

# 2021 Annual Report to The School Community



**School Name: Carrum Downs Secondary College (8423)**



- 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 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 31 March 2022 at 02:43 PM by Nicholas Hamer-Smith (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2022 at 03:44 AM by Matthew McDonnell (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

Carrum Downs Secondary College was established in 2004 with its inaugural group of students graduating year 12 in 2009. Situated in a vibrant and rapidly growing community 42km southeast of Melbourne, the college currently has an enrolment of 902 students with 64 teaching staff, 25 support staff and 3 principal class.

Our college vision is to “Empower our community to build a successful future based on Respect, Personal Growth and Social Inclusiveness”. Students are supported to grow as responsible and creative members of our community in line with our college values of Respect, Effort and Integrity.

Staff and Students operate in one of four houses from Year 7 -12, providing a framework for the development of positive relationships to optimise learning outcomes, well-being and pathways. Students are encouraged to have a voice and identity, and the college boasts an extensive Student Leadership Program and celebrates all cultures evident in events such as Harmony Day.

As part of our vision to nurture the growth of every student, we deliver a targeted approach to English and Mathematics in years 7 and 8. We deliver every student a learning program that is aimed at their point of need. Our students are placed in fluid groups based on the results of our ongoing assessment program. We understand that learning is a constantly evolving process, and the term fluid means that student groupings can change as they progress through the curriculum and their learning needs change.

Our teachers work collaboratively to monitor assessment data and plan their learning programs. This allows us to extend and challenge students who are demonstrating an advanced understanding of the curriculum, whilst also allowing us to target extra resources for students with higher learning needs.

Year 9 and 10 students have access to an extensive range of electives and flexible learning programs. These lead into our Senior School program where students have a wide range of curriculum options through VCE, VCAL, VET and School Based Apprenticeship opportunities.

Recent key improvements seen in Curriculum and Assessment development have enabled the spotlight to focus on Excellence in Teaching and Learning, with specific introduction of a whole-school lesson schema and the emphasis on using data to drive student learning growth. Our college operates Professional Learning Communities and this program was introduced across the college in 2021. All of our staff are supported to have a growth mindset and to continually improve their practice.

Our college offers an extensive range of extra-curricular options including our annual production, extensive music program, inter-school sport, House Cup competition and camps.

Recent years has seen the delivery of our new Gymnasium/Sports complex, Doctors in Schools building, Café 263-Community Café and the continual upgrading of our facilities all for the benefit of our school community. In 2022 we will begin the development of our new STEAM centre aimed at supporting our students to further build their critical thinking skills and creativity.

---

### Framework for Improving Student Outcomes (FISO)

In 2021 Carrum Downs Secondary College has been focusing on improving student achievement and learning growth with a particular focus on Literacy and Numeracy outcomes. Our college has focused on three key improvement strategies aimed at achieving this goal. These are:

- Differentiated and stimulating curriculum that targets each student's point of learning through Professional Learning Communities and supported by the Tutor Learning Initiative (TLI) and MYLNS (Middle Year Literacy and Numeracy Support)
- Embed the agreed College Instructional Model and Lesson Plan structure (GANAG), integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom
- Increase the use of IEPs to enable greater differentiation, learner agency and targeted teaching, particularly for students performing above or below expected standards

We have endeavoured to remain focused on developing and implementing our key improvement strategies albeit with a focus on supporting our community during the COVID epidemic. We have had to modify our work in some key areas as we changed our focus and moved to remote learning for the second half of the year. We had to also utilise alternative data sets as NAPLAN was not undertaken in 2020. Our college was forced to switch to remote learning and part of this involved re-developing the curriculum, assessment and teaching and learning program to cater for remote learning and teaching. As part of this process we were still able to maintain our instructional teaching model (GANAG) with its lesson components being able to fit into remote learning. As you can imagine not everything that is taught in a normal classroom translates across to remote learning. TLI and MYLNS support continued to operate remotely for students who required support in improving literacy and numeracy skills.

As we worked through remote learning we also focused on developing the capacity of our school leadership team to build their understanding and capacity to deliver Professional Learning Communities (PLCs) to our college staff. We have conducted professional development throughout the year focused on PLC's and to build the capability of our staff to understand and interpret data and target the teaching and learning program to support students. This has also built the understanding of our staff to deliver a targeted and differentiated curriculum that targets each student's point of need. In 2022 all staff will be working in PLC's and continuing to build upon this work.

