

2021 Annual Report to The School Community



School Name: Box Hill High School (7635)



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

Attested on 21 March 2022 at 01:10 PM by Kellie Ind (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 03:39 PM by Kaajal Fox (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

Box Hill High School's vision and values aim to provide a safe, supportive, and inclusive environment where all students regardless of ability are guided to strive for their personal best. The school continues to maintain an excellent reputation for providing outstanding educational opportunities and holistic care for all students. The school values are Respect, Resilience, Growth and Creativity and these values are promoted throughout the school.

Established in 1930, Box Hill High School is a single campus school situated in the inner eastern suburbs of Melbourne. Students at Box Hill High School are strongly encouraged to live up to the school's motto "Ad Altiora Certamus" which means, "We strive for higher things." We are a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways. This philosophy is enshrined in our school values of Respect, Creativity, Resilience and Growth.

A broad range of opportunities exists for students to explore their interests including sports, music, performing arts, solar cars, numerous clubs, and camps. Strong student support structures exist through our Junior and Senior schools and Wellbeing team as well as a strong House system. All students are known by their teachers and supported both academically and personally.

Box Hill High School is an accredited provider for gifted education, being one of a limited number of schools approved in Victoria to deliver a specially designed Select Entry Accelerated Learning program (SEAL). The school also has a strong emphasis on digital rich curriculum with all students using digital devices in their learning. All students are supported with additional programs such as Elevate Education, as the Kwong Lee Dow Scholars' program.

The school also has a very active student leadership group, consisting of School Captain and Vice-Captain, Prefects, House Captains, Class Captains and various Program Ambassadors and Peer Leaders. We are an accredited provider of education for international students. Our reputation for academic excellence has attracted a number of International Students, predominantly from China, who are currently completing their secondary education with us. In 2021, despite the pressures of COVID19, there were 20 international students. Our local and international parent communities are integral to the success of this program, and to the support provided to the students.

Preparing young learners to live and work in a globalised world is a key priority in the school. We are the first school in Victoria and only the third school in Australia to be invited to join the network of PASCH Schools, promoting German Language Education in schools. There are also opportunities for students to participate in German exchange programs and contribute to developing local communities through the World Challenge experience.

The School's Strategic Plan 2019-2022 reflects an emphasis on developing leadership capacity of staff and students, a guaranteed and viable curriculum, common assessment and pedagogical practices that support students to develop 21st Century skills, as well as Wellbeing and Engagement programs that build resilience and a positive mindset.

There is a significant demand for enrollment at the school. This is managed effectively through the DET criteria for enrollment based on the designated neighborhood boundary. Ongoing upgrades to the School grounds and classrooms remains a continuing priority.

In 2021, the school had an enrolment of 1367 students, 106 Teaching staff, 24 Education Support staff and 3.0 Principal Class.

Framework for Improving Student Outcomes (FISO)

During 2021, Box Hill High School prioritized the FISO elements of Building Practice Excellence through curriculum planning and assessment. Every effort was made to ensure a smooth transition to remote teaching and learning for each period of remote learning and transition back in to classrooms. A focus was on regular feedback to students on their learning growth and use of common developmental rubrics for assessment in all subjects.

Staff continued to engage in regular and consistent collaboration practices online to:

- Maximise student engagement and participation in Remote Learning
- Adapt pedagogical and assessment practices to suit an online environment
- Analyse data to inform student interventions and support

All teaching staff participated in regular professional learning, working within their Professional Learning Teams to strengthen skills and approaches to enhance Remote Learning.

All Leading Teachers and Learning Specialists provided significant support and professional learning to all staff enabling them to reflect on their practice, implement the HITs and to strengthen professional efficacy whilst working remotely. A focus was also on building teams and developing the leadership skills of emerging school leaders.

Students were provided several opportunities during the year to engage in focus group discussions and to complete student surveys to identify strengths and barriers to learning in the remote context. The findings of these focus groups as well as individual class survey data were used by all staff as part of their PLT inquiry and improvement cycle to identify and cater for the learning needs of students. The Box Hill High School Learner Behaviours of active participation, self-regulation and growth were a focus in 2021.

