

2022 Annual Report to the School Community

School Name: University High School (8405)



- 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 of the previous calendar year 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 03 April 2023 at 01:05 AM by Ciar Foster (Principal)

- This 2022 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 27 April 2023 at 02:30 PM by Ben Jensen (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

University High School is a diverse inner-city school, with an enrolment of over 1700 students in 2022. Its catchment area includes North Melbourne, Parkville and the CBD, and reflects the range of communities that reside in these areas. The school enrolls a small number of locally-based International Students on a needs basis but does not have an extensive International Student Program. The school values are Individuality, Diversity and Excellence. These are demonstrated through a broad range of high-quality curriculum offerings, including an explicit focus on inquiry learning and critical, creative and ethical thinking; a broad co-curricular program; and a school community that values the range of cultural, life and learning experiences represented. University High School caters to its local community, in line with Department of Education Enrolment Policy. A select-entry program does, however, operate at Year 11 and 12 for the Elizabeth Blackburn Sciences Program. The school is also home to the Gene Technology Access Centre (GTAC) which delivers online and on-site biological science education to students throughout Victoria.

The school continues to have a high demand for enrolments. In 2022 enrolment numbers continued to grow: a trend that has been experienced since 2018. As such, in 2022 the school continued to be on an Enrolment Management Plan, which restricts new enrolments to residents of the local area or siblings.

In 2022, 669 students (38%) had some level of English as an Additional Language (EAL) background, with 174 of these having learned English for 5 years or less; 157 students (9%) received equity funding; 10 students received funding through the Program for Students with Disabilities and 57 students received additional supports and adjustment in relation to an identified disability. The school's Student Family Occupation and Education index (SFOE) in 2022 was 0.1920, which is classified as 'low' (State Median Index was 0.4043), indicating relative socio-economic advantage (lower numbers indicate lower levels of disadvantage).

In 2022, UHS had 181.8 Full Time Equivalent (FTE) teaching staff, including 5 members of the Principal class, and 35.7 FTE Education Support staff.

In 2022, the school embarked on the first year of a new Strategic Plan, with an accompanying revised leadership structure to support the achievement of those goals.

2022 proved to be, once again, a challenging year, as schools returned to full-time, face-to-face learning amid large staffing shortages and teacher and student absences due to illness and COVID isolation periods. UHS was not exempt from this, and at times had to implement contingency measures in order to keep running classes. The school also experienced a continuation of facilities disruptions as a result of a fire in 2021, plus another fire in the Elizabeth Blackburn Sciences building in March 2022. These disruptions meant that the Year 9 Galileo program (3 classes) was once again relocated to the nearby Carlton Primary School; and that some classes on the UHS site needed to be run in areas such as the Sharman Hall and parts of the GTAC building. Despite these challenges, the school undertook significant steps towards its Strategic Plan goals and students experienced strong learning outcomes in the VCE, NAPLAN and the Victorian Curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

The UHS Strategic Plan Goal 1 is that *'Every student in every class maximises their learning growth'*. The Key Improvement strategy that was a focus in relation to this goal in 2022 was *'Develop and implement collaborative, evidence-based professional learning culture and practices'*.

The target student outcome measures for this goal are NAPLAN results in the top two bands; NAPLAN growth results; Teacher Judgement data; and VCE results measured against General Achievement Test (GAT data).

In 2022, UHS students performed strongly in NAPLAN testing. As the Performance Summary in this report reflects, the percentage of Year 7 and Year 9 UHS students in the Top Three bands for Reading and Numeracy exceeded State and Similar Schools measures. Furthermore, the percentage of UHS Year 9 students performing in the Top Two exceeded State and Similar Schools measures in all test areas. In comparison to 2021, there was a decline in the percentage of Year 9 'top two bands' students in Reading (from 45% to 43%) and Numeracy (52% to 49%) but an increase in Writing (24% to 26%). These results were still well above state levels. Due to COVID disruptions, growth data in NAPLAN for 2022 is not available.

In the Victorian Curriculum, 95% of Year 7-10 UHS students were assessed as achieving at or above the age expected level in English; and 93% in Mathematics. Again, this is above Similar Schools, and well above State, measures.