---

## Achievement

During remote learning our staff were allocating online Learning Tasks to our students with formal assessments taking place online for Senior students. Modification to the Learning Tasks took place so that they were suitable for the online environment.

NAPLAN results demonstrated that our relative learning growth from 7-9 was above the state in Numeracy and Reading. While we were below the state in the percentage of students in the top two bands it is evident we made a significant impact on improving student learning from their point of need.

House teams were monitoring academic progress of our students through our Compass program and checking in with students and parents to support student learning. When students returned from remote learning we took a "soft landing" approach and focused on the essential skills that our students needed to master as our key focus for each Learning Area. Formal and informal assessment occurred once students returned to school along with summative tasks aligned with the Victorian Curriculum.

Our pathways data which outlines the pathways that our students take at the end or year 12 was once again above state average which is pleasing.

All of our Program for Students with Disability (PSD) students were supported with an Individual Education Plans (IEP) to ensure they are challenged at the appropriate level, able to access their learning and celebrate the successes of achieving their academic and personal goals. The student's IEP was regularly revisited and reflected upon with the student and parent, as well as the Integration Leader and House Leader to make collective changes and provide the necessary supports for students to achieve academic growth and personal success.

One of the key outcomes from remote learning has been the work we have previously completed in regards to a documented and viable curriculum and assessment program. This work was vital in supporting our students during remote learning and ensuring that a high level learning program continued to be delivered. From remote learning we have highlighted the need to further differentiate the learning program and learning tasks for our students and this will form the basis of our work in 2022 and beyond.

---

## Engagement

One of the key focus areas for engagement at our college has been attendance. During remote learning we had to modify the way that we tracked attendance across the college and as a result of this we were able to accurately track attendance.

In 2021 we also developed a return to school program for all students that would ensure they would transition back into the college as smoothly as possible and could re-engage with onsite learning and the college environment.

Data from our Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey clearly indicated that the work we have done in this area is having traction. Improvements in years 7-9 student data over two years included- Sense of Connectedness-36% to 50%, High expectations of success-55% to 61%, Differentiated learning-55% to 61% and Student Voice and Agency-29% to 40%.

Parent Opinion data was mostly positive. Promoting positive behaviour moved from 68% to 75% and Parent Involvement and Participation from 59% to 62% indicating that our engagement with our parents and carers improved over the last two years. A greater focus on how we connect with students remains an area for improvement.

Staff Opinion data around Collective Efficacy increased from 37% to 40% over the last two years and our collective focus on student learning was well above the state average. Staff opinion around Parent and Community Involvement also increased from 47% to 50% and Trust in Students and Parents from 30% to 33%. We will continue to focus on staff collaboration to improve school climate.

From remote learning we have learnt and improved on our communication to our whole community and this has improved the relationships with our key stakeholders. Student voice and agency are going to be the key focus areas for 2022 and beyond as we continue to build upon student engagement.

---

## Wellbeing

Our key goal for 2021 in regards to Well-being was to improve the resilience and social and emotional well-being of every student. This took on even greater significance in 2021 as we ensured we supported not only our students but also our parents/carers and staff members as the year progressed. Our key focus as we moved in and out of remote learning was the health and well-being of our community. We concentrated on building the capacity of our leadership teams across the college to focus on health and well-being and deliver programs that supported our community. Communication formed the main part of this program and ensuring that everybody knew what was happening in and outside of the college and how to access support programs. Our House structure and House teams, supported by our Well-being Team, were the main drivers of our support program and were constantly monitoring student and staff well-being and communicating with parents/carers more than ever before. This is a key take away for 2021 and beyond.

One of our key improvement strategies has been the implementation of our School Wide Positive Behaviours Program. This year saw the continued development of this program as we worked on developing an in class and out of class matrix and the behaviours that supported our school values of Respect, Integrity and Effort. Remote learning saw the awarding of remote STARS for positive student behaviour. Our STARS (Student Ticket of Acknowledgment and Reward) are used to reinforce positive behaviour across the student cohort and data tracking indicated that staff were handing out a similar amount of STARS in remote learning as compared to onsite learning. Our Well-being team modified the delivery of their programs to suit a remote learning environment and our House conducted regular check ins with individual students and class cohorts. Staff undertook Well-being programs in their House and Learning Areas which focused on their health and well-being during remote learning.

