

# 2022 Annual Report to the School Community

School Name: Canterbury Girls Secondary College (7690)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 April 2023 at 03:11 PM by Mary Cannon (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 28 April 2023 at 03:37 PM by Tim Clarke (School Council President)

## How to read the Annual Report

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### 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.

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### 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
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### 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)

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### 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.

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### 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.

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### 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

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## School context

Canterbury Girls' Secondary College is a Year 7 to 12 school situated in Melbourne's inner east. Canterbury Girls' Secondary College has low mobility and a relatively low number of students with a language other than English background. The overall socio-economic profile, based on the Student Family Occupation Index, is high. In 2022, the school enrolment was just below capacity based on the physical size of the school. In 2022, there were three principal class members of staff, 75 teaching staff and 27 non-teaching staff.

As a girls' school, Canterbury Girls' Secondary College works to ensure that the educational focus is on empowering girls, both in the school and beyond. The student leadership program has been recognised as an exemplar program and provides students with opportunities to develop their leadership skills. The co-curricular program is extensive and a significant number of students participate in these programs. The House program is central to the school, and whole school events, conducted by House Captains, culminate in the awarding of the House trophy each year.

The College is organised into the Middle School (Years 7-9) and the Senior School (Years 10-12) and each year level is supported by year level co-ordinators and a Head of Sub-School with support from an Assistant Principal, an educational psychologist and a social worker. In this way, the school seeks to ensure support for all students.

Teachers are members of professional learning teams based around subjects they teach and all work regarding curriculum development and planning, moderation of student work and teaching pedagogy is completed collaboratively in these teams.

Canterbury Girls' Secondary College has rigorous governance and accountability policies and practices that require every member of the school community to act on their individual responsibilities in order to fulfil their collective obligation. The Mangarra Society (for current and former students) is represented on College Council, is engaged in fund raising, student award sponsorship and in the development and display of historical signage to display college heritage. The Parents' Association is a major fundraiser for classroom resources and organisation of social events to increase parent connectedness.

The College has formed effective partnerships with other schools in the local cluster and Riversdale network, and with external organisations (for example the Association of State Girls' Secondary Colleges and the Alliance of Girls' Schools Australasia), focused upon improving opportunities for student learning and achievement of desired educational goals especially in relation to learning for girls.

The College offers a small international student program catering to students in Years 10, 11 and 12.

## Values

Canterbury Girls' Secondary College is a dynamic learning community focused on ensuring student needs are met, and on developing resilience and an attitude of lifelong learning so that students are creative, curious and open to new opportunities which they are prepared to meet.

- We take pride at all times in our school and build a sense of belonging by fostering a strong sense of identity within classes, year levels, sub-schools, Houses and the whole school
- We actively build relationships between students, parents and staff to ensure a learning community, that enables all students to succeed and that values the importance of hearing all voices.
- We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance.
- We understand the importance of a strong co-curricular program that provides a breadth of opportunities for all students and we embed such programs in the school.
- We know that there is a strong link between wellbeing, positive relationships and academic outcomes so that the wellbeing programs in the school are supported and resourced by the whole school and draw on internal and external experts to build student resilience and to support students.
- We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community.

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## Progress towards strategic goals, student outcomes and student engagement

## Learning

Canterbury Girls' Secondary College continues to be recognised as a high performing secondary school. On all measures in 2022 our student learning outcomes place us above similar schools.

Teacher judgement data in 2022 shows that in English and Mathematics, the percent of students performing at or above the age expected standard is significantly higher than the similar schools average and the State average. The NAPLAN data shows that the percentage of students in the top three bands is significantly higher than the similar schools average and the State average in Reading and Numeracy at both Year 7 and Year 9.

The 2022 VCE all-studies data is outstanding with 5 scores of 50.

The students' ATAR scores showed that:

- 56 students (34%) achieved ATAR scores above 90 placing them in the top 10% of students across the State – an 8% increase on the previous year
- 91 students (54%) achieved ATAR scores above 80 placing them in the top 20% of students across the State.