A target in the UHS Strategic Plan is improved consistency between NAPLAN achievement and teacher judgement against the Victorian Curriculum. UHS results in 2022 indicated that a higher proportion of students were assessed in the Top Two bands in NAPLAN Writing, Numeracy and Reading than were assessed as 'above age expected level' in relation to the Victorian Curriculum (on the basis of their classroom-level work). In 2022, UHS was in its first year of implementation of Professional Learning Communities, with a teacher professional learning focus on moderation of student work, curriculum planning and collaborative use of student learning evidence. This focus will continue in to 2023 and beyond in order to progress towards this target.

In relation to VCE outcomes, UHS again produced strong results. The 2022 cohort achieved a median ATAR of 85.9, an increase from 2021, with 75% of the cohort obtaining an ATAR of 70+. This is an important marker for progression to tertiary studies. The VCE Mean Study Score of 31.03 was above the State Mean of 28.88, and the Median Study Score of 32 was an increase from 2021. 22.7% of all Study Scores were 37 or more (ie. in the top 15% of the state). The Strategic Plan target in relation to VCE outcomes is for a "positive trend in GAT residuals" in all subjects: the GAT residual represents the difference between a students' predicted score on the basis of the General Achievement Test and their actual score in each VCE subject. This is generally seen as a marker of learning growth. In 2022, there was an increase in the number of subjects reflecting a GAT residual of 0-3 points at the 25th, 50th, 75th and 90th percentiles. Whilst there is still scope for improvement in these areas, in the first year of the Strategic Plan this is a positive trend.

Teacher collaborative culture and practice was a focus through enhanced Domain and Subject team structures, leadership capacity building and the introduction of Professional Learning Communities. In 2022, the Staff Opinion Survey reflected positive shifts in teacher practice in this respect, with an increase in positive endorsement of the factors 'Teacher Collaboration' (from 45% in 2021 to 51% in 2022); 'Collaborate to plan curriculum' (from 68% in 2021 to 82% in 2022); 'Time to share pedagogical content knowledge' (from 31% in 2021 to 50% in 2022) and 'Believe that evaluating impact improves practice' (from 54% in 2021 to 72% in 2022).

Further work towards this outcome in 2022 was through the Tutor Learning Initiative. In 2022, UHS employed 8 Tutors who worked with over 300 students over the course of the year on targeted catch-up in English, EAL, Maths and general study skills. The school also operated, as in previous years, withdrawal support for Literacy and Numeracy at Year 7 and 8, additional support at Years 8,9 and 10 through the MYLNs initiative and introduced support and VCE Foundation English and Maths subjects and Years 10 and 11. Students needing additional challenge were catered for through the Victorian High Achievers Program, the Victorian Excellence Program and challenge and enrichment co-curricular Maths and other activities.

Wellbeing

The UHS Strategic Plan Goal 3 is that *'Every student feels known, safe and valued at University High School'*. In 2022, the Key Improvement Strategies of focus in relation to this goal were: *Build a visible and shared language in developing positive relationships and wellbeing*; and *'Strengthen consistent school-wide structures and processes to ensure a positive learning environment'*. In 2022, UHS continued teacher professional learning in the Berry Street Education Model; added new staff to the school Wellbeing team; and reviewed sub-school and student management systems and processes. Increased teacher confidence and knowledge in implementing this learning was reflected in the School Staff Survey factor 'Support growth and learning of whole student' which increased in positive endorsement from 49% in 2021 to 72% in 2022.

The pressures of the previous two years of COVID lockdowns and the return to face-to-face schooling were notable in student behaviour and wellbeing rates statewide. In general, UHS Student Attitude to School data reflected declines from previous years in connection to school and wellbeing measures, as was the case across the network, region and state. However, as the Performance Summary in this report reflects, UHS Students 'Sense of Connectedness', a key measure in this area, had a 57.4% positive endorsement, above both State and Similar Schools measures. Students' 'Emotional Awareness and Regulation' factor was at 62% positive endorsement, down from 65% in 2021 but above State levels and aligned with Similar Schools (63%).