All of this data clearly indicates that the well-being support that we have provided to our community in 2021 has resulted in greater well-being support for all of our stakeholders.

---

### Finance performance and position

All funds received from the Department or raised by the school were spent to support the students, this included provision of laptops, internet and textbooks in remote learning. Operating surplus incorporates funds received for 2021 student charges.

Salaries and allowances expenditure includes wages for additional staff employed to support students with their learning on return to school in term 4 following remote learning.

ANZAC house building was internally refurbished including new carpets, whiteboards and painting. To further enhance celebration of student learning a projector and large retractable screen were installed in the gym. This new equipment will be used for assemblies and enable awards night to be held at the college with families able to attend for minimal or no cost. Expenditure for these items is included in Equipment / Maintenance / Hire expenditure.

**For more detailed information regarding our school please visit our website at**  
<https://cdsc.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 902 students were enrolled at this school in 2021, 414 female and 488 male.

13 percent of students had English as an additional language and 2 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).

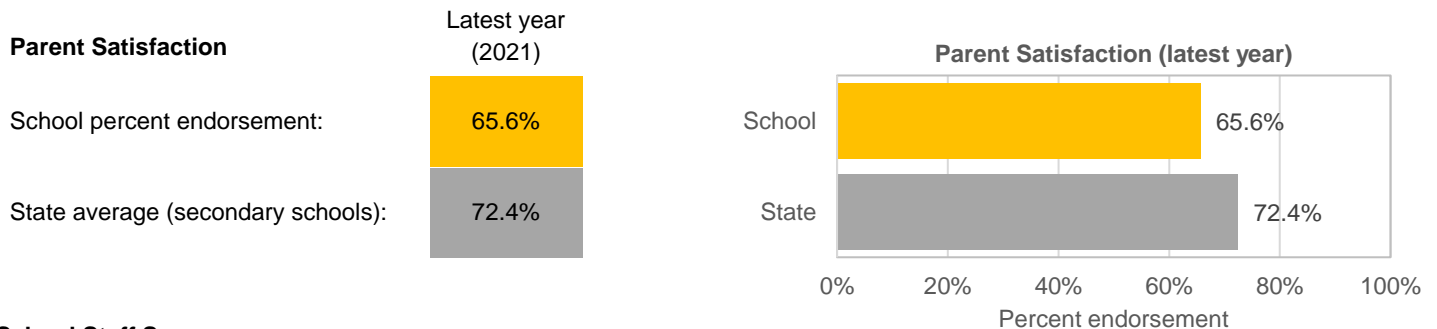
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

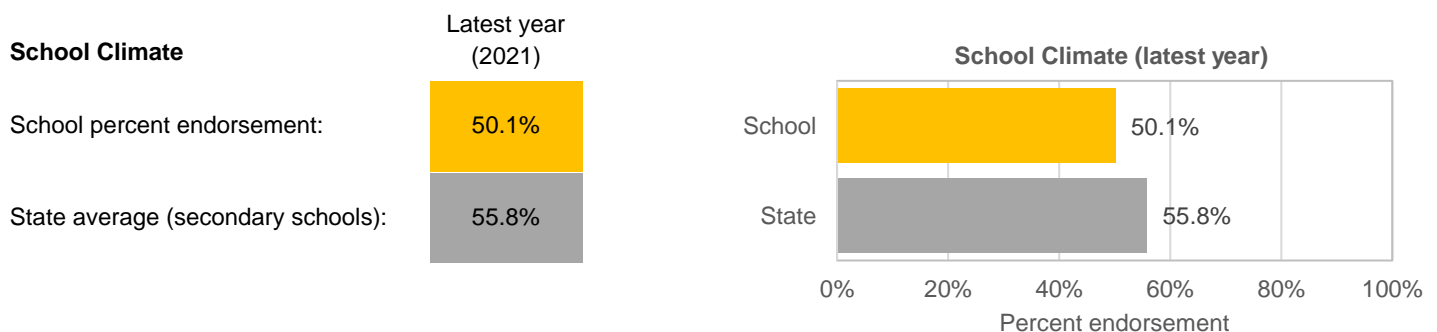


### School Staff Survey

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 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

