

2021 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).
- 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 24 March 2022 at 04:17 PM by Mary Cannon (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 07:14 PM by Tim Clarke (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Canterbury Girls' Secondary College is a Year 7 to 12 school situated in Melbourne's inner east. The strength of the College programs is reflected in the demand for places at Year 7, which annually exceeds availability. 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 2021, the school enrolment was at capacity based on the physical size of the school. An enrolment zone was approved in line with the current accommodation and site capacity. In 2021, there were three principal class members of staff, 77 teaching staff and 28 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 and an educational psychologist. 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.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum planning and assessment, and Evaluating impact on learning, Health and wellbeing, Building communities and Building practice excellence.

These included:

- Support for the Department of Education and Training priorities of Learning, catch-up and extension, Happy, active and healthy kids and Connected schools
- Professional and collaborative learning on designing, using and moderating formative and summative assessments
- Data analysis to assist with curriculum planning and differentiated learning strategies
- Professional and collaborative learning to embed a whole school approach to the teaching of literacy
- Working with students and teachers on student agency in the classroom and the implications for teacher pedagogy

While we were not able to complete all actions due to COVID, the following was completed:

- As part of the focus on the embedding of the teaching of literacy skills across the curriculum, the Learning Specialist: Literacy provided feedback to teachers after class observation both on site and remotely, professional learning was undertaken in the teaching of literacy skills in all subjects and professional documents detailing effective literacy teaching skills were provided to all teachers and incorporated into professional learning.
- Assessment continued to be a focus. There was an increased emphasis on the development and use of formative assessment during remote learning, recognising the changing nature of the learning environment, with teachers developing formative assessment strategies that could be incorporated into teaching when back on site. Within PLT's, there was a focus on VCE data, including ranking and assessment, particularly responding to the remote environment. Student progress data (assessment tasks and progress reports) were available on Compass across the remote learning period which teachers drew on in making assessments related to students. The Learning Specialist: Data Coach continued to meet with individual and groups of teachers to analyse data across the school – a focus in Term 1 on VCE data and developing action plans for 2021, a focus for the rest of the year on students who were below the expected level in junior classes, Term 4 focus on working with Year 12 teachers regarding the Consideration of educational disadvantage program and planning for 2022.
- While remote learning occurred again across 2021, teachers continued to make changes to curriculum documents drawing on remote learning experiences in 2020 incorporating new apps and technology. As in 2020, there was an increased use of Moodle for uploading work, use of apps on MS Teams for formative assessment activities.
- Due to COVID restrictions and remote learning, the work on student agency did not proceed as planned, although lessons from remote learning in regards to student agency will be incorporated into the 2022 improvement strategy work. A Learning Specialist has been appointed in 2022 to lead the work related to student agency and metacognition.

Achievement

Canterbury Girls' Secondary College continues to be recognised as a high performing secondary school. On all measures in 2021 our student learning outcomes place us above similar schools.

Teacher judgement data in 2021 shows that in English and Mathematics, the percent of students performing at or above the age expected standards 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, while the NAPLAN Learning gain for Year 7 (2019) to Year 9 (2021) shows that the high gain is much higher than similar schools in all areas.

The 2021 VCE all-studies data is outstanding with 7 scores of 50.

The students' ATAR scores showed that:

- 43 students (26%) achieved ATAR scores above 90 placing them in the top 10% of students across the State.
 - 90 students (54%) achieved ATAR scores above 80 placing them in the top 20% of students across the State.
- During remote learning, the school ran a synchronous model where students followed their usual timetable, logging on for each class. Using MS Teams, teachers adapted the curriculum to the remote environment, focussing on formative assessment and using a variety of methods for summative assessment, including for VCE assessments. During remote learning, staff were able to utilise online resources for content-delivery and assessment including VCE assessments. In 2021, the focus will be on retaining and further developing formative assessments and strategies.

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. While the remote environment meant that whole events could not proceed, a variety of clubs, sporting challenges and music classes meant that students were able to participate with others in line with restrictions.