The appointment of a Leading Teacher as a Data Coach meant that there was an increase in the analysis of student outcome data which assisted with curriculum planning.

We are proud of the programs we offer students to support and extend their learning and encourage students to challenge themselves by providing many opportunities for extension studies both within and outside the classroom. Sport and music - in the curriculum program and as part of the co-curricular program – are highly successful programs. During 2022, after two years of COVID restrictions, we were once again able to provide on-site our usual extensive co-curricular program to all students as well as conduct our parent programs.

## Wellbeing

The 2022 "Sense of connectedness" in the Student Attitudes to School Survey indicates that our students feel slightly less connected to the school as compared to similar schools and the State average. As a result of this data, we introduced additional activities for students towards the end of the year to assist them to feel connected. The results are down on previous years, and we know that the two years of remote learning has had an impact on students feeling connected to school. Although we ran many on line activities, it is not the same as being together. We have noticed already for 2023, that there has been an increase in student participation in events as compared to 2022. In the "Management of bullying", the school's result is similar to other schools and note that all schools have experienced a decrease over the past four years.

Towards the end of 2022, we participated in the Respectful Relationships program and that is being implemented currently.

Students in Year 7 are supported with a homeroom teacher, a Big Sister Little Sister program, literacy and numeracy support, and a Peer Support program to assist with their transition into the College and to build relationships.

In the curriculum program, students undertake the subject Personal Development in Years 7 and 8. This subject focusses on the development of study skills as well health and wellbeing and strategies to assist students such as mindfulness. Students study Health in Years 9 and 10, and across all years participate in a number of programs aimed at increasing resilience and wellbeing. These include an extensive camps program and ESmart learning, as well as programs aimed at raising awareness of bullying issues included cyber bullying. In 2022, we also introduced Consent workshops for senior students and incorporated consent curriculum into Health classes in junior schools in order to develop students' ability to make informed decisions about their actions and the actions of others. We also ran consent workshops for parents.

The Careers and Pathways Co-ordinator provides advice and assistance through the decision-making process regarding VCE studies and post schooling choices. A Pre-VCE program at the end of Year 10 and Year 11 prepares students for the next year of studies, while Year 9 students undertake the Morrisby program to assist with career planning. Extension studies in Year 10 and Year 11 mean that students are encouraged to extend and challenge their learning. This is further supported with the opportunity for University studies for students during Year 12. Parent information sessions ensure that parents are involved in all areas of transition.

There is an extensive wellbeing program offered at the College to assist students to develop study skills and to support them when needed. In addition to the sub school leaders, there is an educational psychologist as well as a Mental Health Practitioner who support students. The College has links with local agencies which are able to assist students and families.

## Engagement

The strong House system fosters a sense of belonging and encourages leadership and participation. Consistently, the majority of students participate in House activities. After the two years of COVID restrictions, there has been an increase in student participation

in 2023. An active student leadership team ensures that students are involved in decision-making and develop an understanding and awareness of the world around them. Students are provided with opportunities to engage with the wider community through guest speakers, and leadership programs.

The allocation of support teachers for student leaders and the development of planning and training days have enabled a stronger focus on the development of leadership skills.

Our ability to retain students from Year 7 to Year 10 has decreased over the past four years and reflects an increasing number of students exiting to independent schools, particularly during COVID. We are pleased that the students who do leave us go on to further studies and full-time employment and our results in this area are higher than the State median and similar schools.

The school places importance on attendance as it correlates with student outcomes. The 4-year average includes two years of remote learning when students were able to attend class without leaving home. The 2022 data includes COVID restrictions when students were initially required to isolate for 7 days and then 5 days and so were unable to attend school. We are aware of and are supporting the individual students who have school attendance issues.

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## Other highlights from the school year

In 2022, we celebrated 94 years of outstanding State education for girls, proud of the results achieved by students in their learning, particularly as measured by NAPLAN and VCE results. During 2022, after two years of COVID restrictions, we were once again able to run our usual events, including senior school formals, camps, and House performances.