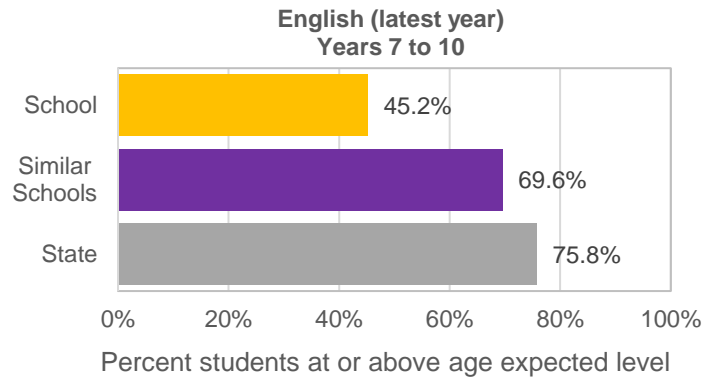
45.2%

Similar Schools average:

69.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

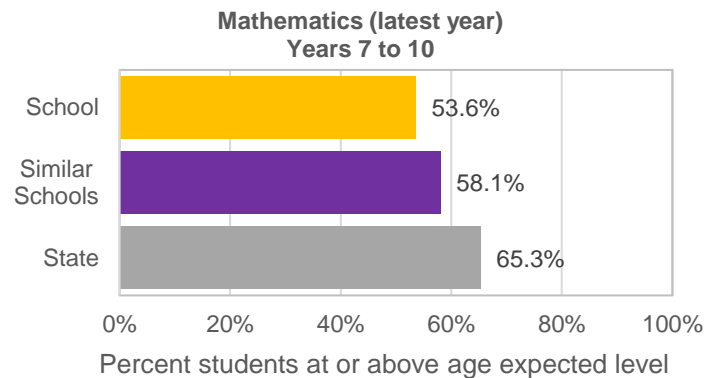
53.6%

Similar Schools average:

58.1%

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.

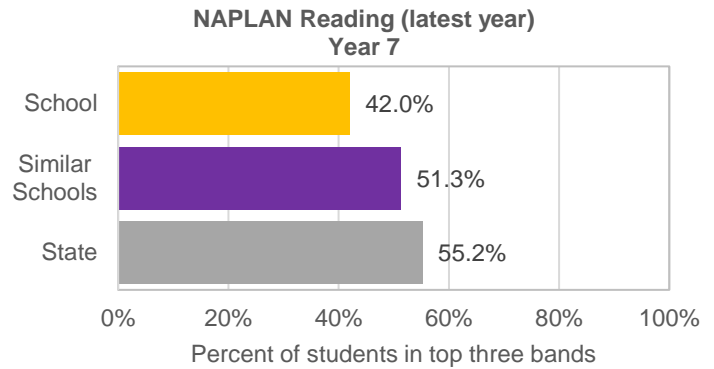
**NAPLAN**

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.

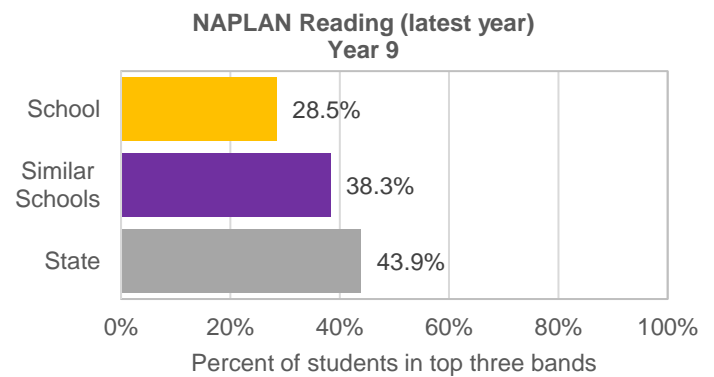
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.0%	37.9%
Similar Schools average:	51.3%	51.0%
State average:	55.2%	54.8%



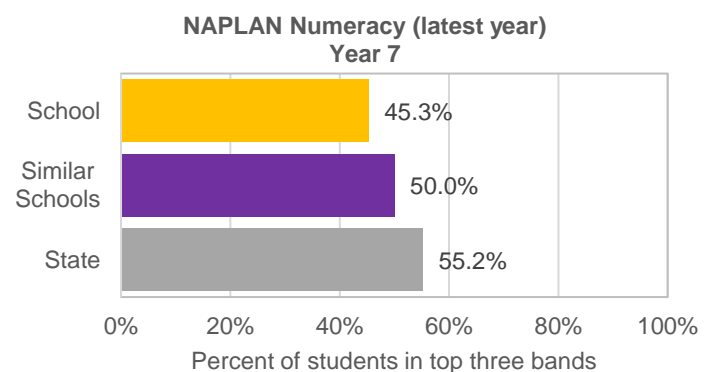
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.5%	34.3%
Similar Schools average:	38.3%	40.1%
State average:	43.9%	45.9%



