

2021 Annual Report to The School Community



School Name: Frankston High School (7850)



- 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 27 April 2022 at 04:42 PM by Andrew Batchelor (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 07:23 PM by Mark Rickinson (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

Frankston High School is a high performing academic school of excellence. The school promotes excellence in a wide range of subjects and with an enrolment of 1960 students is able to offer a diverse range of subject choices particularly in elective choices in Years 9 and 10 and VCE subjects from Years 10 to 12. Over the years the Department has chosen to enforce a designated neighbourhood boundary because the demand for enrolment exceeds the capacity of the school to enrol all students that would like to attend the school. Consequently, the vast majority of students reside within the school's zone. Students achieve outstanding results in the VCE and as with previous years we are expecting 100% of students who applied for the tertiary sector to have received enrolment offers in 2022. A large number of school leaders participated in Professional Learning Communities (PLC) training in 2021 which we are implementing with our staff in 2022. The aim of this is to further develop our staff capability in collaborating to share best practice. Students feel a strong sense of belonging to school through their participation in exceptional co-curricular programs which feature, music, sport, outdoor education, international trips and camp programs. Individuals, teams and these programs are regularly acknowledged with the achievement of state and national titles in leadership, music and sport. A Student Leadership Council provides opportunities for students to develop outstanding leadership skills with students admirably representing the school at state and national forums. We have an outstanding International Student Program that offers a rigorous and supportive teaching and learning experience for these students, who add so much to our rich school culture. Frankston High School has taken the lead in the use of learning technologies to enhance learning. We have been selected with a group of schools from across the world as a Microsoft Showcase school. Our school vision is: 'Together we become purposeful learners'. This vision is clarified by our Mission statement which further articulates the attributes of a purposeful learner. In addition we encourage students to exhibit behaviours upheld by our school values. These values and associated behaviours are reported to parents and students twice a year. The values are: RESPECT, RESPONSIBILITY, INTEGRITY, OPTIMISM, PERSISTENCE & EMPATHY. In addition, Frankston High School's Learning Principles were established to identify the principles required if purposeful learning is to occur and the role of the teacher in ensuring the principles are in place for purposeful learning in their classrooms. The Mission statement is as follows:

MISSION STATEMENT:

The aim of FHS is to support the continued intellectual development of our students and prepare them to understand and practise:

- Independent learning
- Critical and creative thinking
- Behaviours that contribute productively to society
- Effective communication
- Sound physical, emotional and social behaviours.

This school had 169 equivalent full-time(EFT) staff: 5.0 EFT Principal Class; 9.9 EFT Leading Teachers, 6.5 EFT Learning Specialists; 32 EFT class 1 teachers, 78.9 EFT class 2 teachers and 36.7 EFT Education Support Staff in 2021. The total number of staff is 194.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives for Frankston High School are: Building Practice Excellence and Curriculum Planning and Assessment. Key Improvement Strategies in the 2021 Annual Implementation Plan included the following:

1. Build data literacy across the school.
2. Build a whole school approach to the teaching of Literacy.
3. To build a whole school approach to consistency of teacher practice.
4. To build teacher capacity, collaboration and professional learning opportunities.
5. To build the leadership team – instructional and shared.
6. Build student voice and agency in learning.

7. Further embed critical and creative thinking across the Curriculum.

- All VCE teachers within their subject teams were provided with some time pre and post COVID to analyse VCAA data to inform their practice. 2021 VCE results continue to be above similar schools. A VCE median all study score of 31 was celebrated at the end of 2021, a good achievement considering the impact of COVID (second year) and the challenges of further periods of remote learning.
- NAPLAN ran in 2021 and our results indicate our students at both Year 7 and Year 9 are performing well above the state and above similar schools in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

Achievement

The challenges of 2021 have been significant yet we were able to capitalise on some of the associated opportunities that have emerged from this experience. The implementation of the tutoring program to support students who were impacted by remote learning was a positive initiative and resulted in student learning growth and confidence. Our PLTs moved to Domain based teams to support and facilitate planning for remote and flexible learning, including a move to live lessons for all classes during remote learning.

