

2022 Annual Report to the School Community

School Name: Fitzroy High School (8742)



- 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 27 April 2023 at 11:46 AM by Andrea Thompson (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 28 April 2023 at 03:47 PM by Moira Finucane (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

School context

Fitzroy High School, is a vibrant, progressive, medium-sized government secondary school, located in the inner city suburb of Fitzroy North. The school delivers a year 7-12 curriculum to about 600 students. The Year 7-10 Falconer St North Fitzroy Campus is surrounded by residential housing, local shopping precincts and extensive parklands. It primarily serves students from the local area and nearby suburbs. The campus's physical environment consists of the original buildings and recent additions; there are various room configurations providing some flexibility of use. The grounds are quite small but are augmented by using local facilities such as Edinburgh Gardens. The grounds have had significant student input in design and construction and include a kitchen garden, school-wide and community composting system and indigenous gardens. The recently opened Wurun Senior Campus on Queens Parade Fitzroy is for Year 11 and 12 students from both Fitzroy High School and Collingwood College. This campus has been designed with innovative learning programs in mind and offers a comprehensive senior curriculum program including VCE, VM, VET and VPC certificates. Fitzroy High School has been partnering with Collingwood College for over 10 years to co-deliver the senior curriculum. The partnership allows both schools to be responsive to the needs and interests of students and provides the capacity to offer a greater range of subjects, compared to what would be possible if we were stand alone. The partnership is designed to complement each school's strengths and a shared vision underpins our collaboration. There is an extensive public transport network close to both campuses that provide easy access for the school community and for excursions. Many students ride their bikes and walk to school.

Programs offered for overseas students include access to year 7-12 courses for dependent students or temporary students. Fitzroy High School is not one of the schools specially accredited to accept international students with student visas, however our partner Collingwood College is, and together we offer VCE and VCAL certificates to these students, and a broad range of subjects, including VCE English as an Additional Language.

Vision

Fitzroy High School values children as individual learners who are full of potential and capable of excellence. Our students will be lifelong learners, reflective and creative thinkers, responsible and active citizens, and resilient and adaptable problem solvers able to navigate through an uncertain and constantly changing future.

Fitzroy High School is a learning community where students and teams of teachers work together to:

- achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development;
- celebrate diversity and embrace individual differences, including class, culture, race, gender, sexuality and ethnicity;
- build a cohesive, compassionate and proud school community with a productive legacy for the future;
- develop beyond our current capacity through continuous change and review;
- participate in and contribute to our wider community.

Philosophy

Fitzroy High School embraces a bold and ambitious future, striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students. In this way, we engage students in an intellectually challenging education based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation as Australian and global citizens.

The school places students at the centre of their learning and the structure of the school is organised around meeting the educational needs of our students.

With involvement of parents and carers, teachers support students to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills.

The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

Student enrolment

A total of 573 students were enrolled at Fitzroy High School in 2022, 269 female and 304 male. 13 percent of students had English as an Additional Language and 1 percent were Aboriginal or Torres Strait Islander.

Workforce composition

In 2022, the school has 47.3 equivalent full time teaching staff, including 3 Leading Teachers, 3 Learning Specialists and 2 Principal Class (plus one campus principal at the shared Wurun Senior Campus), and 17.3 equivalent full time Education Support Staff. None of these staff are Aboriginal and Torres Strait Islander.

Progress towards strategic goals, student outcomes and student engagement

Learning

Fitzroy High School is extremely proud of our achievements in student learning outcomes in 2022. In 2022, the school continued to work on its strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy. The school has prioritised improved student learning outcomes by building a long term plan of professional learning. Through the use of Professional Learning Teams (PLT), using the PLC inquiry cycle, teachers have collaborated to ensure students are capable of achieving educational success.

A whole school focus on the development and implementation of a Gradual Release of Responsibility Model has provided direct opportunities for differentiation and scaffolding. This model is being embedded throughout the 7-10 curriculum with a core focus on the whole school writing strategy. The prioritisation of note-taking, summarising, extending responses and using model texts within the Gradual Release of Responsibility Model has seen a significant improvement in student writing outcomes which has been evidenced by some excellent improvements in Year 9 NAPLAN data for writing where Fitzroy High School has performed higher than similar and network schools.

