

2021 Annual Report to The School Community



School Name: Wycheproof P-12 College (8831)



- 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 09 March 2022 at 09:45 AM by Christine McKersie (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2022 at 01:24 PM by Brett Thompson (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do ‘Similar Schools’ refer to?

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

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

What does ‘NDP’ or ‘NDA’ mean?

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

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

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

What is the ‘Victorian Curriculum’?

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

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

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

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

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

About Our School

School context

At Wycheproof P-12 College an engaging and diverse education is provided to students from Prep to Year 12 through immersing students in a broad range of educational and cultural activities and the setting of high academic standards. In 2021, Wycheproof P12 College had a total enrolment of 101 students (52 female and 49 male). The school's 'Student Family Occupation and Education' category was 'Low-Medium' and the 'School percent endorsement' (based on parent responses) was 66.0% compared to a State average of 74.2%. 'School Climate' (based on staff responses) was 81.6% compared to a State average (P-12 schools) of 57.8%. College structure includes three levels of schooling: Early, Middle and Later Years with a strong focus on literacy and numeracy. In the Middle Years engaging programs and attractive facilities enhance creative learning spaces. From Year 11, students are offered a choice of pathways that includes VCE, VCAL or VET. At Wycheproof P -12 College there are high expectations of students. Students are expected to be well-mannered, hard-working and proactive. Advantage is taken of the Prep to Year 12 structure by offering a broad curriculum, individual learning programs, and sharing of staff expertise across all year levels. Wycheproof P-12 College has impressive facilities and programs including a large sporting complex, spacious grounds, specialist rooms, a comprehensive instrumental music program, an ICT rich curriculum and a range of technology based subjects. In 2021, the school had no overseas students or Aboriginal and Torres Strait Islander staff. The school had a Principal and an Assistant Principal (EFT: 1.90) and many teaching staff were part-time (EFT – CT2 – 6.20 and CT1 – 5.40) and eleven Education Support Class employees (EFT – 5.10).

Framework for Improving Student Outcomes (FISO)

In 2021, school goals and actions aligned with the FISO priority 'Excellence in teaching and learning' ('Evaluating impact on learning'). The Key Improvement Strategy for the 'Learning, catch-up and extension priority' was to trial new literacy and numeracy interventions to teach a differentiated curriculum that targeted each students' point of learning. Staff professional learning was delivered throughout the year (on dyslexia, dysgraphia and dyscalculia) and strategies to improve student reading and numeracy outcomes were the regular focus of various staff meetings. Professional Learning Communities (PLC) training was undertaken during the year by school leadership with the aim of introducing the PLC cycle across the school in 2022. School actions to support the 'Happy, active and healthy kids priority' included encouraging student voice and leadership whereby students actively contributed to their own learning, whole school and community initiatives. Student voice continued to be a school focus for action to align with the school's Strategic Plan goal of high levels of student empathy, self-esteem and thriving. During the remote learning phases that took place during 2021, teaching staff used Google Classroom to connect with students. Those students who could not learn from home (and instead came into school) found the extra support and advice by a classroom teacher helpful.

Achievement

Student achievement in 2021 was both a measure of 'teacher judgement' and NAPLAN testing. The Teacher judgement of student achievement (Years Prep to 6 students) for English was 88.9%, higher than the State average of 86.2% and also for Mathematics 80.9% compared to the State average of 84.9%. The Teacher judgement of student achievement (Years 7 to 10 students) for English was 65.9%, lower than the State average of 75.8% and also for Mathematics 28.6% compared to the State average of 65.4%. NAPLAN Reading results for students attending Wycheproof P-12 College were higher when compared to State averages, Year 3 (80.0% - Wycheproof, State- 76.9%), Year 7 (66.7% - Wycheproof, State – 55.2%) and Year 9 (44.4% - Wycheproof, State – 43.9%). Year 5 NAPLAN Reading results for Wycheproof P-12 College students were lower when compared to State averages (66.7% - Wycheproof, State – 70.4%). NAPLAN Numeracy results for students attending Wycheproof P-12 College were higher when compared to State averages, Year 3 (80.0% - Wycheproof, State- 67.6%) and in Year 7 (81.8% - Wycheproof, State – 55.2%). Year 5 NAPLAN Numeracy results for Wycheproof P-12 College students were lower when compared to State averages (50.0% - Wycheproof, State – 61.6%) and Year 9 (44.4% - Wycheproof, State – 45.0%). Pleasing (high) NAPLAN Learning Gain (2019 to 2021) was made in Year 3 to Year 5 (Writing – 29%, Spelling – 33%, Grammar