A strong focus was placed on student wellbeing and regular check-ins with students were supported through live lessons with all classes with all of their teachers, through surveys, and extra direct daily contact for those considered at risk. We also had a number of 'at risk' students attend onsite during the remote learning periods to ensure they could continue with their learning. It was very positive to see that much of the original AIP planning was able to be continued during remote learning and when we were onsite. This included participation in training of DET's PLC initiative which was undertaken by 15 members of the Leadership Team including all of the Principal Class. The use of the Instructional Model was continued and both the Structured Reading Program and Levelled Intervention Program at years 7 and 8 were also incorporated. The Literacy Innovation Team continued to trial vocabulary strategies and undertook some coaching of other teachers to support their work. The use of pre and post testing, and formative assessment allowed teaching and learning differentiation to occur in the remote setting, and Student Agency was developed as students had the genuine opportunity to manage their own learning responses. We have identified many positive outcomes from the remote learning experience, and are committed to considering opportunities to maintain these in 2022.

Future Directions and Strategies:

- Embed and refine the VCE data schedule with a full return on-site in 2022.
- Establish a data schedule in Maths and English.
- Implement an evidence focused PLC model having undertaken training in the DET's PLC initiative during Terms 1 and 2 of 2021.
- Consolidation of the use of Essential Assessment in Year 7 and 8 Mathematics whilst using pre and post testing to measure growth as well as pre-testing to inform the development of a differentiated learning environment.
- LLI will be consolidated in Year 8, continued in year 7 and further coaching will occur in Years 7 and 8 in the Structured Reading program.
- The Literacy Innovations team will continue to coach targeted faculties to further develop a whole school approach to teaching literacy.
- The Teaching and Learning model will be revisited with all staff exploring the HIT of goal setting (Learning Intentions and Success Criteria) and linking the teaching of this HIT with the purpose of enhancing student agency.
- Formative data will be collected throughout the year to measure levels of student agency with respect to goal setting and this data will be used regularly in PLT meetings to reflect upon the effectiveness of teacher pedagogy in using goal setting to enhance student agency.
- Two new Campus Principals have been employed along with Five Learning Specialists as instructional coaches for 2022 to support all staff in reflecting on evidence of learning and undertaking inquiry cycles as part of our new PLC model. They in collaboration with the Head of Pedagogy and the rest of the Leadership Team will lead this initiative.

- Reviewing and refining the roles of the Campus Principals to ensure all four have a role in leading teaching and learning at the school in 2022 and beyond.
-

Engagement

A large number of students who previously experienced some challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. We implemented 'live lessons' for all classes so all teachers could undertake checks and monitoring of student learning, engagement and wellbeing. We also had a daily check-in for all students during remote learning to monitor engagement and ensure attendance. Our Sub-Schools have continued to follow-up daily on any non-attendance of students both onsite and during the remote learning period. We have also reviewed and refined our Attendance Policy and procedures. In 2022 our PLCs will focus on opportunities to continue building student agency in the classroom.

Future directions and strategies to engage students:

- In 2022 the capacity of the leadership team will be developed in order for them to become instructional experts in understanding and defining student voice and agency within the context of Frankston High School and our whole school approach to teaching and learning.
 - Members of the Leadership Team will provide professional learning for staff in relation to student voice/agency.
 - Student focus groups will run to question students and gain a measure of current student agency across the school as well as discovering best practice examples of active student voice/agency happening in the classroom.
 - Staff will develop an understanding and commitment to a whole school approach that embeds student voice/agency within our current whole school approach to teaching and learning.
 - Students will develop an understanding of student voice/agency as staff communicate with students more openly and consistently about how curriculum is designed, goal setting and the use of learning intentions and success criteria.
 - Sub-Schools will continue to closely monitor student attendance and put appropriate interventions and supports in place. This will be supported by our Attendance Officer which has been a new role implemented to further strengthen our follow-up.
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Wellbeing

Highlights throughout 2021 that have helped the school work towards Wellbeing goals over 2020 include:

- In 2021 The Resilience Project ran remotely and onsite to involve all Year 7 & 8 students.
- Respectful Relationships training undertaken by all of the Leadership Team and we will implement this in 2022.
- Use of outside organisations to further support wellbeing.
- Completed works on our new Wellbeing space on the 7-10 Campus has seen a wonderful space created that allows for our strong support of student wellbeing.
- Student leaders ran a multitude of activities throughout 2021 to engage students both inside and outside of the classroom.
- Wellbeing advice and support offered to students via all teachers during 'live lessons' with strategies developed and implemented across all classes in the remote learning environment.