Fitzroy High School has built a strong focus on the use of PLTs and Learning Area (LA) teams to enhance student learning outcomes. PLTs and LAs are at the heart of improvement across all levels; vertical, horizontal, leadership, shifting the mindset by re-framing the PLT meeting time to focus on teacher professional learning in areas of student achievement and student wellbeing and engagement. PLTs provide teachers with the opportunity to engage in regular conversations about student learning and teaching practice, working together to share strategies that enhance students' learning outcomes.

In 2022 Fitzroy High School has allocated teachers and students to rounds of Maths classes, developing a co-teaching model that allows for more focused monitoring of student achievement and growth. A Numeracy Leadership Team was created to effectively lead improvement in numeracy.

The collaborative focus in 2022 and improved structures of professional learning have added value and have led to improvements in Reading, Writing and Numeracy.

In 2022 the percentage of students in Year 9 in the top three bands in NAPLAN Writing improved from 13% to 24%. This data reflects an improvement compared to previous years and was higher than the state and higher than similar schools.

In 2022, the percentage of students in Year 9 NAPLAN Reading improved with 67.6% achieving the top three bands. This data reflects an improvement compared to previous years and was significantly higher than the state average and higher than similar schools.

In 2022 the percentage of students in Year 9 in NAPLAN Numeracy improved with 57.7% of students achieving in the top three bands. This data reflects an improvement in the 4 year average and is significantly higher than the state average and higher than similar schools.

In 2022 the percentage of students at or above expected standards in Year 7-10 English was 88.5%, above that of similar schools and the state average.

Fitzroy High School is proud to have achieved a median VCE study score of 30 which is an improvement on the previous year.

Wellbeing

In 2022 Fitzroy High School continued to focus on wellbeing to support engagement and learning to progress our strategic goals.

The school effectively mobilised available resources to support students' wellbeing and mental health and through our Professional Learning Team we targeted efforts on strengthening a positive climate for learning.

Our focus on continuing to embed Respectful Relationships RRR (Resilience, Rights and Respectful Relationships - a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, and social events) has led to

positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

The Leading Teacher roles at the Wurun Senior Campus were created to reflect FISO 2.0 with an equal focus on Wellbeing and Learning. In 2022, the 7-10 Wellbeing Leader role was re-organised to focus on Wellbeing and Inclusion to support the wellbeing and inclusion needs of students, as well as to model effective strategies and provide professional learning for teachers and inclusion staff.

We are very proud of the positive endorsements from the Student Attitudes to School Survey with the Sense of Connectedness factor for Fitzroy High School being significantly higher than state and similar schools. The Managing Bullying Factor was also higher than the state and similar schools. We are particularly proud to have achieved this after the challenges of lockdown and remote learning in previous years.

Engagement

In 2022 Fitzroy High School continued to build on the work of the School-wide Positive Behaviour Support model, (SWPBS). The key attributes of SWPBS focused on preventive activities, data-based decision making, and a problem-solving orientation. The focus on SWPBS within the school's PLTs has supported the school to establish safe, structured and consistent classroom environments and expectations.

We are proud that our work around Engagement and Wellbeing has led to improvements in attendance across the school. Our excellent careers counselling program continues to provide outstanding results for students.

In 2022 there was a key focus on further enhancing formal and informal structures to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the school culture. This focus on student voice and agency has been instrumental to the development and planning of the 7-10 PLT at Fitzroy High School and 11-12 PLT at Wurun. Teachers have been supported to better understand and implement opportunities for student agency, leading to an improvement in student engagement at both campuses.

A number of specific priorities were established in 2022 including;

- Creation of a 7-10 SRC and a student leadership group at Wurun;
- Professional learning to support students in effective goal setting and monitoring of progress and achievement in Personal Learning Plans;
- Building skills within the Wurun teaching team to assess learner agency and develop a Learner Profile program that engages students, provides opportunities to achieve micro credentials and allow for assessment of learner agency and quality thinking;
- Developing the capacity of students to monitor their own progress and achievement through Personal Learning Plans and Learner Profiles.