Engagement

During the movement between on-site learning, remote learning and back to on site learning, the school put in place additional strategies to support student engagement. During remote learning, utilising what had worked during 2020, teachers adapted the curriculum to more active based learning so that students were not always in front of screens. Students logged into class at the start of the lesson and often logged out and then back in at the end of the lesson, seeking support via email if needed. A number of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities to learn from home during the remote learning period which continued when back on site. This is reflected in the very high attendance rates across the year and the very high retention rates across Years 10 to 12. During 2021, student attendance was excellent, above 90% for each year level, placing the school significantly above State results. This was the result of the strategies put in place to immediately follow up on absences and the support provided by teachers and sub-school staff. Strategies to address student non-attendance included talking with students, contacting parents, drawing on the expertise of the school's educational psychologist and addressing individual student issues. The employment of a Social Worker for 2022 will add to the school's capacity to assist students further.

There were a variety of activities to engage students in co-curricular activities while working remotely. A number of clubs including a running club and an Art club were organised as well as specific activities during the curriculum weeks including English Week, Humanities Week and Science Week. The Year 12 student leaders organised videos and assemblies where they spoke to students, encouraging them to stay connected and providing strategies to do so. Staff also organised videos for students providing some levity during the lockdown. All of these activities were very well received. The House events were held with a remote version of House Chorals and House Dance Drama. The swimming carnival was held in one of the brief periods of on-site learning. This meant the students were able to connect with their Houses and the student leaders were able to organise events aimed at increasing school and peer connections.

Wellbeing

During remote learning, the school drew on its existing structures to support student wellbeing. The year level co-ordinators and the Heads of Sub-schools worked with students and parents (remotely and when on site) responding to a variety of needs. They were supported by the educational psychiatrist and the principal team. Individual teachers assisted students with technology issues, and work concerns, as well as putting in place support as needed. The College has links with local agencies who were also able to assist students and families. Information regarding wellbeing issues, strategies to assist students and wellbeing support services was emailed to parents and students regularly. Parent Teacher interviews were held remotely.

During remote learning, the Careers Co-ordinator continued to provide 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 was held remotely to assist students with preparation for 2022 studies. In 2021, extension studies in Year 10 and Year 11 meant that students were encouraged to extend and challenge their learning. This is further supported with the opportunity for University studies for students during Year 12.

While connectedness to school was lower than previous years as was endorsement of the way the school manages issues related to bullying, 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. With the return to on-site learning, and the resumption of school connectedness activities, especially the House events, we envisage a return to the higher results from previous years.

Finance performance and position

Operating Statement: School Council aims to maintain a financially sustainable neutral position for the school each year and is heavily reliant on locally raised funds to do so. In 2021, this resulted in a surplus which has been allocated to future school programs, building maintenance or development of the school to benefit current and future students. Funds Available: On an operational level, the High Yield Investment Account is where all DET grants are deposited. All other funds received are deposited into the Official account. "Surplus" funds are transferred into the High Yield account. Other Accounts includes the Building Fund and the Library Fund. Financial Commitments: The Operating Reserve is a DET assessed minimum reserve required to be held by the School prior to allocation of funds to other commitments. Revenue received in advance includes payments received in 2021 for 2022 and include items such as subject contributions and funds for 2022 camps. The Capital for Building and Grounds account greater than 12 months is predominantly funds accumulated for future planned building maintenance and improvement, and also ground works around the school.

- (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 2022 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

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 1002 students were enrolled at this school in 2021, 1002 female and 0 male.

