

# 2021 Annual Report to The School Community



**School Name: Sunbury College (8350)**



- 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 12 April 2022 at 11:51 AM by Craig O'bree (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 13 April 2022 at 11:05 AM by Eric Eastaughffe (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

Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning – where education matters, emotional, social and physical wellbeing is nurtured, and pathways for all students are maximized. Our work together as a learning community is guided by four key values, determined by staff, students, and parents in 2017: Respect, Responsibility, Resilience, Endeavour. In particular, we: value ourselves, others and our environment; are accountable for our actions; are strong, healthy and successful; and constantly strive for excellence.

The college is one of three secondary schools within Sunbury and is located approximately 30 kilometres north west of Melbourne. Enrolments have been steadily over the last two years, resulting in the college having just over 1100 students in 2021. Sunbury is also currently experiencing significant residential development, in at least three areas of the township, which will in the long term further increase enrolments. An additional impact of this development is the shift from a homogeneous to a more multicultural community.

The college continues to enjoy a strong connection with the local community. We have a reputation as a 'school of choice' as we offer an extensive selection of academic subjects coupled with a wide range of successful extra curricula activities. We pride ourselves on our commitment to 'knowing your child' both academically and personally. The school's Connect program fostered authentic relationships between staff and students and between students from Years 7-12. Further to this, the LP7 (Year 7 Learning Program) enables a smooth transition from primary to secondary school and ensures our youngest students feel confident and safe as they embark on their secondary education.

Staffing in 2021 consisted of five principal class (three full-time substantive and two part-time acting, making an EFT of four), one hundred and one teachers and thirty-one education support staff. The high expectations we have of our students also apply to our staff who are committed to the college values and are continually challenged to develop their knowledge and skills. Working collectively on improvement strategies related to our school's goals is highly valued by the teaching staff.

The college has received equity funding for a number of years now. This has enabled us to employ extra staff to support wellbeing, provide learning support, and run additional senior programs. The school's facilities has seen significant improvement over the last three years, with an \$8.4 million upgrade to our school that saw the opening of seven new general purpose classrooms and four new science rooms at the beginning of 2019. This was followed in the middle of the year by the completion of a significant refurbishment program, which delivered a new creative arts space and new library area. Following these works, there has been a focus on further enhancing the learning opportunities we provide for our students, with school led upgrades to teaching spaces across the school.

---

### Framework for Improving Student Outcomes (FISO)

The DET 2021 Priority Goals were the focus of the school in 2021 to further support student learning and wellbeing outcomes as the school and the wider community faced the challenges of COVID-19, including changes between onsite and remote learning. The DET priority goals were linked to three key improvement strategies (KIS) and were further linked to three areas within FISO.

- The Learning, catch-up and extension priority goal, links to Curriculum planning and assessment KIS, then links to Excellence in teaching and learning FISO area
- The Happy, active and healthy kids priority goal, links to Health and wellbeing KIS, then links to Positive climate for learning FISO area
- The Connected school priority goal, links to Building communities KIS, then links to Community engagement in learning FISO area

The 2021 priority goals had strong links with the actions that would have been implemented in the schools 2021 AIP as

part of the fourth year of our strategic plan.

In terms of 'Curriculum planning and assessment' the college has placed significant emphasis on the development and implementation of an agreed instructional model and during periods of remote and flexible learning, the classroom instructional model (GENAR) was used extensively to structure the online lessons. 2021 was the second COVID affected school year, and to support student learning, we analysed data sets to allocate students to Middle Years Literacy and Numeracy Support (MYLNS) initiative, Program for Students with Disabilities (PSD) and teacher-tutoring programs for catch-up and extension. Teacher-tutors were employed and existing staff had tutoring allocated in their allotments, both these groups of teachers were provided a professional learning program to support the program delivery. The teacher-tutors had a literacy and numeracy focus and supported students who were identified as needing additional assistance. Student extension was a focus, with an increased number of students enrolled in the Victorian High-Ability Program and a reinforcement of extension opportunities across the school, including extension workshops, targeted activities and reinvigorating competitions and events.