Engagement teams provided professional learning for staff with respect to the development of Individual Education Plans and inclusive strategies for all learners with additional needs. In response to the impact of remote learning, we also delivered on our KIS to 'continue to implement a whole-school approach to student health, wellbeing and inclusion' and there was a whole school focus on creating a Positive Climate for Learning (FISO) through professional learning of teachers, the development of 7 common classroom expectations and clearer processes of student management based on restorative practices.

Achievement

Box Hill High School continued to perform very well in terms of student learning outcomes, with results in each of the areas measured being similar to or higher than all Victorian government schools.

In 2021 we once again achieved outstanding VCE results. Our VCE mean study score was 32 compared to similar schools with 31.2 and the state mean of 28.8.

20% of students achieved a study score of 37+ in their English subject as compared to 19% in similar schools and 12% in the state. Across all studies, 13% of students achieved a study score of 40, significantly higher than the state figure of 6.6%. We maintained a 100% completion rate for VCE.

Teacher judgements indicate that 94% of students are at or above expected levels in English as compared to 92 in similar schools and 75% across the state. Results in Mathematics are equally excellent with 99% of students achieving at or above expected levels as compared to 86% in similar schools and 65% in the state.

English teachers have a strong focus on the explicit teaching of writing skills and have developed units and resources to address the learning needs of students as well as sharing samples of student work to improve the quality and consistency of feedback in this area. Targeted support and differentiation continued to be a focus for all teachers and specialized programs such as Numeracy for Learning and Language for Learning provided intensive intervention for students achieving below expected levels.

All students on the Program for Students with Disability made satisfactory progress in achieving their individual goals.

Our excellent results can be attributed to a range of improvement strategies in the 2021 school year. These include a professional learning program to further develop teachers' skills by consistently and effectively implementing the whole school teaching model, developing staff capacity to use a range of data to refine their practice and maximise student learning growth.

In 2022 we will:

- Develop and implement a targeted approach to teaching numeracy.
- Continue to develop and implement a guaranteed and viable curriculum and common and consistent assessment practices including formative assessment.
- Use Pivot survey data to identify strengths and growth areas in relation to our pedagogical approaches.
- Continue to build our collective capacity to embed differentiation and moderation practices into classroom teaching

Engagement

Attendance is a key indicator of students' engagement with the school and with their learning. It is therefore pleasing to see that our attendance rates are well above Victorian Government Secondary Schools with 10% of students absent for 20 days or more as compared to 15% in similar schools.

We have clear and robust processes in place to monitor student attendance and work with families to support students to attend school regularly, especially following the impact of COVID19.

Box Hill High School continues to ensure that all Year 10-12 students who leave the school, continue on to high quality pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course advising, VCE expo nights and Work Experience opportunities. All Year 9 students participate in the Morrisby testing that provides a detailed profile of interests and strengths for each students.

Year 12 students are expertly supported through regular and ongoing careers counselling and pathways planning. The School has invested resources into developing the Careers Team.

Students who exit Box Hill High School after Year 12 continue to move into high quality pathways with the majority of students gaining 1st round offers at University or TAFE courses. In 2020, 99.5% of our students completed VCE. A comprehensive Transition and Peer Support program ensures that Year 7 students are well settled into their first year of high school with a vast majority of students reporting that their transition was a positive one.

In 2022 we will:

- Develop and implement a whole school approach to a positive climate for learning.
- Explicitly teach students the skills that lead to improved learner behaviours: active participation, self-regulation, and growth mindset.
- Implement proactive programs to support the engagement and wellbeing of all students.

Wellbeing

Box Hill High School provides a safe, positive and inclusive learning environment for all students. We believe that a student's emotional and social wellbeing is fundamental to their academic success.

The school has a large wellbeing team comprising of a Student Wellbeing Coordinator (Leading Teacher), two experienced counsellors, a part-time educational psychologist and a mental health practitioner (social worker) who are

available for student appointments onsite within school hours.

