

# 2022 Annual Report to the School Community

School Name: MacRobertson Girls High School (8135)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 22 March 2023 at 08:23 PM by Susan Harrap (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 29 March 2023 at 02:30 PM by Ruth Murphy (School Council President)

# How to read the Annual Report

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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## School context

The MacRobertson Girls' High School is affectionately known as Mac.Rob. Mac.Rob acknowledges the Bunurong people as the traditional owners of the land on which we work, teach, and learn. We acknowledge that this land was never ceded, and we pay our respects to Elders past, present, and emerging.

Mac.Rob is proudly a Victorian government school; one of four selective entry high schools for highly able learners in Years 9 - 12. The selective entry schools play a key role as part of an inclusive education system where highly able learners come together to collaborate, connect, support and extend each other.

While our name indicates that we are a 'girls' school, we acknowledge and celebrate the young people in our community who do not identify as female.

Mac.Rob is located close to the Melbourne Central Business District and is well serviced by public transport. Our student population in 2022 was 1139 students, with approximately 300 students in both Years 9 and 11 and 250 in both Year 12. Since 2020, the enrollment cap for the Year 9 cohort was lifted from 250 to 300. Student enrolment numbers will increase again in 2023 to reach an overall enrolment cap of 1200 students.

The school has 94.2 equivalent full-time staff (3 Principal Class, 72.8 Teaching staff and 18.4 Education Support Staff). In 2022 no staff identified as Aboriginal or Torres Strait Islander.

Students make a courageous decision to join us in Year 9 after sitting and performing well on a State-wide selective entrance examination, which is held while they are in Year 8. They leave their local high schools to take up the opportunity for like-minded challenges amongst supportive peers and staff. They travel great distances from across metropolitan Melbourne and beyond to attend our school. Some students travel up to 2.5 hours each way to and from school daily.

Mac.Rob serves a culturally diverse community. Approximately fifty percent of students have English as an Additional Language (EAL). In 2022, forty six percent of students were born in another country and speak a language other than English at home. Forty-two different languages are spoken at home. Cultural diversity is a celebrated, defining and inclusive feature of our school community. In 2022, no students identified as Aboriginal or Torres Strait Islander. The socio-economic status of our families, as indicated by the Student Family Occupation and Education (SFOE) index, is considered low, which represents a high level of socio-educational advantage. While this average measure indicates a high level of advantage, it must be noted that our families emanate from a wide range of social demographics and that educational attainment levels generally exceed our occupational demographics. The school has an outstanding intellectual culture - one where academic endeavour is prized and openly encouraged through an unerring focus on growth and agency. Mac.Rob supports diversity and excellence across the board, allowing all students the opportunity to work within an area of passion and aspiration. Highlights include a renowned music program, diverse sporting opportunities, vibrant performing and visual arts, alongside excellent public speaking and debating programs. Our students also feature in national and state forums/competitions in all disciplines.

The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through a vibrant co-curricular program. Some of these enriching activities were either reduced or modified throughout 2021 due to the COVID-19 pandemic.

Course offerings in the middle school at Year 9 and 10 are diverse and allow for deep learning, and at the senior years, we provide a wide range of course offerings in the Victorian Certificate of Education (VCE). A small percentage of our students complete Vocational Education and Training (VET) courses with external providers within their VCE program. 2022 was another extraordinary year, returning from COVID lock downs, and resuming the full life of school. Many students and staff were impacted by COVID infections and isolation, some members of our community up to three times. Our community's resilience, persistence, innovation and connection ensured that the impacts of these challenges were minimised.

Collaboration between staff, our students and their families was outstanding throughout 2022.

Some of the key milestones beyond student learning outcomes in 2022 are:

Our four values: Community, Growth, Compassion and Responsibility were embedded in our culture, ethos and practice, and we established a new school vision "**Honouring diversity. Inspiring curiosity and creativity. Transforming Lives**". In 2022, the school commenced teaching the International Baccalaureate (Diploma Program) to 21 students. The \$8 million capital works program (\$4 million from the State government and \$4 million of school raised funds) to renovate and expand the ground floor of the Lakeside building to accommodate the increased student enrolments commenced in Term 2 and continued throughout the school year. Our curriculum restructure and timetable was finalised for implementation in 2023, ensuring that at Year 9 & 10, all seven curriculum areas (English, Mathematics, Arts/Technology, Humanities, Science, Health & Physical Education, and Languages) are given equal priority.