16 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

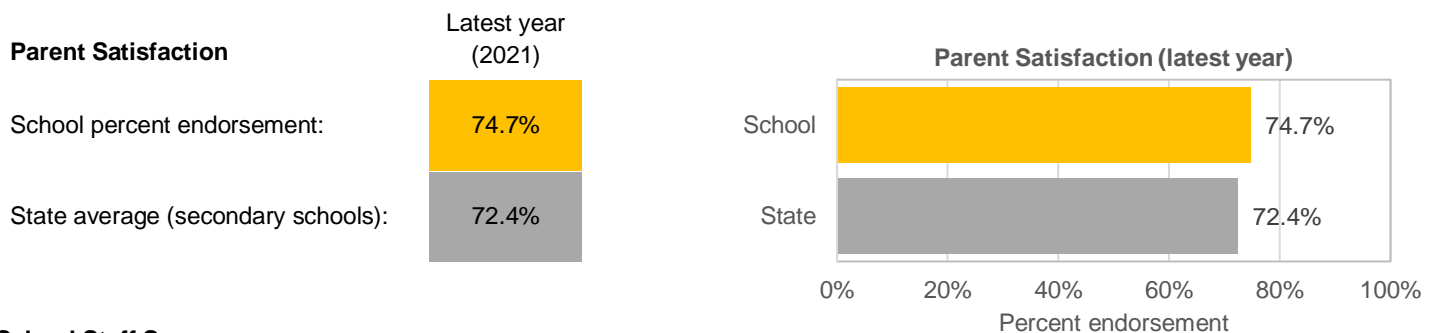
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

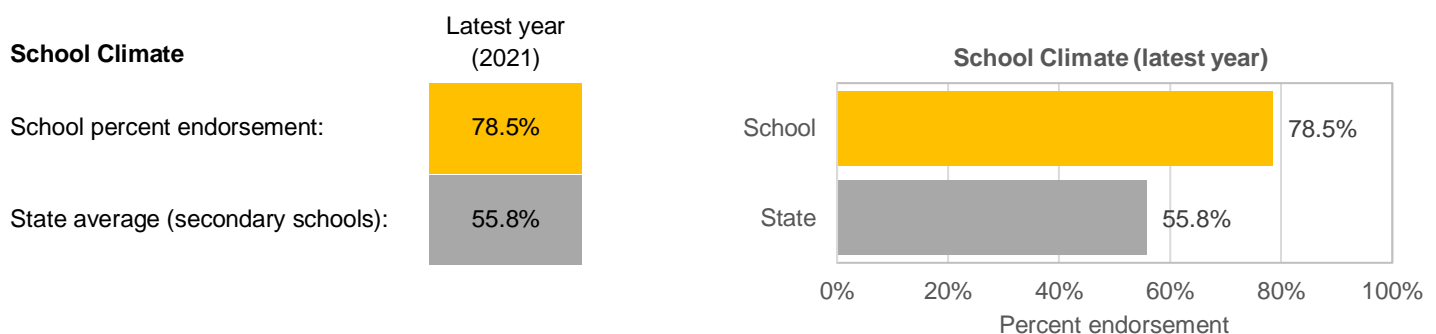


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

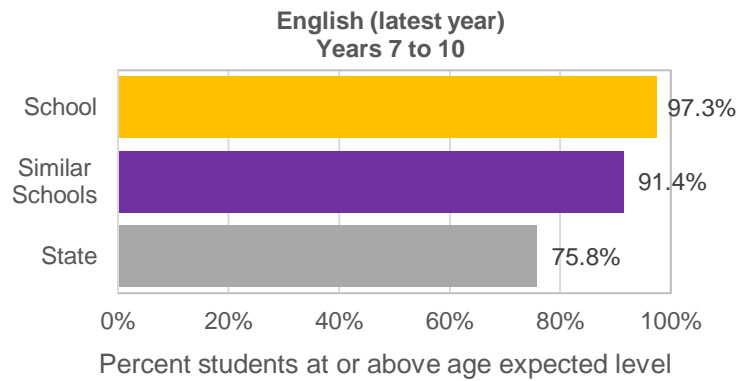
97.3%

Similar Schools average:

91.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

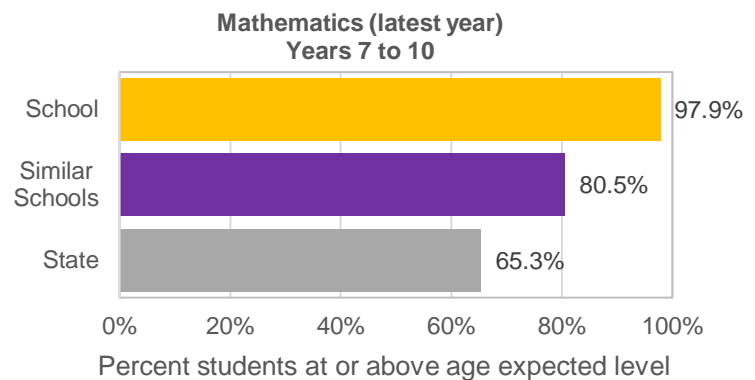
97.9%

Similar Schools average:

80.5%

State average:

65.3%



ACHIEVEMENT (continued)

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

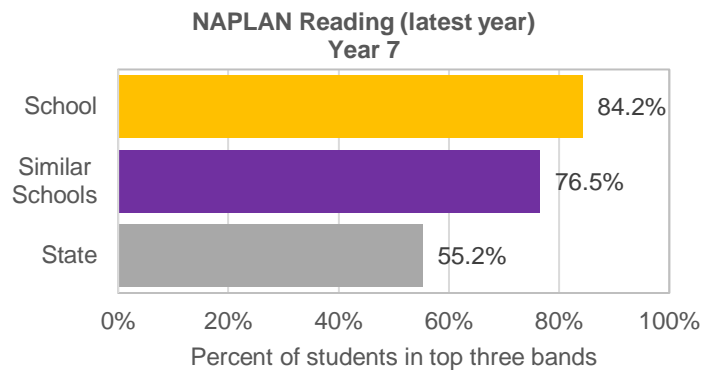
NAPLAN

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

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

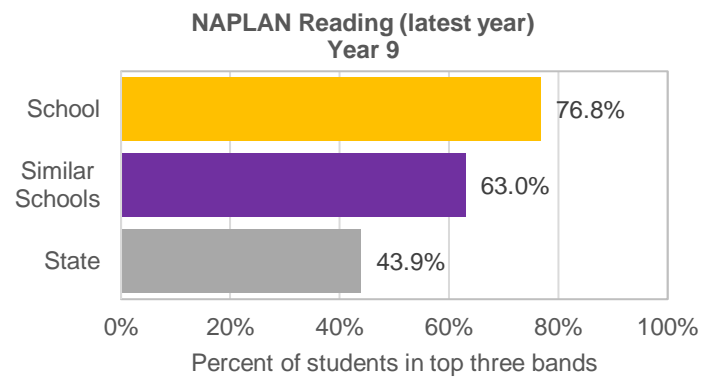
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.2%	81.0%
Similar Schools average:	76.5%	75.3%
State average:	55.2%	54.8%



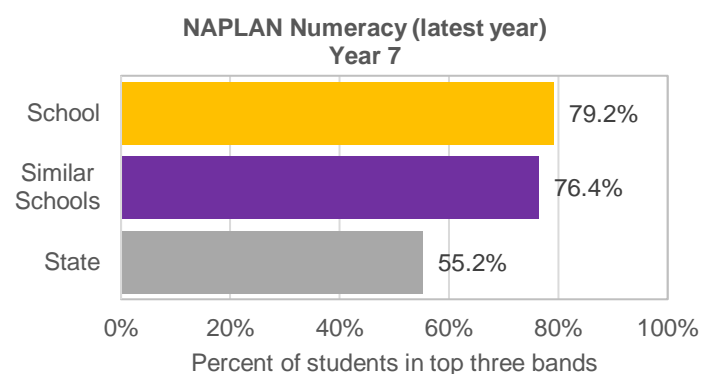
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.8%	76.1%
Similar Schools average:	63.0%	65.4%
State average:	43.9%	45.9%