The school has actively fostered a sense of connectedness and safety through a range of proactive programs such as the Positive Education Framework, The Resilience Project and wellbeing weeks. Students can freely access the wellbeing hub for support, including breakfast club that is run twice a week, and lunchtime wellbeing activities and clubs. The RAISE Foundation also runs a 6 month mentoring program with our year 8-9 students who require further support.

Box Hill High School is a partner school in delivering the Education Department's Respectful Relationships curriculum. This program focuses on challenging negative attitudes such as prejudice, discrimination and harassment, which can lead to violence, often against women. The principles of restorative practices are incorporated into our discipline and wellbeing procedures to ensure that all students thrive in a positive and inclusive school environment. There is a Year 7-9 wellbeing program that is run fortnightly in homegroups.

Key indicators from the Attitudes to Schools Survey indicate that students feel connected to and safe at school. In 2021, there were 74% of students who reported feeling safe at school.

This is a result of the school-wide focus on 'no tolerance' of any discriminatory or anti-social behaviours as promoted through student assemblies and education programs. The Wellbeing Supplementary Report also showed that Box Hill High School was Excelling (level descriptor) in terms of the % of positive endorsement by students (Year 7-12) in emotional awareness and regulation, managing bullying, respect for diversity, sense of connectedness, stimulated learning, and student voice and agency.

In 2022, we will continue to develop happy, respectful and resilient students who display growth mindsets and behaviours that reflect school values. We are also implementing FISO 2.0 that has an equal focus on Learning and Wellbeing, especially in light of the the social-emotional impact of COVID on our young people.

We will:

- Continue to develop and implement a program to explicitly teach students about consent.
- Monitor and review the effectiveness of the Individual Education Plans for selected students.
- Introduce a tiered support system with staff and support staff to identify, monitor and respond to Tier 1 wellbeing concerns in the classroom.

Finance performance and position

The school is in a sound financial position. The Operating Statement shows a net operating surplus of \$1,816,021. This is due to sound financial management and strategic allocation of resources to improve the school environment and student learning outcomes.

Equity funding has been targeted to provide learning support as well as access to other wellbeing programs to support students in need. The school also offers QuickSmart Numeracy and Literacy support students in need of literacy and numeracy intervention.

Voluntary parent contributions to our building fund and funds sourced from our International students' program have facilitated upgrades to our classrooms and technology provision as well as upgrades to outdoor areas. The School has also received Minor Works funding to enable upgrades to building and other facilities.

The school receives an annual Advance grant which is used to fund the Year 10 Program and outdoor education program. The expenditure for some facilities upgrades scheduled for 2020 has been re-scheduled for 2021 due to Covid-19. This would have reduced the overall operating surplus for 2020 if they had been upgraded in 2020. Box Hill High School is also the Treasurer school for The Association for Accredited SEAL Schools (TAASS).

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://www.boxhillhs.vic.edu.au/](http://www.boxhillhs.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 1377 students were enrolled at this school in 2021, 574 female and 803 male.

37 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

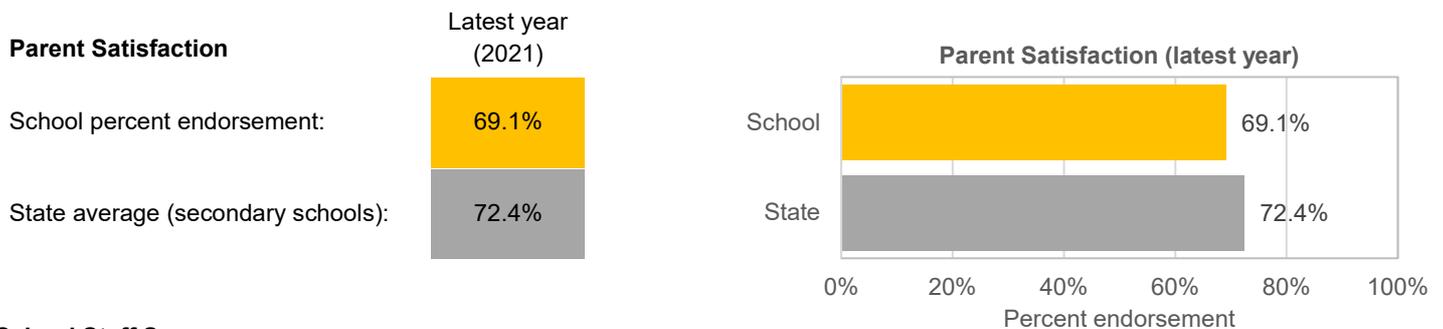
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

