

2021 Annual Report to The School Community



School Name: Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

- 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 21 June 2022 at 01:31 PM by Vicki Minton (Principal)

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

Attested on 22 June 2022 at 04:11 PM by Simone Lockwood (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

Baden Powell is a two campus College. The Derrimut Heath Campus is situated in Sycamore Street in Hoppers Crossing and is for primary school aged students in years prep to six. Our second campus, is located on Baden Powell Drive in Tarneit and caters for students from years prep to nine. The College is situated in a high growth corridor in the City of Wyndham. Large areas of the College catchment zone are high in rental properties, this presents challenges to effective long-term planning as the rate of transience is high and enrolment numbers can fluctuate.

In 2021 our college went through a detailed process of community consultation to identify the core values we want to develop in our students. They are:

RESPECT
INTEGRITY
ENDEAVOUR
RESILIENCE

In 2021 the number of students at the college was over 1000 students. The Derrimut Heath campus had an enrolment of 252 students. The Tarneit campus had 588 in the primary years and 221 in the secondary years of schooling with an overall total for this campus of 809 students. Baden Powell College students bring with them diverse cultures, experiences and abilities. There is a high proportion of students where English is their second language and a number of students on the Program for Students with Disabilities program, there is also a growing number of academically high achieving students.

Our staffing profile in 2021 consists of one College Principal, 4 Assistant Principals (3 full-time and one working 3 days per week), 5 leading teachers, 3 learning specialists, an Occupational Therapist and a Counsellor.

In 2021 there were:

- 55 full time teachers
- 13 part time teachers
- 11 full time Education Support staff
- 29 part time Education Support staff

We offer a broad, innovative and differentiated curriculum that promotes independent learning for all. At Baden Powell College, we believe that all students have the right to learn in a safe and friendly environment that prioritises both their academic and social needs. The Leadership team work to continuously build the capacity of our staff, we focus on consistency across the college and provide the best possible education for our students.

Framework for Improving Student Outcomes (FISO)

In 2021 Baden Powell College focused on the following strategic plan goals:

- To maximise learning growth and achievement for all students.
- To improve student engagement and learner agency.
- To improve social and emotional wellbeing for all students.

The key improvement strategies to achieve the above strategic goals were:

- Learning, catch-up and extension priority
- Happy, active and healthy kids priority
- Connected schools priority
- Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes
- Embed consistent instructional practices across the college

- Build teacher capacity to activate student voice and learner agency
- Integrate social and emotional wellbeing into the college curriculum

In 2021 the College made good progress against the strategic goals and priorities. Achieving many academic targets and making good progress towards achieving others. 2021 was another year of disrupted learning due to the COVID 19 global pandemic and significant periods of remote learning for our community.

Achievement

In 2021 in response to the COVID pandemic Baden Powell College offered a quality educational program for all students while onsite and during remote learning periods. A high level of support was put in to place to ensure that staff and students were managing under the challenging circumstances being faced.

The College made excellent progress in the area of developing instructional practices and consistency of practice across the college. The instructional model that was developed and trialled in semester two of 2020, this was implemented across all grade level and subjects across the college in 2021. There was detailed professional development sessions with staff to ensure that this was explicit and the purpose and benefits were clear. Leaders supported staff to implement this while planning lessons and in the classroom delivery. Lesson Structures were also documented for Literacy, Numeracy and Big Ideas lessons to ensure consistency across all primary and secondary classrooms. A whole college assessment schedule was documented for implementation in the 2021 school year.

In 2021 with the support of a Literacy consultant, all staff worked collaboratively to document the Writing and Numeracy Guaranteed and Viable Curriculum documentation. This will ensure a comprehensive writing and numeracy curriculum implemented across the college and as a result impacting students learning outcomes.

In 2021 the college had over 50 students funded under the Program for Students with Disabilities Program (PSD). The college worked very closely with these students and their families during the remote learning period. Providing a differentiated program and frequent communication with students and their families.

Engagement

The 2021 school year provided a high need to monitor and support student wellbeing across the college. The college made some significant progress against the goals outlined in the Annual Implementation Plan during the 2021 school year in the area of wellbeing. There was a lot of work in developing clear and consistent practices across the college. The COVID 19 global pandemic saw students engaged in remote learning for term 2 and term 3 of the school year, this long period of students being at home impacted the progress on some goals, targets and priorities.

In 2021 the college is enhancing its attendance practices. This will include higher level communication with parents regarding days absent and documented procedures internally to follow up on students with extremely high numbers of days absent from school.

To support student engagement during the transition back to onsite learning, our well-being team have run proactive social skills groups for identified students. This has included session on the zones of regulation to regulate emotions, recovering from grief and loss and programs to develop their social skills based on identified concerns.

