

2021 Annual Report to The School Community



School Name: Bayswater Secondary College (7560)



- 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 19 April 2022 at 01:44 PM by Elizabeth Swan (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 03 May 2022 at 09:38 AM by Ben Graham-Nellor (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

Founded in 1961, Bayswater Secondary College is a growing secondary school located in the City of Knox in the eastern suburbs of Melbourne, approximately 34 kilometres from the Melbourne Central Business District. The College is a centre of the community and we value our strong relationships with students, parents, carers, local primary schools and the wider community, including tertiary partnerships. Our core focus is providing a wide variety of options and opportunities to our students in a boutique setting, to ensure that every student at Bayswater Secondary College has every opportunity to succeed throughout and beyond their secondary school years.

Bayswater Secondary College currently has an enrolment of 181 students, with growth projected to increase to 250 students in 2023 with a built capacity of 550 to be reached by 2028. Our staffing profile includes a Principal and Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, 19 teachers and 8 full-time equivalent Education Support (ES) staff.

Our College values of Honesty, Excellence, Acceptance, Respect and Teamwork are at the H.E.A.R.T. of everything we do at Bayswater Secondary College, and underpin the culture of support and inclusivity that we continually work to achieve. We believe in a supportive and inclusive school community where all students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

The organisational structure for students is one that is arranged into sub-schools (Junior - Years 7-9; and Senior - Years 10-12) where students are supported by engagement and wellbeing leaders within the College including their Home Group teacher, Sub School Coordinator, Sub School Leader and Assistant Principal. Further engagement and wellbeing supports are enacted through our College wellbeing team comprising of a Student Wellbeing Coordinator, Mental Health Practitioner, Adolescent Health Nurse and Chaplain. Regular support from the regional Student Support Services team, in addition to strong links with the Occupational Therapy program of La Trobe University round out the team and ensure the wellbeing and engagement needs of students are met.

Our learning community is welcoming and highly diverse and we celebrate and acknowledge the broad range of strengths, skills and attributes that all members of our school community possess. Bayswater Secondary College currently offer a structured core curriculum (Victorian Curriculum / VCE / VET), as well as a Select Entry Accelerated Learning (SEAL) program at Years 7-10, an Instrumental Music program from Years 7-10 and a wide variety of VCE and Vocational Education and Training in schools (VETis) options for senior students. The College offers a variety of elective choices in Years 8-10, which are vertically grouped to provide students a wide range of options in a small setting. In 2021, the College introduced a Pre-CAL pilot program and, as of the beginning of 2022, offer VCAL at the Foundation Level in Year 10.

The College is part of the Bayswater Education Plan, and is currently working with the local Bayswater primary schools to improve educational outcomes for students in the Bayswater area. The College has also received \$12.4 million to fund the redevelopment of the buildings and grounds. Work towards the redevelopment will commence in 2022.

All students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

Framework for Improving Student Outcomes (FISO)

At the end of 2021, the College is rated as 'Evolving' across all key areas of FISO, with work undertaken throughout the year across the three 2021 DET key priorities of: Connected Schools; Happy Active and Healthy Kids; and Learning Catch Up and Extension.

Learning Catch Up and Extension Priority:

The College was able to deliver on the implementation of a PLC structure for development, documentation, moderation and review of Curriculum and Assessment strategies, however, the associated audit of the curriculum program has been deferred to 2022 as the result of remote learning. PLCs were established and the initial work was undertaken while the College was operating on site, with an immediate and noticeable shift away from the administrative use of planning time, toward a more collaborative approach to planning for effective teaching & learning. The work undertaken by PLCs was adapted to suit the online environment, where staff continued to plan and moderate collaboratively throughout the year.

This work saw a shift in teacher confidence in using data to inform planning and monitor the effectiveness of teaching and learning programs, in addition to improvement in the accuracy of teacher judgement data.

The Tutor Learning Initiative was successfully implemented and continued with online tutoring throughout the periods of remote learning in 2020, leading to an increase in student performance data in PAT testing undertaken at the end of 2021.

