**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 23 March 2023 at 10:22 AM by Scott Mcleod (Principal) |  |  | | --- | | * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 23 March 2023 at 11:54 AM by Michael Graham (School Council President) | |

School Name: Newcomb Secondary College (8151)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
* all subjects for Victorian Certificate of Education (VCE) examinations

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

Student attendance and engagement at school, including:

* how many Year 7 students remain at the school through to Year 10
* how many exiting students go on to further studies or full-time work
* Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

|  |
| --- |
| **School context** |
| In 2022, Newcomb Secondary College catered for approximately 475 students in Years 7 to 12. Our College staff consisted of 3 Principal class, 37 teachers and 34 Educational Support Officers/ Support Staff.  Our purpose is to provide a challenging, friendly, caring environment that motivates each student to achieve their personal best in an atmosphere of mutual respect and cooperation; which helps to support pathways to positive post school outcomes. We operate with school values of Learning, Respect and Working Together.   The College provides a broad choice of senior programs through the VCE, VET, VCAL and School Based Apprenticeships. Enrichment opportunities are diverse, including a well-established and highly respected Intervention and Wellbeing Programs, Instrumental Music, with four bands and a selection of ensembles, work experience opportunities and the annual 'Bike Tour' at the end of the year. All these prove to be highlights in the student calendar. Newcomb Secondary College also has unique educational partnerships with the Gordon TAFE, Deakin University and the Geelong Tech School.  Newcomb Secondary College also provides unique programs for disengaged students. The first of our Re-engagement programs is NET (Newcomb Engagement and Transition) operated on the main campus, while Nobody's Fool theatre program is located in at the Courthouse Youth Arts facility in central Geelong.  One of the main flagship program of the college is PTECH. Newcomb was the first PTECH secondary school in the country. PTECH offers students career pathways in IT, Business, Health and more. Students work in one of twenty-five industry partners and are mentored by professionals in their chosen field. PTECH students also undertake VETiS studies to support their industry placement.  Another of our college innovative flagship programs is called GROW (Getting Ready for the Outside World). Aligned with the college Positive Futures Framework, GROW exposes students to STEM curriculum and Careers education which provides students will skills and attributes that will enable them to be successful in their chosen careers and valued members of their local, national and global communities.     The college also operates the Victorian Sailing and Water Safety School from its Geelong, Eastern Beach campus, which successfully introduces Victorian school students to the skills and pleasures of sailing. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The three ‘Improvement Priorities’ in Newcomb Secondary College’s 2022 Annual Implementation Plan (AIP) link the key areas of the FISO 2.0 model. The AIP focuses included Improved student learning outcomes, Improve student wellbeing outcomes and Strengthen partnerships, pathways and transitions.  The first priority was a goal for 'Improved Student Learning Outcomes'. The AIP targets included:Percentage of students in Year 9 in the top 2 bands in NAPLAN (reading, writing & numeracy).Percentage of students in Year 9 meeting and above benchmark growth in NAPLAN (reading, writing & numeracy).VCE study scores to improve from an average to 26.5.ATOSS- Stimulated Learning to be greater than 50%, Sense of Confidence to increase to 55% and Effective teaching time to be greater than 59%.Staff Survey- Collective Efficacy to increase to 45%, Academic Emphasis to increase to 40% and Collective Responsibility to increase to 75%. Pleasingly in 2022, Newcomb SC focus on Improved Student Learning Outcomes was a success and a step forward towards 'Higher Expectations'. Despite workforce pressures on staffing of programs, it should be recognized that Newcomb SC maintained it's commitment to fully delivering both the Tutor Learning Initiative and MYLNs support intervention programs. Testing programs continued to be