School Council began work on our new flexible learning and recreation space due for completion in 2023. This will provide an additional space for students at recess and lunchtime, a space for classes and other gatherings such as assemblies and a space for out of hours community and parent events. As part of our community engagement, local sporting groups were able to use our facilities again after the COVID restrictions of the previous two years.

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## Financial performance

Balance sheet: In 2022 the school has spent 1.2M in building upgrade projects. These projects have been locally funded through surplus funds accumulated over a number of years.

Operating Statement: School Council aims to maintain financially sustainable neutral position for the school. In 2022 the school has been able to achieve 102% of expected revenue through locally raised funds.

Funds Available: School Council maintains a healthy surplus and is currently investigating future projects.

The school maintains a building fund and library fund.

(1) The Student Resource Package revenue represents funding for all staff salaries as well as cash grants. These funds are used for the day-to-day operations of the school as shown under Expenditure.

(2) The Locally Raised Funds represent subject contributions, camps, overseas tours, uniform shop, donations and commissions, as well as hiring out school facilities.

(3) The Equity funding is a government grant and is a subset of overall revenue reported by the school.

(4) Student Resource Package Expenditure figures are as of 23 February 2023 and are subject to change during the reconciliation process.

(5) Miscellaneous Expenses includes a significant amount for camps and excursions and as well as expenditure for equipment and maintenance, and administration costs.

(6) Property and Equipment Services includes security, sanitation, and current building and grounds work.

(7) Salaries and Allowances refers to school-level payroll for casual staff.

For more detailed information regarding our school please visit our website at [www.cgsc.vic.edu.au](http://www.cgsc.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 887 students were enrolled at this school in 2022, 887 female and 0 male.

17 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

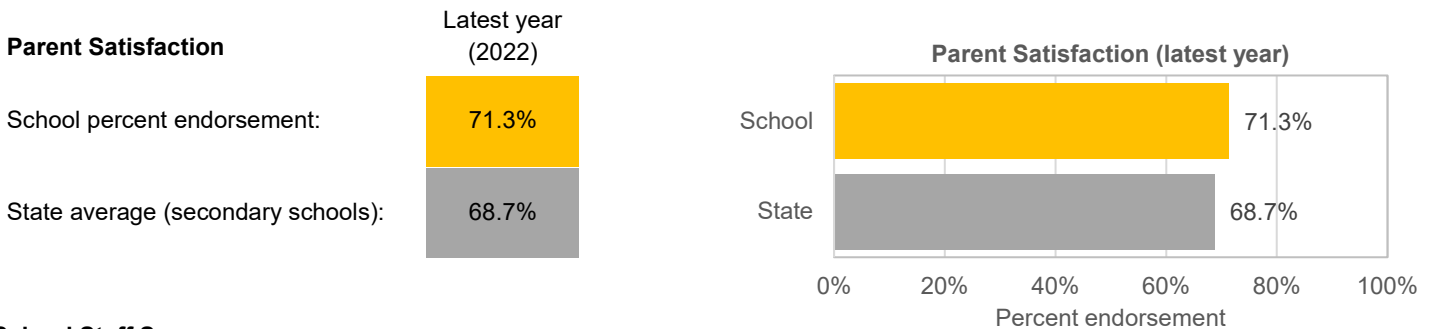
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