Wellbeing

The 2021 school year provided a high need to monitor and support student wellbeing across the college. The college made significant progress against the goals outlined in the Annual Implementation Plan during the 2021 school year, in

the area of wellbeing. The social and emotional wellbeing of our students and staff was a priority. The COVID 19 global pandemic saw students engaged in remote learning for term 2 and term 3 of the school year, the long periods of students being at home impacted the progress on some of the goals, targets and priorities. The College supported vulnerable and at-risk students by attending onsite and the Allied Health staff, teachers and ES staff were in frequent communication with students and parents.

During the remote learning period, Education Support staff made regular contact with their students/families to support them with the differentiated academic program during this period. Education Support staff were also able to complete a number of online modules to build their capacity, skills and expertise during the remote learning period. This has enhanced the level of support they are able to offer students upon their return to the classroom.

The focus for 2021 was enhancing the internal processes and documentation for wellbeing across the college. We have increased the staffing in this team to run proactive programs to support students rather than working in a reactive space. College wide process were documented for referrals to the wellbeing team, Individual Education Plans and Behaviour Management Plans.

The College sought community involvement to identify our values for all students, who we are and what we stand for at Baden Powell College. These values were then documented in a matrix of expectations, outlining what our values look like in all spaces across the college. These will be explicitly taught in a one hour values lesson each week in 2022.

Finance performance and position

The current Principal and College Council are prioritising much needed investment in the buildings, grounds and facilities at both campuses. We are very proud to have started this work and began to make progress in enhancing the grounds and facilities in 2021. The leadership and the School Council are working extremely hard to manage all funds to ensure that each year the annual budget remains in a surplus while also prioritising college improvements across both campuses while also ensuring programs are further enhanced.

The College Financial position at the end of the 2021 school year, saw the college operating in a surplus of funds. All funds received from the Department or raised by the school community, have been appropriately expended in accordance with the procedures and protocols developed for the Finance Committee and the School Council. The college hires out its facilities to community groups and this results in locally raised funds. These funds are now used to enhance the programs and resources across the college.

The equity funding that the college receives has been used to target the goals outlined in the Strategic Plan. In 2021 this included the employment of an external Literacy consultant to build the capacity of staff in the areas of Literacy. The equity funding has also been used to enhance programs and the leadership structure across the college.

For more detailed information regarding our school please visit our website at www.bpc.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 1068 students were enrolled at this school in 2021, 494 female and 574 male.

42 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).

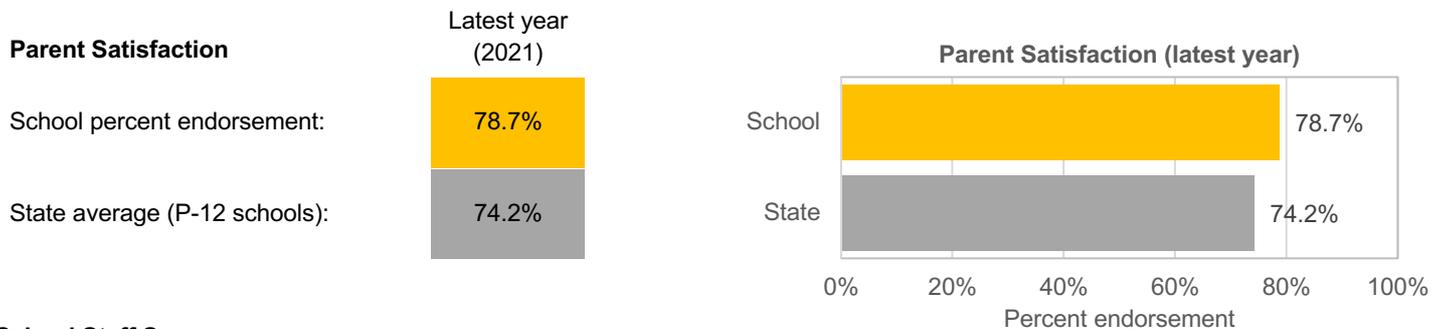
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