facilitated and supports in preparation and delivery were appropriately actioned. As a result, it was pleasing to see that Newcomb SC successfully achieved its goal set in the the Percentage of students in Year 9 in the top 2 bands of NAPLAN (reading, writing and numeracy). Progress was made relative to the goals in Year 9 NAPLAN Benchmark growth with the school achieving a rating of 'partially met' for this area of foci. VCE study score targets were not met although contributing factors were identified as a cause for the data sets. Improvement was noted against the ATOSS targets of Stimulated Learning, Sense of Confidence and Effective Teaching Time with all measures improving on 2021 ratings whilst the same was seen with respect to the Staff Survey goals of Collective Efficacy, Academic Emphasis and Collective Responsibility.  In 2022, Newcomb SC again invested in professional development and learning to build capacity in best practice teaching & learning, inclusion, literacy and numeracy, student voice and agency, wellbeing, modifications, assessment & reporting and leadership. Continued investment in building capacity in Leadership featured via the Culture of Intentional Leadership program (COIL) with the program comprising of a membership in-excess of 15 current leaders, middle leaders or aspirant leaders.   It should also be noted that in 2022, Newcomb SC completed its capital works projects and pleasingly conducted a Grand Opening with the Minister for Education of our new Auditorium, STEM & Systems Technology spaces, our flexible Numeracy rooms & our Music band, general purpose and instrumental rooms. These facility upgrades and features were designed to compliment our innovative learning programs in GROW, STEM, Modern Technology, Numeracy and Music. |
| Wellbeing |
| The second priority was a goal for 'Improved Student Wellbeing Outcomes'. The AIP targets included:Increase the positive endorsement of Student Voice & Agency to 45%Increase the positive endorsement of Attitudes to Attendance to 66%Increase the percentage of students with less than 20-days absence to 30% Wellbeing continues to be a major area of resource and focus at Newcomb SC. In fact the Wellbeing program at Newcomb SC is widely regarded as a system leader best practice model in this region. The Wellbeing program continues to cater for the diverse needs of our college community and is deliberately aligned closely with the Newcomb SC teaching and learning program via collaboration, coordination, resourcing and support of teachers, learning mentors, external agencies, students and their guardians/ families.   Individual Education Plans are developed and tailored to support student outcomes and are a feature of Newcomb SC. The introduction of DIPs increased workloads but was valued in outcomes and resources for students. The continuation of the Newcomb Engagement & Transition (NET) program was successful once again as was the Nobody's Fool, OOHC and Koorie support programs.  Student Voice and Agency experienced improvements in 2022 thanks to the development and success of the Student Leadership and Action Meetings (SLAM) group to compliment the College Captains. This group comprised of students expressing Leadership interest and capacity across the college (Years 7-11) and regularly met to share student feedback with the school as well as and plan events and activities and experience leadership professional learning opportunities.  Over the course of recent years, Newcomb SC has worked tirelessly to align our Wellbeing and Learning structures under the one framework. This framework, called the Positive Futures Framework has the student at the centre and packages up all of the personal development supports provided to them with the aim of preparing them for success in future employment and life. The PFF aligns the whole school professional learning in the Berry St Education Model, School Wide Positive Behaviour (SWPB), Respectful Relationships as well as the Victorian Capabilities Curriculum and Victorian Curriculum. Whilst this process has further areas of growth in 2023, it is a model that has been widely lauded in the recent School Review and one that we are very proud of.In 2022, Newcomb SC experienced a higher volume of Wellbeing needs from our community post COVID. Attendance featured in many student IEP's and the employment of a Attendance officer proved a success in support of students and families experiencing challenges with being present at school each day. As a result of the volume of challenges in returning to a full school year post COVID, the Newcomb SC Wellbeing goals were graded as being partially met. Work is still in progress in all areas noted, and further gains are expected in 2023. |