Mac.Rob is well supported by the broader community. We have an active alumnae, The Palladians, who connect with and contribute to providing enrichment activities and mentor and leadership opportunities. The Mac.Rob Foundation provides support through scholarships and bursaries to students with particular skills and passions and to students in need. The Parents' Association actively

support the school through providing a conduit for information, connection and learning and organises events and fundraisers for the school community. The dedicated and active School Council provide strong leadership and governance and actively support the school community to thrive.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The 2022 NAPLAN results show high levels of both achievement and growth for our Year 9 students. It must be noted that the students sit the NAPLAN approximately 3.5 months after starting school at Mac.Rob, so there is a limit to which our school can take credit for student outcomes on NAPLAN. 99.3% of students in Year 9 were in the top three bands of NAPLAN Reading. 100% of students in Year 9 were in the top three bands of NAPLAN Numeracy. Due to the cancelation of NAPLAN in 2020 due to COVID, we are unable to report on Learning Gain.

Teacher judgements against the Victorian Curriculum achievement standards are another measure of achievement for students in Years 9 and 10. 100% percent of students in Year 9-10 English and 99.8% in Mathematics are at or above the expected level of achievement.

The 2022 VCE results continue to reflect a consistent high performance over the past 3 years, and Mac.Rob continues to be the highest performing government school in the State. 100% of students successfully completed their VCE.

**ATARS:** 73.8% of students achieved an ATAR above 90. The median ATAR was 95.25.

**STUDY SCORES:** Our mean study score was 36.0, and the percentage of all study scores over 40 was 25.7%.

**TERTIARY OFFERS:** The tertiary pathways data for the 2022 graduates is phenomenal with 100% percent of eligible students receiving tertiary offers in a pathway of choice. Students were offered first round places at Monash (56%), University of Melbourne (27%) RMIT (7%), Latrobe University (4%) Deakin University (4%) and other institutions, including several placements interstate and internationally. Our students are pursuing a range of tertiary courses including, in order of popularity: Natural and physical sciences, Medicine, nursing and health sciences, Commerce, business and management, Arts, law, society and culture, Engineering, Computing and technology and a range of others.

### Wellbeing

A focus on wellbeing continues to be important for us. Staff development in strengths-based approaches and proactive and responsive measures to matters relating to wellbeing were a significant focus during 2022. Throughout 2022, staff also prioritised strategic structuring of social learning to build connections in class. Our expanded wellbeing team, processes, and programs has resulted in higher levels of staffing, a relocation of services to the centre of the school, and the redevelopment of our three tiered approach to wellbeing.

Students' connection to school and their peers (70.4% positive endorsement) as measured in the annual DET Student Attitude to School Survey, is significantly above the State median (48.1%). Students' perceptions about the school's management of bullying (67.2% positive endorsement) are also significantly above the State measures (48.6%). There are very few instances of bullying in our inclusive community.

Our students are well monitored and supported by each of the sub-schools. The Middle and Senior School Leaders, Year Level Coordinators, and Connect Teachers regularly examine student achievement and attendance data to support those who need it and to recognise students who are living the school values.

All staff, and in particular, our Student Wellbeing and Careers team members, support the development of help seeking behaviours in wellbeing, careers and pathways advice.

In 2022, our work focused on strengthening community connections by supporting re-engagement in co-curricular pursuits, continuing to build support for, and engagement with, House activities and reconnecting with our local community to enrich the curriculum experiences of students. There is an emphasis on help seeking and proactive wellbeing skill development, alongside an extension of the Respectful Relationships curriculum.

The staff, and some students are implementing emotion coaching, and our Holding, Modelling, Mentoring wellbeing framework. Parent workshops are providing parents with tools to support wellbeing at home.

Our connect group (our name for home groups) relationships have been extended to include a formal proactive wellbeing and careers and pathway curriculum for Year 9-12.