The collaborative focus in 2022 on student engagement has led to improvements in a number of key areas:

- In 2022 there has been improved attendance across years 7-12 with a reduction in the number of days absent;
- Student Retention data has improved compared with the 4 year average;
- In 2022 there has been an improvement in student pathways after school, with a 4 year average of 94.5% of students entering post school education or employment;
- In 2022 there has been an improvement in the positive endorsement Student Voice and Student Agency from the Student Attitudes to School survey from 42 to 48%, again higher than the state and similar schools.

Other highlights from the school year

2022 saw a new and exciting chapter for Fitzroy High School with the successful opening of the newly built Wurun Senior Campus (a shared senior campus of Fitzroy High School and Collingwood College). Students were extremely grateful and excited to use this state of the art, vertical campus – the first of its kind in the state of Victoria. The campus is incredibly proud of its name – 'Wurun' which means Manna Gum, a culturally significant plant species throughout Wurundjeri country. The campus began with a celebration of its indigenous artwork and school name with Wurundjeri Elder - Auntie Di Kerr leading a moving smoking ceremony. We also welcomed the Premier, Daniel Andrews, the Minister for Education, James Merlino and the Minister for Planning, Richard

Wynne on a tour of the campus and the official Department of Education opening of the facility. They were incredibly proud and impressed by its design, purpose and feel of a “tertiary like” facility. By the end of the year we had 5 students accepted to the VCE Season of Excellence for Top Arts, Top Acts and Top Design, 12 students scoring an ATAR of 90 or above and we had our Dux of campus achieve an amazing score of 99.5. Students say they feel at home at the new campus and are embracing all of the wonderful opportunities afforded them.

With all of our year 11 and 12 students moving to Wurun, 2022 was the first year the Falconer St site became a Year 7 -10 campus. Much success was achieved and celebrated in this first year and post-lockdown year of the 7-10 Campus, including the establishment of a formal 7-10 Student Representative Team, School-Wide Positive Behaviour Support (SWPBS) becoming embedded and celebrated within the community and some outstanding results from the Students Attitudes to School survey around student Motivation and Interest, Stimulating Learning and Student Voice, Agency and Leadership, all higher than the state average and similar schools.

Financial performance

While the school recorded a deficit in 2022, Fitzroy High School continues to be financially secure. Wurun Senior Campus, a senior program partnership between Fitzroy High School and Collingwood College opened in 2022. The partnership received Student Resource Package (SRP) funding in recognition of the unique arrangement with funds directed through Fitzroy High School. The partnership financials are being reconciled in April 2023 and the result will be adjusted in the 2023 SRP.

Fitzroy High School saw a decline in overall student numbers attributed to the low birth rate year of the Year seven cohort and COVID-19 movement of families from and within Victoria. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package.

The overall staffing FTE has remained steady despite lower student numbers as additional funding sources for the provision of tutors and specialists in literacy and numeracy.

The total funds available to the school at the end of 2022 and its overall financial position remains strong.

For more detailed information regarding our school please visit our website at
<https://fitzroyhs.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 573 students were enrolled at this school in 2022, 269 female and 304 male.

13 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).

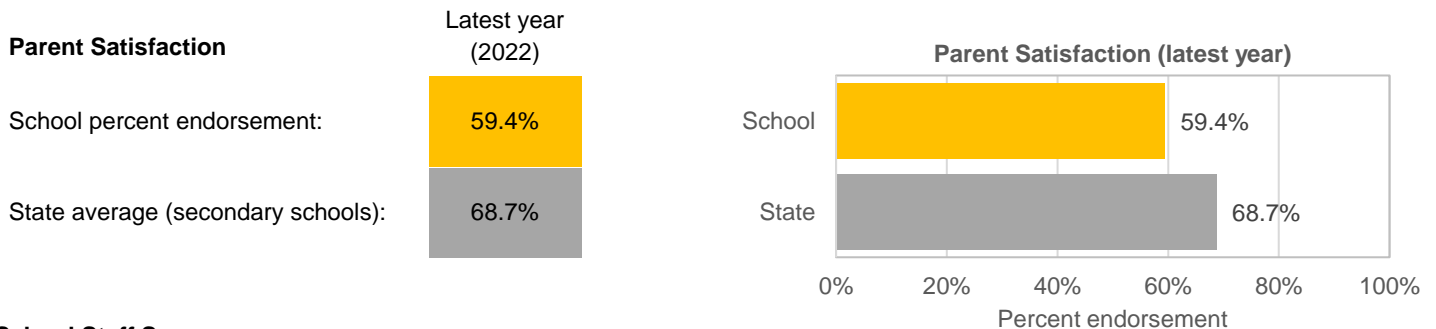
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

