

2022 Annual Report to the School Community

School Name: Hazel Glen College (5552)



- 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 04 April 2023 at 12:20 PM by Neil Baillie (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 04 April 2023 at 04:22 PM by Greg Davis (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Hazel Glen College is located in the City of Whittlesea, in the suburb of Doreen, which is one of the most northern suburbs of the municipality. The City of Whittlesea is a consistently growing community with many new housing estates being developed around the area.

Hazel Glen College is an important school community hub for the residents of Doreen and the surrounding suburbs. Hazel Glen College was first opened in 2014 commencing with 143 students and 13 staff in Years Prep-6. Over the past 9 years, the College has rapidly grown to over 2800 students and 250 staff members as a K-12 College. Hazel Glen College has been one of the fastest and largest growing schools across Australia during this time. Our College opened with Prep to Year 6 students in 2014 and has grown by one year at a time since 2015. 2020 saw our first cohort of Year 12 students, finalising us as a fully operational Kindergarten to Year 12 College.

We are very proud to be the service provider of our Kindergarten. The facility has four kinder rooms providing modern state-of-the-art facilities for our community. The Kindergarten offers a 3-year-old kindergarten program, a 4-year-old kindergarten program, and an Extended Care program for over 140 children in our community. Our Kindergarten program runs out of our Child Family Centre, which also provides our community with maternal health services, playgroup options, intervention services, maternal health services, and various other community service groups which hire out the various spaces.

Hazel Glen College has built its educational model around the stages of learning comprising Kindergarten, Junior School - Years P-4, Middle School - Years 5-8, and Senior School - Years 9-12. Within this model of education, we are better able to meet the holistic needs of our students. As a College, our students have a sequential educational and extracurricular program that builds through the years. Our educational program aims to build strong foundational skills in literacy and numeracy in their formative years and then be extended through their middle and senior years of schooling. We have a strong commitment to empowering students to have greater input and ownership into their learning through Student Agency.

We have a detailed Experiential Learning model running with our Year 9 cohort which has a strong focus on connectedness and engagement. Our senior years of schooling offers a great breadth of subjects and pathway options (VCE, VCAL, and VET) aligning with students' passions and interests that lead to desired pathways beyond Year 12. Our 2022 Year 12 students recorded a mean study score of 27 which was a level maintained from 2021, and as a College we were happy with this outcome considering the additional challenges these students have faced over the past 3 years.

We are committed and driven to the continual improvement of this score with a strong drive to improve teacher instructional practice. The College Vision: One College, Everyone Matters, leads the direction we see for all of our students. Parents and Teachers. Hazel Glen College recognises the importance of educating students holistically which includes their Physical, Social, Emotional, and Cognitive Development. This Holistic educational philosophy is embedded in the College structured educational model of the stages of learning.

All curriculum planning and pedagogy are inclusive of students' capabilities in their stage of learning. Hazel Glen College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities and teaching and learning practices represent an exciting opportunity for all students where we will continue to build and embed the school's culture and values.

A total of 2804 students were enrolled at this school in 2022, 1346 females and 1458 males. 5.8% (162) students had English as an additional language and 2.1% (56) were Aboriginal or Torres Strait Islanders. Additionally, there were 218 students enrolled in our 3 & 4-year-old kindergarten programs. In 2022 the Student Family Occupation (SFO) index was 0.4361 and Student Family Occupation and Education (SFOE) 0.3756. We also had 121 funded English with Additional Language students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the College worked towards the Department for Education's goal for Learning: To support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. It employed new teaching staff, utilised existing staff and created positions of responsibility as part of the tutor Learning Initiative and Middle years Literacy and Numeracy Strategy. Unfortunately, the implementation and benefits of these programs were extremely limited due to the staffing crisis that eventuated across the State in 2022 due to staff sickness, a lack of casual replacement teachers and more widely teaching staff. The College continued to use the Datawise improvement model with its teaching staff to focus on improvement of instructional practice with a data-driven approach.

Teacher judgments of students achievement levels in P-6 for English and mathematics were above similar schools and close to or above the State average which was a maintained achievement from 2021. In Years 7-12 the teacher judgments for English improved from 2021 to closer to State average which was pleasing, however, Mathematics judgements decreased from 2021 and are below State level but are more similar to regional expectations.

NAPLAN results do not show any levels of Growth in 2022 as these tests were not sat in 2020 due to the COVID pandemic.

NAPLAN, Top 3 band results showed mixed improvements with Years 3 and 9 Reading levels both increasing with levels of 6 and 10% respectively. Year 5 levels were maintained and Year 7 decreased. In NAPLAN Numeracy both Year 3 and 9 increased the number of students in the Top 3 bands, Year 5 and Year 7 cohorts decreased their levels.

The VCE Mean Study score maintained a level of 26.6 with a median of 27 and a 98% completion rate, which was a pleasing result compared to local network schools and despite three years of disrupted learning. The VCAL completion rate was 93% and which is above the State average.