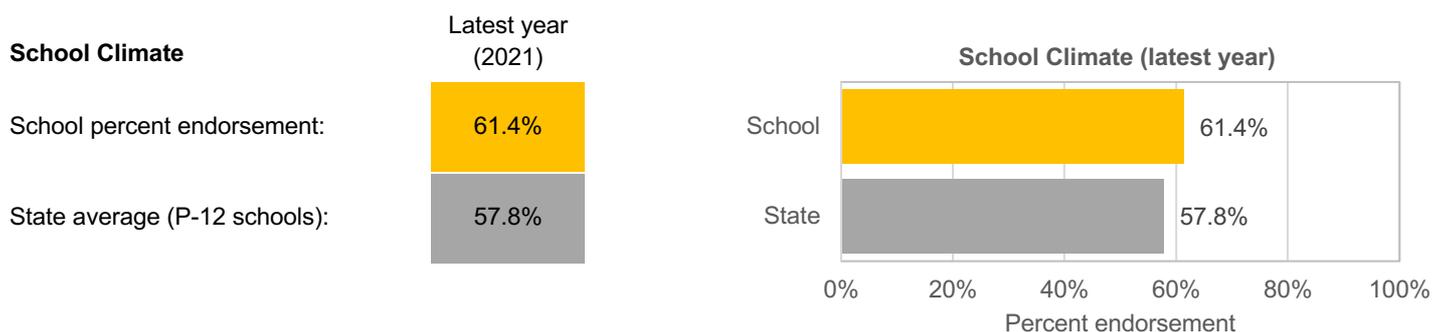


School Staff Survey

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

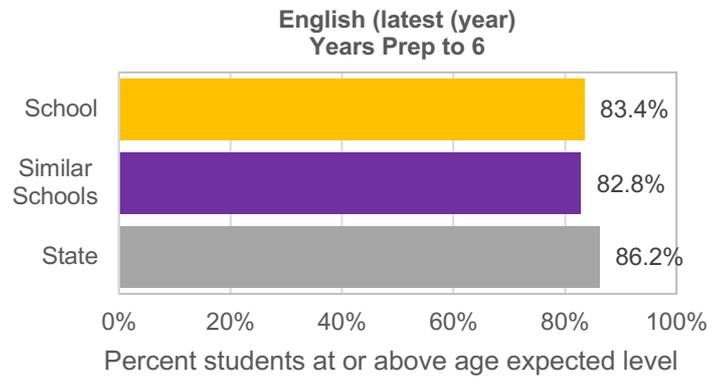
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

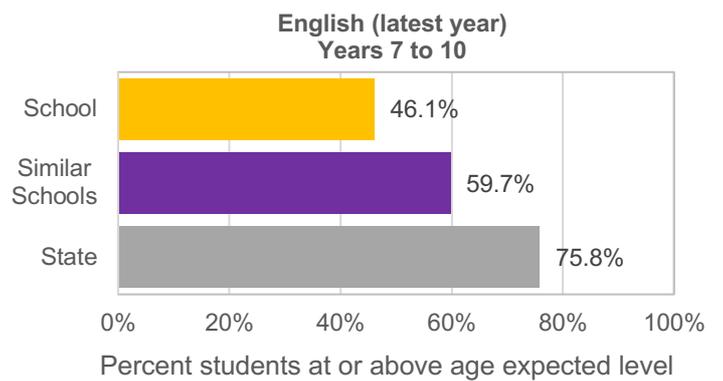
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	83.4%
Similar Schools average:	82.8%
State average:	86.2%



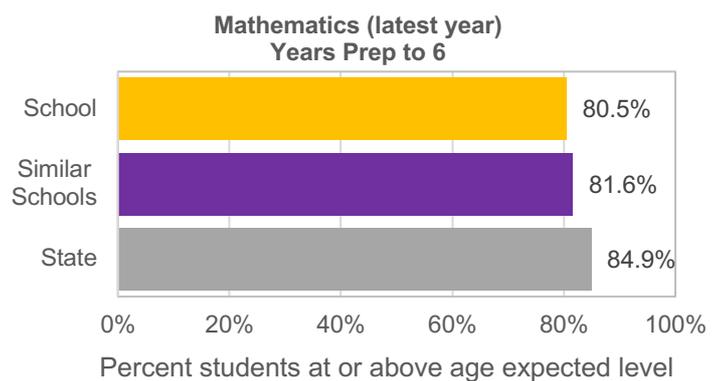
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	46.1%
Similar Schools average:	59.7%
State average:	75.8%



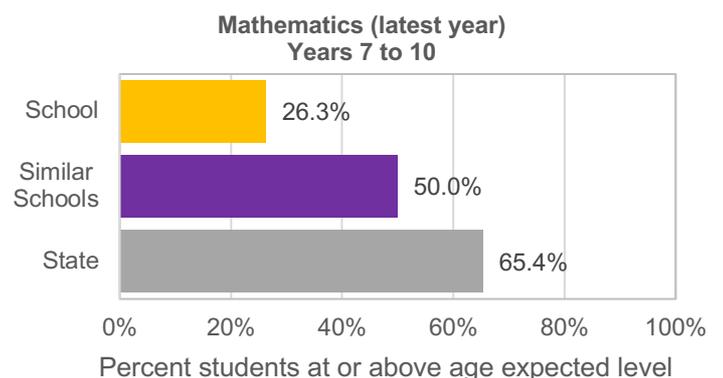
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	80.5%
Similar Schools average:	81.6%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	26.3%
Similar Schools average:	50.0%
State average:	65.4%



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.