NAPLAN data in terms of Benchmark Growth has presented some mixed results. 23% of Year 9 students showed above benchmark growth for Reading in Year 9, which was above state and similar school levels. 16% of students showed above benchmark growth for Writing in Year 9, which was below state, though the same as similar schools. 7% of Year 9 students demonstrated above benchmark growth for Numeracy, which is significantly below similar schools and state levels.

Happy, Active and Healthy Kids Priority:

2021 saw a significant focus on the health and wellbeing of students and staff, as this is a key factor underpinning success in other areas. The College appointed a Mental Health practitioner and subsidised DET funding with local funds to employ the MHP for an additional day per week to support student needs. Further to this, the College appointed an Assistant Principal to oversee key areas of Student Engagement and Wellbeing, with the restructuring of the College Leadership model to ensure adequate resourcing of this key priority. While some initiatives were implemented differently to initial plans as a result of lockdowns and remote learning throughout the year, the College saw a significant increase in online engagement from students and families from the engagement levels of 2020 with increased levels of attendance both online and in our return to on-site learning. The most significant work undertaken in this area was a review of the College Values and the establishment of the new H.E.A.R.T values of the College. Students and staff co-constructed these values after significant reflection and thought in focus groups about what our students wanted their school to stand for. This was an important piece of work, as our values are what underpins the work we undertake and the culture of excellence we are developing at Bayswater Secondary College.

Connected Schools

The College saw an increase in engagement and connection in the online learning environment throughout the course of 2021. This was achieved through the review and adjustment of the online learning program delivered in 2020 in light of student and family feedback, and the implementation of the 2021 program was monitored and adjusted throughout the year based on student and family needs. 2021 also saw the College connect with the community in a variety of new ways, with a particular emphasis on our Social Media accounts and website. The College Facebook Page was reinvigorated and grew in followers in excess of 400%, with post engagement steadily increasing throughout the year. Feedback from our Community was positive in terms of the Facebook page being an effective way of keeping our community informed about the latest COVID-related developments, as well as a range of activities and competitions that enabled us to remain connected despite being physically distanced. The introduction of an Instagram page proved effective in engaging our student community and was a welcome addition to our digital presence. The College hosted online parent information evenings in conjunction with other local schools with a wellbeing focus, which not only served as a key method for engaging and connecting our community, but provided much needed wellbeing support also.

The College transitioned into the remote and flexible learning space effectively, with staff collaborating to modify the curriculum and the pedagogical approach undertaken in 2020 to increase online engagement levels and the effectiveness of instruction in the online environment. Increased attendance in the online environment, in addition to support from the Tutor Learning Initiative supported student achievement throughout the year. While there were some students who continued to find engaging in the online environment challenging, the College provided a variety of suitable modified options to support all students to achieve. A number of our PSD students elected to attend school for on-site supervision which supported not only their academic achievement, but their social and emotional health as well. Some funded students were reluctant to engage online and elected not to attend on-site supervision, which saw us develop more effective ILPs for those students to meet their learning needs. We engaged Occupational Therapy students from La Trobe University to work with a number of our students across the year both during remote learning and once we returned to on-site learning. The work undertaken by the OT students, in conjunction with Professional Learning undertaken by staff, and the experience of developing ILPs differently as the result of remote learning, has enabled our staff to develop more effective ILPs for our funded students, leading to improved outcomes that have continued into 2022. Students and staff found that increased opportunities for students to have choice and voice in their learning during the remote periods, in addition to effective feedback strategies, had a significant impact on their ability to achieve. 2021 saw the senior class achieve a VCE median score of 26, the highest in the last 10 years.