and Punctuation: 33%); Year 5 to Year 7 (Reading – 80%, Numeracy – 55%, Spelling – 42%, Grammar and Punctuation: 50%); Year 7 to Year 9 (Writing – 25%, Spelling – 38%, Grammar and Punctuation: 50%). During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. The VCE school mean study score for 2021 was 32.4 (higher) when compared to 29.1 for similar schools and above the State average of 28.9.

Engagement

In 2021, absence and attendance data may have been influenced by COVID-19 data. Absence from school can impact students' learning. Missing out on set class work makes it difficult for children to catch up and form valuable connections with their peers. Each lesson allows important time to scaffold prior learnings with new learnings and losing this time can result in children having reduced confidence about their ability to learn new information. The average number of absence days for students at Wycheproof P-12 College in Years Prep to 6 was 10.5 days (compared to 16.7 days for similar schools and 14.7 days for the State average). The average number of absence days for students in Years 7 to 12 was 13.0 days (compared to 23.7 days for similar schools and 21.0 days for the State average). Due to remote learning, it was not possible in 2021, to profile cases of 100 per cent attendance at whole school assembly. Wycheproof P-12 College has strong programs in place to support the various transitions across Prep-12 and parents are encouraged to become familiar with the school's facilities and learning programs. All students in Years 10 to 12 have regular access to a MIPs Coordinator who provides careers counselling sessions and advice regarding pathways and employment options. Structures and processes that allow for the timely identification and intervention for students at risk have also been implemented by the wellbeing team supported by referrals to programs such as Navigator and FLO.

Wellbeing

Again in 2021, extended periods of remote learning meant that students missed opportunities to socially connect with their peers. Where families or individual students were feeling especially vulnerable during such periods, they were encouraged to attend on-site classes to support wellbeing needs and assist with learning continuity. Cancelled sporting and musical events meant that students were encouraged to undertake these activities at home. When students were allowed onsite, they had access to additional support through various wellbeing programs delivered by a school psychologist, social worker, School Nurse and a new Mental Health Practitioner (who began in Term 4). To improve school connectedness, new students are buddied up with current students and encouraged to become a part of the wider school community. The college continues to establish ongoing programs and initiatives (for example, Respectful Relationships Program) aimed at developing resilience, connectedness, social confidence and responsibility in all students. A strong culture of student leadership encourages students to be proactive and learn new skills which often act as a connection to future career pathways.

Finance performance and position

To ensure staffing is adjusted to match school enrolments, school finances at Wycheproof P12 College are carefully monitored. Projected decreasing student enrolments are due to rural decline factors and the school needs to ensure that school finances continue to be healthy (to ensure long term school sustainability) through implementing strategic decisions that adjust to fluctuating student numbers. As such, a strong budget remains to provide high quality programs to all students. In 2021, the school continued to use significant amounts of the SRP to purchase ICT devices (\$22,809.60 in November), to pay for various school programs (student led project for VCE Design & Technology School Sign \$13,446.53; termly Career Education funding NCLLEN - \$5,500.00 in August), school maintenance equipment (\$12,221.00 in November for a new floor scrubber) and for soft furnishings to ensure our library area remains a vibrant learning space (\$5,082.00 new modular couch in December). The school also received additional funding from a number of sources including significant funding for COVID cleaning (\$15,190.00 in July), donations to the music program (\$314.00 Local Band/Terminus Hotel in December) and money raised from a Quiz Night Fundraiser (\$3,400.80 in June).



For more detailed information regarding our school please visit our website at
www.wycheep12.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 101 students were enrolled at this school in 2021, 52 female and 49 male.

0 percent of students had English as an additional language and 0 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).