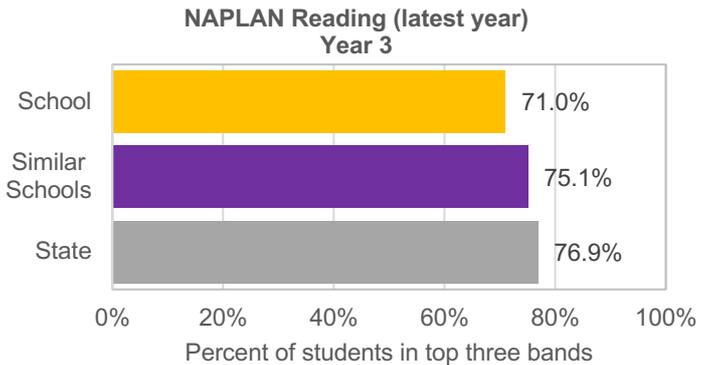
NAPLAN

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.

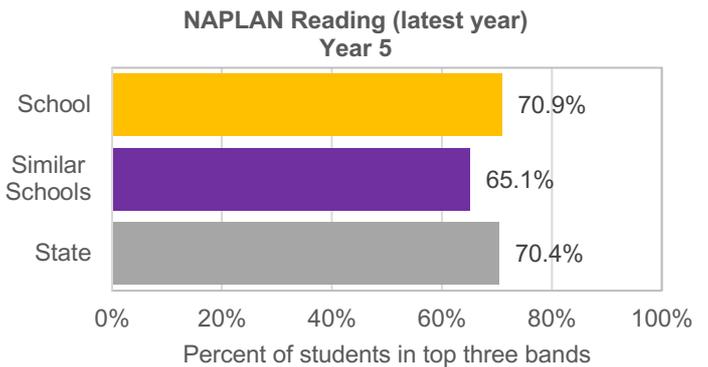
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.0%	75.9%
Similar Schools average:	75.1%	73.9%
State average:	76.9%	76.5%



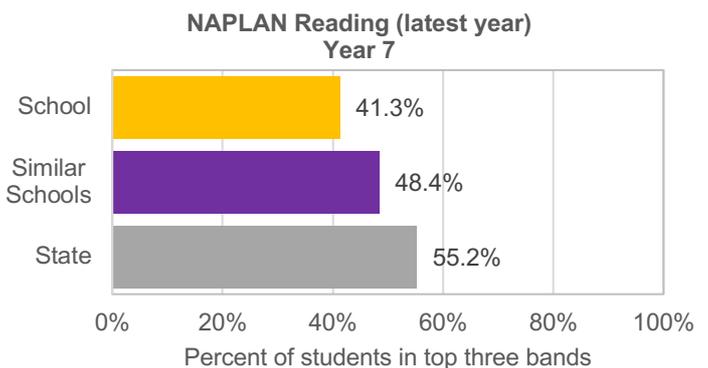
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.9%	59.1%
Similar Schools average:	65.1%	61.8%
State average:	70.4%	67.7%



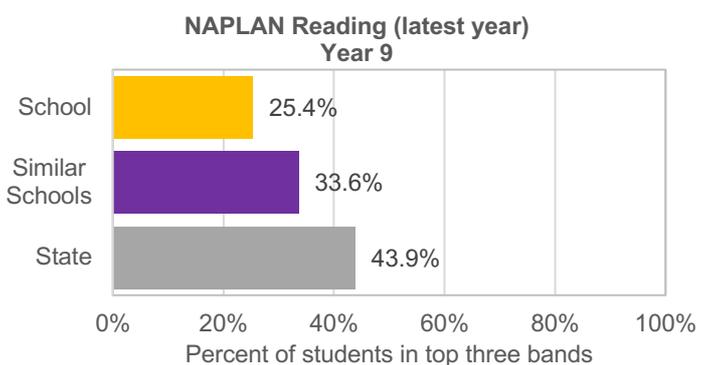
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.3%	42.7%
Similar Schools average:	48.4%	47.0%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.4%	35.7%
Similar Schools average:	33.6%	38.1%
State average:	43.9%	45.9%



ACHIEVEMENT (continued)

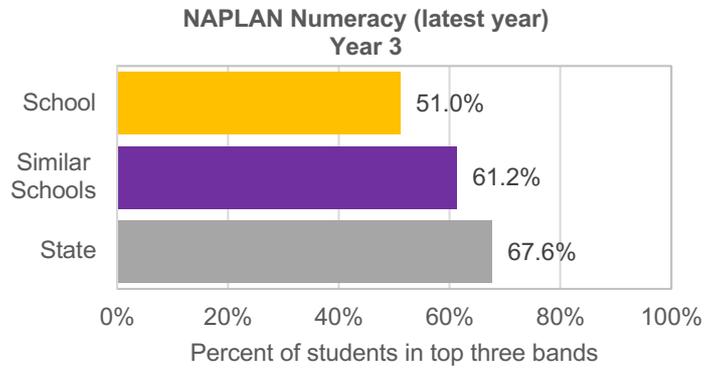
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