Engagement

While the vast majority of our students transitioned well to the online learning environment, and we saw significant improvement in online attendance and engagement, a number of students continued to find it challenging to maintain motivation and engagement despite alternative programs and the range of engagement strategies employed. We recognise and understand that the engagement strategies enacted, such as additional contact home, regular check-ins and modified learning programs were outweighed by the pressures on some of our families as a result of COVID. In 2021, our core focus will be on ensuring students impacted by the effects of 2020 will be supported through a variety of means, including the Tutor Learning Initiative. Our focus on building teacher capacity to give students an authentic voice in their learning and to become self-regulated learners continued to improve throughout the year, with English and Humanities a particular focus. Student voice and agency was particularly important in the work undertaken throughout the year to review and redevelop the College Values, as well as in formulating the focus of the Bayswater Education Plan. Student Voice additionally led the way through the review of the College Elective Program at Years 8-10, and the development of the new Personal Best elective program. Ensuring our students have authentic voice and agency will continue to be a focus in 2022 and beyond, not just for learning areas, but for all aspects of the future development of the College.

Wellbeing

The College placed a significantly increased focus on the wellbeing of students and their families as well as staff throughout 2021, with a particular emphasis on the Positive Education framework. Bayswater Secondary College teamed up with other Positive Education leaders in our network to deliver the Flourishing Families program throughout the year, which effectively supported a significant portion of families in our community through the challenges they were facing at home as a result of COVID. In addition to this, our wellbeing staff arranged regular check-ins with families and Wednesday afternoons were designated wellbeing sessions where students and staff were able to take some time away from screens and focus on their mental health and wellbeing through a variety of activities and challenges posted on our social media and Compass feeds. Underpinning our ability to achieve this level of connection was an increased focus on the Engagement and Wellbeing areas of the College, with the addition of a Mental Health Practitioner and re-structured student engagement leadership, including the appointment of an Assistant Principal to oversee engagement and wellbeing. The health and wellbeing of students and their families, as well as staff at the College will continue to be a significant focus in 2022 and beyond.

Finance performance and position

The College ended 2021 with a significantly reduced deficit, and is on track to be out of deficit in 2022. This has been the result of careful management of the excess process as well as careful strategic planning around staffing in 2022, in addition to rigorous budget management, which will see the College continue to improve financially as well as in all other areas. The State Government of Victoria has allocated \$12.4 million for the redevelopment of the College, with planning undertaken in 2021 and construction to begin in 2022. Professional learning opportunities continued to be provided to staff in the remote and flexible learning environment with equity funding used to support staffing and time release in key engagement and wellbeing areas as outlined in other sections of this report.

For more detailed information regarding our school please visit our website at
<https://www.bayswatersc.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 190 students were enrolled at this school in 2021, 82 female and 108 male.

5 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).

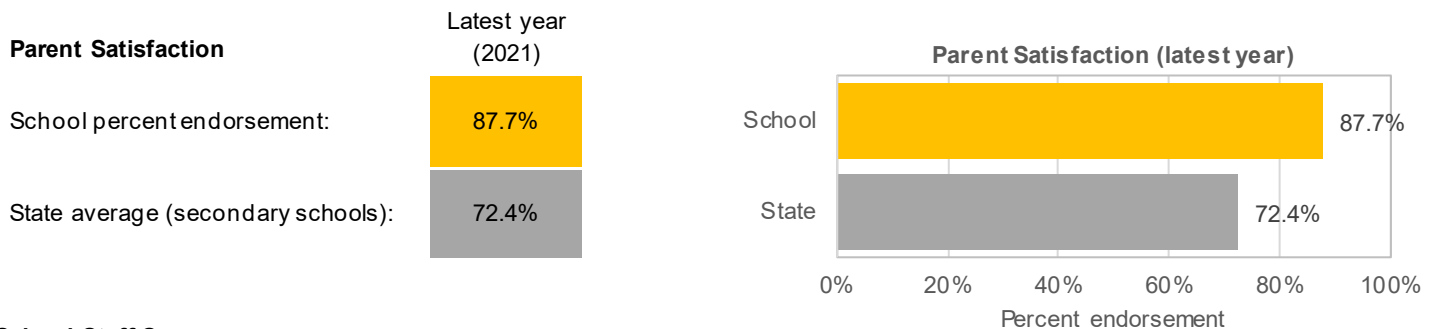
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