### Engagement

Relationships are key to a thriving school community, and Mac.Rob's community actively promotes positive relationships among students, between students and staff, and between the school and families. The deep sense of belonging and connection is a hallmark of the school. The three-way relationship is nurtured by all teachers, but is the particular focus of connect teachers, the Year Level Coordinators and the Middle and Senior School Leaders.

Positive relationships are a feature of the teaching and learning program in all subjects, and the strong relationships within connect groups was vitally important throughout 2022 to ensure continued engagement and connection. Student engagement at Mac.Rob is very high, with students showing commitment and focus towards their study and the school events, such as the extensive co-curricular programs. This is illustrated by the low rate of absenteeism, (an average of 13.4 days compared to a State average of 27.7 days). The average attendance rate for each year level ranges between 92 and 94 percent. The rate of absenteeism increased significantly in 2022 at Mac.Rob and across the State due to the high rate of COVID infection within the community and the isolation requirements.

Our dedicated Connect group teachers, Year Level Coordinators and Assistants, and Middle and Senior School leaders, follow up on student absences with students and families and provide support and encouragement to ensure high levels of attendance. Family access to attendance data and absence approval via Compass continued in 2022 with a high level of family support. Regular monitoring of student data ensured that there was strong support and structure for students requiring it. Interventions were applied within teaching and learning teams, sub-schools and our student wellbeing team as required. Student retention is extremely high with less than 2 percent of students exiting in Years 9-12 each year. This indicates that students and families have a high regard for the school, its learning environment and culture. Our students feel confident and are well supported when they leave the school, with 100 percent of Year 10-12 students going on to complete tertiary study. This compares favourably to 90 percent of students across the State.

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## Financial performance

The 2022 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes, and to support student learning.

The provision of our high quality teaching and learning environment and programs is made possible by the contributions of families through the Parent Payment Policy. We thank our community for their continued financial support.

The major item of expenditure in 2022 was the \$4m school contribution to the Lakeside upgrade project. Other items of expenditure included \$27,286 for seven new classroom data projectors; \$14,000 for electrical data works & WAPS to improve wi-fi reception; \$7,030 for a new shade sail; \$82,000 for student chairs and tables for the new Lakeside classrooms; \$3,913 for student lockers; \$13,675 for student exam tables; \$9,982 for two new air conditioners; \$5,621 for new bike racks; \$22,884 for security equipment and \$6,595 for electrical works in the Canteen.

The Operating Statement summary shows that the DET Student Resource Package was 81% of the total revenue received which is provided for staff salaries.

The Government Provided DET Grants includes:

- \$916,711 SRP cash grant which provides the resources to support student learning and school infrastructure (utilities, maintenance, grounds allowance, annual contracts and essential maintenance works).
- \$25,652 The Outreach and Mentoring Program – reimbursement of costs for the staffing and resources for the 2021 camp.

Government Grants State includes;

- \$19,324 VCE exam supervisors and NAPLAN support.

Revenue Other is less than 1% of the total revenue and includes bank interest and some reimbursement items.

Locally Raised Funds constitutes 13% of the total revenue and includes;

- Kind and much appreciated donations received from our Community of \$37,289 for the Building Fund and \$31,720 for the Library Fund.

The Student Representative Council (SRC) raised over \$19,000 to donate to various charities such as: Red Cross, RSPCA, Starlight Foundation, Cancer Council, UNICEF, Leukaemia Foundation, Kids with Cancer, Save the Children, Royal Children Hospital, Make a Wish Foundation and Beyond Blue.

Parents/Carers continue to financially support the Parent Payment Policy at Mac.Rob. This continued support from families and the community allows Mac.Rob to provide the best possible programs and facilities for our students.

For more detailed information regarding our school please visit our website at  
<https://www.macrob.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 1139 students were enrolled at this school in 2022, 1139 female and 0 male.