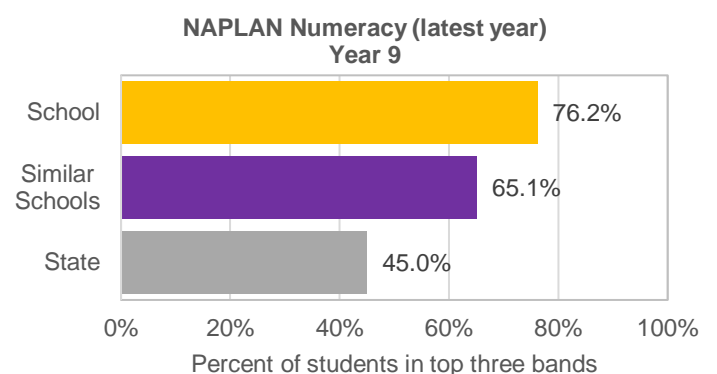
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.2%	80.7%
Similar Schools average:	76.4%	76.2%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.2%	75.1%
Similar Schools average:	65.1%	67.0%
State average:	45.0%	46.8%



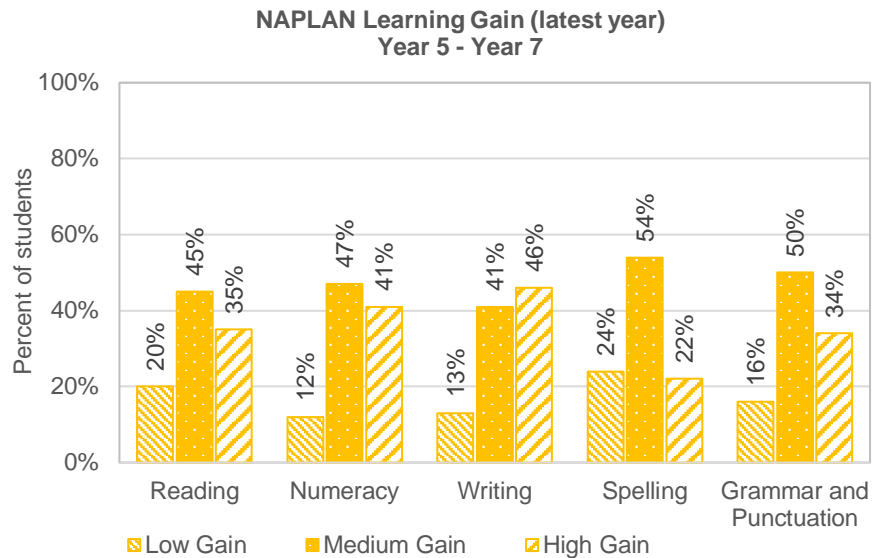
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

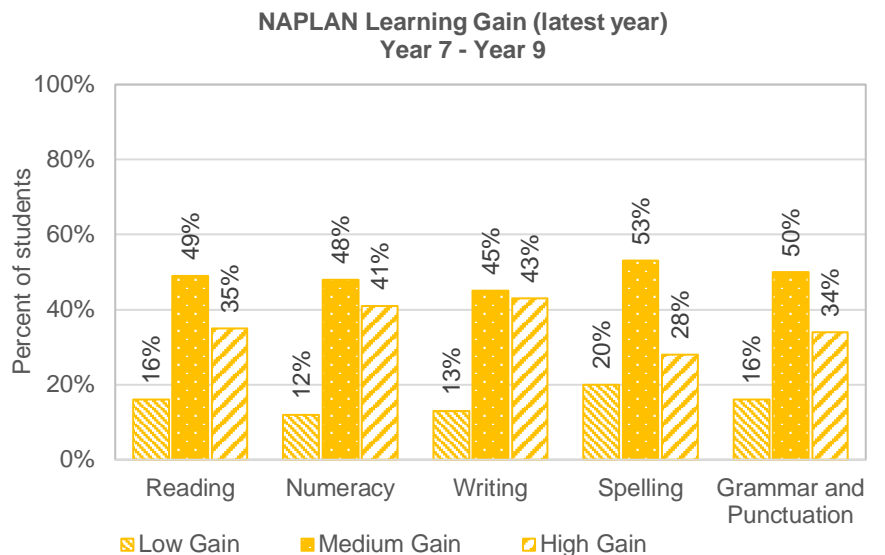
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	45%	35%	28%
Numeracy:	12%	47%	41%	27%
Writing:	13%	41%	46%	28%
Spelling:	24%	54%	22%	27%
Grammar and Punctuation:	16%	50%	34%	27%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	49%	35%	28%
Numeracy:	12%	48%	41%	29%
Writing:	13%	45%	43%	28%
Spelling:	20%	53%	28%	31%
Grammar and Punctuation:	16%	50%	34%	27%