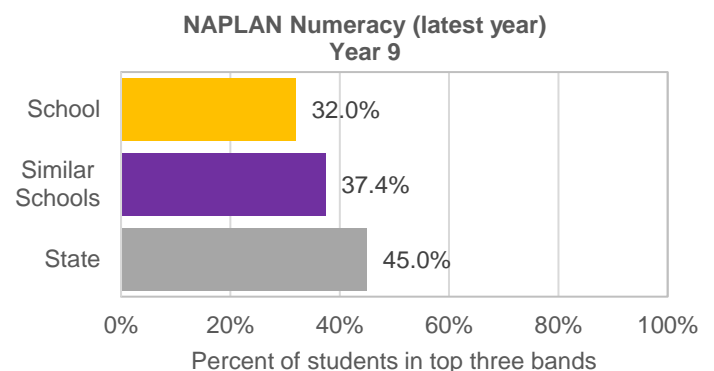
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.3%	42.0%
Similar Schools average:	50.0%	49.9%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.0%	35.6%
Similar Schools average:	37.4%	39.0%
State average:	45.0%	46.8%



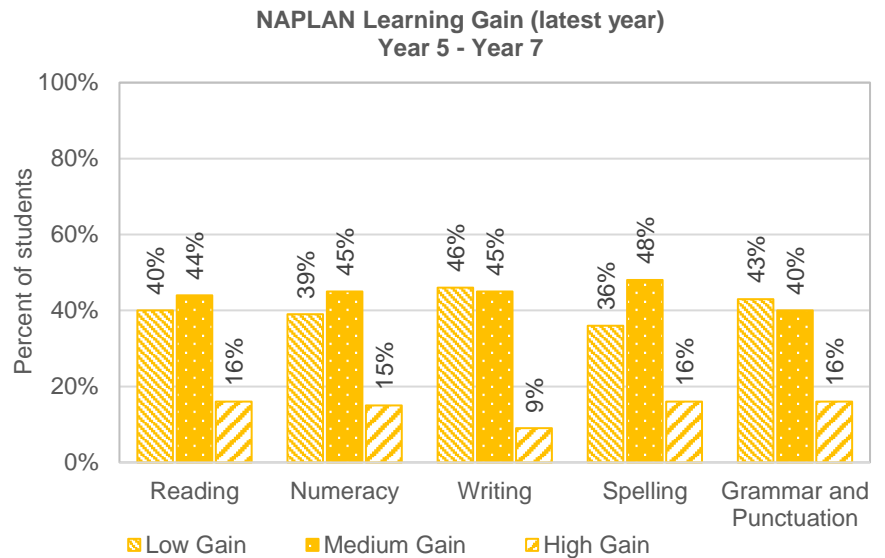
**ACHIEVEMENT (continued)**

**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'.

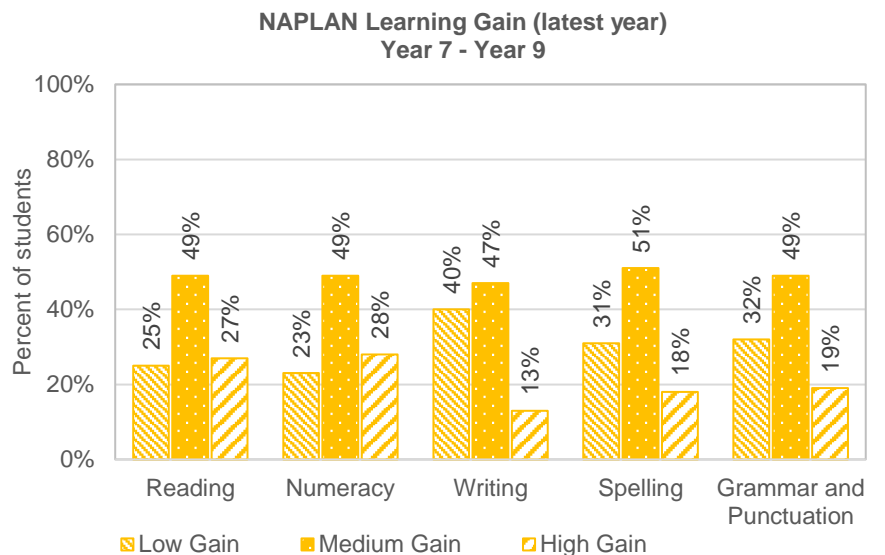
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	44%	16%	19%
Numeracy:	39%	45%	15%	19%
Writing:	46%	45%	9%	19%
Spelling:	36%	48%	16%	22%
Grammar and Punctuation:	43%	40%	16%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	49%	27%	22%
Numeracy:	23%	49%	28%	21%
Writing:	40%	47%	13%	20%
Spelling:	31%	51%	18%	20%
Grammar and Punctuation:	32%	49%	19%	22%