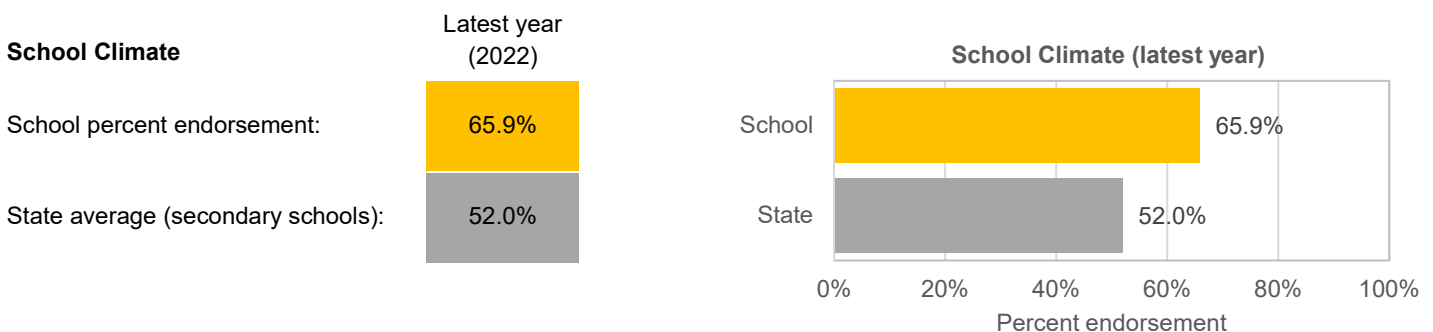


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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:

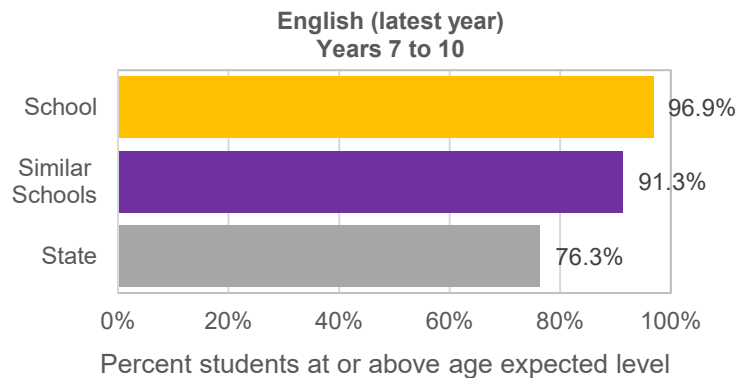
96.9%

Similar Schools average:

91.3%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

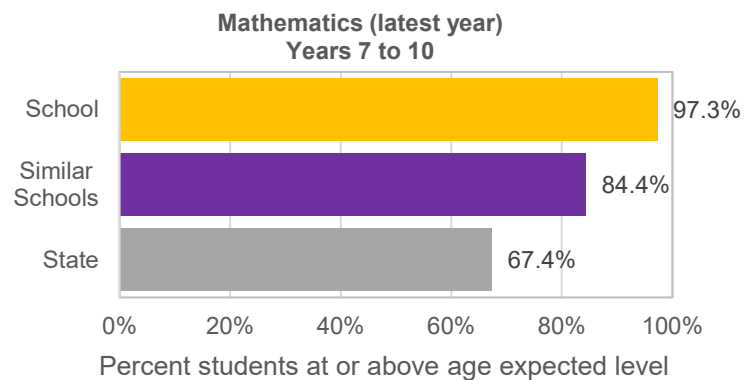
97.3%

Similar Schools average:

84.4%

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.

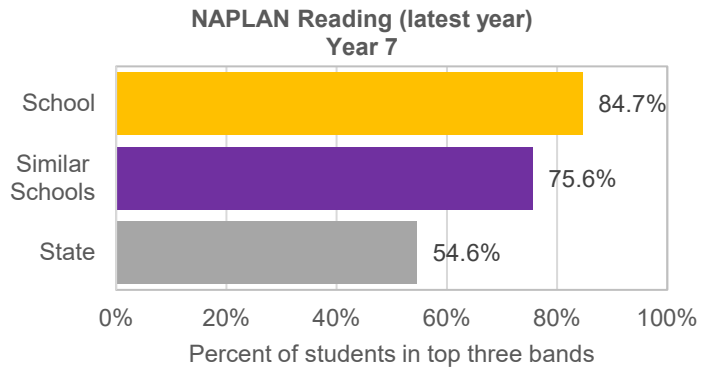
**NAPLAN**

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.

