
Operating Reserve	\$310,005
Other Recurrent Expenditure	\$31,696
Provision Accounts	\$40,000
Funds Received in Advance	\$0
School Based Programs	\$327,700
Beneficiary/Memorial Accounts	\$151,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,760
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$36,000
Capital - Buildings/Grounds < 12 months	\$365,000
Maintenance - Buildings/Grounds < 12 months	\$239,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,551,661

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.