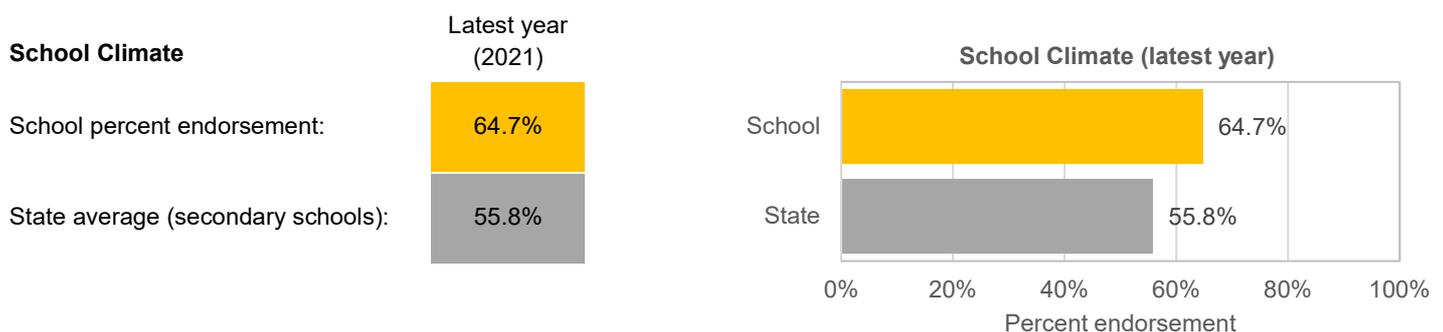


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

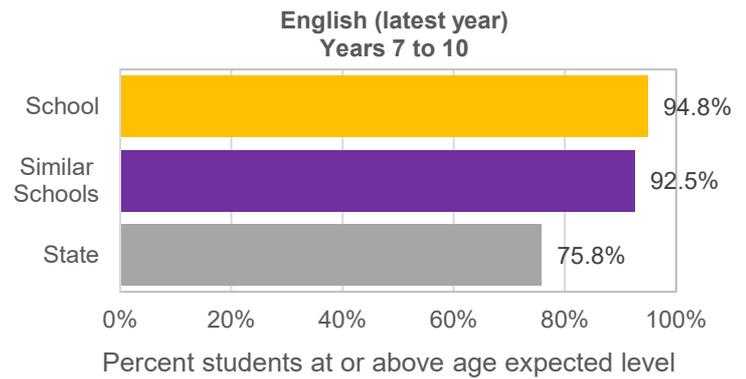
94.8%

Similar Schools average:

92.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

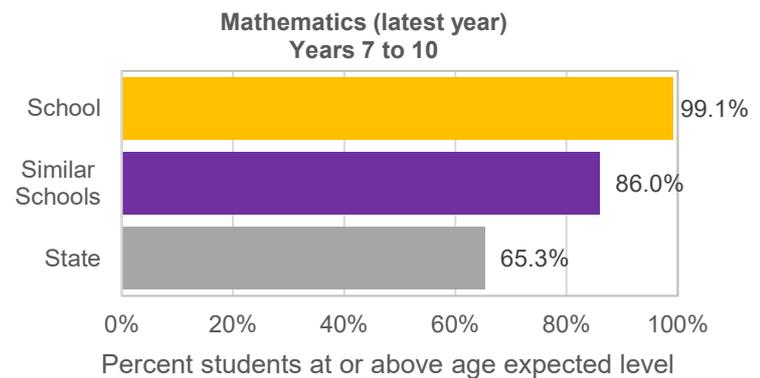
99.1%

Similar Schools average:

86.0%

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.