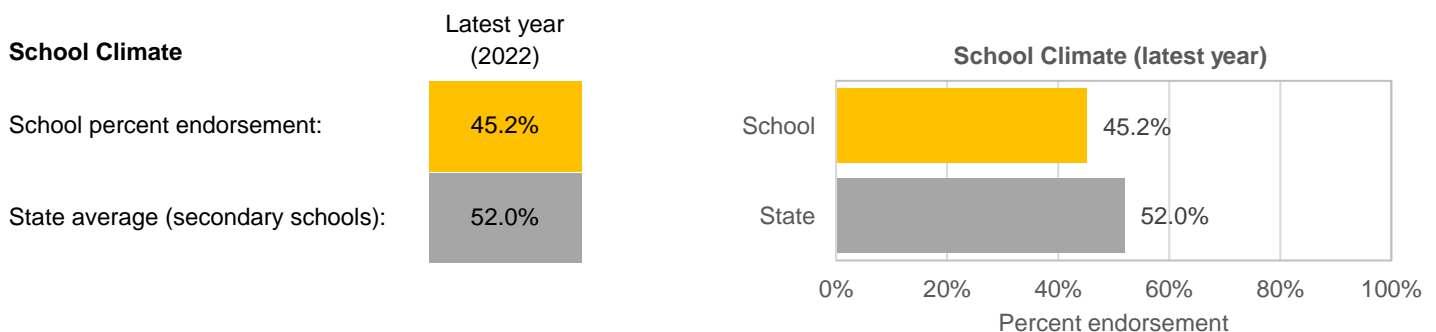


School Staff Survey

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:

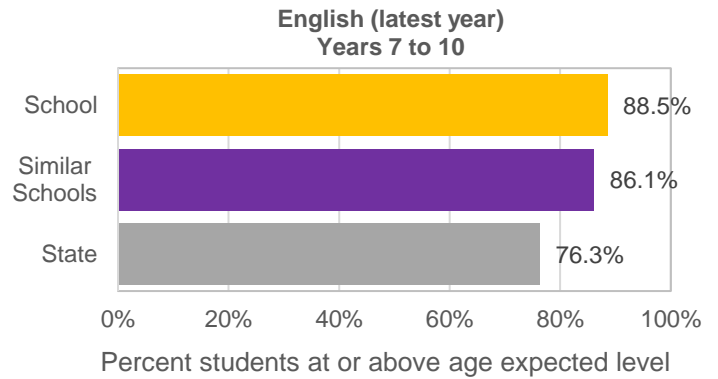
88.5%

Similar Schools average:

86.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

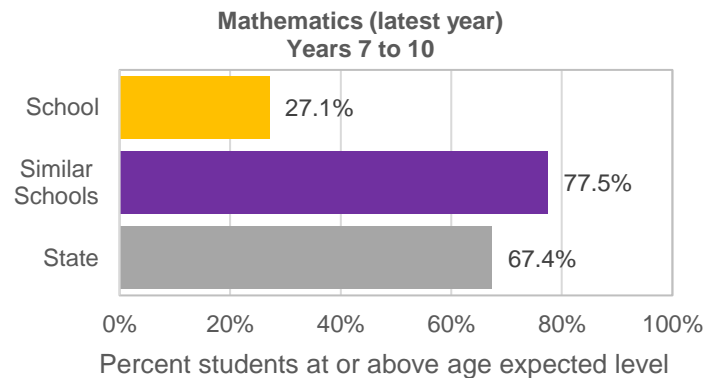
27.1%

Similar Schools average:

77.5%

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.