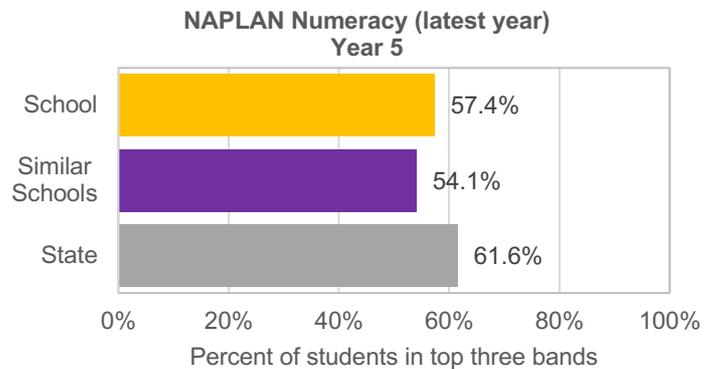
	Latest year (2021)	4-year average
School percent of students in top three bands:	51.0%	58.2%
Similar Schools average:	61.2%	62.8%
State average:	67.6%	69.1%



Numeracy Year 5

School percent of students in top three bands:

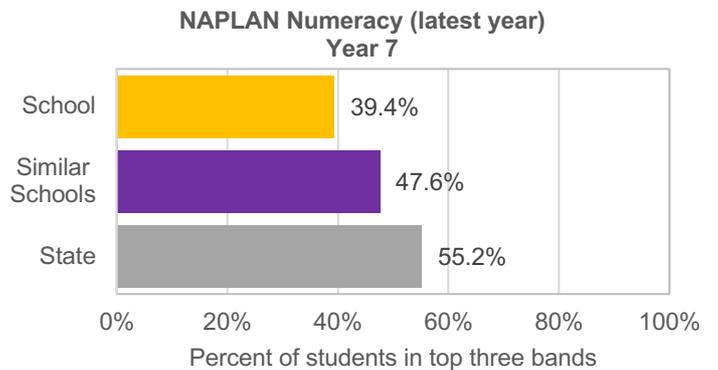
	Latest year (2021)	4-year average
School percent of students in top three bands:	57.4%	51.6%
Similar Schools average:	54.1%	53.0%
State average:	61.6%	60.0%



Numeracy Year 7

School percent of students in top three bands:

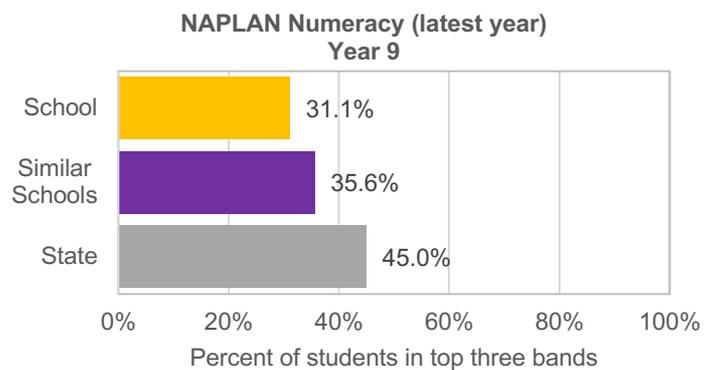
	Latest year (2021)	4-year average
School percent of students in top three bands:	39.4%	41.5%
Similar Schools average:	47.6%	46.5%
State average:	55.2%	55.3%



Numeracy Year 9

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.1%	32.8%
Similar Schools average:	35.6%	38.2%
State average:	45.0%	46.8%



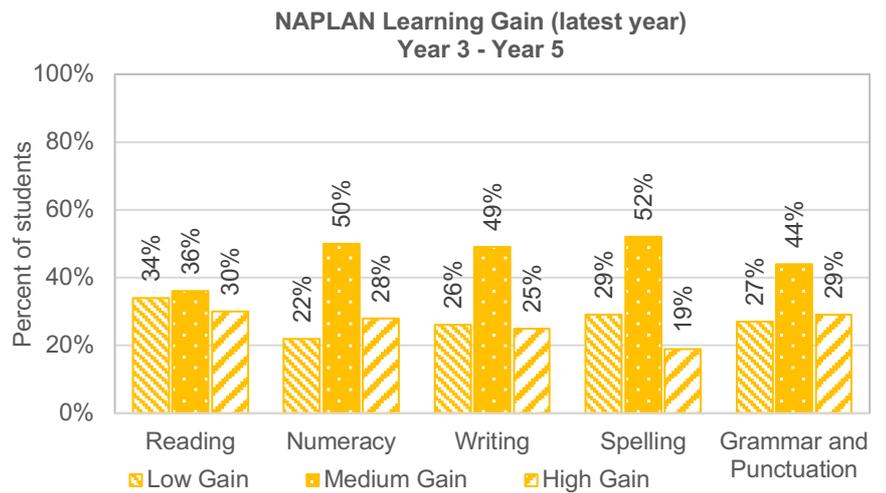
ACHIEVEMENT (continued)

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'.