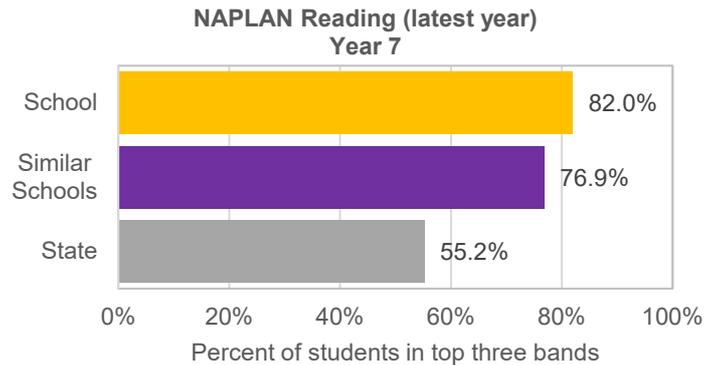
NAPLAN

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.

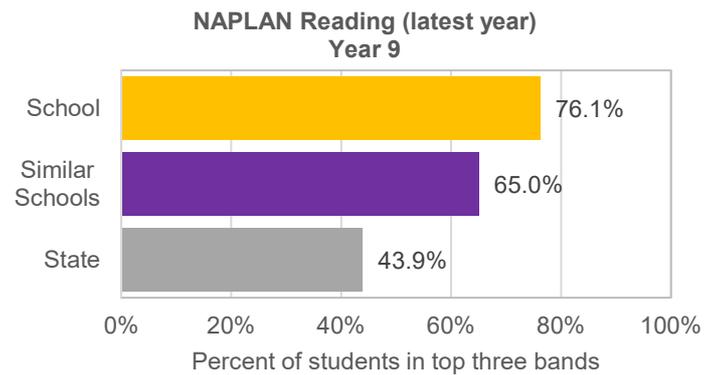
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.0%	82.8%
Similar Schools average:	76.9%	75.9%
State average:	55.2%	54.8%



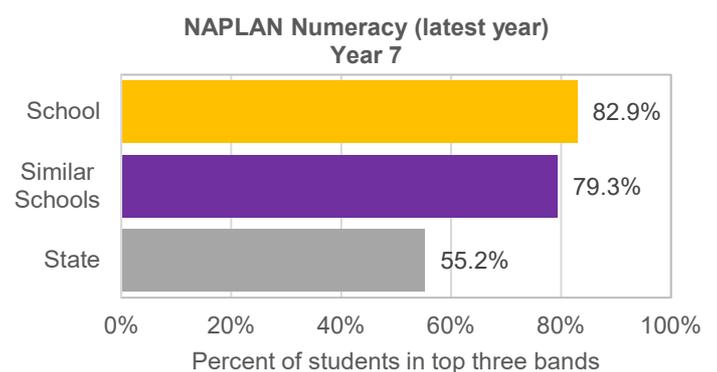
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.1%	77.0%
Similar Schools average:	65.0%	65.8%
State average:	43.9%	45.9%



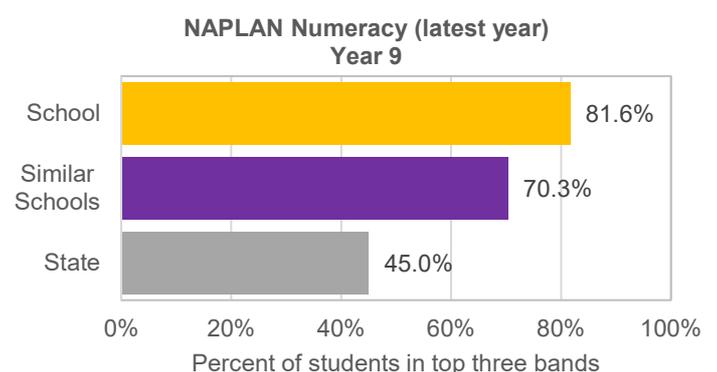
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.9%	86.5%
Similar Schools average:	79.3%	79.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.6%	83.1%
Similar Schools average:	70.3%	71.4%
State average:	45.0%	46.8%