Future directions and strategies:

- In 2022, review the Resilience Project and opportunities for this to be expanded in the future.
- Continue to monitor and respond to attendance data across all year levels.
- Review our approach to Wellbeing and Disability Inclusion, to further strengthen these and develop a whole school approach to Wellbeing and Disability Inclusion.

Finance performance and position

The Financial Position of Frankston High School remains in a healthy position following another year of excellent support from DET and the wider school community in 2021, with a Net Operating Surplus reported for 2021 of \$551,651. However the ongoing impact of multiple remote learning periods continued to present financial challenges to the school's normal operating environment.

Many excursion based activities, trips and events were again not able to proceed due to remote learning. This created the need to credit and refund families a considerable amount of contributions already made towards cancelled events and activities such as Outdoor Education camps, interschool team sports, MEGAR week, Geography excursions and offsite Sport Education sessions.

Excluding funding for the SRP, total revenue decreased from \$6.57 million in 2020 to \$5.53 million in 2021, with revenue relating to 2022 not recognised in this amount. This reduction was heavily impacted by reduced homestay requirements for International Students, along with less collected through Optional Items on the fee schedules following the introduction of a new Parent Payments template from DET.

Operating expenditure decreased from \$5.88 million in 2020 to \$5.08 million in 2021. This reduction was mostly attributable to reduction in building and ground works, combined with less International Homestay payments.

An additional 25 applications for Camps Sports Excursions Fund were lodged in 2021 compared to 2020. This CSEF allocation provided \$85,500 of valuable financial support to families and students.

DET Cash Grants decreased from \$1.85 million to \$1.54 million due to reduction in maintenance blitz funding (a 2020 program focused on building and ground works) and a repayment of planned SRP Deficit from 2020 that was deducted from the Term 4 quarterly cash grant in 2021.

Additional sources of revenue included:

- \$77,000 for devices in the Teacher and Principal Notebook Program,
- \$21,935 from multiple Universities to supervise and mentor a significant number of student teachers,
- \$15,775 received for the Advanced Lifesaving program to extend student learning opportunities, and
- \$22,120 was granted in the Minor Capital Works Program to facilitate an upgrade to the administration entry of the 7-10 Campus.

Total family contributions decreased from \$2.59 million in 2020 to \$1.91 million in 2021 due to the implementation of the new DET contributions template that limited the amount of relevant items that could be collected from families.

The collection rate for student contributions increased from 84.8% in 2020 to 90.3% in 2021 due to the fee schedules presenting as being more affordable, and the ability for parents to apply credit retained from events cancelled in 2020 due to extended periods of remote learning.

The school retains \$2,947,698 of fully committed funds available to carry forward to 2022. For the immediate short term, the school council has entered into agreements for 2022 to complete a long awaited landscaping upgrade to the Senior Campus central courtyard area to the value of \$264,546, along with the duplication and upgrade of an outdoor basketball court on the 7-10 Campus amounting to \$191,437. School Council will also seek to contribute within reason to the upcoming major capital works program set to commence in Term 4 of 2022.

For more detailed information regarding our school please visit our website at
<http://www.fhs.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 1991 students were enrolled at this school in 2021, 945 female and 1046 male.

6 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).