For the 'Positive climate for learning' area, the school focused on this area in two key ways, supporting students immediate needs and building the capacity of students to care for themselves into the future. The school employed a Sports Assistant through AFL intern program to establish lunchtime activities program and target skill development within Physical Education classes. This was complemented by the Wellbeing team exploring and running additional opportunities both at lunchtime and afterschool. To support the immediate and long term mental health of our students, all year 10 classes participated in the Teen Mental Health First Aid program. In December 2020, over 40 staff were trained in Teen Mental Health First Aid to support the program. We were also pleased to be able to run our year 7 and year 8 camps, as well as our year 9 day camp, this helped make up for lost opportunities in 2020.

In the area of 'Community engagement and learning' we continued our focus on developing clear processes following a school wide positive behaviour model that offers consistency of practice and enhances the classroom environment. The college continued to roll out the Connect program where staff (within their houses) took on responsibility as a learning coach to a group of students from their house from Years 7-12 to build relationships, enhance learning confidence, reflect on learning outcomes, develop learning and pathways plans, and improve attendance and retention. At year 9 this included the My Careers Portfolio, where students and their parents engaged in pathways planning meetings. We appointed a student leadership leader who is broadening the student leadership roles and opportunities across the school. Additionally, the college has established a wellbeing team to coordinate, support and promote positive and engaging activities for the students to develop healthy mindsets and build positive relationships.

---

## Achievement

Numeracy and Literacy continues to be a focus of our strategic plan, where maximising learning growth in Literacy and Numeracy is central to every student's success. Our students achieving medium and high growth in NAPLAN reading, writing and numeracy results have slipped back from the 2019 level (with no testing in 2020). We are confident with programs such as our independent reading program, enhancement of the Math Pathway program and a whole school focus on vocabulary across the curriculum, we will see significant growth in student reading, writing and numeracy over future years.

It is clear that our staff judgements continue to suggest that a significant number of our students are working below expected standards in English and Mathematics - significantly more than in similar schools. We are, of course, working to bridge this gap and our Mathematics judgements for year 7-10 students working at or above expected standards increased from 54 to 61% in the last year. There is a focus in 2022 on teachers improving their data literacy and being better able to use data to identify student's current level of understanding and implement teaching and learning strategies at the student's point-of-need. The school has implemented a new data platform for teachers in December 2021 to support this work.

Our VCE all median study score has increased significantly this year (from 25.5 to 26.3), though this is below those of similar schools. We are looking for further positive growth in 2022 and have been pleased with the endeavor our senior student have shown on their return to onsite learning. Our VCAL completion rates remained steady and VCE

completion rates decreased from 96 to 92% in 2021, though we are expecting this to only be a one year trend now that students have returned to on-site learning.

---

## Engagement

Student attendance is a continuing concern. In Year 7 and Year 12 there was improvement in the attendance rate, though at other year levels there was lesser attendance than in 2020. The differential between our data in this area and that of similar schools has narrowed significantly, moving from a difference of 6 days in 2020 to 3 in 2021. I will note that schools across the state collected data by different means during remote and flexible learning and possibly due to the very rigorous program and online attendance requirements we put in place that were not in place across the state, this may affect the comparison of our school attendance data, with data across the state. Our students were expected to check in to every lesson, while in a significant number of other schools, a daily check in was all that was required to register full attendance for the day. We do have a number of programs in place aimed at increasing attendance across the year. The Connect learning coaches continued to follow up on attendance on a personal level and the attendance promotion program will have a greater effect in 2022 where reward systems can be more effectively implemented in person. While we have a small number of school refusers that have inflated the figures to some degree, we work closely with outside agencies and families to implement strategies to re-engage these young people. Our engagement of students and improving their connectedness is also a priority. We reviewed our year 9 engagement program in 2021 and this review has led to an expansion of the program that will be implemented in 2022, aiming to improve attendance at year 9 which is equal lowest in the school (83%). Our tightened VCE Attendance Policy is also having an impact. An education support officer has been employed to follow up on undocumented absences, and this meant that we met targets in 2019 around the number of unexplained absences for the year, but the impact of remote and flexible learning in 2020 and 2021 made it difficult to match that outcome. It is a focus for this year, to reduce undocumented absences to a very low percentage for 2022. However, overall our attendance figures are not where we would like them, as missing school impacts on outcomes and opportunities for students.