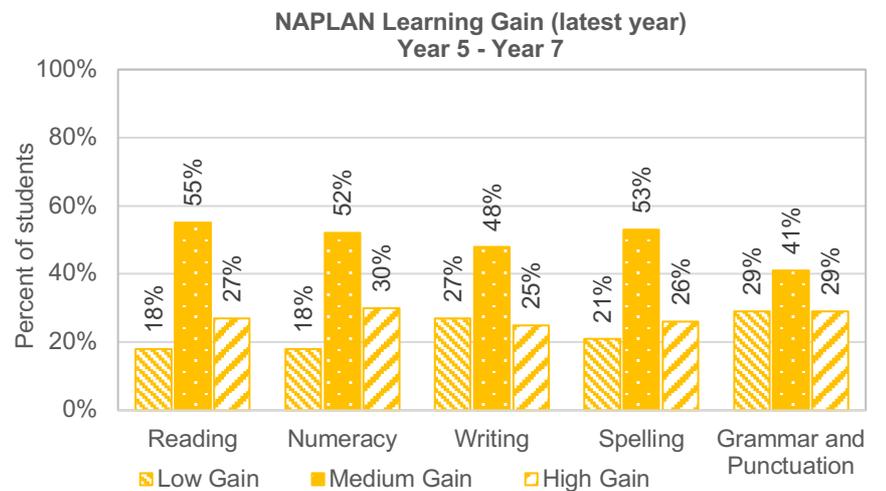
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	36%	30%	21%
Numeracy:	22%	50%	28%	24%
Writing:	26%	49%	25%	24%
Spelling:	29%	52%	19%	23%
Grammar and Punctuation:	27%	44%	29%	26%



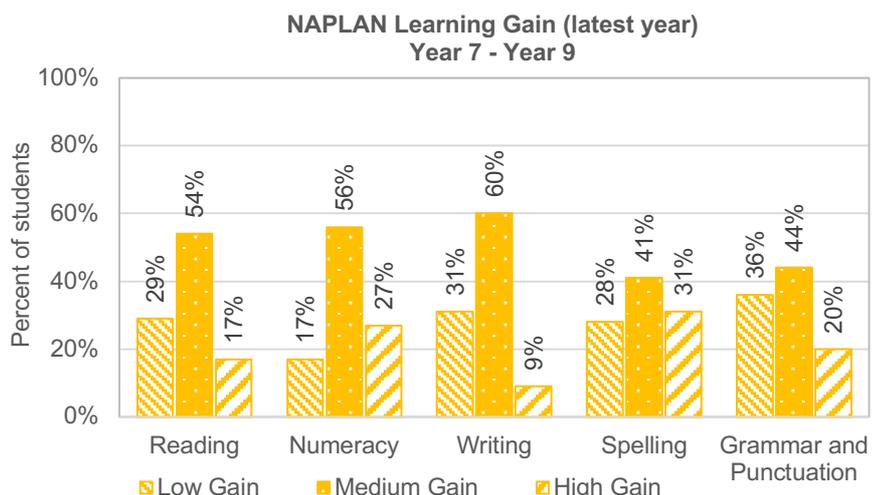
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	55%	27%	22%
Numeracy:	18%	52%	30%	22%
Writing:	27%	48%	25%	22%
Spelling:	21%	53%	26%	22%
Grammar and Punctuation:	29%	41%	29%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	54%	17%	21%
Numeracy:	17%	56%	27%	24%
Writing:	31%	60%	9%	19%
Spelling:	28%	41%	31%	22%
Grammar and Punctuation:	36%	44%	20%	22%



ACHIEVEMENT (continued)

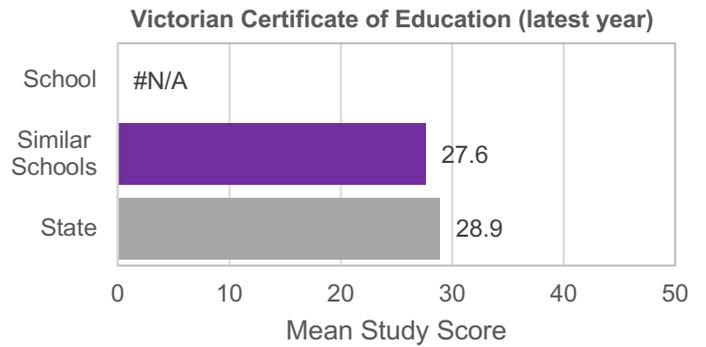
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	NDA	NDA
Similar Schools average:	27.6	27.0
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	NDA
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