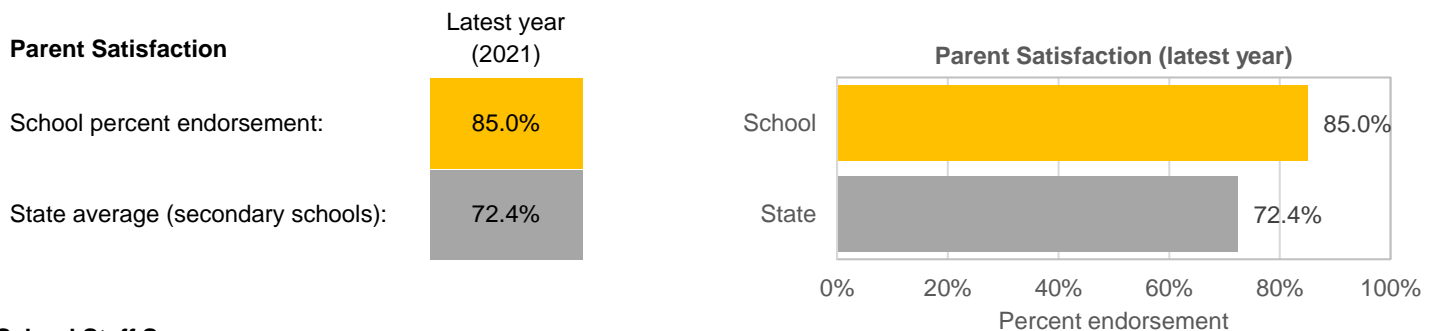
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

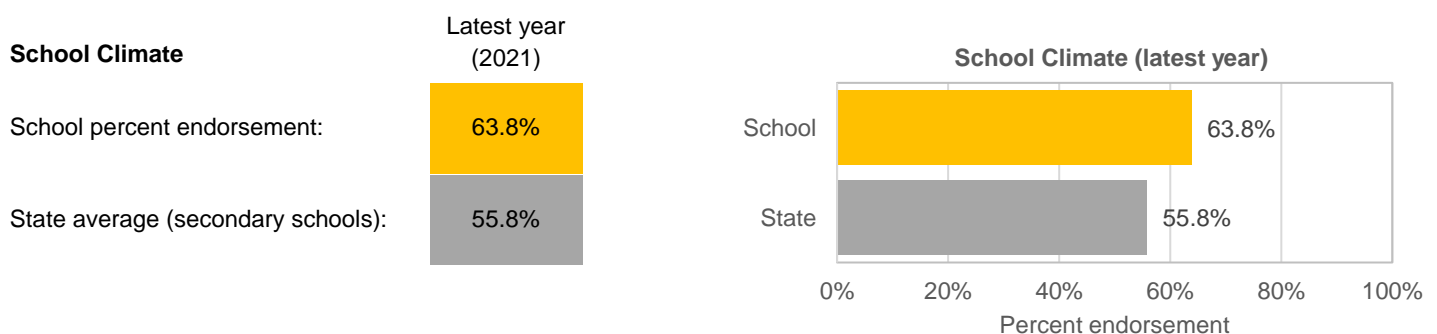


School Staff Survey

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.



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:

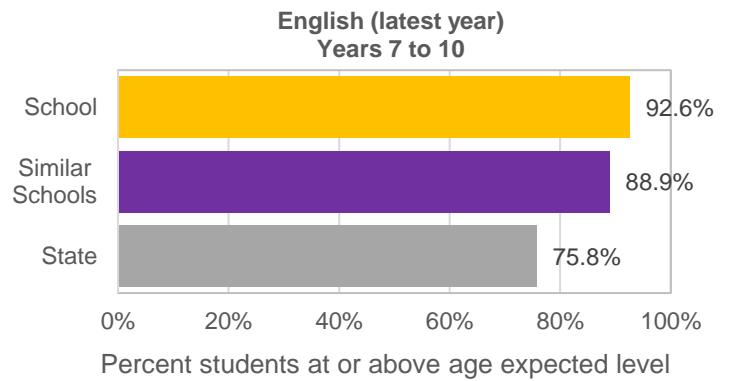
92.6%

Similar Schools average:

88.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

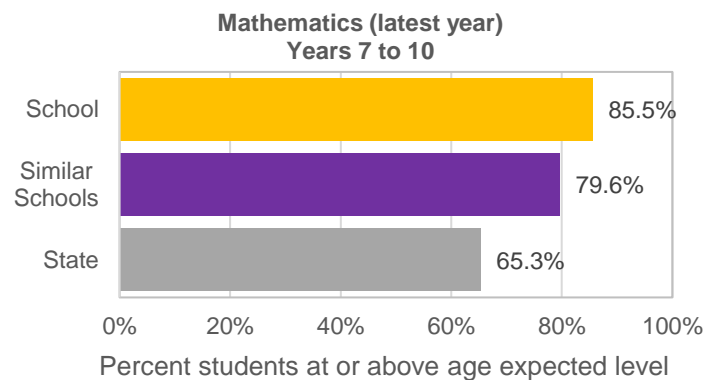
85.5%

Similar Schools average:

79.6%

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.