Wellbeing

In 2022, the College worked towards the Department for Education's goal for Wellbeing: to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The Annual Report demonstrates the College experienced a decrease in Sense of Connectedness and Managing Bullying across the College in 2022. This is in line with a similar pattern experienced in Similar Schools and State Average. This can be attributed to factors such as an increase in staff absenteeism and statewide staff shortage affecting student connectedness, and increased challenges addressing peer conflict following the pandemic.

The College addressed these challenges in a number of ways:

- The reintroduction of significant teachers in Middle School to ensure students have clear connections to their teachers
- Social and Emotional Professional Learning program for staff to build into their classroom practice
- A significant staff member acting as Home Group teacher and mentor for Year 10 students and who would follow them through the remainder of their senior secondary program
- Revision and realignment of the College social and emotional learning program (Personal Enrichment Program) across the College
- The introduction of a case manager approach to student wellbeing using a multi-tiered approach to student wellbeing using the RTI framework
- Restructuring the wellbeing team with the employment of Assistant Principal of Inclusion and Diversity, Re-engagement Leader and Inclusion Leader.

Further ways the College has worked towards achieving goals in this area are:

- Staff Learning Communities focused on student agency, social and emotional learning and inquiry learning
- Change to the curriculum map in Middle School to allow greater breadth of subjects offered
- The introduction of VCE Vocational Major in senior secondary school
- Ensuring the College camps program and community events such as Colour Run, Showcase and Easter Bonnet parade resumes
- College re-engagement leader to address at risk student absenteeism.

Engagement

Student absence rates for P-6 increased at Hazel Glen College, however, this was in line with similar schools and state increases and expected levels due to Covid and flu sickness rates. Year 7-12 Absence rates increased markedly and are notably higher than similar schools and state. Whilst the increase was related to the Covid and flu sickness rates, the lack of return to school after remote learning or a disengagement with mainstream education meant that a number of students had significant absences and this has affected average levels for the whole school.

Student retention rates across Years 7-10 are above the State average, however, have decreased slightly from 2021. In 2023, the college is providing more Year level leaders, an Applied Learning and Pathways Learning Specialist, a Careers Practitioner as well as an attendance-related Wellbeing Leader to support this area.

Year 10-12 students exiting to further studies or full-time employment is significantly above the similar schools and state average and shows that Hazel Glen College students are leaving to known pathways of apprenticeships, traineeships, TAFE, University or work as positive destinations.

Other highlights from the school year

The camps program returned in 2022 with an overnight camp for each year level from Year 2 to Year 9. Highlights included the Year 6 camp to Canberra and the Year 10 trip to the Northern Territory both resuming interstate camps. The College production also returned, with the Wizard of Oz running over 3 performances at Loyola College's theatre with 68 students performing to our community to well attended performances. The Colour Run was a very successful whole College event where approximately 3000 students, parents and teachers took part in our first ever Colour Run on the Senior School Oval. Finally, both Year 10 and Year 12 students attended a formal and over 800 students and parents attended the Year 12 Graduation held at the College. Our Year 4 and 8 students celebrated moving to Middle School and Senior School.

Financial performance

The College's financial position is stable as a result of a continued period of careful management of staffing and timetabling as well as considered expenditure. In addition, the extended care facility and OSHC programs are revenue streams outside of the Student Resource Package. The College has through making regular savings towards capital expenditure managed to save monies for major projects such as the Middle and Senior School oval redevelopment (currently a design and application process is underway) as well as for a domed roof for outdoor courts, unfortunately, a funding grant from the City of Whittlesea has not eventuated and this project is being reviewed. The Colour Run fundraiser last year contributed \$50 000 towards the laying of synthetic grass across the College to improve the premises.

There was a significant difference in outlay between 2021 and 2022 with spending on Casual Replacement Teachers increasing vastly as the salaries and allowances and support services expenditure was required to cover the significant staff absences due to COVID and sickness throughout the year.

For more detailed information regarding our school please visit our website at
<http://www.hgc.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 2805 students were enrolled at this school in 2022, 1350 female and 1455 male.

11 percent of students had English as an additional language and 2 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).

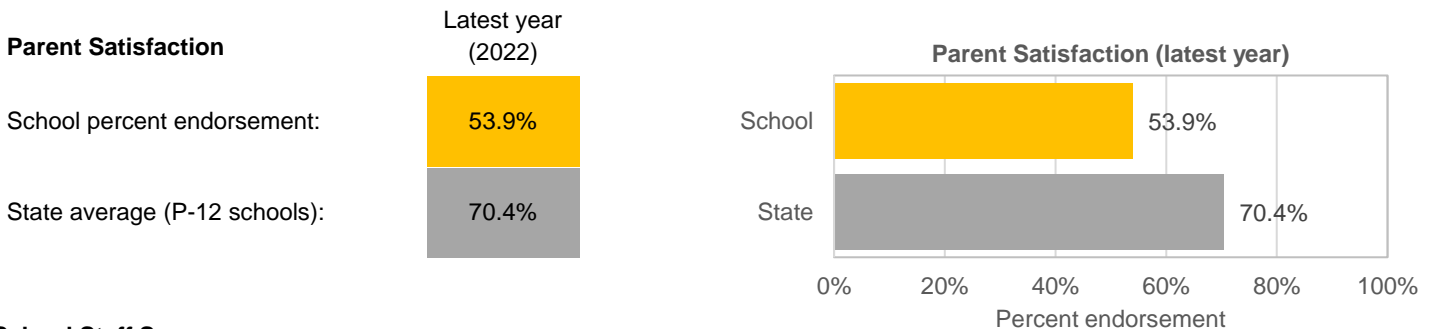
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