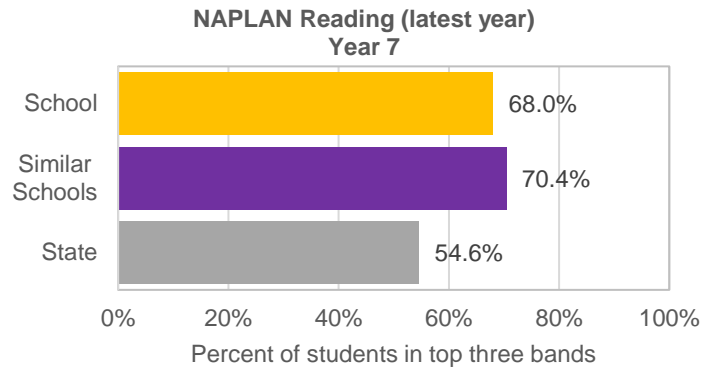
NAPLAN

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.

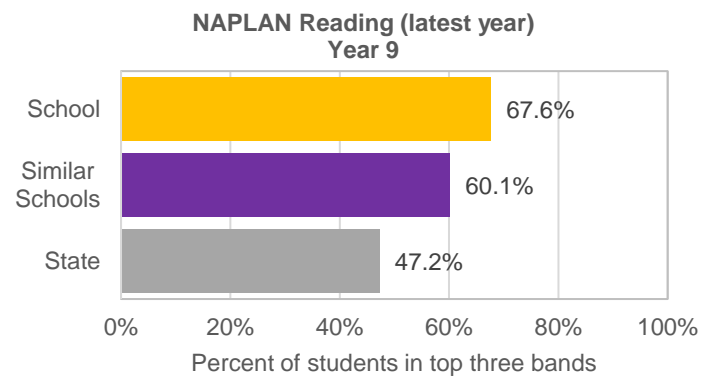
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.0%	72.4%
Similar Schools average:	70.4%	70.1%
State average:	54.6%	55.3%



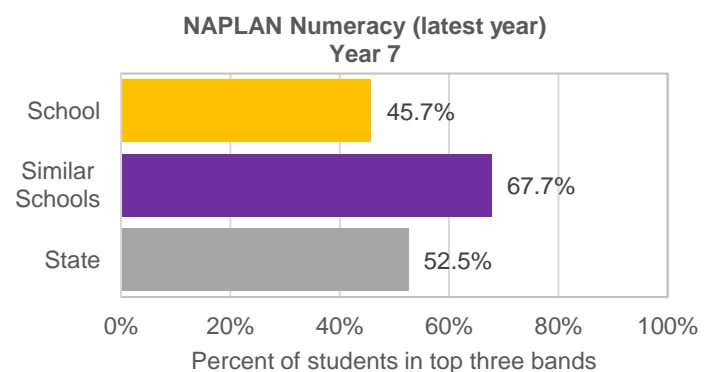
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	65.4%
Similar Schools average:	60.1%	58.2%
State average:	47.2%	46.0%



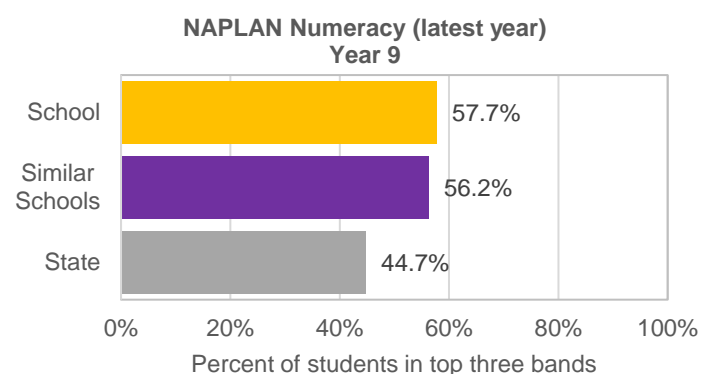
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.7%	55.7%
Similar Schools average:	67.7%	68.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	52.6%
Similar Schools average:	56.2%	57.4%
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.*