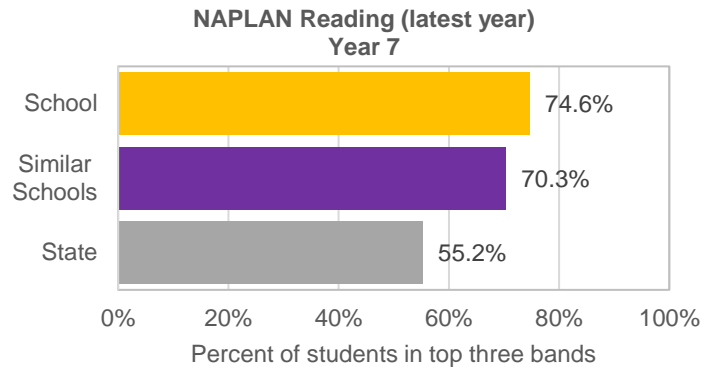
NAPLAN

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.

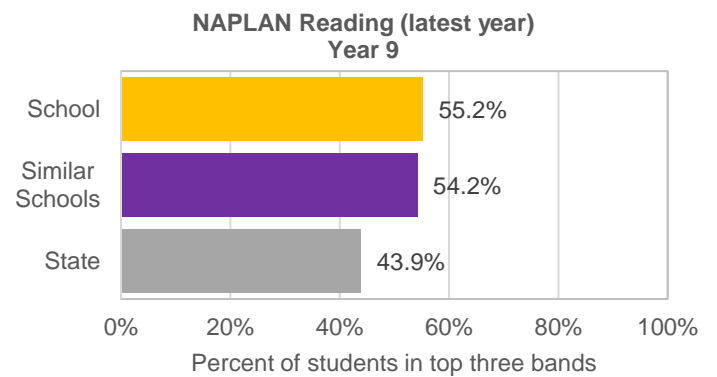
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.6%	71.9%
Similar Schools average:	70.3%	69.8%
State average:	55.2%	54.8%



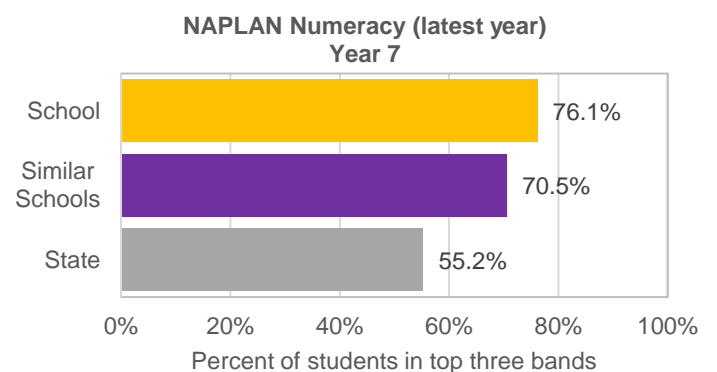
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.2%	56.5%
Similar Schools average:	54.2%	57.0%
State average:	43.9%	45.9%



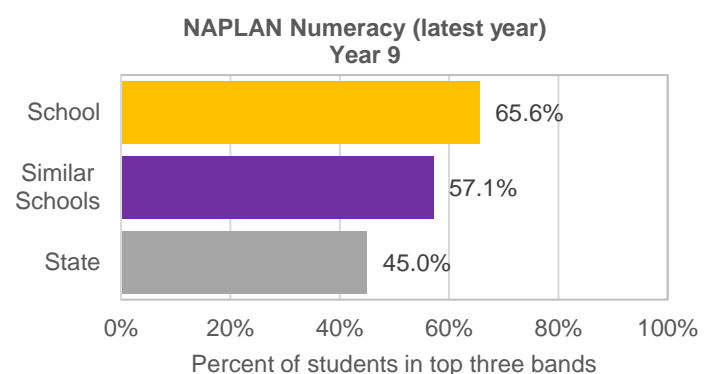
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.1%	75.7%
Similar Schools average:	70.5%	70.6%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.6%	67.1%
Similar Schools average:	57.1%	59.7%
State average:	45.0%	46.8%