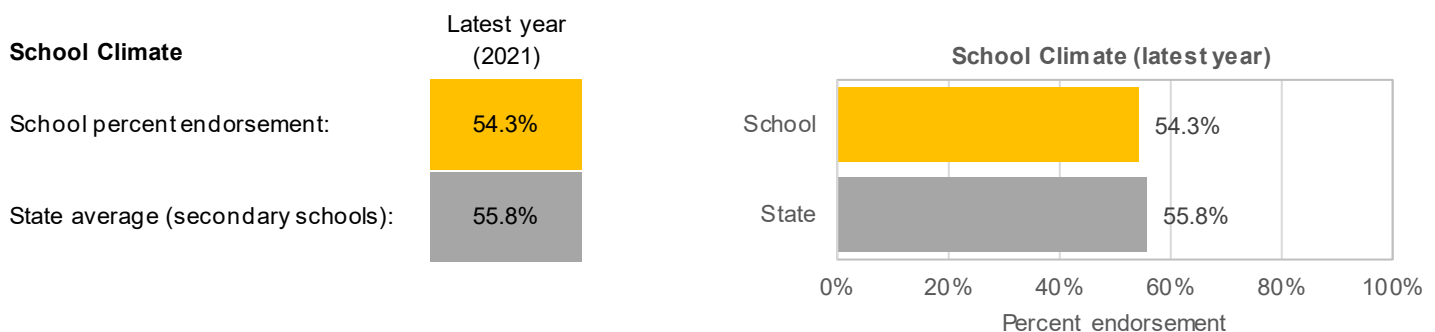


School Staff Survey

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:

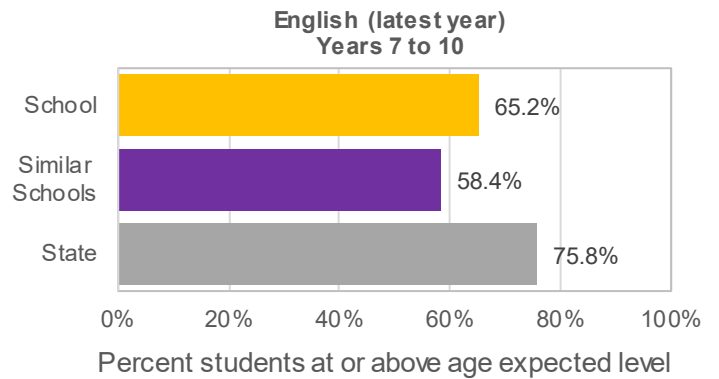
65.2%

Similar Schools average:

58.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

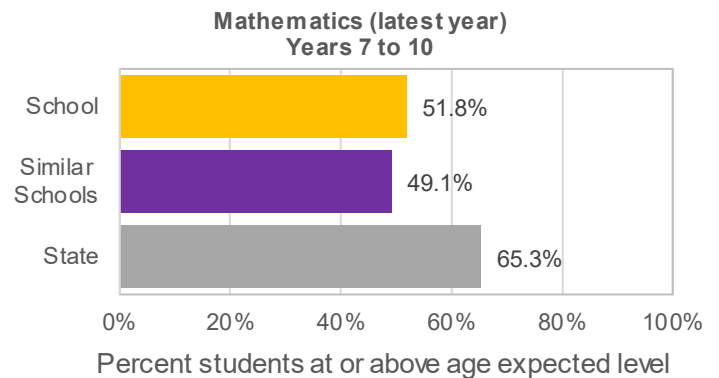
51.8%

Similar Schools average:

49.1%

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.