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

### Overall Socio-Economic Profile

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

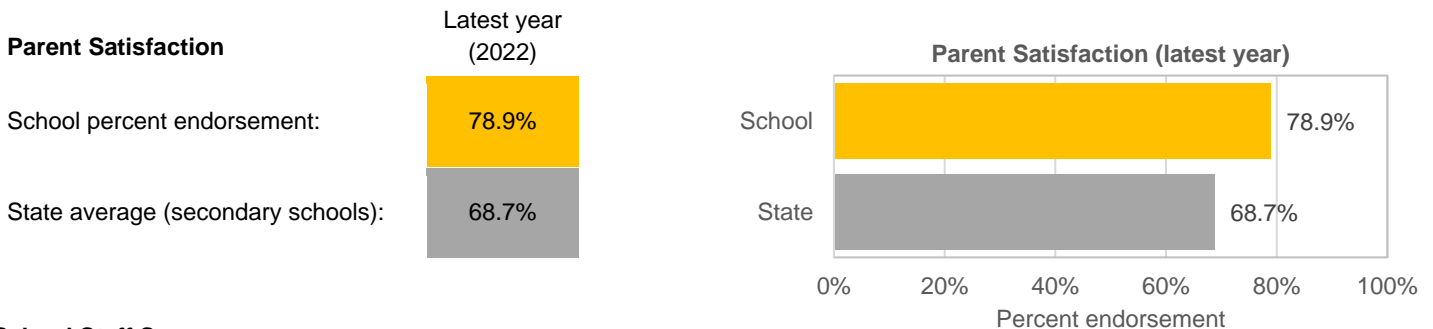
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

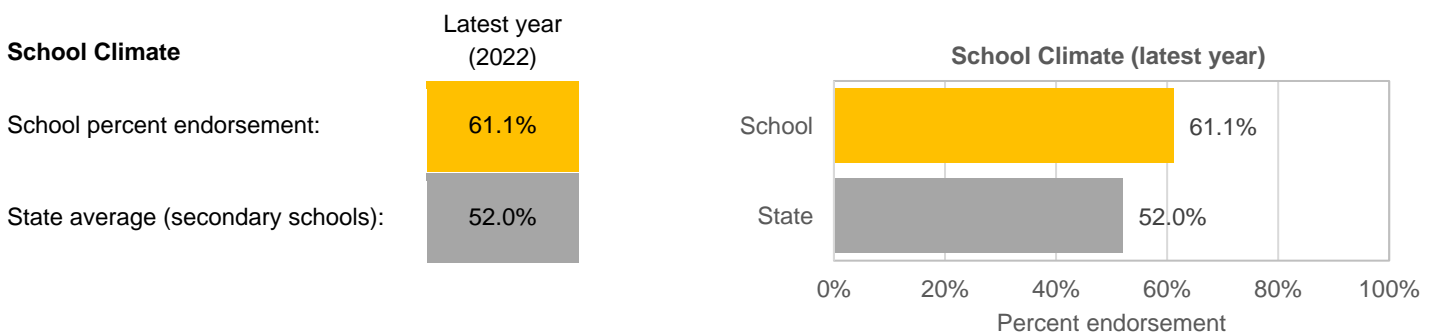


### School Staff Survey

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

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

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





## 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

School percent of students at or above age expected standards:

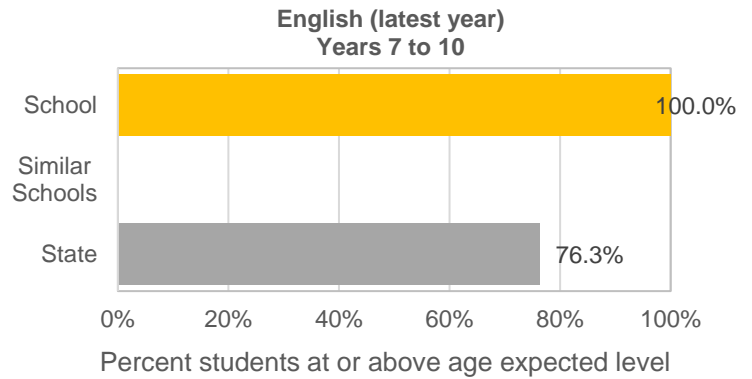
Latest year  
(2022)  
100.0%

Similar Schools average:

NDA

State average:

76.3%



#### Mathematics Years 7 to 10

School percent of students at or above age expected standards:

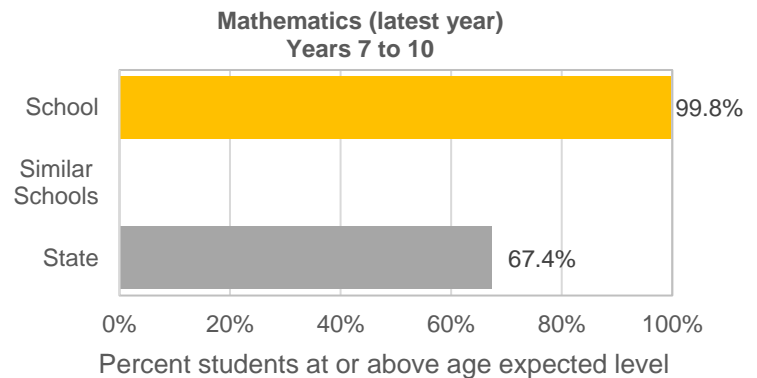
Latest year  
(2022)  
99.8%

Similar Schools average:

NDA

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.

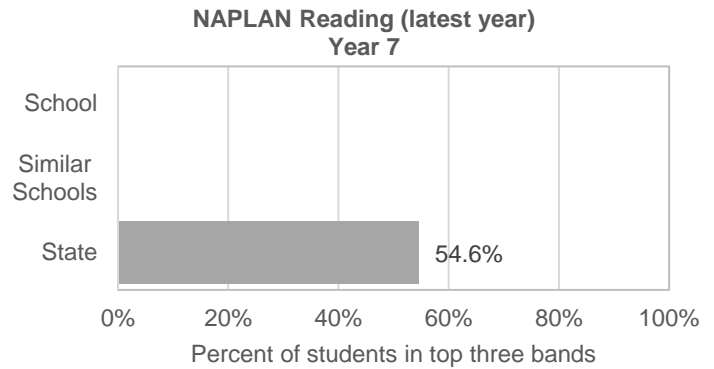
### NAPLAN

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.

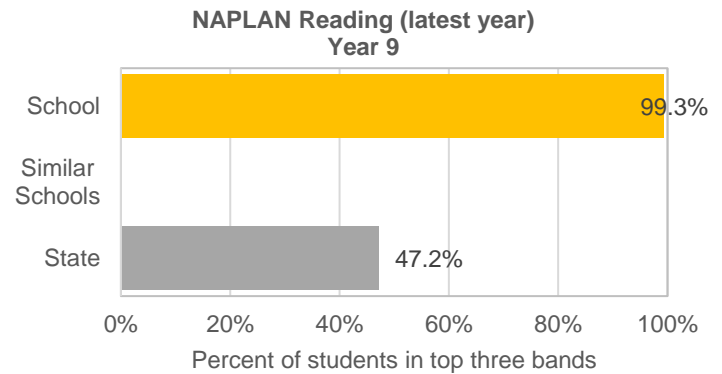
#### Reading Year 7

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



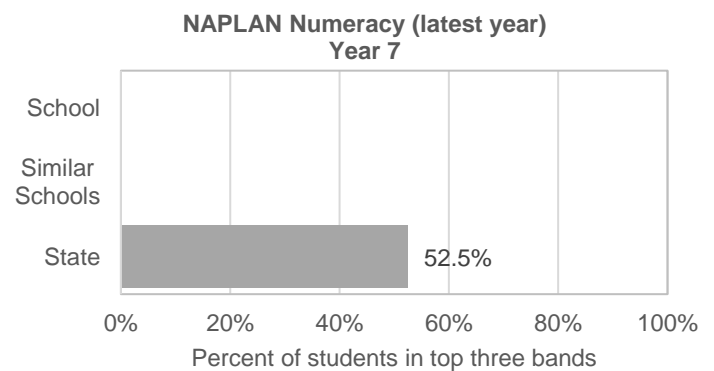
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	99.3%	99.4%
Similar Schools average:	NDA	NDA
State average:	47.2%	46.0%