Confidence in forming peer relationships for UHS students was at 70%, slightly lower than the 72% recorded at Similar Schools; and 67% of students reported results assessed as reflecting 'normal or high' resilience (compared to 69% statewide). In relation to 'Help-seeking', 46% of UHS students reported that they found it 'easy or very easy' to seek help, which aligned with Similar Schools results (47%); and 58% of UHS students reported 'very easy or easy' access to services, compared to 57% in Similar Schools).

89% of UHS students reported that they had 'not experienced' bullying at school; and 74% reported that they had 'never' experienced online bullying; with 15% reporting having experienced it 'once or twice'. Student perceptions of the 'management of bullying' were lower than the state average. The school worked to understand students' perspectives on this during 2022, reviewing school systems and processes and working towards the implementation of the Respectful Relationships curriculum, reviewing the Student Code of Conduct and trialling School Wide Positive Behaviours strategies in some classes. This will continue to be an area of focus in 2023.

Engagement

The UHS Strategic Plan Goal 2 is that *'Every student feels engaged and connected to the school and the broader school community'*. In 2022, the Key Improvement Strategy focus for this goal was: *Strengthen parents and community partnerships in learning*; and *Improve effective transitions and pathways (into, through and beyond the school) for all students*. 2022 also saw the welcome return of a range of co-curricular activities to UHS; the strengthening of the school's clubs and student leadership program through the introduction of a Leading Teacher role for Student Voice and Leadership; and a renewed emphasis on community and family engagement.

Absence days were a challenge in 2022, with higher than usual rates of absence due to COVID infections and subsequent isolation. UHS recorded an average of 20.1 days of absence per student in 2022, an increase from previous years but still in line with Similar Schools and below the state average. Attendance rates at each year level ranged from 89% to 92%.

Transition through the school from Year 10 to 12 and beyond was a focus of improvement in 2022, with the development of curriculum and timetable structures in preparation for the implementation of the VCE-Vocational Major in 2023; and reform of the Year 10-12 subject selection and counselling process. UHS was successful in gaining accreditation for the VCE-VM, with a cohort of 15 students beginning the program in 2023. Student Attitudes to School Survey data reported positive endorsement of 'Year 10-12 transitions' of 57%, as compared to 55% at Similar Schools. UHS school leavers also found meaningful pathways, with 97.8% of students leaving the school to further studies or to full-time employment, solidly above the state average of 90%.

Other highlights from the school year

Further highlights of 2022 included:

- The School Production of *Shrek* held at the Clocktower Centre, which involved over 200 students from Years 7-12 as performers and stage crew
- Additional Performing and Visual Arts community events including Junior and Senior Art Shows, Musical Soirees and Performing Arts showcases
- Continued work to review and develop new school vision and values through student, staff and family workshops
- The development and implementation of customised leadership training and coaching programs for new and emerging staff leaders
- The completion of the design development and tender process for the refurbishment of the fire-damaged Level 2 of the South Building: three Science Laboratories, three general classrooms, informal student collaboration spaces and a staff workstation

Financial performance

In 2022, the school's operating expenditure exceeded its operating revenue by just over \$100,000. Unexpected expenses included higher than usual expenditure on replacement and casual relief teachers (see 'Salaries and Allowances' in the Operating Statement Summary); expenditure to support the relocation of the Galileo program to Carlton Primary School; and significant emergency repairs to address a structural issue identified in the Sharman Hall. In addition, the Financial Commitments as at 31 December 2022 exceeded the total funds available. A good portion of this shortfall is expected to be recovered in outstanding insurance payments from previous years: the cost of which the school has been bearing through use of existing funds. Any further shortfall will need to be addressed through a re-allocation of other held funds from planned projects.

UHS is currently undertaking a significant refurbishment of the fire-damaged Level 2, South Building. This project is funded through insurance but also includes a co-contribution from the UHS Building Fund. Additional funds have also been earmarked since 2020 for a planned redevelopment of the oval and basketball courts. This project is on hold whilst the more urgent refurbishment of the learning spaces takes place; and will need to be reviewed in 2023.

For more detailed information regarding our school please visit our website at www.unihigh.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 2.0 (FISO 2.0).

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 1708 students were enrolled at this school in 2022, 776 female and 932 male.