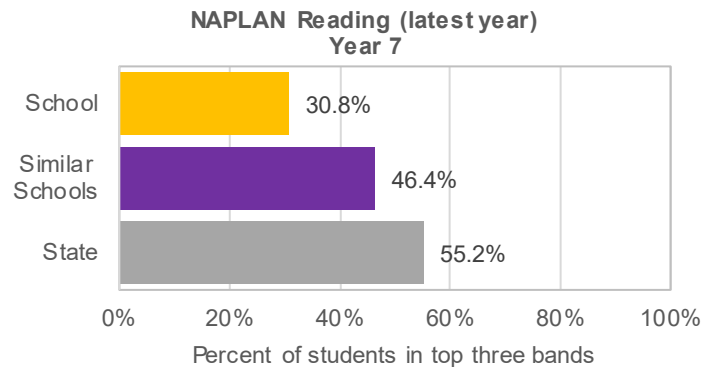
NAPLAN

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.

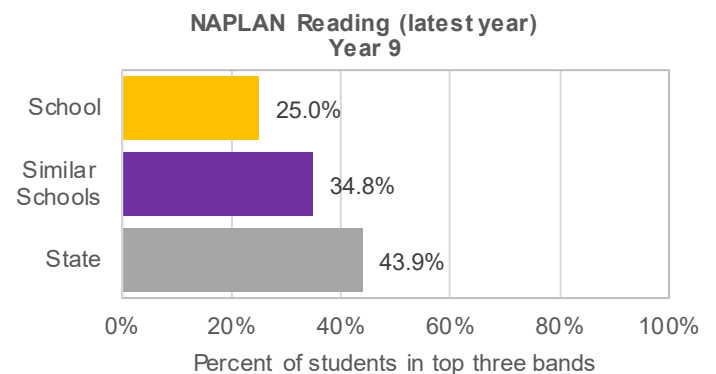
Reading Year 7

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 30.8% | 36.6% |
| Similar Schools average: | 46.4% | 45.2% |
| State average: | 55.2% | 54.8% |



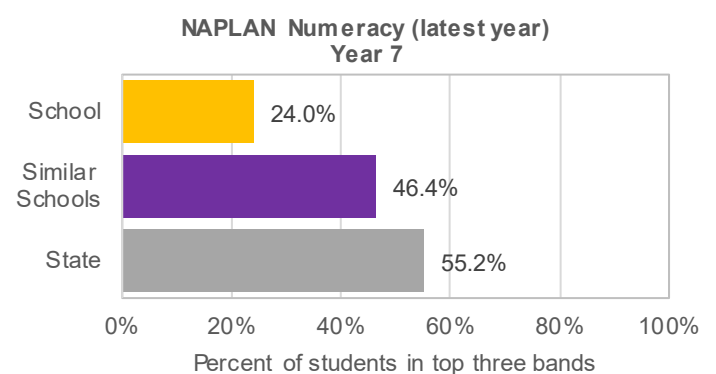
Reading Year 9

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 25.0% | 33.8% |
| Similar Schools average: | 34.8% | 38.3% |
| State average: | 43.9% | 45.9% |



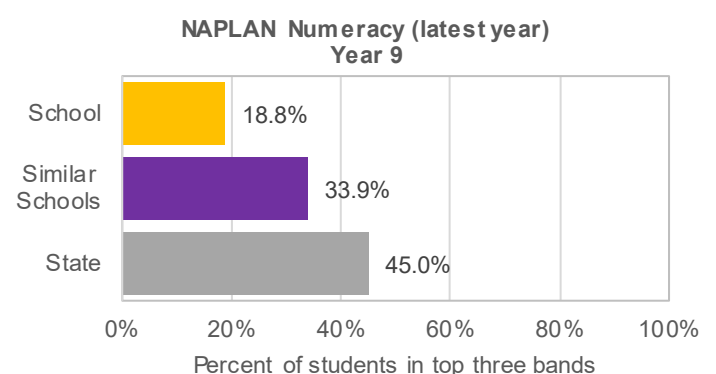
Numeracy Year 7

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 24.0% | 35.7% |
| Similar Schools average: | 46.4% | 44.4% |
| State average: | 55.2% | 55.3% |



Numeracy Year 9

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 18.8% | 25.3% |
| Similar Schools average: | 33.9% | 37.1% |
| State average: | 45.0% | 46.8% |