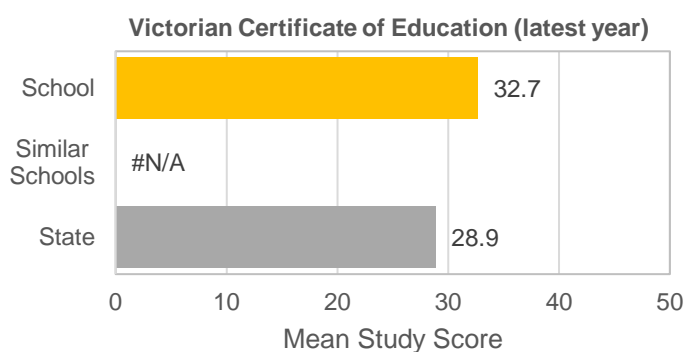
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	32.7	32.3
Similar Schools average:	30.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

3%

VET units of competence satisfactorily completed in 2021*:

86%

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

NDA

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

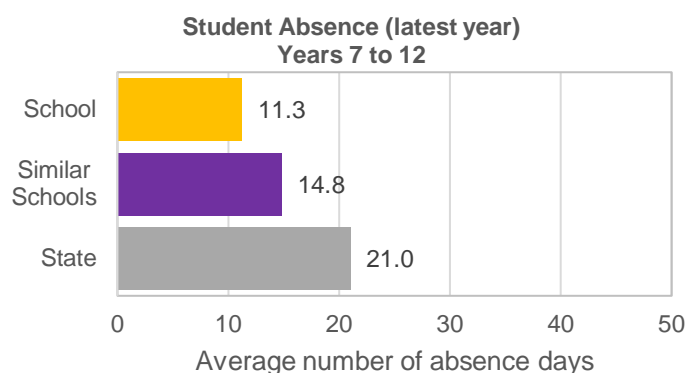
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	11.3	12.6
Similar Schools average:	14.8	14.9
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

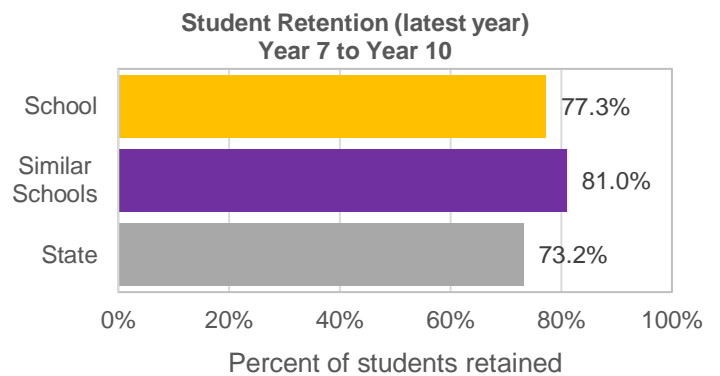
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	93%	91%	95%	95%	96%

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:	77.3%	80.7%
Similar Schools average:	81.0%	79.8%
State average:	73.2%	72.9%



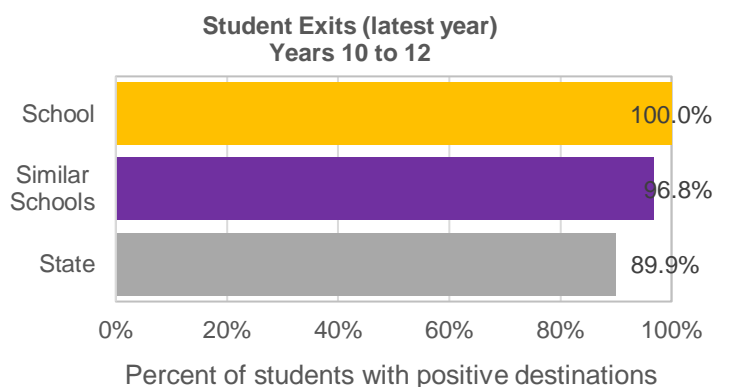
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.7%
Similar Schools average:	96.8%	96.4%
State average:	89.9%	89.2%