38 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

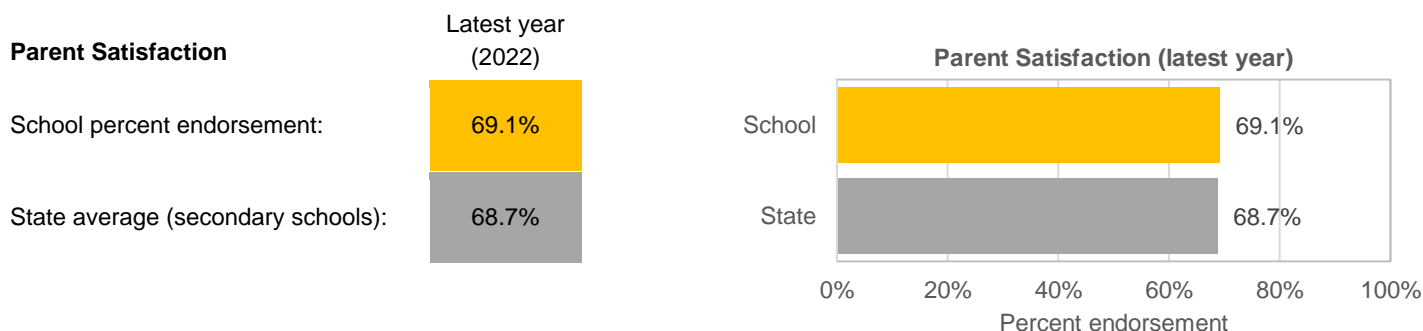
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

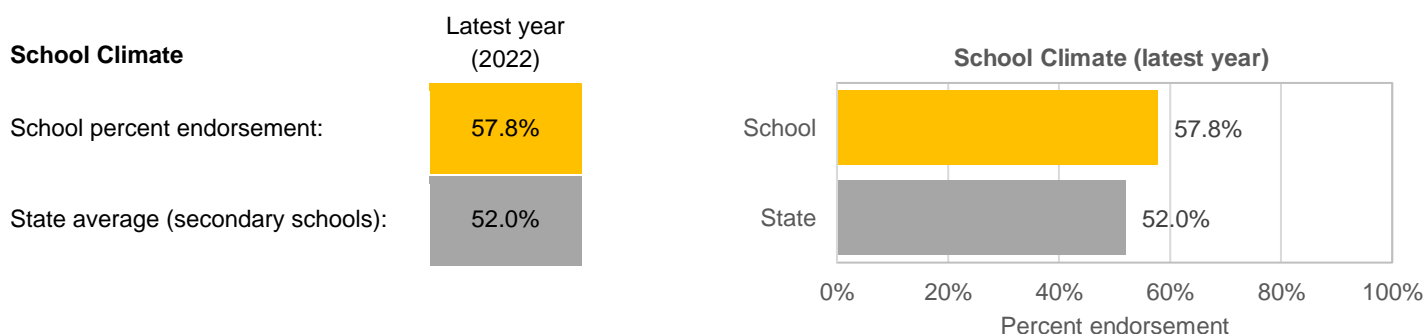


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

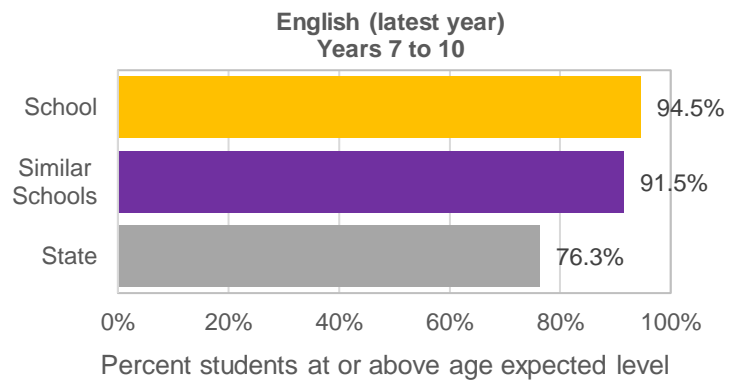
94.5%

Similar Schools average:

91.5%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

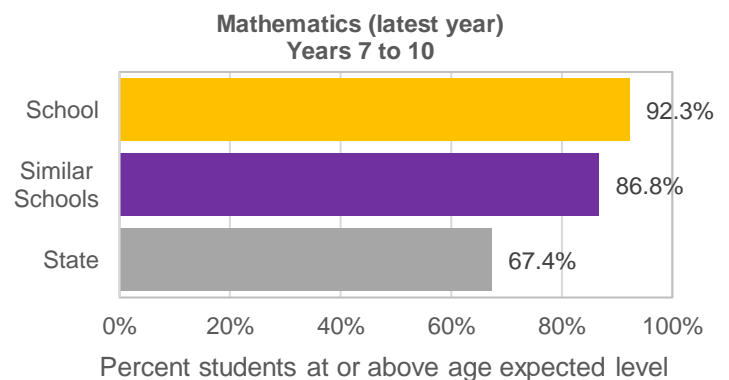
92.3%

Similar Schools average:

86.8%

State average:

67.4%



LEARNING (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.

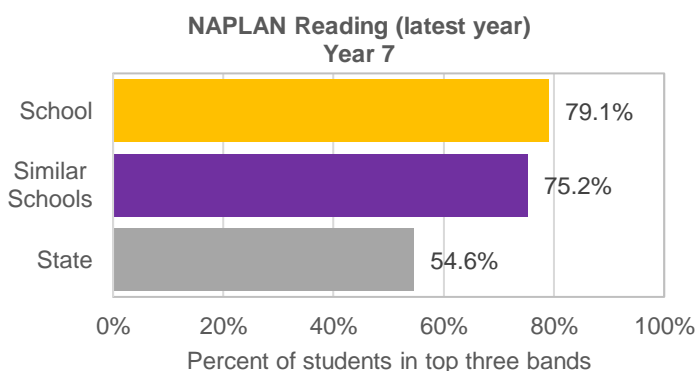
NAPLAN

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 2019, 2021 and 2022 data.

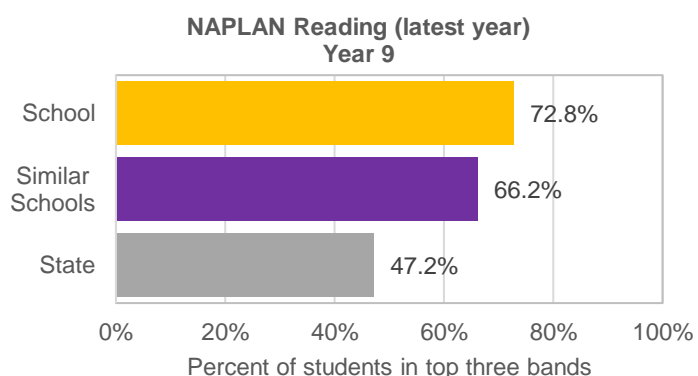
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.1%	81.5%
Similar Schools average:	75.2%	75.9%
State average:	54.6%	55.3%



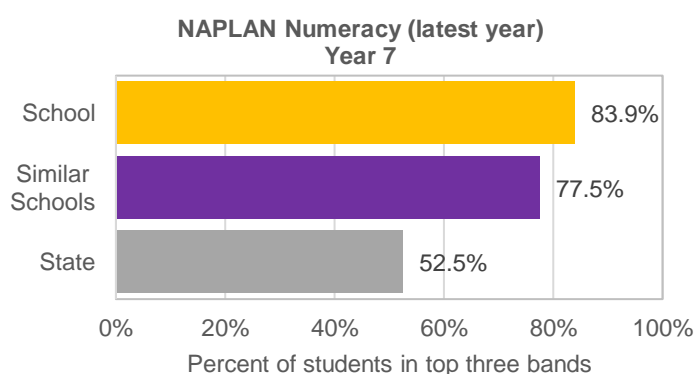
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.8%	73.1%
Similar Schools average:	66.2%	65.1%
State average:	47.2%	46.0%