| Engagement |
| The third priority was a goal for 'Strengthen partnerships, pathways and transitions'. The AIP targets included:Increase the certificate level school based qualification completion rates to 83%Increase to percentage of students remaining in further education and training or full-time employment to 66%Increase the percentage of students with a completed Career Action Plan to 77%Increase Year 7 student enrolment for 2023 to 80Increase in trust in students and parents to 37%Increase Sense of Connectedness to 50%Increase Positive Transitions to 70%Increase Parent Participation to 74% Partnerships, Pathways and Transitions continue to be another flagship success of Newcomb SC. Pleasingly in 2022, all goals were met with exception of not quite hitting the set targets in trust in students and parents, sense of connectedness and positive transitions- all of which improved none-the-less.Year 7 student enrolment numbers exceeded the target and showed growth on 2021, largely thanks to the extensive Transition program in place and being able to welcome our community back into the college post COVID restrictions.  The program to relaunch P-TECH under the 'Advancing P-TECH banner' is underway.  Throughout 2022, we managed to reconnect with a number of partners, introduced new partners and progressed the development of the GROW curriculum.  Newcomb SC's Getting Ready for the Outside World (GROW) program continues to facilitate Careers education from Year 7-10. The program prepares students for future employment and pathways of choice by exposing them industry practices and modern technology. Students in the program access our PTECH partners and school industry connections as well as collaborating in projects and experiences at the Geelong Tech School (of which NSC is the most frequent participant), The Gordon (NSC has led the development of Skillsbuilder & GTFP programs) and Deakin University (STEM experiences such as GALS). |
| **Other highlights from the school year** |
| Newcomb SC is well-renowned for the extra-curricular opportunities we provide to students. For as long as we can remember, Newcomb SC has been known as a school rich in history for Music and its cycling program(s). But whether it be sport, music, art, camps or excursions, every student has an opportunity to shine and experience everything that a school can offer.   Newcomb SC is proud to offer:Whole School Sport Carnival days (Summer Sports & Athletics Carnivals) and Interschool Sport offerings throughout the year at all age groups are a feature.Whole School music program featuring camps, performances, multiple bands and instrumental music opportunities.Camps (Year 7, Year 8, Year 9 & 10) and excursions at all year levelsA Bike Tour at the end of each year offered to all students, is well attended and historically outdates the Great Victorian Bike Ride. Newcomb SC is a flourishing school that has a dynamic and holistic education and experiential program for all within our community. |
| **Financial performance** |
| Newcomb SC has maintained a sound financial position throughout 2022 by continuing to manage the large credit deficit from the cash budget - largely from the equity component. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.  Newcomb SC currently has lease arrangements for the following:- Toyota Fleet Management - Bus lease $1180.89 (incl GST) per month for 2 buses- FinLease - photocopiers $1556.89 (incl GST) per month The Parent Payment amounts were approximately $10,000 higher than 2021, with the school receiving almost $28,000. This may have been due to families being a bit more financially secure with the easing of covid restrictions and also the fees being put on Compass for the first time.  PSW have paid $44,550 (excl GST) as part of the uniform buy-back agreement with the remaining amount to be received during 2023.  Within the Financial Commitment Summary, the School Based Programs refers to Student Welfare, Barwon Bridge Program, various Wellbeing Initiatives and the Victorian Sailing School. |
| **For more detailed information regarding our school please visit our website at** [**https://www.newcombsc.vic.edu.au**](https://www.newcombsc.vic.edu.au) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 475 students were enrolled at this school in 2022, 210 female and 265 male.