Our retention rates are very pleasing and continue to be above the state mean and we are looking to build on this retention by developing a greater connection to school through in class and extra-curricular activities around student leadership, student voice and student choice. The exit destination data is well above that of schools with similar profiles and well above the state mean. The good results in these two areas are likely to reflect the impact of the implementation of VCAL from 2017 and the additional resources allocated to our careers and pathways program. Now that the college offers a broader range of options at the senior end, we have had fewer students exit from Year 10 and 11 which could help enormously with successful student pathways. With the Senior school reforms being implemented in 2023, we are looking to further improve this strength.

---

## Wellbeing

Wellbeing was a key focus of our school in 2021 and this was supported through our approach to remote and flexible learning where students logged in from home to real time lessons with their classroom teacher in each lesson throughout the day. The purpose of this approach was to maintain connectedness of students to their teacher and to the other students within their class. This aimed to support an increase in learning and wellbeing outcomes while in remote learning and improve the transition of students back to school later in the year following extended periods of lockdown. In longer lockdowns, one period each day was allocated to student and staff physical and mental wellbeing, where wellbeing and exercise activities were provided. Our Attitudes to School Survey results have been collected using three slightly different methods in last three years. In 2019 students were surveyed in person, in 2020 they were surveyed while learning remotely and in 2021 students were initially surveyed remotely, with some follow-up surveys in person. In the attitudes to school survey the percent endorsement for Management of Bullying and Sense of Connectedness is slightly above and below similar schools respectively. The parent opinion survey percentile rankings continue to be positive and above the state mean, with Promoting Positive Behavior performing with a median 77% of all Victoria Schools. The school staff survey endorsement on School Climate is above the state average.

Further work will be done in the Wellbeing area in 2022 as students return to onsite classes on a more regular basis and reconnect with their teachers and fellow students. We are intending to increase our proactive implementation of

anti-bullying programs in 2022 and to survey our students to get a sense of areas for improvement. Following a review of our engagement structures in 2021, an improved engagement structure will be implemented in 2022 where Teachers, Year Level Coordinators, Leading Teachers and Assistant Principals will work more closely in year level and sub-school groups to support students and their families. There is also an increase in emphasis on student leadership, student voice and student choice in the coming year to engage students in their learning and to have a greater connection to the wider school community. The student leadership structure was reviewed in 2021 and a new leadership structure is being implemented in 2022 with an accompanying student leadership development plan.

---

### Finance performance and position

In 2021 the college completed the year with a small net operating surplus (\$30 039). Student enrolments have remained stable over the last twelve months. The school has seen an increase in staff costs over the last twelve months with the introduction of the teacher-tutor program, this cost has been funded by DET and has continued into the 2022 school year. In 2021 the college received equity funding and this was used in a variety of ways to support student outcomes. Additional teaching staff were either hired or released from teaching to pursue a range of support processes and additional resources were purchased for classroom use by students. We are in the process of refurbishing elements of the school in the wake of the building program so there was some expenditure on grounds and buildings that will also carry over into 2022. The cash component of the SRP has been used to support student outcomes through the provision of a wide variety of resources across all teaching and non-teaching areas.

**For more detailed information regarding our school please visit our website at**  
<https://www.sunburysc.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 1112 students were enrolled at this school in 2021, 583 female and 529 male.

1 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).