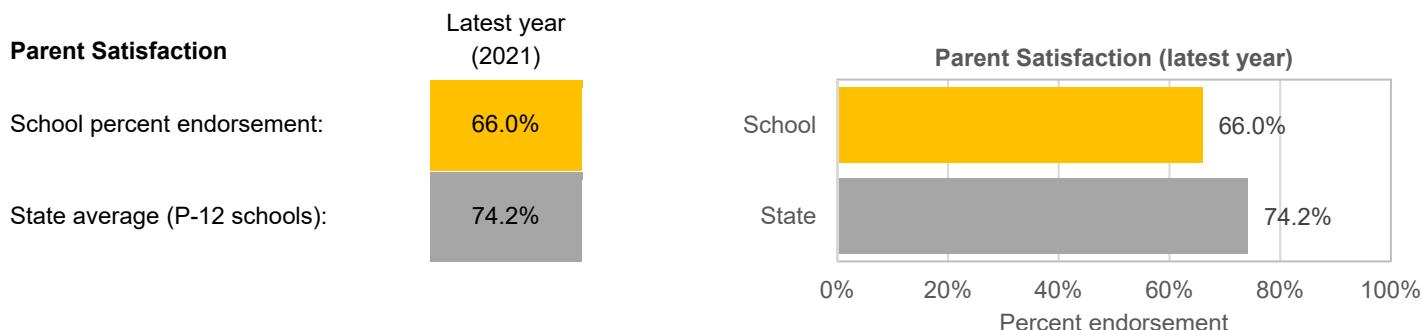
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

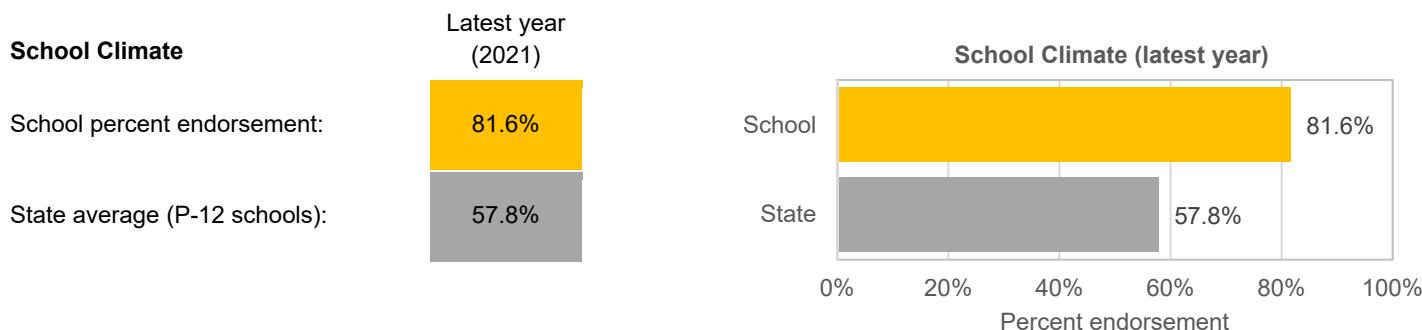


School Staff Survey

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 Prep to 6

School percent of students at or above age expected standards:

Latest year
(2021)

88.9%

Similar Schools average:

85.7%

State average:

86.2%

English (latest (year)) Years Prep to 6

School

88.9%

Similar Schools

85.7%

State

86.2%

Percent students at or above age expected level

English Years 7 to 10

School percent of students at or above age expected standards:

Latest year
(2021)

65.9%

Similar Schools average:

65.1%

State average:

75.8%

English (latest year) Years 7 to 10

School

65.9%

Similar Schools

65.1%

State

75.8%

Percent students at or above age expected level

Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Latest year
(2021)

80.9%

Similar Schools average:

84.8%

State average:

84.9%

Mathematics (latest year) Years Prep to 6

School

80.9%

Similar Schools

84.8%

State

84.9%

Percent students at or above age expected level

Mathematics Years 7 to 10

School percent of students at or above age expected standards:

Latest year
(2021)

28.6%

Similar Schools average:

58.0%

State average:

65.4%

Mathematics (latest year) Years 7 to 10

School

28.6%

Similar Schools

58.0%

State

65.4%

Percent students at or above age expected level

ACHIEVEMENT (continued)

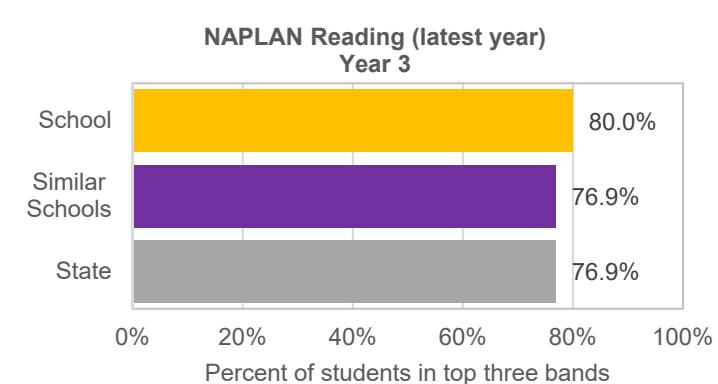
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