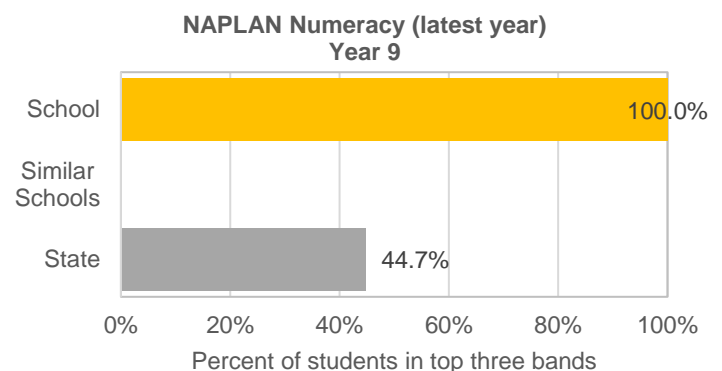
#### Numeracy Year 7

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



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	99.9%
Similar Schools average:	NDA	NDA
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.*

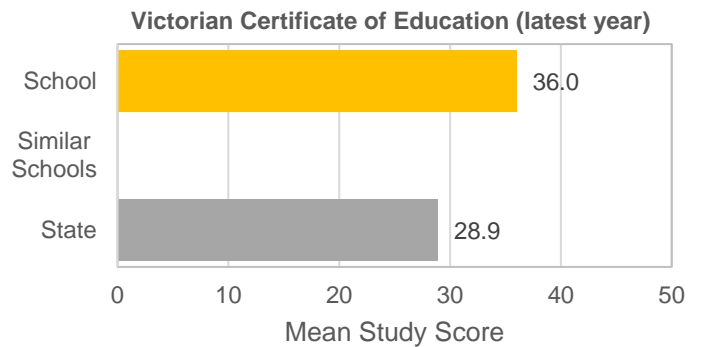
### Victorian Certificate of Education (VCE)

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	36.0	36.4
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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:

100%

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

NDA

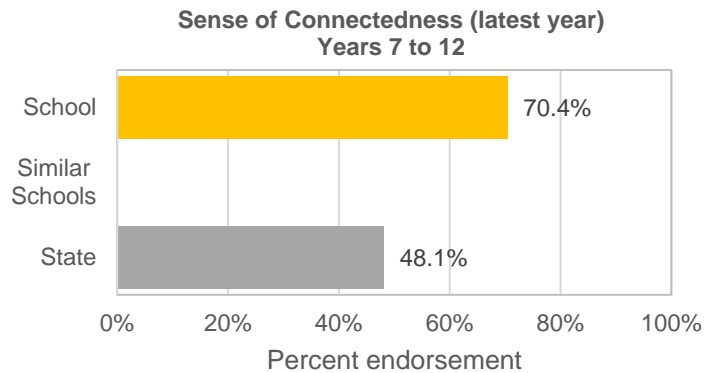
## WELLBEING

**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).

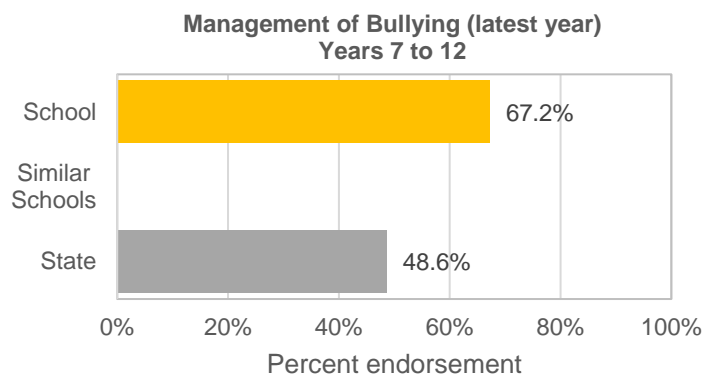
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	70.4%	73.6%
Similar Schools average:	NDA	NDA
State average:	48.1%	52.5%



### 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:	67.2%	71.0%
Similar Schools average:	NDA	NDA
State average:	48.6%	54.0%



## ENGAGEMENT

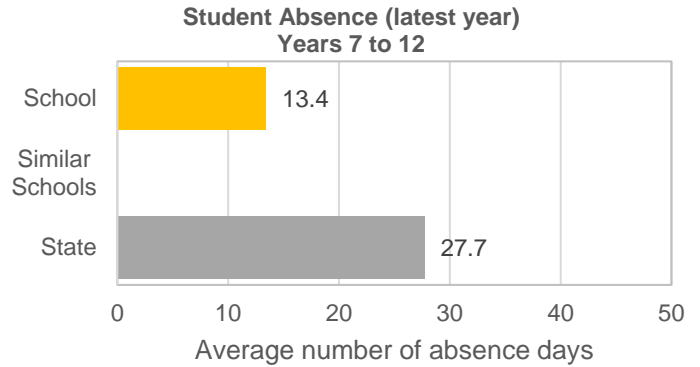
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.4	9.7
Similar Schools average:	NDA	NDA
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.