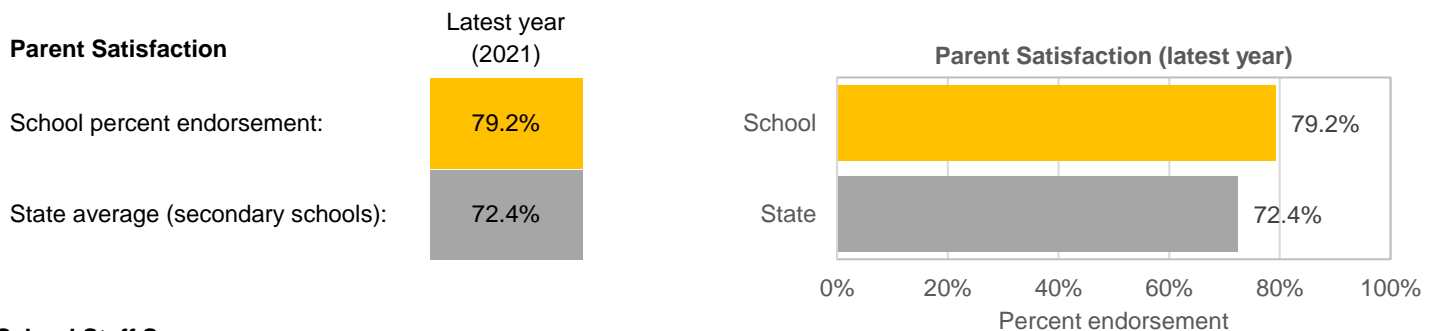
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

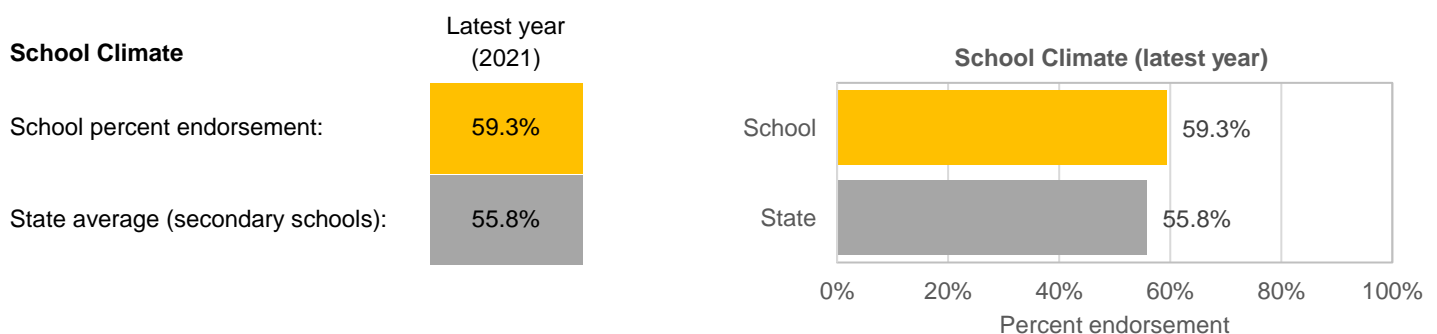


### School Staff Survey

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:

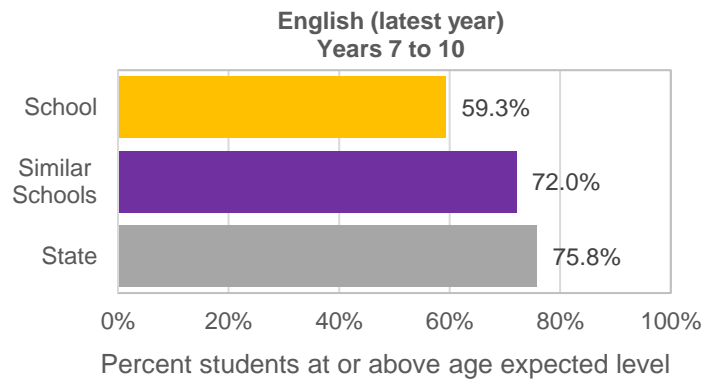
59.3%

Similar Schools average:

72.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

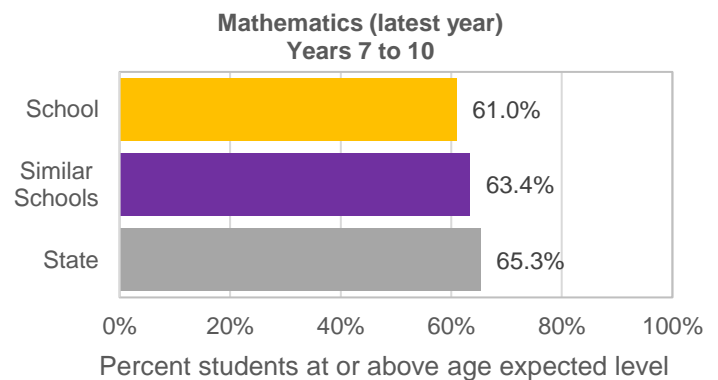
61.0%

Similar Schools average:

63.4%

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.

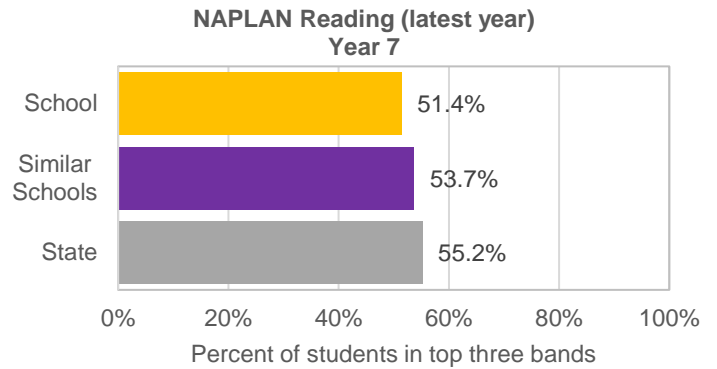
**NAPLAN**

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.

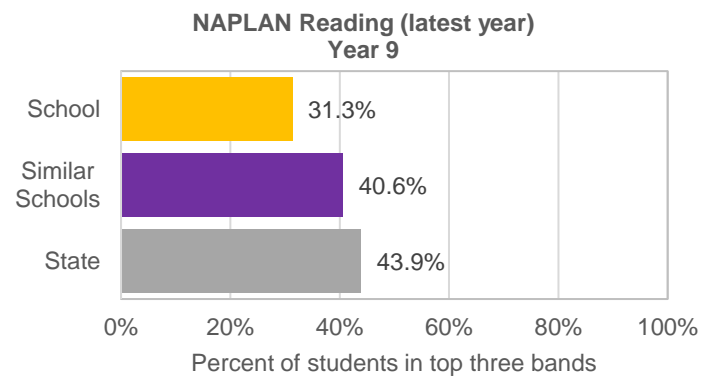
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.4%	52.9%
Similar Schools average:	53.7%	53.2%
State average:	55.2%	54.8%



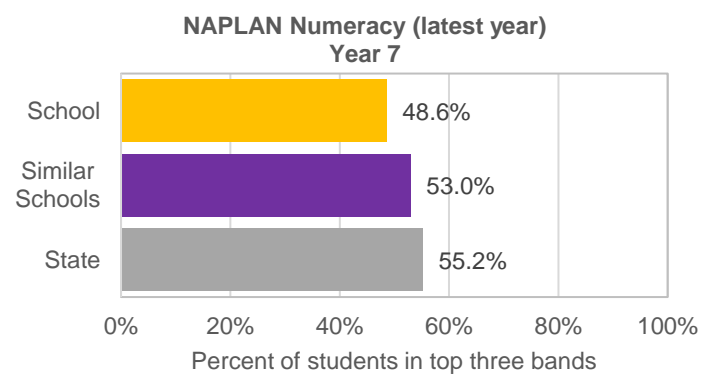
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.3%	34.6%
Similar Schools average:	40.6%	42.8%
State average:	43.9%	45.9%