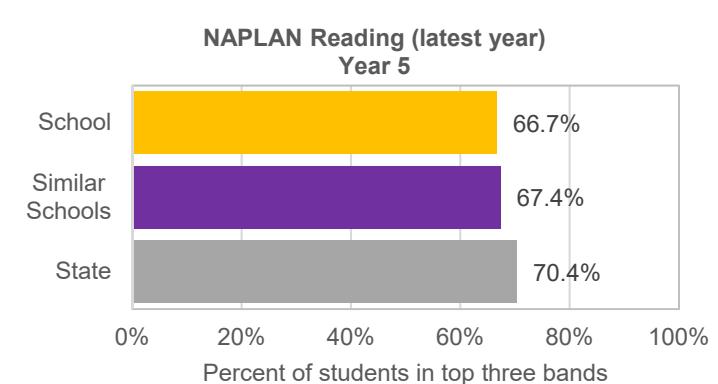
Percentage of students in the top three bands of testing in NAPLAN.

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

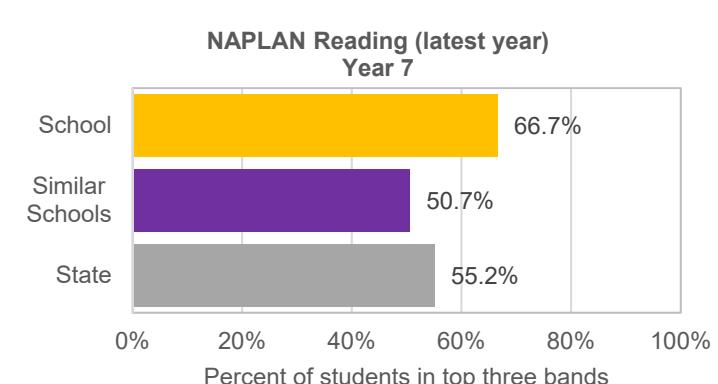
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	70.6%
Similar Schools average:	76.9%	72.4%
State average:	76.9%	76.5%



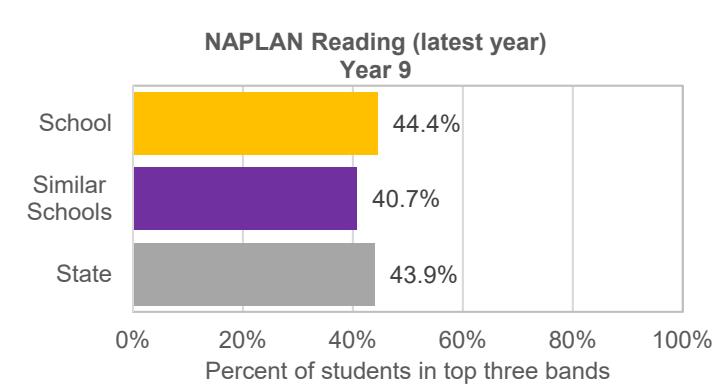
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	61.1%
Similar Schools average:	67.4%	63.8%
State average:	70.4%	67.7%



Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	68.2%
Similar Schools average:	50.7%	51.0%
State average:	55.2%	54.8%