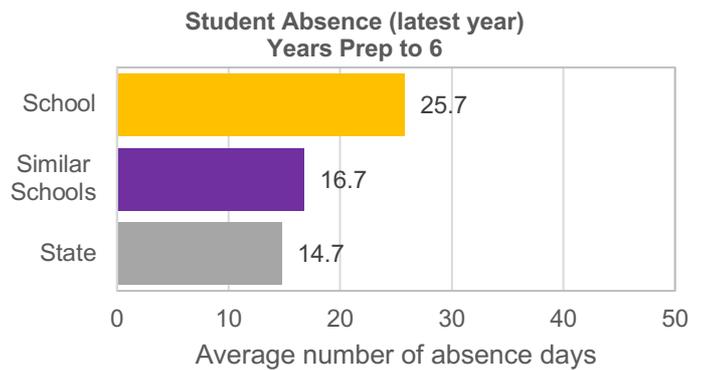
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

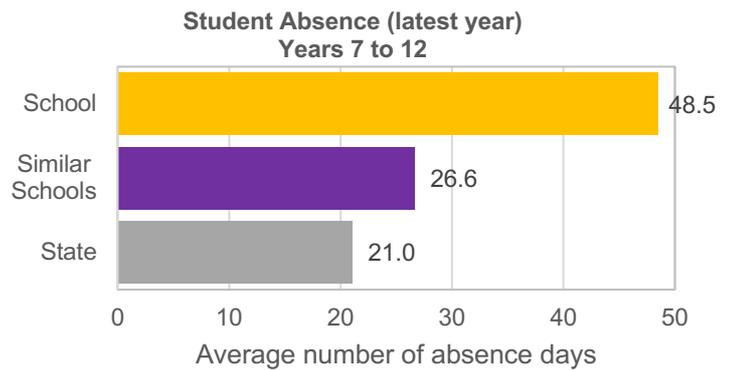
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	25.7	18.9
Similar Schools average:	16.7	16.4
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	48.5	28.6
Similar Schools average:	26.6	26.2
State average:	21.0	19.6



Attendance Rate (latest year)

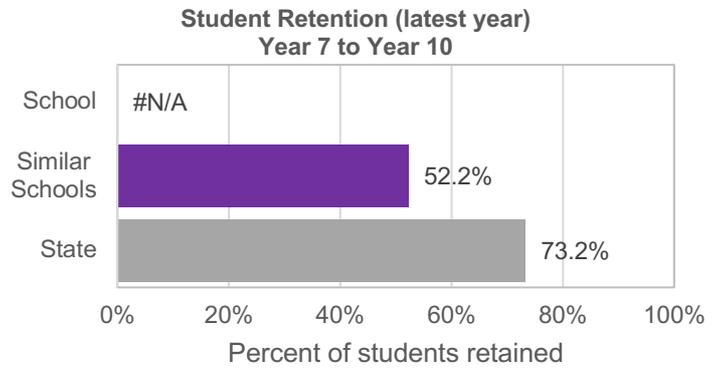
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	83%	87%	87%	87%	89%	89%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	81%	72%	74%	NDA	NDA	NDA	

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:	NDA	NDA
Similar Schools average:	52.2%	54.2%
State average:	73.2%	72.9%

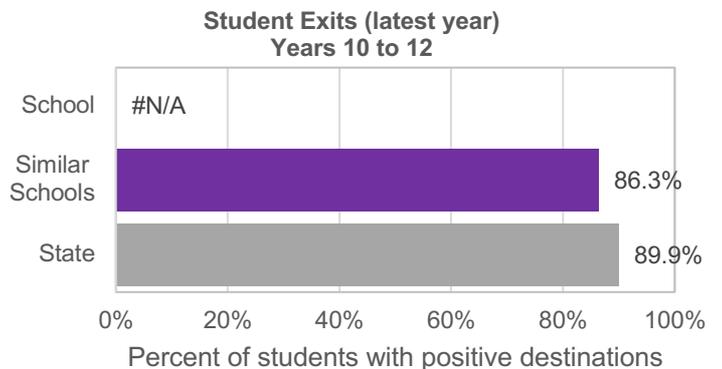


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	86.3%	85.2%
State average:	89.9%	89.2%