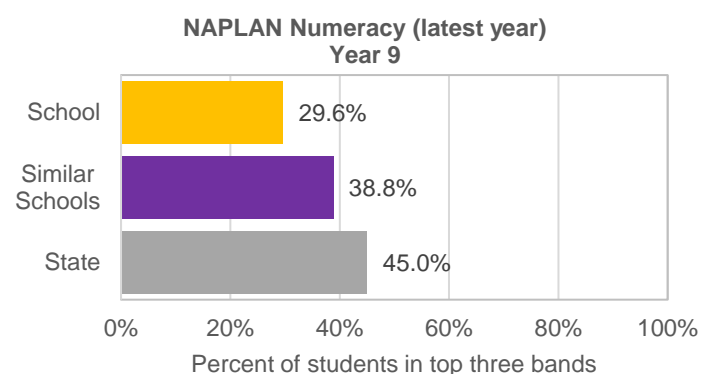
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.6%	45.2%
Similar Schools average:	53.0%	53.1%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.6%	34.7%
Similar Schools average:	38.8%	41.6%
State average:	45.0%	46.8%



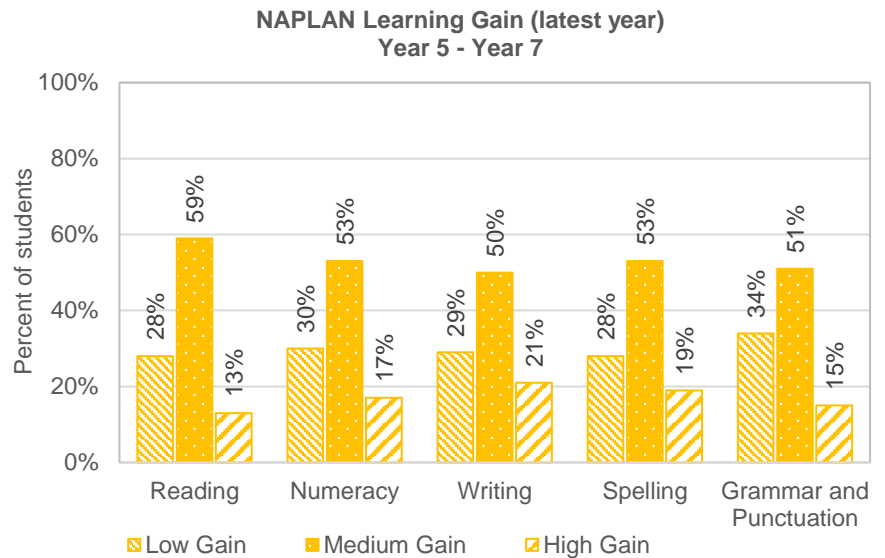
## ACHIEVEMENT (continued)

### 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'.

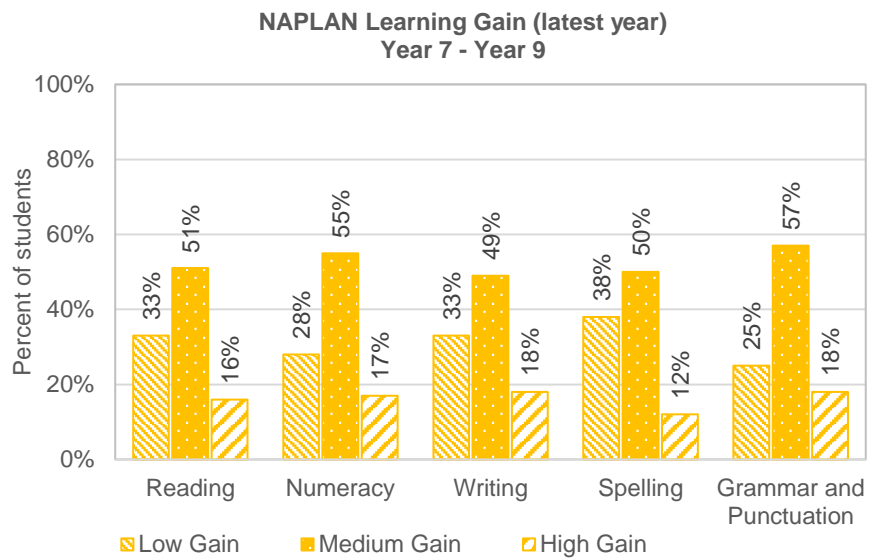
#### Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	59%	13%	18%
Numeracy:	30%	53%	17%	19%
Writing:	29%	50%	21%	19%
Spelling:	28%	53%	19%	21%
Grammar and Punctuation:	34%	51%	15%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	51%	16%	22%
Numeracy:	28%	55%	17%	21%
Writing:	33%	49%	18%	20%
Spelling:	38%	50%	12%	20%
Grammar and Punctuation:	25%	57%	18%	21%