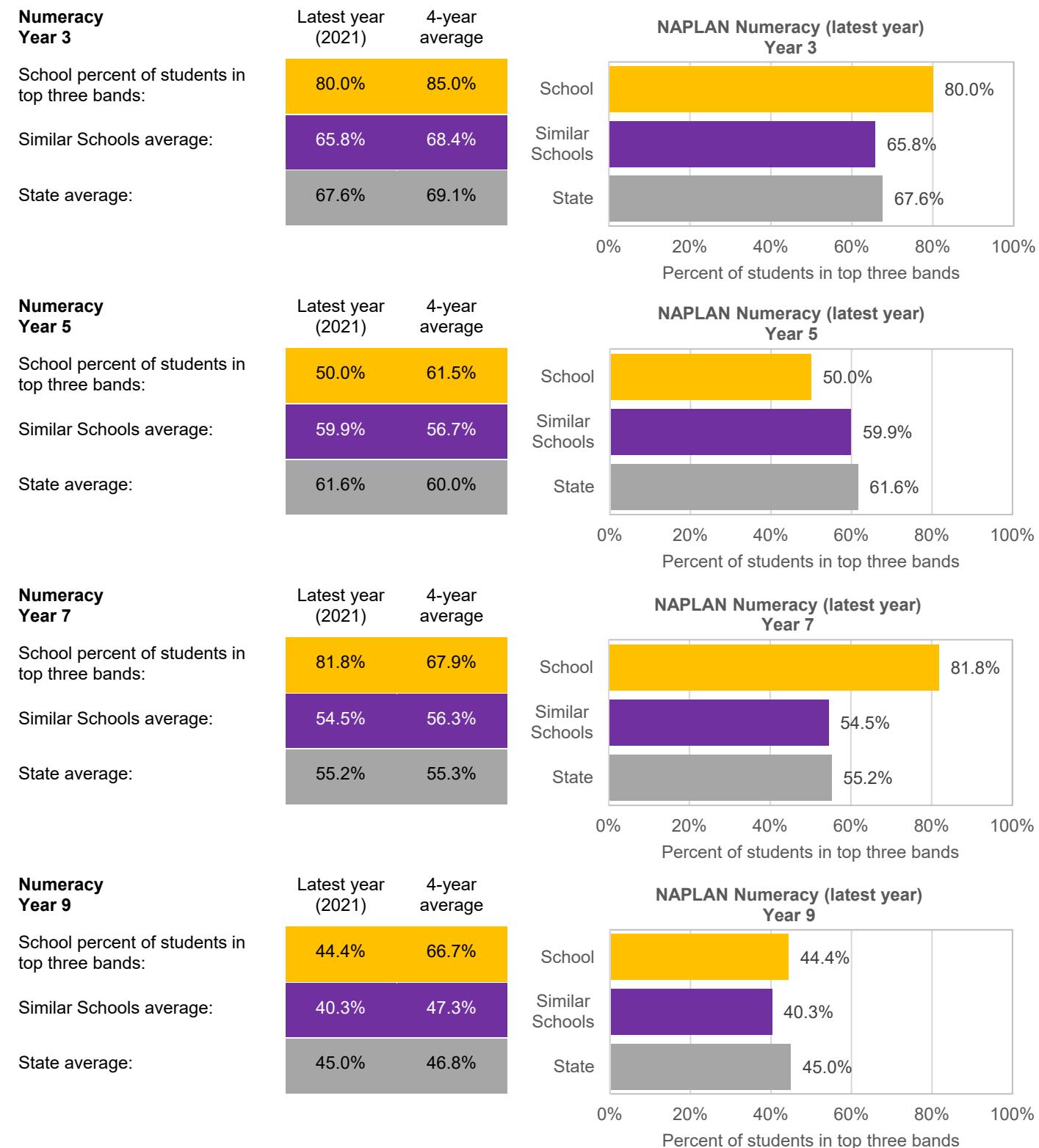
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	50.0%
Similar Schools average:	40.7%	44.3%
State average:	43.9%	45.9%



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 (continued)



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 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	25%
Numeracy:	67%	33%	0%	18%
Writing:	14%	57%	29%	19%
Spelling:	33%	33%	33%	17%
Grammar and Punctuation:	33%	33%	33%	23%