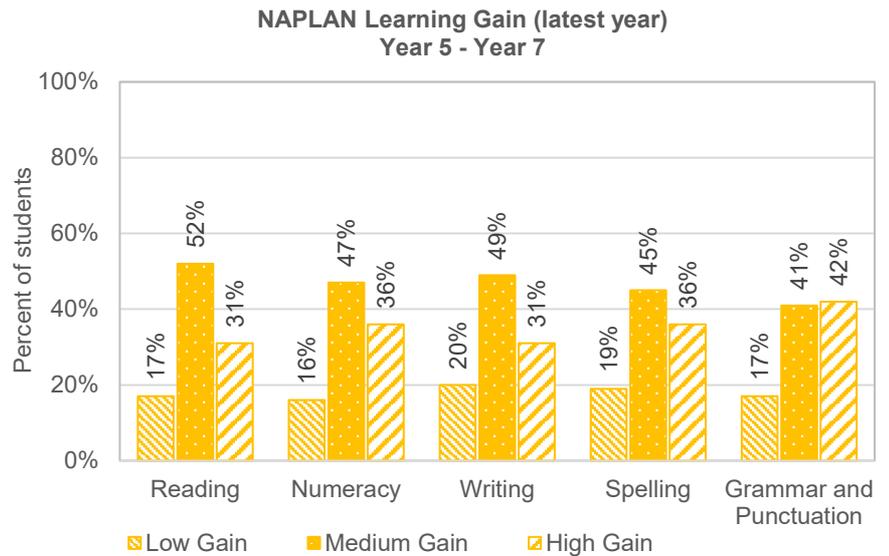
ACHIEVEMENT (continued)

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'.

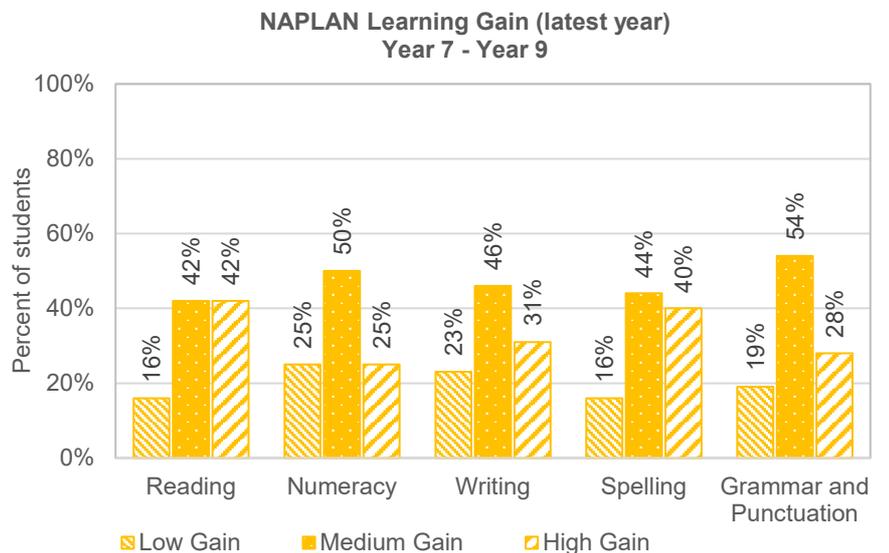
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	52%	31%	31%
Numeracy:	16%	47%	36%	30%
Writing:	20%	49%	31%	31%
Spelling:	19%	45%	36%	30%
Grammar and Punctuation:	17%	41%	42%	31%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	42%	42%	30%
Numeracy:	25%	50%	25%	30%
Writing:	23%	46%	31%	31%
Spelling:	16%	44%	40%	33%
Grammar and Punctuation:	19%	54%	28%	30%