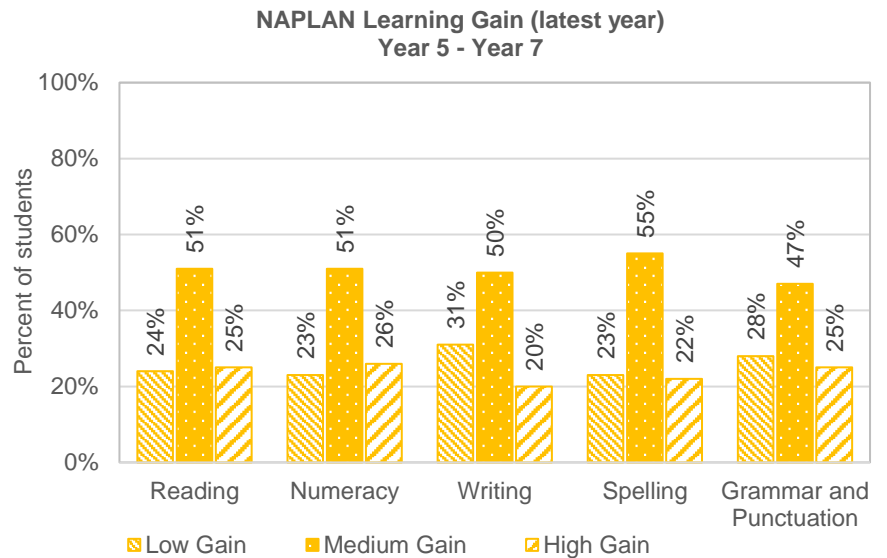
ACHIEVEMENT (continued)

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'.

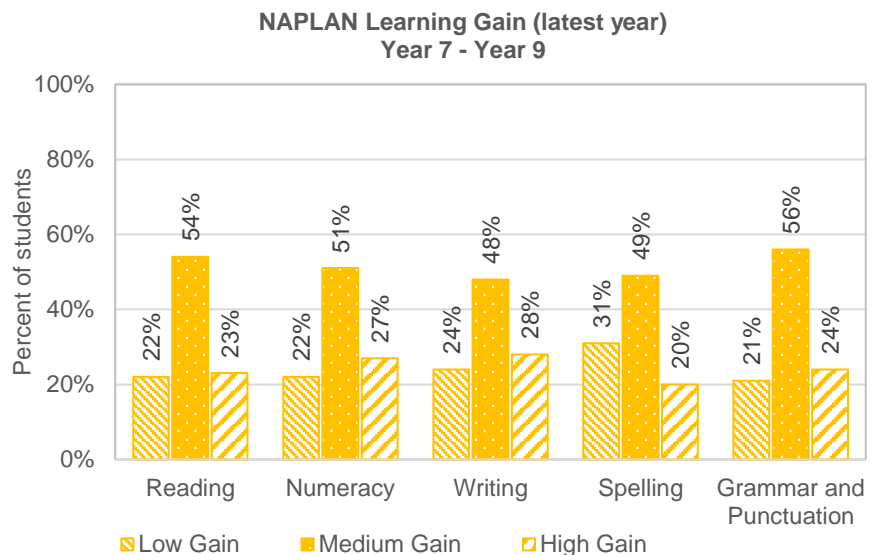
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	51%	25%	25%
Numeracy:	23%	51%	26%	24%
Writing:	31%	50%	20%	24%
Spelling:	23%	55%	22%	25%
Grammar and Punctuation:	28%	47%	25%	24%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	54%	23%	25%
Numeracy:	22%	51%	27%	25%
Writing:	24%	48%	28%	24%
Spelling:	31%	49%	20%	26%
Grammar and Punctuation:	21%	56%	24%	25%