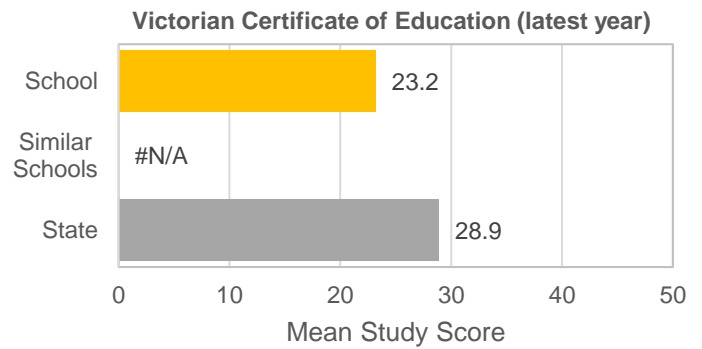
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

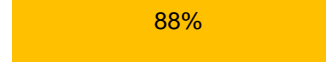
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	23.2	24.7
Similar Schools average:	26.8	NDA
State average:	28.9	28.9



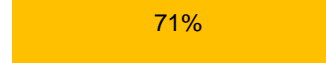
Students in 2021 who satisfactorily completed their VCE:



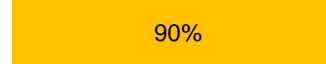
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021\*:



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



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

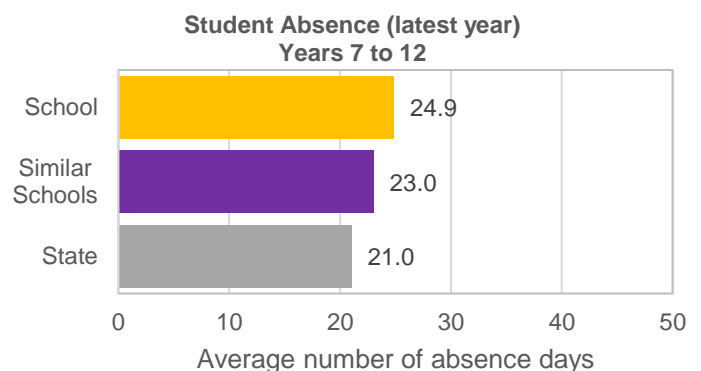
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	24.9	23.9
Similar Schools average:	23.0	21.3
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

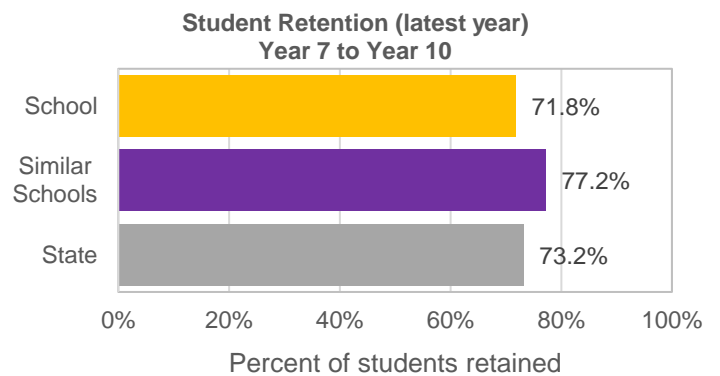
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	88%	84%	86%	91%	89%

**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:	71.8%	73.5%
Similar Schools average:	77.2%	75.4%
State average:	73.2%	72.9%