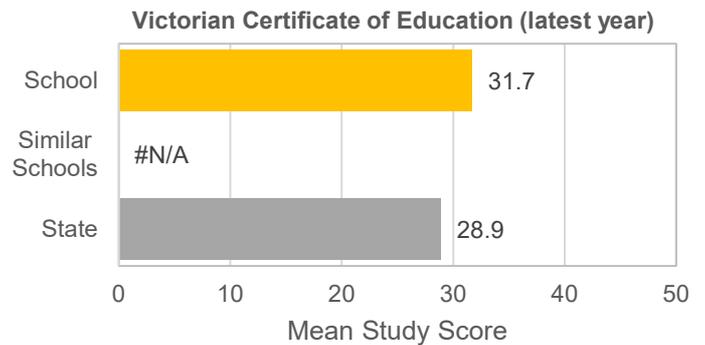
ACHIEVEMENT (continued)

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	31.7	32.2
Similar Schools average:	30.9	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.

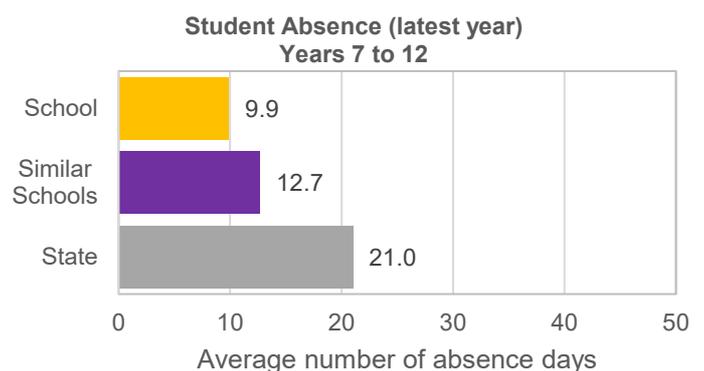
ENGAGEMENT

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:	9.9	12.0
Similar Schools average:	12.7	13.2
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

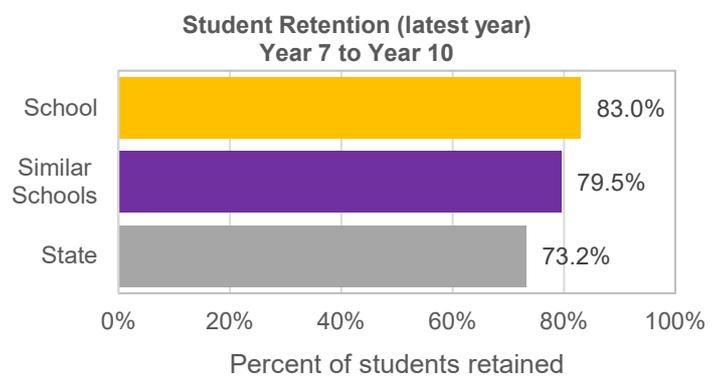
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	96%	95%	93%	94%	96%	97%

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:	83.0%	80.6%
Similar Schools average:	79.5%	78.0%
State average:	73.2%	72.9%



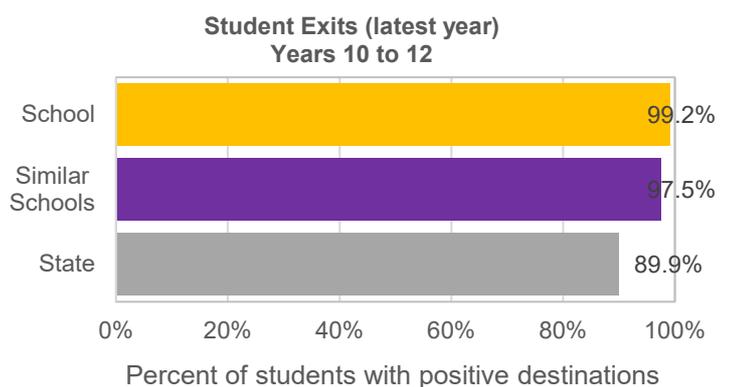
Students exiting to further studies or full-time employment