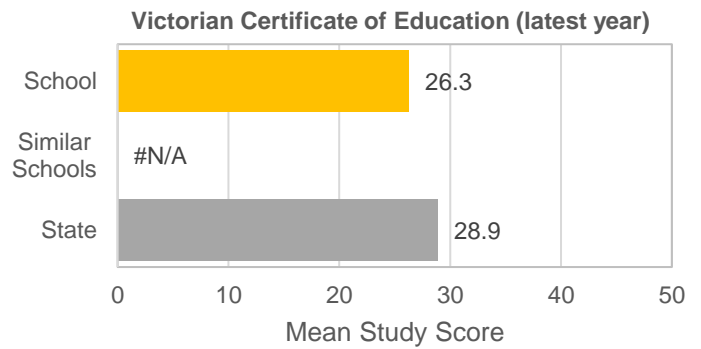
## ACHIEVEMENT (continued)

### 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	26.3	26.2
Similar Schools average:	27.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

92%

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

16%

VET units of competence satisfactorily completed in 2021\*:

76%

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

84%

\* 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.

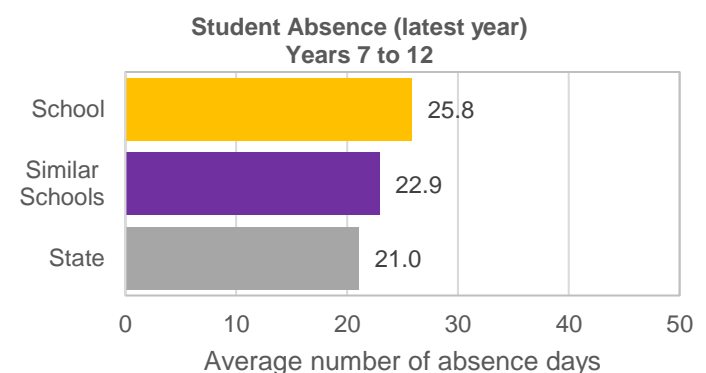
## ENGAGEMENT

**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:	25.8	24.4
Similar Schools average:	22.9	20.4
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

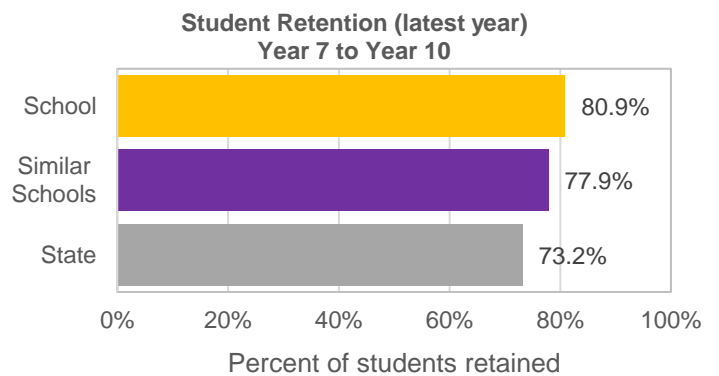
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	83%	83%	87%	92%	94%

**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:	80.9%	80.5%
Similar Schools average:	77.9%	77.0%
State average:	73.2%	72.9%