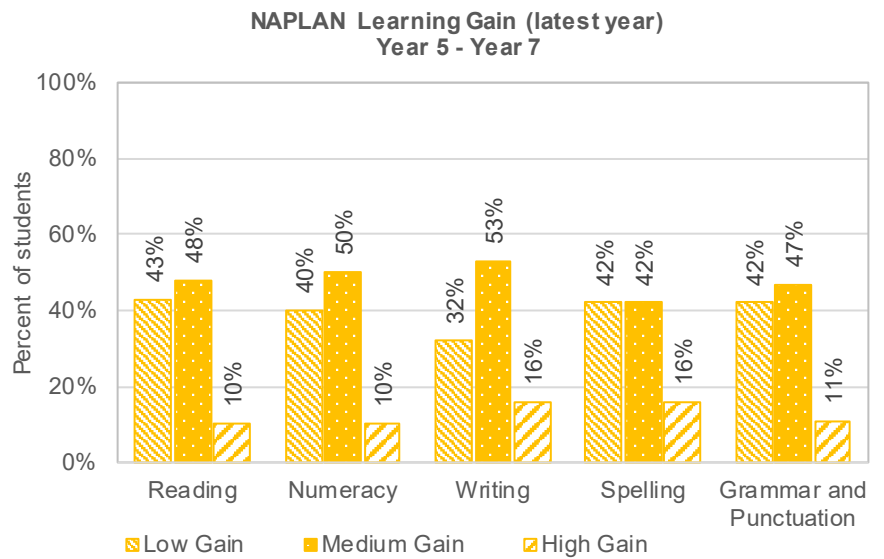
ACHIEVEMENT (continued)

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'.

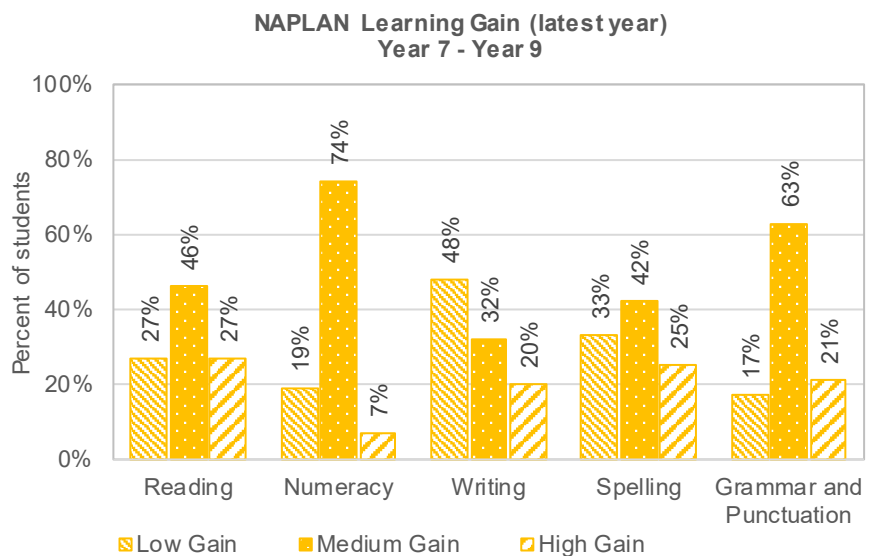
Learning Gain Year 5 (2019) to Year 7 (2021)

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 43% | 48% | 10% | 19% |
| Numeracy: | 40% | 50% | 10% | 21% |
| Writing: | 32% | 53% | 16% | 19% |
| Spelling: | 42% | 42% | 16% | 21% |
| Grammar and Punctuation: | 42% | 47% | 11% | 19% |



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

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 27% | 46% | 27% | 21% |
| Numeracy: | 19% | 74% | 7% | 23% |
| Writing: | 48% | 32% | 20% | 19% |
| Spelling: | 33% | 42% | 25% | 21% |
| Grammar and Punctuation: | 17% | 63% | 21% | 22% |