Learning Gain

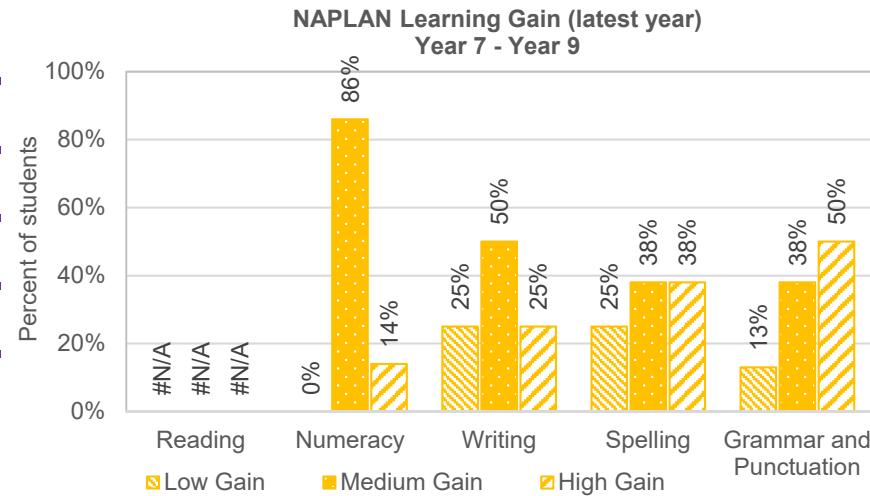
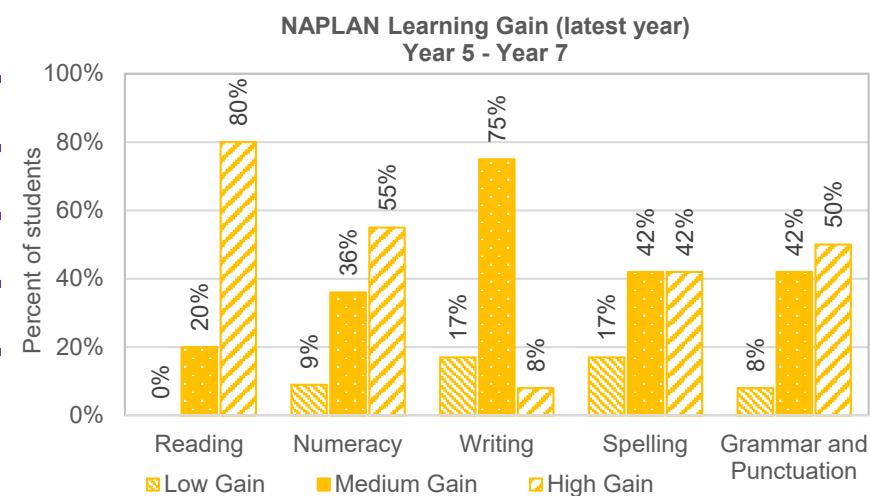
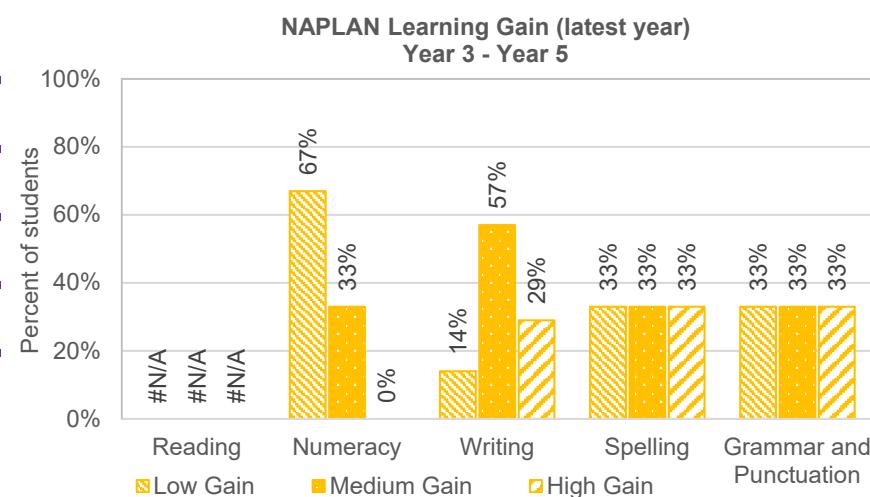
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	20%	80%	21%
Numeracy:	9%	36%	55%	23%
Writing:	17%	75%	8%	16%
Spelling:	17%	42%	42%	25%
Grammar and Punctuation:	8%	42%	50%	24%

Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	19%
Numeracy:	0%	86%	14%	24%
Writing:	25%	50%	25%	18%
Spelling:	25%	38%	38%	23%
Grammar and Punctuation:	13%	38%	50%	24%



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.

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	32.4	29.5
Similar Schools average:	29.1	28.6
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

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 COVID-19.