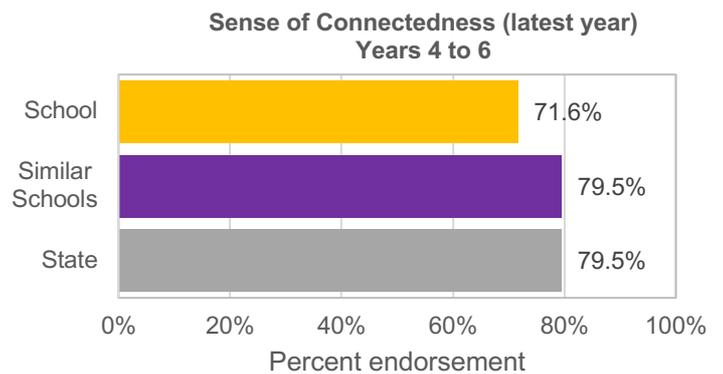
WELLBEING

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

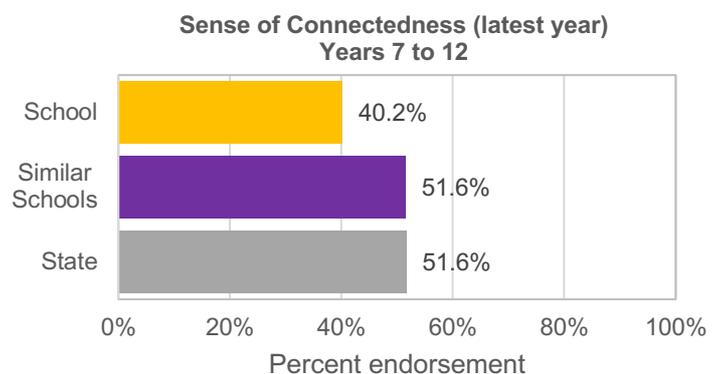
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.6%	71.9%
Similar Schools average:	79.5%	79.8%
State average:	79.5%	80.4%



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:	40.2%	46.7%
Similar Schools average:	51.6%	53.1%
State average:	51.6%	54.5%



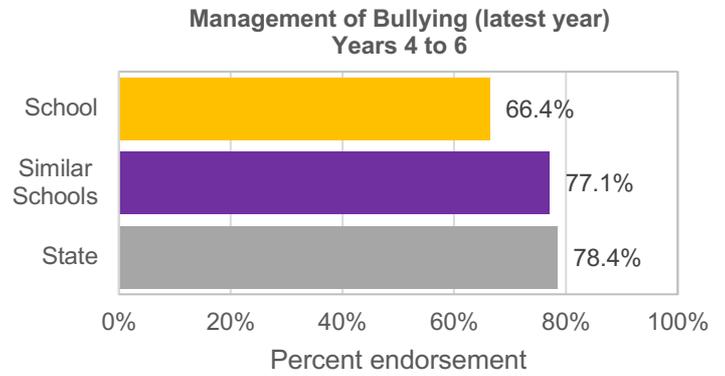
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

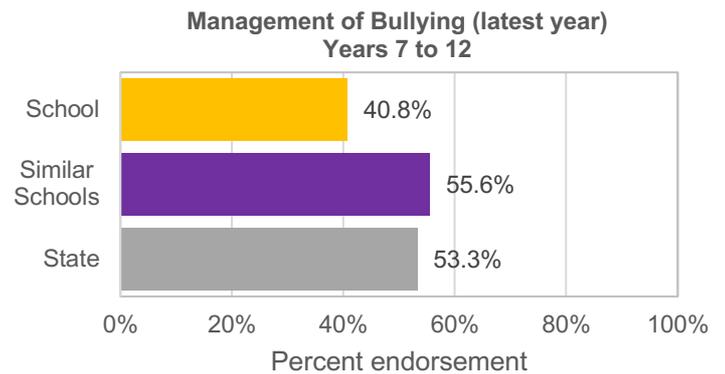
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.4%	67.9%
Similar Schools average:	77.1%	78.3%
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 Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	40.8%	50.6%
Similar Schools average:	55.6%	57.7%
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	\$11,130,363
Government Provided DET Grants	\$1,818,858
Government Grants Commonwealth	\$50,448
Government Grants State	\$6,417
Revenue Other	\$43,691
Locally Raised Funds	\$320,560
Capital Grants	\$0
Total Operating Revenue	\$13,370,337

Equity ¹	Actual
Equity (Social Disadvantage)	\$575,003
Equity (Catch Up)	\$26,874
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$601,876

Expenditure	Actual
Student Resource Package ²	\$10,953,684
Adjustments	\$0
Books & Publications	\$13,405
Camps/Excursions/Activities	\$54,582
Communication Costs	\$20,604
Consumables	\$171,137
Miscellaneous Expense ³	\$127,166
Professional Development	\$107,543
Equipment/Maintenance/Hire	\$445,186
Property Services	\$618,136
Salaries & Allowances ⁴	\$234,261
Support Services	\$99,724
Trading & Fundraising	\$9,129
Motor Vehicle Expenses	\$4,282
Travel & Subsistence	\$806
Utilities	\$110,506
Total Operating Expenditure	\$12,970,151
Net Operating Surplus/-Deficit	\$400,186
Asset Acquisitions	\$122,655

- (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	\$1,262,385
Official Account	\$63,019
Other Accounts	\$0
Total Funds Available	\$1,325,404

Financial Commitments	Actual
Operating Reserve	\$241,159
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$104,634
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$261,689
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$607,482

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.