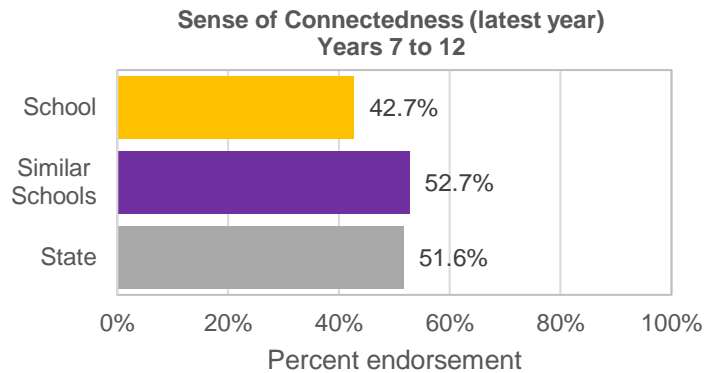
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.7%	54.7%
Similar Schools average:	52.7%	56.0%
State average:	51.6%	54.5%

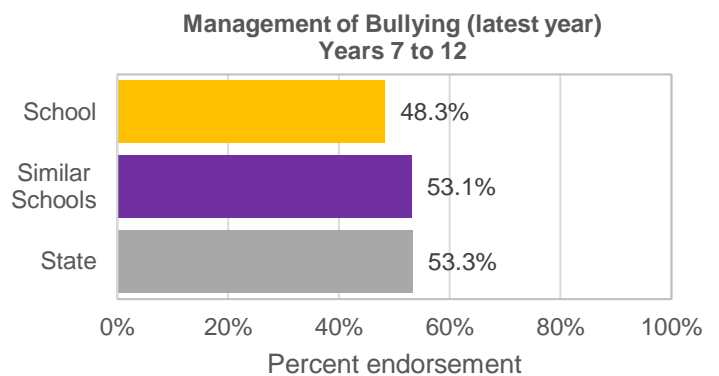


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	48.3%	60.3%
Similar Schools average:	53.1%	57.4%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,584,981
Government Provided DET Grants	\$1,039,663
Government Grants Commonwealth	\$9,392
Government Grants State	\$0
Revenue Other	\$41,518
Locally Raised Funds	\$1,221,581
Capital Grants	\$0
Total Operating Revenue	\$12,897,134

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,533
Equity (Catch Up)	\$7,319
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,852

Expenditure	Actual
Student Resource Package ²	\$9,581,500
Adjustments	\$51
Books & Publications	\$17,598
Camps/Excursions/Activities	\$175,328
Communication Costs	\$41,447
Consumables	\$340,299
Miscellaneous Expense ³	\$71,876
Professional Development	\$21,932
Equipment/Maintenance/Hire	\$253,384
Property Services	\$341,682
Salaries & Allowances ⁴	\$231,431
Support Services	\$156,213
Trading & Fundraising	\$178,389
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$194
Utilities	\$113,529
Total Operating Expenditure	\$11,524,855
Net Operating Surplus/-Deficit	\$1,372,279
Asset Acquisitions	\$191,370

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$5,128,402
Official Account	\$101,521
Other Accounts	\$7,127
Total Funds Available	\$5,237,051

Financial Commitments	Actual
Operating Reserve	\$275,987
Other Recurrent Expenditure	\$9,053
Provision Accounts	\$0
Funds Received in Advance	\$1,316,006
School Based Programs	\$328,514
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$85,942
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	\$90,000
Capital - Buildings/Grounds > 12 months	\$3,407,536
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,513,038

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.