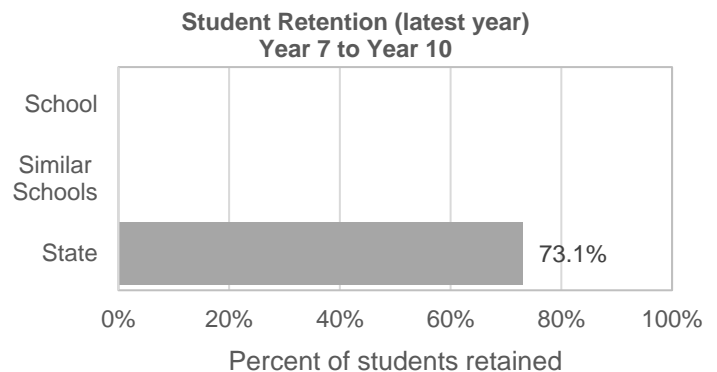
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	94%	94%	92%	92%

### 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:	NDA	NDA
Similar Schools average:	NDA	NDA
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.

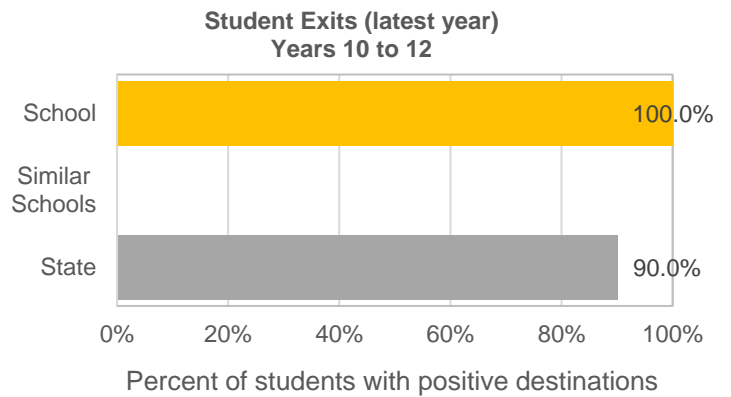
### Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	NDA	NDA
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	\$13,104,905
Government Provided DET Grants	\$951,229
Government Grants Commonwealth	\$0
Government Grants State	\$19,324
Revenue Other	\$59,673
Locally Raised Funds	\$2,109,989
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,245,120</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$36,535
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$36,535</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,133,992
Adjustments	\$0
Books & Publications	\$17,465
Camps/Excursions/Activities	\$355,083
Communication Costs	\$21,227
Consumables	\$254,139
Miscellaneous Expense <sup>3</sup>	\$123,869
Professional Development	\$83,330
Equipment/Maintenance/Hire	\$323,062
Property Services	\$163,284
Salaries & Allowances <sup>4</sup>	\$424,105
Support Services	\$182,819
Trading & Fundraising	\$208,438
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$515
Utilities	\$138,746
<b>Total Operating Expenditure</b>	<b>\$13,430,073</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,815,047</b>
<b>Asset Acquisitions</b>	<b>\$4,125,129</b>

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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,531,250
Official Account	\$1,045,867
Other Accounts	\$107,772
<b>Total Funds Available</b>	<b>\$4,684,889</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$366,308
Other Recurrent Expenditure	\$91,581
Provision Accounts	\$0
Funds Received in Advance	\$207,079
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$32,806
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,615
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$440,000
Capital - Buildings/Grounds < 12 months	\$2,085,000
Maintenance - Buildings/Grounds < 12 months	\$390,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$75,000
<b>Total Financial Commitments</b>	<b>\$3,724,388</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*