Student Absence Years Prep to 6

School average number of absence days:

Latest year
(2021) 4-year
average

10.5 10.3

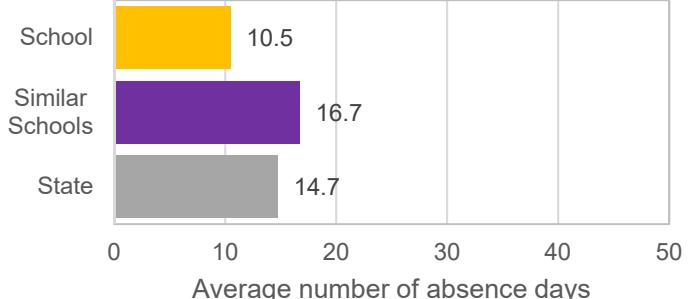
Similar Schools average:

16.7 15.4

State average:

14.7 15.0

Student Absence (latest year) Years Prep to 6



Student Absence Years 7 to 12

School average number of absence days:

Latest year
(2021) 4-year
average

13.0 13.8

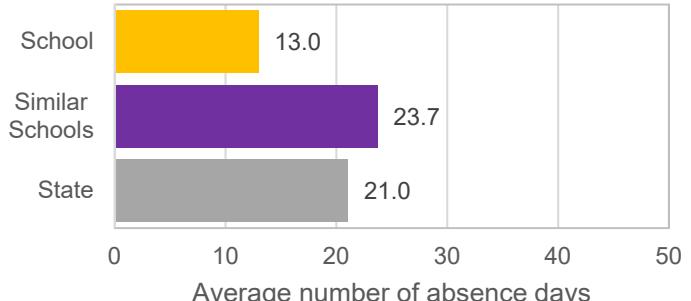
Similar Schools average:

23.7 21.4

State average:

21.0 19.6

Student Absence (latest year) Years 7 to 12



Attendance Rate (latest year)

Attendance Rate by year level
(2021):

Prep Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

96% 94% 93% 93% NDP 94% 95%

Attendance Rate by year level
(2021):

Year 7 Year 8 Year 9 Year 10 Year 11 Year 12

95% 93% 94% 94% 91% NDP

ENGAGEMENT (continued)

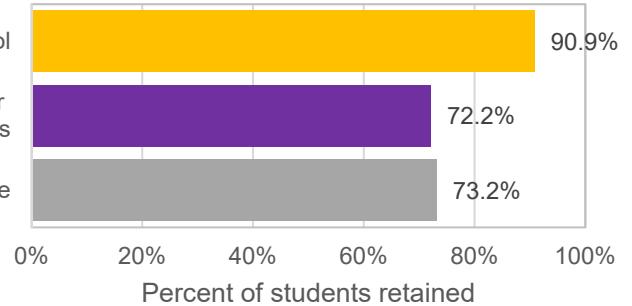
Student Retention

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:	90.9%	86.1%
Similar Schools average:	72.2%	72.6%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 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.

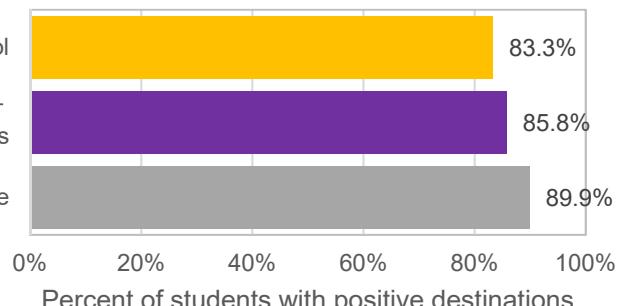
Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	83.3%	87.9%
Similar Schools average:	85.8%	86.1%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12



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.

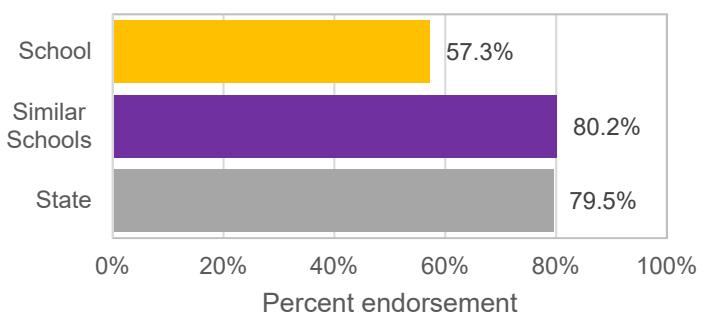
Student Attitudes to School – Sense of Connectedness