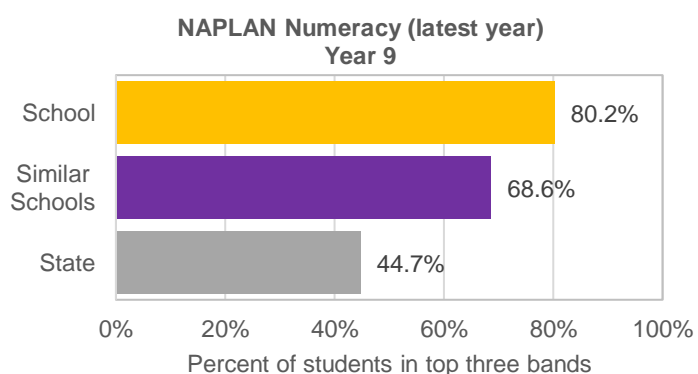
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.9%	86.0%
Similar Schools average:	77.5%	78.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.2%	80.9%
Similar Schools average:	68.6%	69.5%
State average:	44.7%	45.6%



LEARNING (continued)

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

Victorian Certificate of Education (VCE)

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

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

Latest year
(2022) 4-year
average

School mean study score

31.0

31.4

Similar Schools average:

30.8

31.0

State average:

28.9

28.9

Victorian Certificate of Education (latest year)

School

31.0

Similar
Schools

30.8

State

28.9

0 10 20 30 40 50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

95%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

1%

VET units of competence satisfactorily completed in 2022:

63%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

WELLBEING

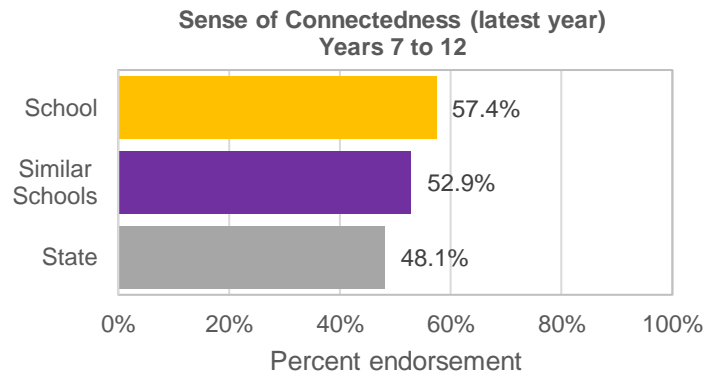
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	57.4%	62.8%
Similar Schools average:	52.9%	56.4%
State average:	48.1%	52.5%

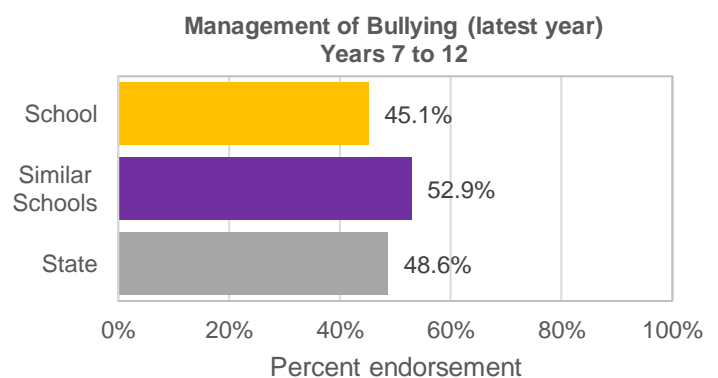


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	45.1%	52.7%
Similar Schools average:	52.9%	57.4%
State average:	48.6%	54.0%



ENGAGEMENT

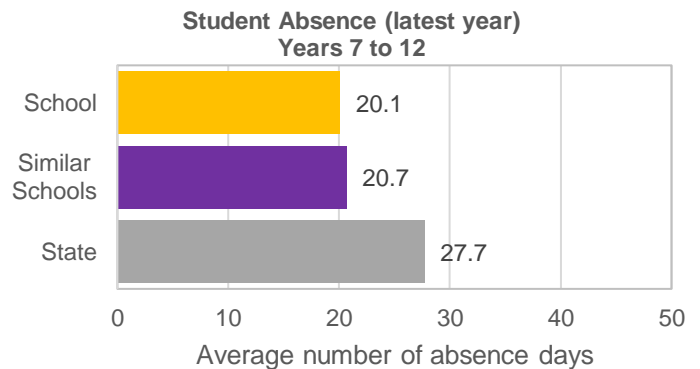
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	20.1	15.9
Similar Schools average:	20.7	15.2
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