3 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: High

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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 67.3% |
| State average (secondary schools): | 68.7% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 47.1% |
| State average (secondary schools): | 52.0% |

LEARNING

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

Teacher Judgement of student achievement

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

|  |  |
| --- | --- |
| **English**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 61.6% |
| Similar Schools average: | 61.7% |
| State average: | 76.3% |

|  |  |
| --- | --- |
| **Mathematics**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 32.3% |
| Similar Schools average: | 51.9% |
| State average: | 67.4% |

LEARNING (continued)

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

NAPLAN

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

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

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 52.1% | 42.9% |
| Similar Schools average: | 41.2% | 42.6% |
| State average: | 54.6% | 55.3% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 34.7% | 29.1% |
| Similar Schools average: | 34.0% | 33.1% |
| State average: | 47.2% | 46.0% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 40.4% | 44.6% |
| Similar Schools average: | 37.3% | 40.2% |
| State average: | 52.5% | 54.8% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 37.8% | 28.8% |
| Similar Schools average: | 29.0% | 30.4% |
| State average: | 44.7% | 45.6% |

LEARNING (continued)

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

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

|  |  |  |
| --- | --- | --- |
| **Victorian Certificate of Education** | Latest year (2022) | 4-year average |
| School mean study score | 24.4 | 25.1 |
| Similar Schools average: | 26.1 | 26.0 |
| State average: | 28.9 | 28.9 |

|  |  |
| --- | --- |
| Students in 2022 who satisfactorily completed their VCE: | 96% |
| Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence: | 39% |
| VET units of competence satisfactorily completed in 2022: | 75% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: | 56% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 47.4% | 49.4% |
| Similar Schools average: | 42.1% | 45.3% |
| State average: | 48.1% | 52.5% |

Student Attitudes to School – Management of Bullying

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

|  |  |  |
| --- | --- | --- |
| **Management of Bullying**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 49.4% | 54.1% |
| Similar Schools average: | 43.3% | 48.0% |
| State average: | 48.6% | 54.0% |

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

|  |  |  |
| --- | --- | --- |
| **Student Absence**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School average number of absence days: | 50.7 | 50.3 |
| Similar Schools average: | 32.3 | 26.2 |
| State average: | 27.7 | 21.8 |

**Attendance Rate (latest year)**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 80% | 75% | 71% | 72% | 74% | 77% |

Student Retention

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

|  |  |  |
| --- | --- | --- |
| **Student Retention**  **Year 7 to Year 10** | Latest year (2022) | 4-year average |
| School percent of students retained: | 73.7% | 72.1% |
| Similar Schools average: | 72.6% | 71.8% |
| State average: | 73.1% | 73.0% |

ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

|  |  |  |
| --- | --- | --- |
| **Student Exits**  **Years 10 to 12** | Latest year (2021) | 4-year average |
| School percent of students to further studies or full-time employment: | 80.5% | 73.6% |
| Similar Schools average: | 86.4% | 85.9% |
| State average: | 90.0% | 89.3% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $7,266,911 |
| Government Provided DET Grants | $1,008,304 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $19,976 |
| Revenue Other | $75,421 |
| Locally Raised Funds | $209,937 |
| Capital Grants | $0 |
| Total Operating Revenue | **$8,580,549** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $956,156 |
| Equity (Catch Up) | $64,201 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$1,020,357** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $7,976,326 |
| Adjustments | $0 |
| Books & Publications | $5,805 |
| Camps/Excursions/Activities | $150,131 |
| Communication Costs | $25,408 |
| Consumables | $188,153 |
| Miscellaneous Expense 3 | $49,438 |
| Professional Development | $95,864 |
| Equipment/Maintenance/Hire | $229,706 |
| Property Services | $225,490 |
| Salaries & Allowances 4 | $204,504 |
| Support Services | $92,975 |
| Trading & Fundraising | $77,679 |
| Motor Vehicle Expenses | $22,888 |
| Travel & Subsistence | $0 |
| Utilities | $94,052 |
| Total Operating Expenditure | **$9,438,419** |
| Net Operating Surplus/-Deficit | **($857,870)** |
| Asset Acquisitions | **$19,173** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $1,527,562 |
| Official Account | $108,081 |
| Other Accounts | $2,343 |
| Total Funds Available | **$1,637,986** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $230,820 |
| Other Recurrent Expenditure | ($1,153) |
| Provision Accounts | $10,000 |
| Funds Received in Advance | $35,983 |
| School Based Programs | $1,079,009 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,354,659** |

*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.*