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:	99.2%	97.9%
Similar Schools average:	97.5%	97.3%
State average:	89.9%	89.2%



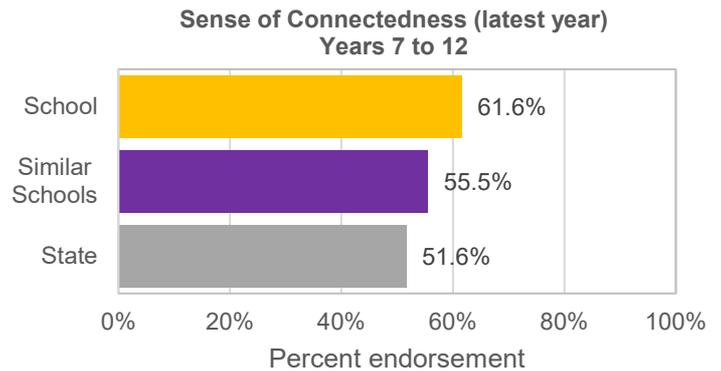
WELLBEING

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:	61.6%	65.5%
Similar Schools average:	55.5%	58.8%
State average:	51.6%	54.5%

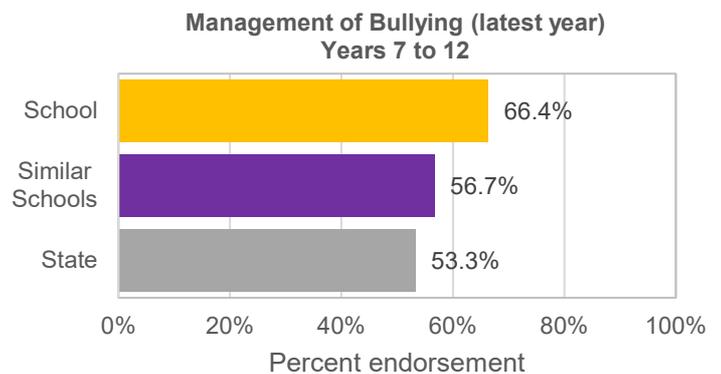


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	66.4%	68.8%
Similar Schools average:	56.7%	60.5%
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	\$14,015,399
Government Provided DET Grants	\$1,493,627
Government Grants Commonwealth	\$15,725
Government Grants State	\$73,655
Revenue Other	\$62,215
Locally Raised Funds	\$1,604,019
Capital Grants	\$0
Total Operating Revenue	\$17,264,640

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,112
Equity (Catch Up)	\$27,445
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$78,557

Expenditure	Actual
Student Resource Package ²	\$12,868,701
Adjustments	\$2,104
Books & Publications	\$18,296
Camps/Excursions/Activities	\$289,510
Communication Costs	\$26,672
Consumables	\$378,199
Miscellaneous Expense ³	\$165,129
Professional Development	\$40,865
Equipment/Maintenance/Hire	\$506,677
Property Services	\$262,532
Salaries & Allowances ⁴	\$330,955
Support Services	\$331,001
Trading & Fundraising	\$114,675
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,158
Utilities	\$108,835
Total Operating Expenditure	\$15,445,309
Net Operating Surplus/-Deficit	\$1,819,330
Asset Acquisitions	\$283,879

- (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	\$3,516,794
Official Account	\$217,723
Other Accounts	\$126,384
Total Funds Available	\$3,860,900

Financial Commitments	Actual
Operating Reserve	\$398,775
Other Recurrent Expenditure	\$745
Provision Accounts	\$24,004
Funds Received in Advance	\$302,680
School Based Programs	\$31,308
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$109,163
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$115,000
Capital - Buildings/Grounds < 12 months	\$956,242
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$500,000
Capital - Buildings/Grounds > 12 months	\$1,400,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,867,917

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.