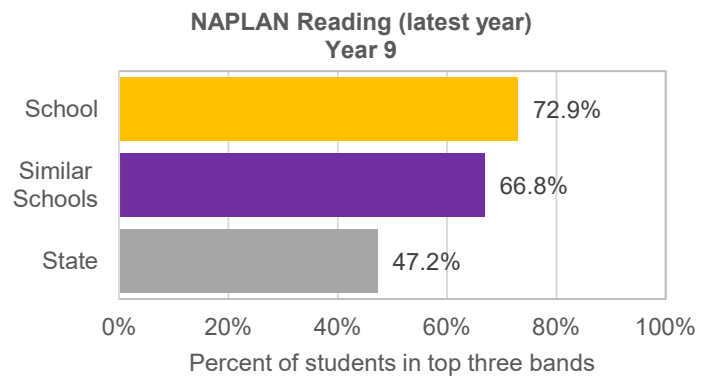
**Reading  
Year 7**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.7%              | 82.8%          |
| Similar Schools average:                       | 75.6%              | 76.0%          |
| State average:                                 | 54.6%              | 55.3%          |



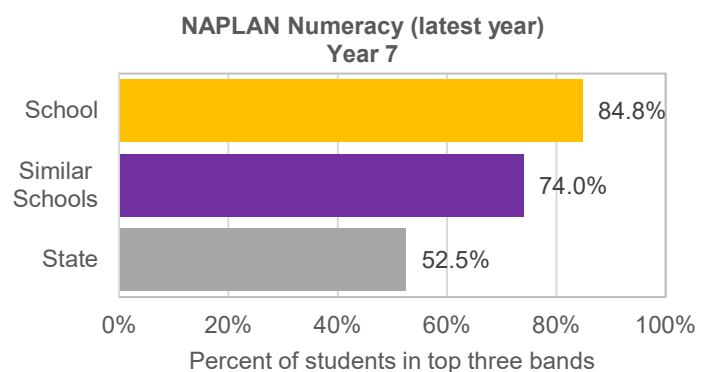
**Reading  
Year 9**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.9%              | 76.6%          |
| Similar Schools average:                       | 66.8%              | 65.6%          |
| State average:                                 | 47.2%              | 46.0%          |



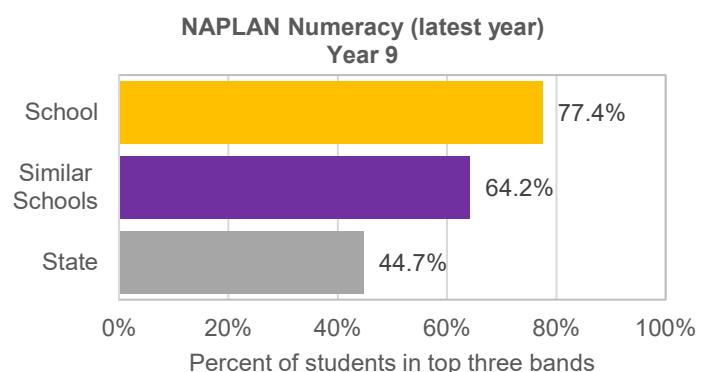
**Numeracy  
Year 7**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.8%              | 80.4%          |
| Similar Schools average:                       | 74.0%              | 75.5%          |
| State average:                                 | 52.5%              | 54.8%          |



**Numeracy  
Year 9**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.4%              | 76.6%          |
| Similar Schools average:                       | 64.2%              | 65.7%          |
| 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  | 32.1               | 32.3           |
| Similar Schools average: | 30.2               | 30.3           |
| State average:           | 28.9               | 28.9           |

School mean study score

32.1

32.3

Similar Schools average:

30.2

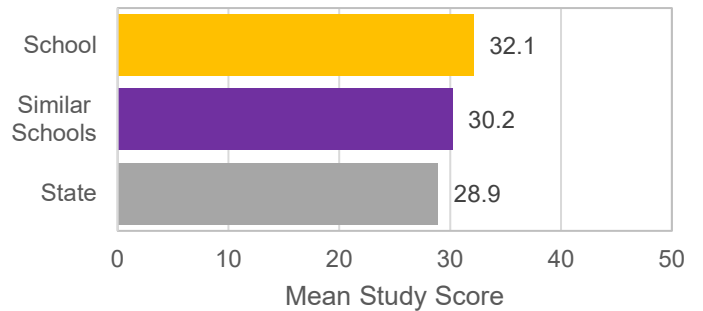
30.3

State average:

28.9

28.9

**Victorian Certificate of Education (latest year)**



Students in 2022 who satisfactorily completed their VCE:

99%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

4%

VET units of competence satisfactorily completed in 2022:

92%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

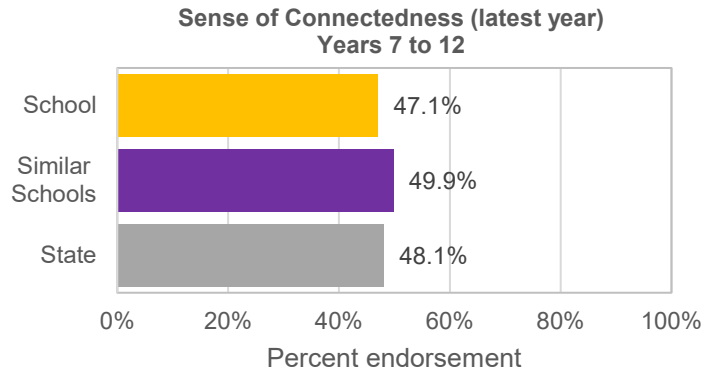
## WELLBEING

**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).

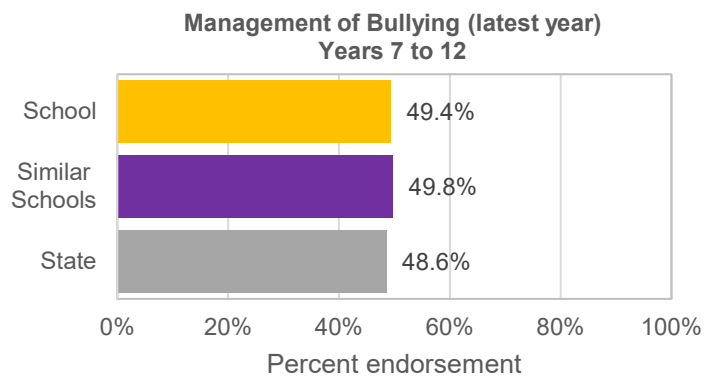
| Sense of Connectedness Years 7 to 12 | Latest year (2022) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement:          | 47.1%              | 49.4%          |
| Similar Schools average:             | 49.9%              | 54.3%          |
| 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%              | 53.7%          |
| Similar Schools average:             | 49.8%              | 55.3%          |
| State average:                       | 48.6%              | 54.0%          |



## ENGAGEMENT

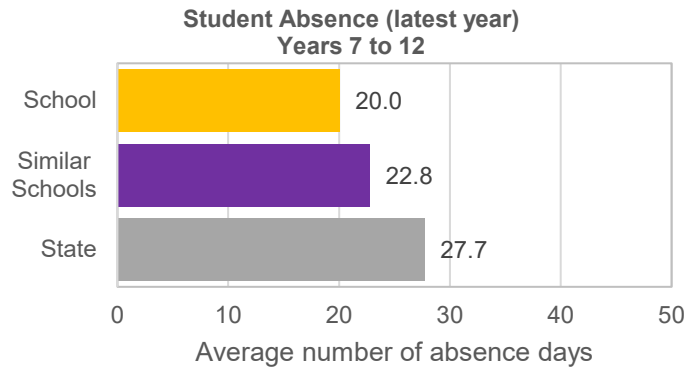
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 20.0               | 13.5           |
| Similar Schools average:               | 22.8               | 16.8           |
| 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.