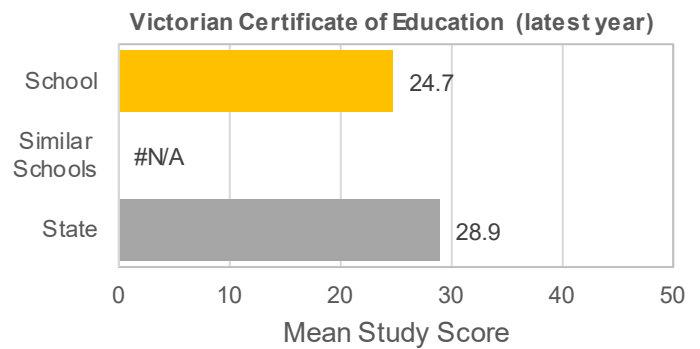
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

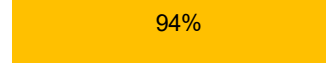
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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 | 24.7 | 24.3 |
| Similar Schools average: | 27.6 | 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.

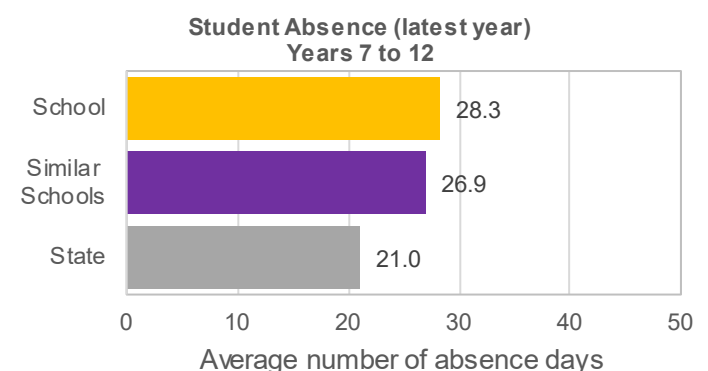
ENGAGEMENT

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: | 28.3 | 32.9 |
| Similar Schools average: | 26.9 | 27.3 |
| State average: | 21.0 | 19.6 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

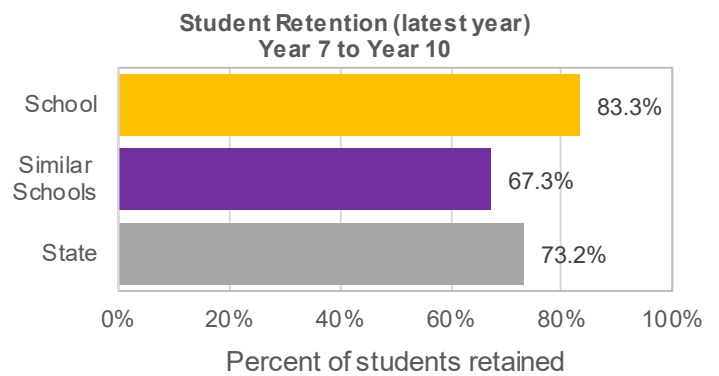
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 91% | 86% | 82% | 88% | 85% | 86% |

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: | 83.3% | 68.9% |
| Similar Schools average: | 67.3% | 66.6% |
| State average: | 73.2% | 72.9% |



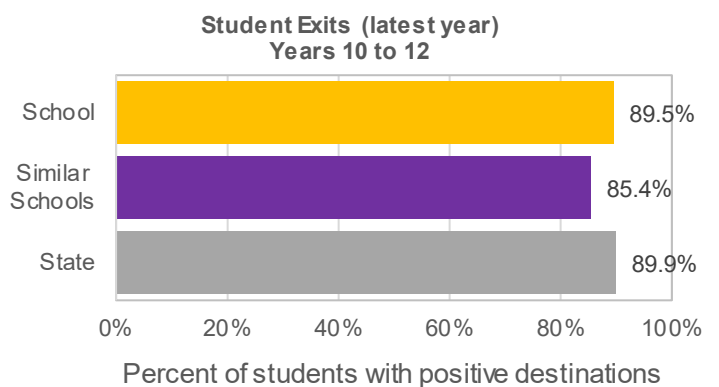
Students exiting to further studies or full-time employment