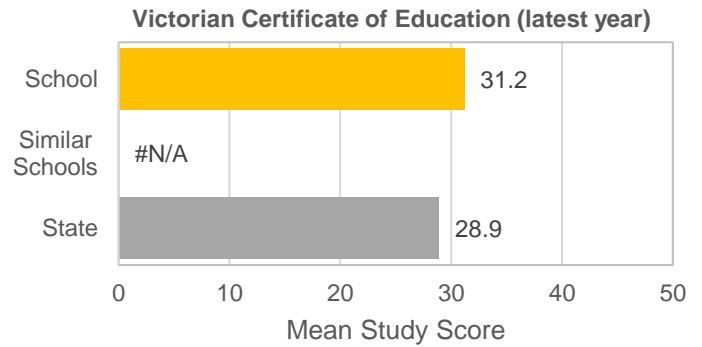
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

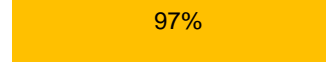
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

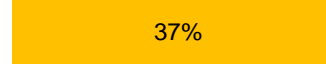
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	31.2	31.7
Similar Schools average:	29.6	NDA
State average:	28.9	28.9



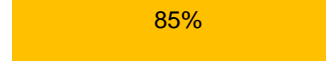
Students in 2021 who satisfactorily completed their VCE:



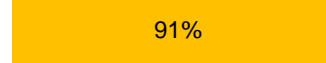
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



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



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

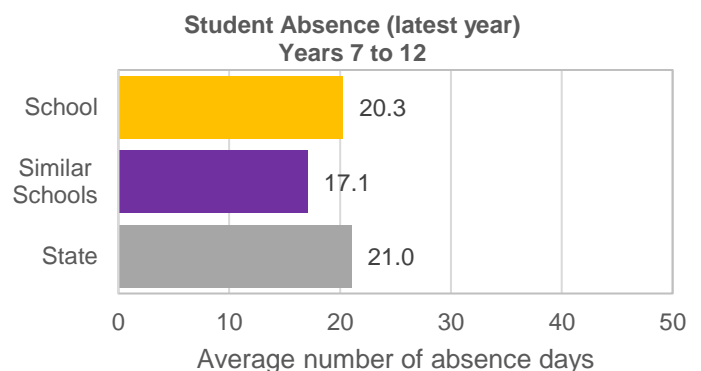
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	20.3	16.2
Similar Schools average:	17.1	16.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

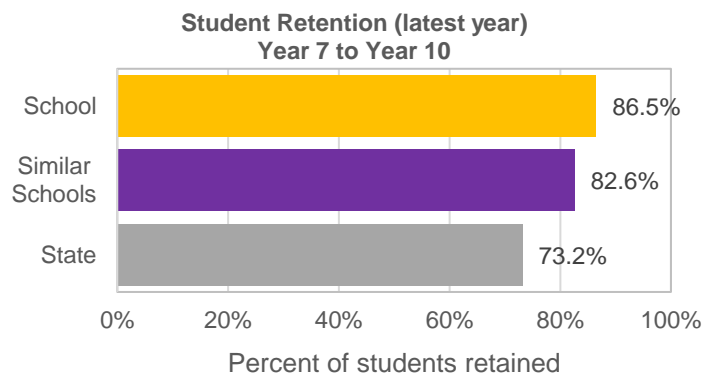
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	88%	87%	89%	91%	93%

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:	86.5%	85.1%
Similar Schools average:	82.6%	81.1%
State average:	73.2%	72.9%