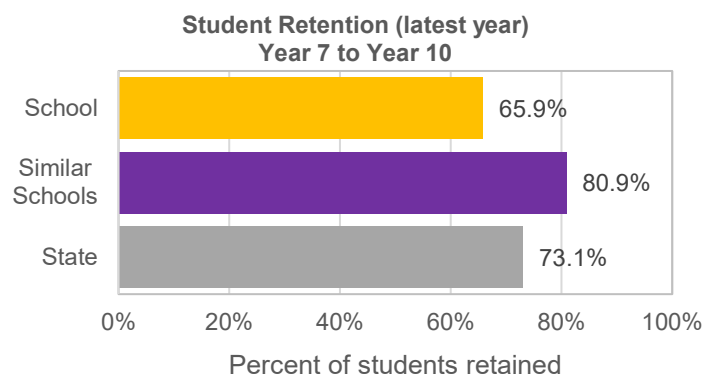
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 91%    | 89%    | 88%    | 89%     | 91%     | 91%     |

### 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: | 65.9%              | 77.2%          |
| Similar Schools average:             | 80.9%              | 79.8%          |
| 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.

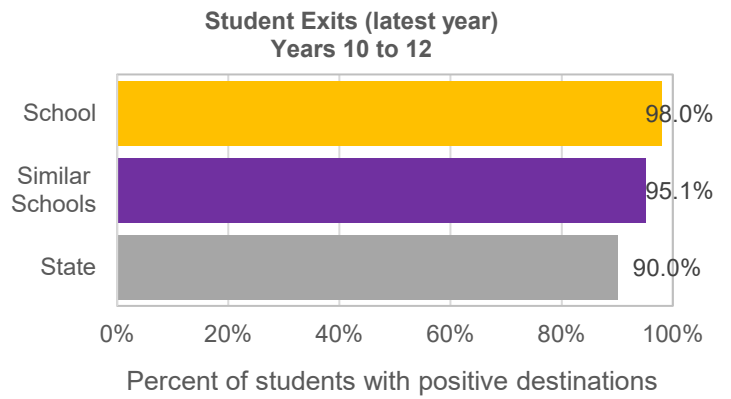
### Students exiting to further studies or full-time employment

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<br>(2021) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 98.0%                 | 99.1%             |
| Similar Schools average:   | 95.1%                 | 95.7%             |
| 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       | \$10,094,580        |
| Government Provided DET Grants | \$971,728           |
| Government Grants Commonwealth | \$0                 |
| Government Grants State        | \$20,000            |
| Revenue Other                  | \$430,884           |
| Locally Raised Funds           | \$1,582,273         |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$13,099,465</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$20,219        |
| Equity (Catch Up)                                   | \$7,421         |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$27,641</b> |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Student Resource Package <sup>2</sup> | \$9,449,319         |
| Adjustments                           | (\$1,278,555)       |
| Books & Publications                  | \$14,424            |
| Camps/Excursions/Activities           | \$437,506           |
| Communication Costs                   | \$14,669            |
| Consumables                           | \$336,165           |
| Miscellaneous Expense <sup>3</sup>    | \$97,968            |
| Professional Development              | \$31,091            |
| Equipment/Maintenance/Hire            | \$361,377           |
| Property Services                     | \$778,977           |
| Salaries & Allowances <sup>4</sup>    | \$371,395           |
| Support Services                      | \$179,300           |
| Trading & Fundraising                 | \$203,809           |
| Motor Vehicle Expenses                | \$0                 |
| Travel & Subsistence                  | \$164               |
| Utilities                             | \$105,386           |
| <b>Total Operating Expenditure</b>    | <b>\$11,102,996</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$1,996,469</b>  |
| <b>Asset Acquisitions</b>             | <b>\$677,585</b>    |

- (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

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$4,166,469        |
| Official Account              | \$95,806           |
| Other Accounts                | \$7,211            |
| <b>Total Funds Available</b>  | <b>\$4,269,486</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$435,882          |
| Other Recurrent Expenditure                 | \$571              |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$14,600           |
| School Based Programs                       | \$319,372          |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$92,481           |
| 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     | \$11,995           |
| Capital - Buildings/Grounds > 12 months     | \$230,019          |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$1,104,921</b> |

*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.*