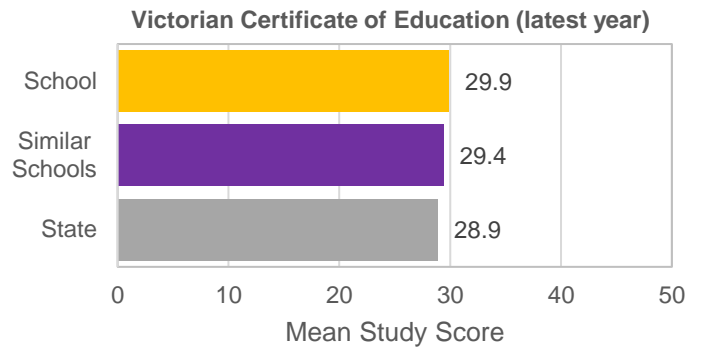
Victorian Certificate of Education (VCE)

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	29.9	29.1
Similar Schools average:	29.4	29.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

93%

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

23%

VET units of competence satisfactorily completed in 2022:

77%

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

69%

WELLBEING

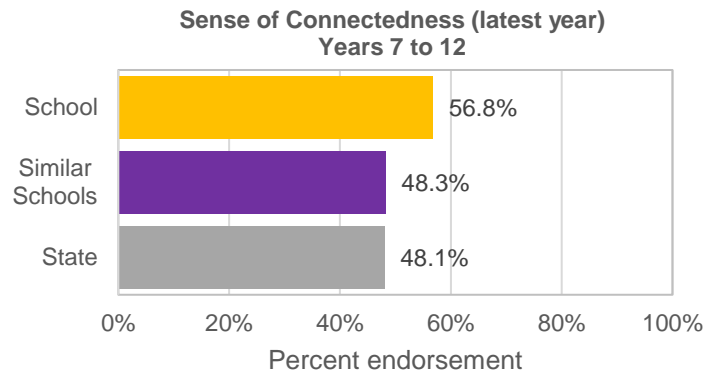
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	56.8%	55.0%
Similar Schools average:	48.3%	53.0%
State average:	48.1%	52.5%

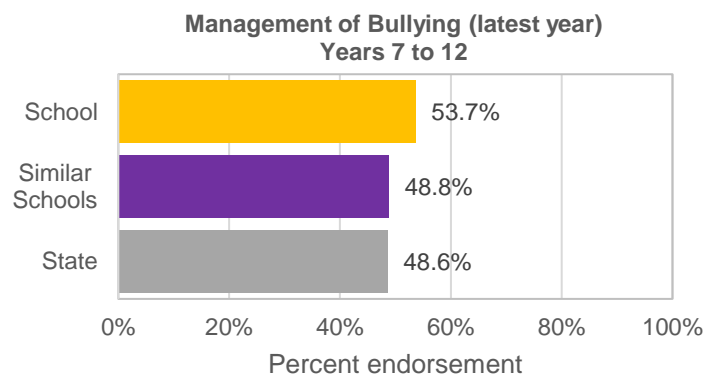


Student Attitudes to School – Management of Bullying

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:	53.7%	57.5%
Similar Schools average:	48.8%	54.7%
State average:	48.6%	54.0%



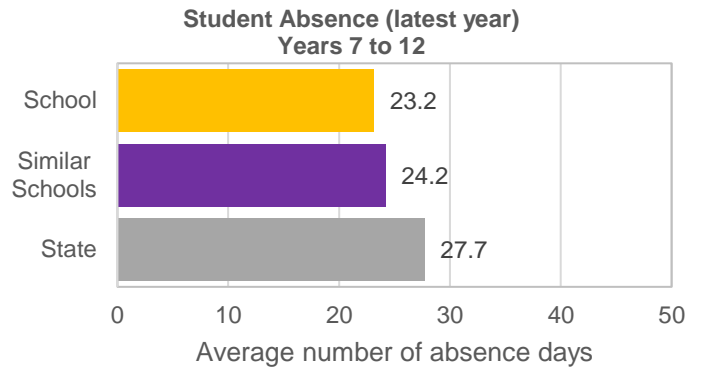
ENGAGEMENT

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:	23.2	22.9
Similar Schools average:	24.2	18.5
State average:	27.7	21.8