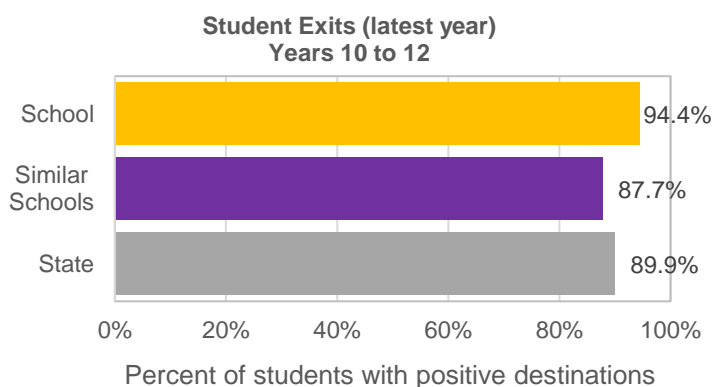
**Students exiting to further studies or full-time employment**

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:	94.4%	92.3%
Similar Schools average:	87.7%	88.0%
State average:	89.9%	89.2%



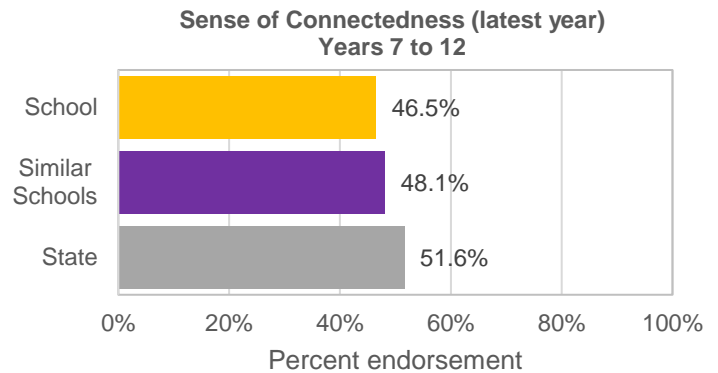
## WELLBEING

**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:	46.5%	52.9%
Similar Schools average:	48.1%	50.4%
State average:	51.6%	54.5%

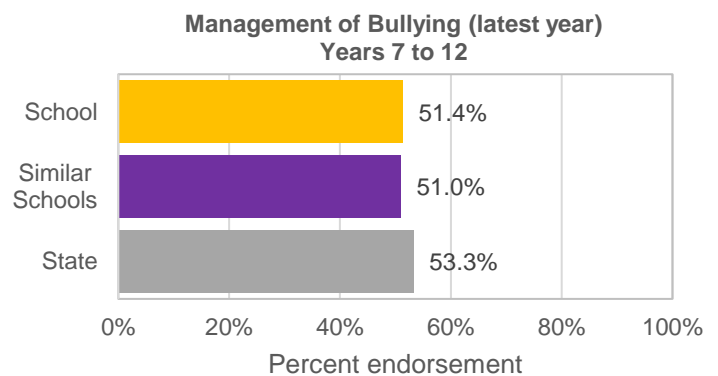


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	51.4%	57.1%
Similar Schools average:	51.0%	54.2%
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	\$11,890,606
Government Provided DET Grants	\$1,285,727
Government Grants Commonwealth	\$6,813
Government Grants State	\$37,380
Revenue Other	\$11,808
Locally Raised Funds	\$431,387
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,663,720</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$621,671
Equity (Catch Up)	\$103,489
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$725,160</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,838,244
Adjustments	\$0
Books & Publications	\$9,211
Camps/Excursions/Activities	\$263,061
Communication Costs	\$22,267
Consumables	\$332,770
Miscellaneous Expense <sup>3</sup>	\$57,826
Professional Development	\$61,524
Equipment/Maintenance/Hire	\$153,471
Property Services	\$227,854
Salaries & Allowances <sup>4</sup>	\$177,395
Support Services	\$346,381
Trading & Fundraising	\$47,695
Motor Vehicle Expenses	\$3,975
Travel & Subsistence	\$54
Utilities	\$91,954
<b>Total Operating Expenditure</b>	<b>\$13,633,682</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$30,039</b>
<b>Asset Acquisitions</b>	<b>\$61,118</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	\$980,065
Official Account	\$192,936
Other Accounts	\$14,041
<b>Total Funds Available</b>	<b>\$1,187,042</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$265,015
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$223,149
School Based Programs	\$562,813
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,829
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$125,361
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$252,870
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,442,038</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.*