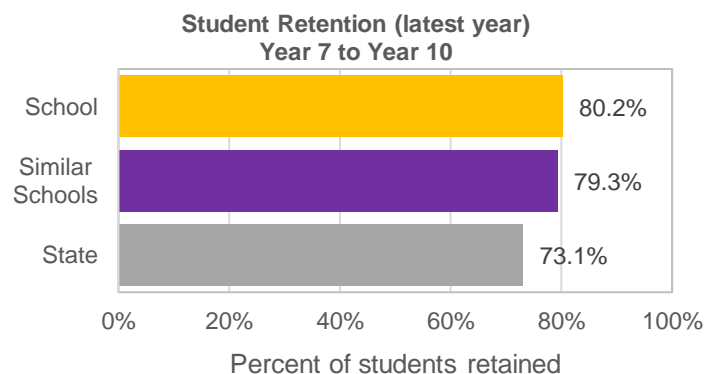
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	90%	89%	89%	90%	89%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	80.2%	77.0%
Similar Schools average:	79.3%	79.0%
State average:	73.1%	73.0%



ENGAGEMENT (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.

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
(2021) 4-year
average

School percent of students to further
studies or full-time employment:

97.8%

98.8%

Similar Schools average:

96.9%

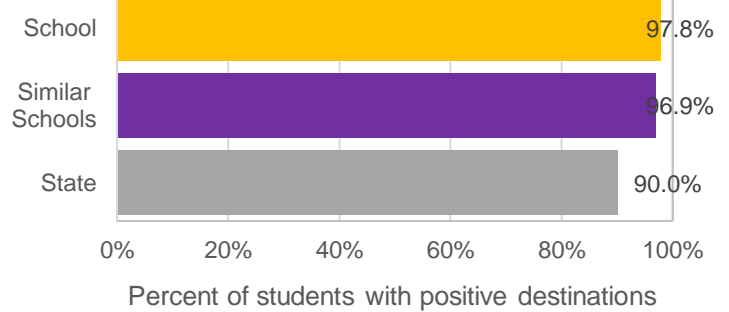
97.1%

State average:

90.0%

89.3%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$21,198,041
Government Provided DET Grants	\$2,744,022
Government Grants Commonwealth	\$1,292
Government Grants State	\$18,301
Revenue Other	\$131,086
Locally Raised Funds	\$1,825,308
Capital Grants	\$0
Total Operating Revenue	\$25,918,051

Equity ¹	Actual
Equity (Social Disadvantage)	\$123,705
Equity (Catch Up)	\$27,683
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$151,388

Expenditure	Actual
Student Resource Package ²	\$20,685,514
Adjustments	\$0
Books & Publications	\$34,728
Camps/Excursions/Activities	\$540,656
Communication Costs	\$42,702
Consumables	\$705,559
Miscellaneous Expense ³	\$1,116,389
Professional Development	\$231,609
Equipment/Maintenance/Hire	\$501,345
Property Services	\$479,573
Salaries & Allowances ⁴	\$841,661
Support Services	\$592,531
Trading & Fundraising	\$46,825
Motor Vehicle Expenses	\$4,407
Travel & Subsistence	\$12,672
Utilities	\$184,945
Total Operating Expenditure	\$26,021,117
Net Operating Surplus/-Deficit	(\$103,066)
Asset Acquisitions	\$114,387

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$3,406,029
Official Account	\$640,069
Other Accounts	\$4,237,447
Total Funds Available	\$8,283,545

Financial Commitments	Actual
Operating Reserve	\$835,683
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$27,809
School Based Programs	\$1,786,923
Beneficiary/Memorial Accounts	\$3,168,233
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$56,447
Capital - Buildings/Grounds < 12 months	\$1,810,934
Maintenance - Buildings/Grounds < 12 months	\$75,040
Asset/Equipment Replacement > 12 months	\$1,103,562
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,000,000
Total Financial Commitments	\$9,864,632

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.