Attendance Rate (latest year)

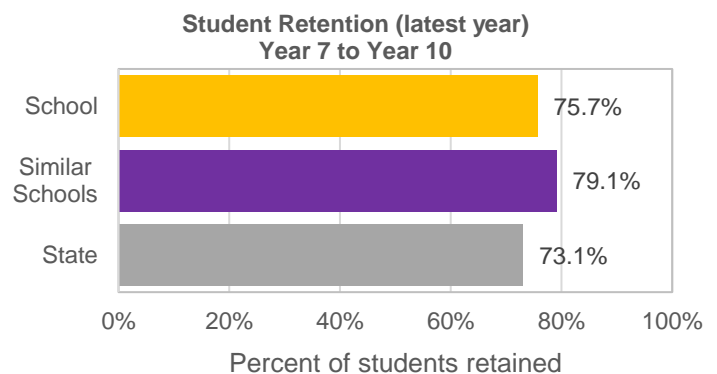
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	85%	87%	86%	90%	92%

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:	75.7%	72.8%
Similar Schools average:	79.1%	77.4%
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.

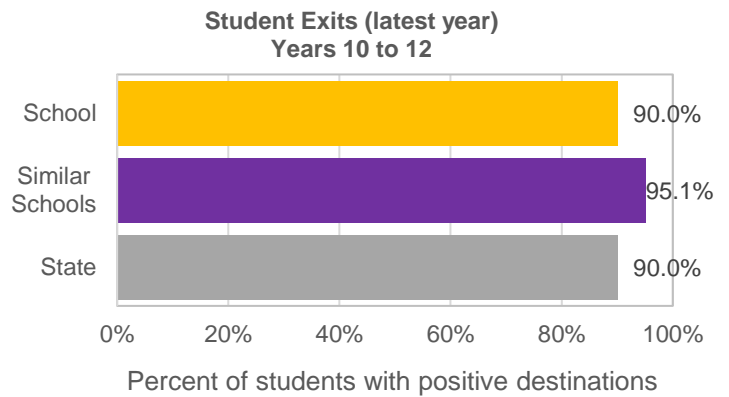
Students exiting to further studies or full-time employment

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:	90.0%	95.4%
Similar Schools average:	95.1%	95.0%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,412,865
Government Provided DET Grants	\$1,392,445
Government Grants Commonwealth	\$5,000
Government Grants State	\$0
Revenue Other	\$183,350
Locally Raised Funds	\$445,974
Capital Grants	\$0
Total Operating Revenue	\$9,439,635

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,074
Equity (Catch Up)	\$29,568
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,642

Expenditure	Actual
Student Resource Package ²	\$7,375,516
Adjustments	\$0
Books & Publications	\$11,509
Camps/Excursions/Activities	\$218,781
Communication Costs	\$24,624
Consumables	\$311,542
Miscellaneous Expense ³	\$156,156
Professional Development	\$28,920
Equipment/Maintenance/Hire	\$388,446
Property Services	\$148,181
Salaries & Allowances ⁴	\$472,947
Support Services	\$376,070
Trading & Fundraising	\$9,429
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$166,179
Total Operating Expenditure	\$9,688,298
Net Operating Surplus/-Deficit	(\$248,663)
Asset Acquisitions	\$21,817

- (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 25 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	\$331,084
Official Account	\$93,380
Other Accounts	\$48,799
Total Funds Available	\$473,263

Financial Commitments	Actual
Operating Reserve	\$369,950
Other Recurrent Expenditure	\$260
Provision Accounts	\$0
Funds Received in Advance	\$23,965
School Based Programs	\$99,166
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$195,487
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$68,884
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$757,712

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.