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 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	57.3%	57.3%
Similar Schools average:	80.2%	80.7%
State average:	79.5%	80.4%

Sense of Connectedness (latest year) Years 4 to 6

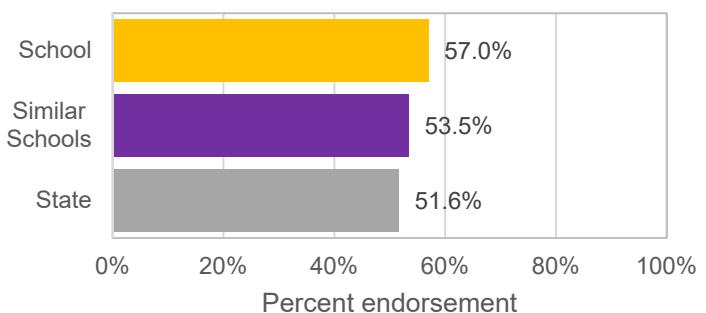


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	57.0%	57.0%
Similar Schools average:	53.5%	55.3%
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.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

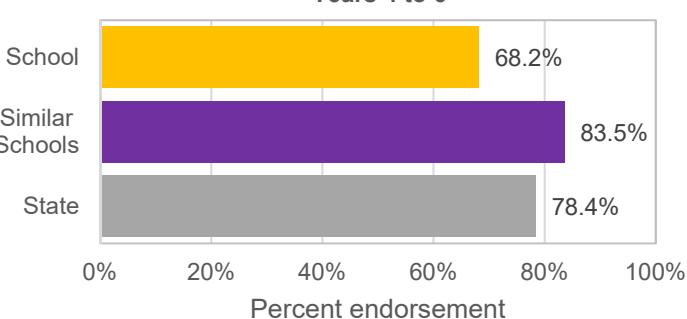
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	68.2%	68.2%
Similar Schools average:	83.5%	83.0%
State average:	78.4%	79.7%

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.

Management of Bullying (latest year) Years 4 to 6

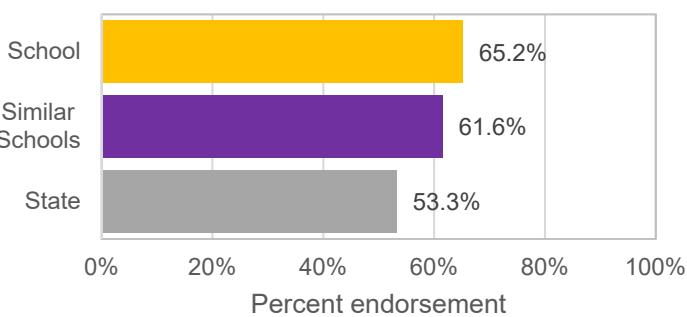


Management of Bullying Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	65.2%	65.2%
Similar Schools average:	61.6%	62.5%
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.

Management of Bullying (latest year) Years 7 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,717,510
Government Provided DET Grants	\$666,692
Government Grants Commonwealth	\$10,362
Government Grants State	\$0
Revenue Other	\$9,519
Locally Raised Funds	\$73,588
Capital Grants	\$0
Total Operating Revenue	\$3,477,671

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,158
Equity (Catch Up)	\$9,148
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,306

Expenditure	Actual
Student Resource Package ²	\$2,066,469
Adjustments	\$0
Books & Publications	\$4,694
Camps/Excursions/Activities	\$41,645
Communication Costs	\$3,266
Consumables	\$64,457
Miscellaneous Expense ³	\$33,242
Professional Development	\$6,515
Equipment/Maintenance/Hire	\$75,203
Property Services	\$95,328
Salaries & Allowances ⁴	\$148,582
Support Services	\$44,197
Trading & Fundraising	\$12,769
Motor Vehicle Expenses	\$7,470
Travel & Subsistence	\$0
Utilities	\$35,232
Total Operating Expenditure	\$2,639,067
Net Operating Surplus/-Deficit	\$838,603
Asset Acquisitions	\$31,846

- (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 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	\$598,045
Official Account	\$23,360
Other Accounts	\$3,217
Total Funds Available	\$624,622

Financial Commitments	Actual
Operating Reserve	\$80,886
Other Recurrent Expenditure	\$0
Provision Accounts	\$96
Funds Received in Advance	\$12,032
School Based Programs	\$45,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$205,000
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$593,014

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.