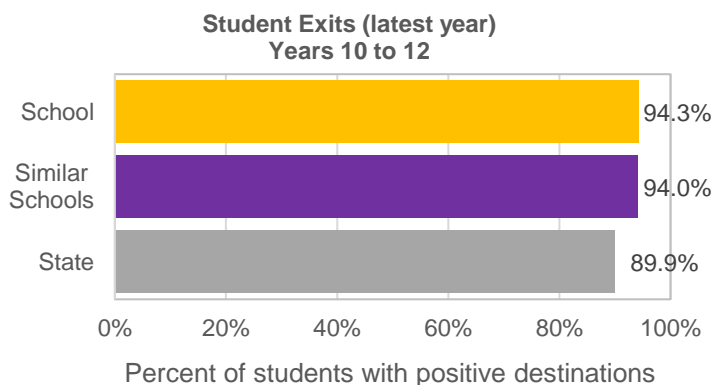
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	94.3%	92.2%
Similar Schools average:	94.0%	93.5%
State average:	89.9%	89.2%



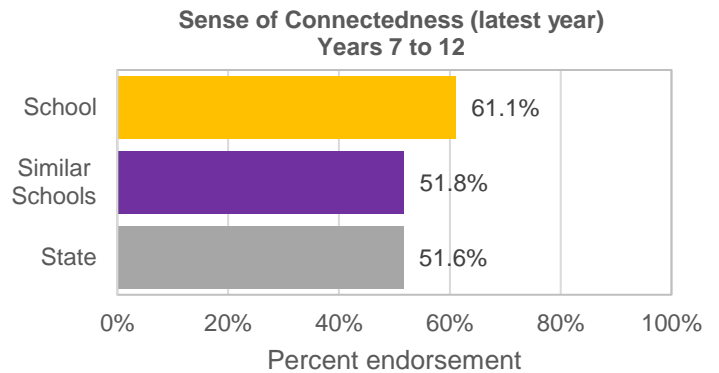
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	61.1%	64.9%
Similar Schools average:	51.8%	55.2%
State average:	51.6%	54.5%

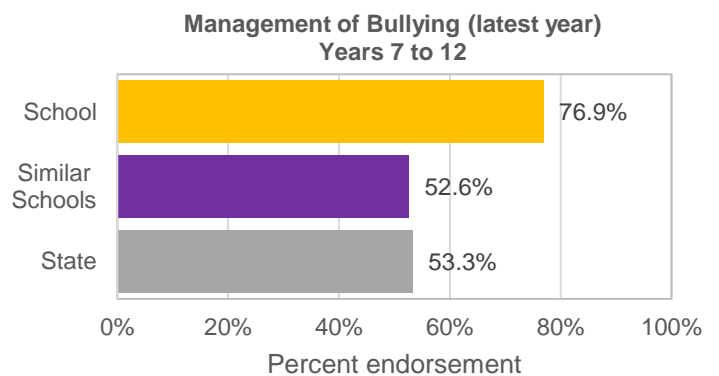


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	76.9%	74.4%
Similar Schools average:	52.6%	57.0%
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	\$19,284,465
Government Provided DET Grants	\$2,402,660
Government Grants Commonwealth	\$21,935
Government Grants State	\$47,305
Revenue Other	\$460,375
Locally Raised Funds	\$2,593,673
Capital Grants	\$0
Total Operating Revenue	\$24,810,414

Equity ¹	Actual
Equity (Social Disadvantage)	\$134,796
Equity (Catch Up)	\$51,917
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$186,713

Expenditure	Actual
Student Resource Package ²	\$19,175,463
Adjustments	\$0
Books & Publications	\$6,525
Camps/Excursions/Activities	\$813,592
Communication Costs	\$75,916
Consumables	\$471,507
Miscellaneous Expense ³	\$527,576
Professional Development	\$98,449
Equipment/Maintenance/Hire	\$1,117,294
Property Services	\$156,271
Salaries & Allowances ⁴	\$842,914
Support Services	\$374,202
Trading & Fundraising	\$339,055
Motor Vehicle Expenses	\$13,711
Travel & Subsistence	\$5,480
Utilities	\$240,808
Total Operating Expenditure	\$24,258,762
Net Operating Surplus/-Deficit	\$551,651
Asset Acquisitions	\$38,103

- (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	\$2,068,025
Official Account	\$715,336
Other Accounts	\$164,337
Total Funds Available	\$2,947,698

Financial Commitments	Actual
Operating Reserve	\$830,042
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$267,285
Beneficiary/Memorial Accounts	\$9,849
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,464
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,250,059
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,947,698

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.