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: | 89.5% | 82.6% |
| Similar Schools average: | 85.4% | 84.5% |
| State average: | 89.9% | 89.2% |



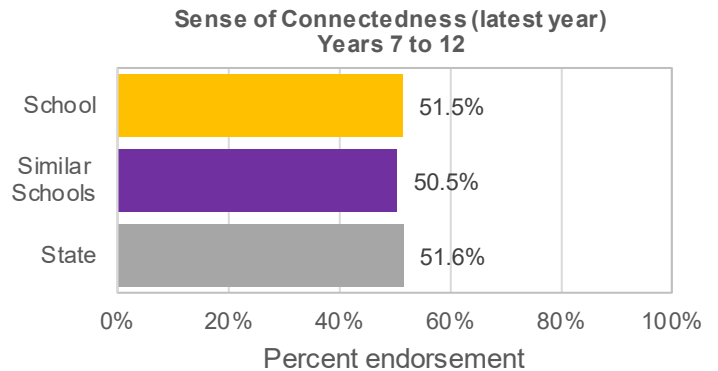
WELLBEING

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: | 51.5% | 60.0% |
| Similar Schools average: | 50.5% | 51.4% |
| State average: | 51.6% | 54.5% |

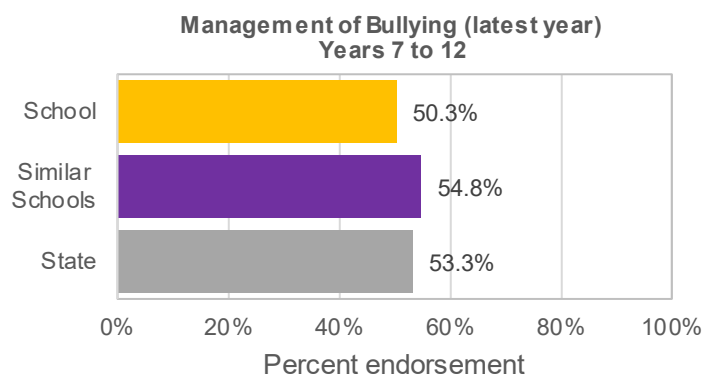


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 50.3% | 60.0% |
| Similar Schools average: | 54.8% | 56.6% |
| 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 | \$3,051,947 |
| Government Provided DET Grants | \$550,779 |
| Government Grants Commonwealth | \$1,343 |
| Government Grants State | \$6,394 |
| Revenue Other | \$1,946 |
| Locally Raised Funds | \$102,149 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,714,558 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$218,006 |
| Equity (Catch Up) | \$17,153 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$235,158 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,051,947 |
| Adjustments | \$0 |
| Books & Publications | \$480 |
| Camps/Excursions/Activities | \$22,238 |
| Communication Costs | \$13,641 |
| Consumables | \$44,552 |
| Miscellaneous Expense ³ | \$95,367 |
| Professional Development | \$9,237 |
| Equipment/Maintenance/Hire | \$34,342 |
| Property Services | \$63,807 |
| Salaries & Allowances ⁴ | \$9,509 |
| Support Services | \$111,792 |
| Trading & Fundraising | \$26,860 |
| Motor Vehicle Expenses | \$10,505 |
| Travel & Subsistence | \$0 |
| Utilities | \$55,488 |
| Total Operating Expenditure | \$3,549,766 |
| Net Operating Surplus/-Deficit | \$164,793 |
| Asset Acquisitions | \$0 |

- (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 | \$308,667 |
| Official Account | \$20,580 |
| Other Accounts | \$0 |
| Total Funds Available | \$329,246 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$73,772 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$585 |
| Funds Received in Advance | \$29,528 |
| School Based Programs | \$115,361 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$10,000 |
| Asset/Equipment Replacement < 12 months | \$90,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$10,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$329,246 |

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.