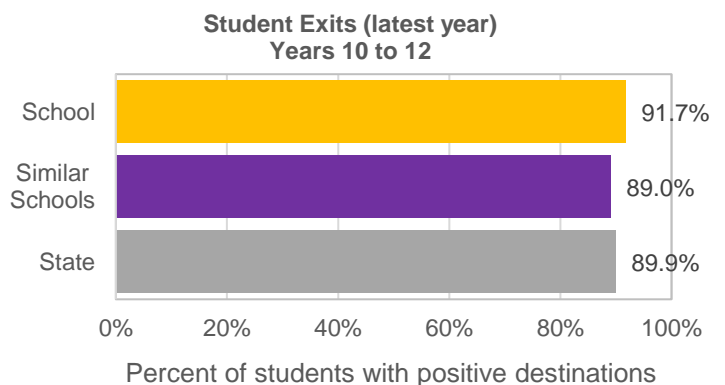
**Students exiting to further studies or full-time employment**

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:	91.7%	90.9%
Similar Schools average:	89.0%	88.2%
State average:	89.9%	89.2%



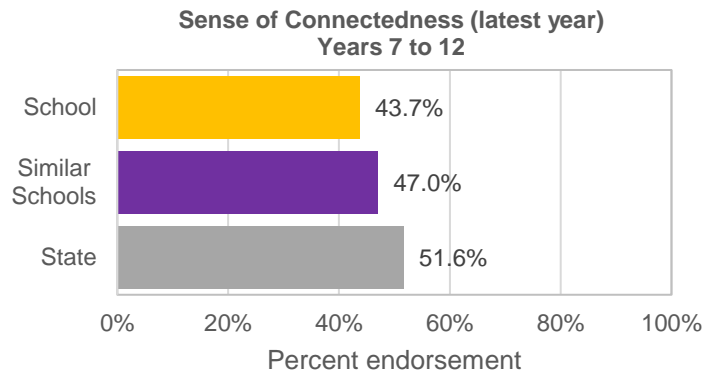
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	43.7%	41.0%
Similar Schools average:	47.0%	50.6%
State average:	51.6%	54.5%

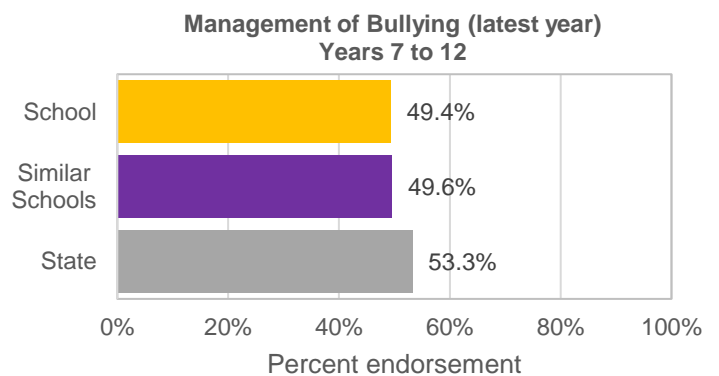


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	49.4%	44.6%
Similar Schools average:	49.6%	53.9%
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	\$9,936,791
Government Provided DET Grants	\$1,024,000
Government Grants Commonwealth	\$3,505
Government Grants State	\$9,101
Revenue Other	\$47,199
Locally Raised Funds	\$601,401
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,621,997</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$640,387
Equity (Catch Up)	\$63,122
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$703,509</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,893,371
Adjustments	\$0
Books & Publications	\$2,012
Camps/Excursions/Activities	\$136,514
Communication Costs	\$20,927
Consumables	\$211,572
Miscellaneous Expense <sup>3</sup>	\$85,229
Professional Development	\$19,612
Equipment/Maintenance/Hire	\$181,377
Property Services	\$305,008
Salaries & Allowances <sup>4</sup>	\$199,330
Support Services	\$238,951
Trading & Fundraising	\$92,380
Motor Vehicle Expenses	\$399
Travel & Subsistence	\$0
Utilities	\$81,627
<b>Total Operating Expenditure</b>	<b>\$11,468,307</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$153,689</b>
<b>Asset Acquisitions</b>	<b>\$6,545</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$270,974
Official Account	\$81,831
Other Accounts	\$94,105
<b>Total Funds Available</b>	<b>\$446,910</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$216,379
Other Recurrent Expenditure	\$3,702
Provision Accounts	\$18,000
Funds Received in Advance	\$36,959
School Based Programs	\$112,299
Beneficiary/Memorial Accounts	\$94,105
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$481,444</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.*