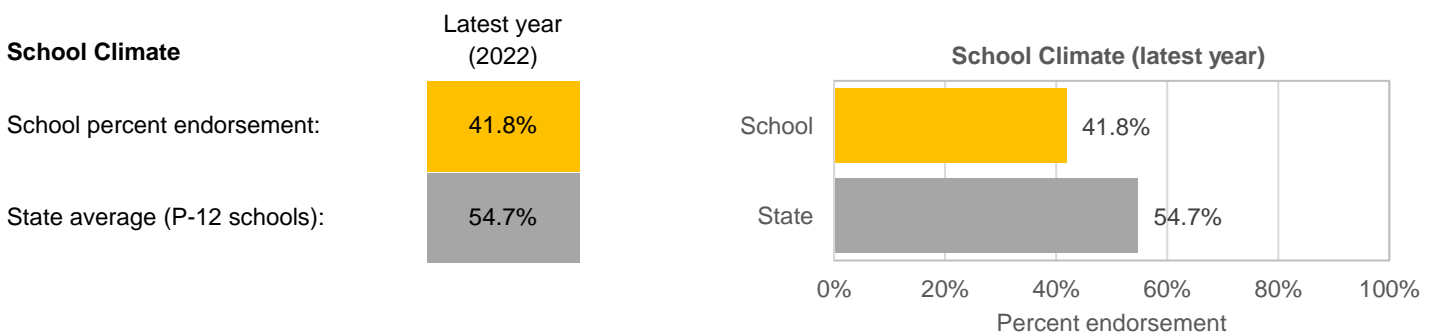


School Staff Survey

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

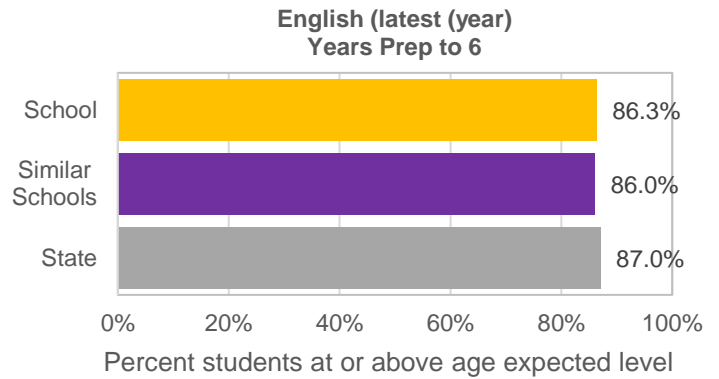
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

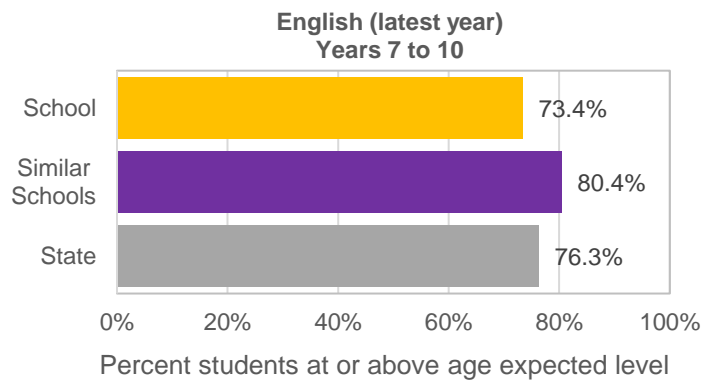
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	86.3%
Similar Schools average:	86.0%
State average:	87.0%



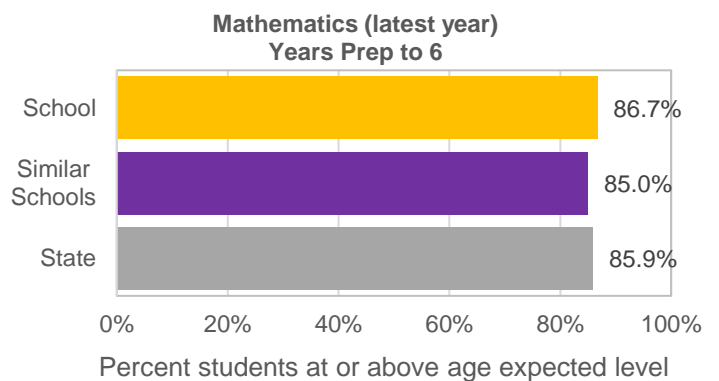
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	73.4%
Similar Schools average:	80.4%
State average:	76.3%



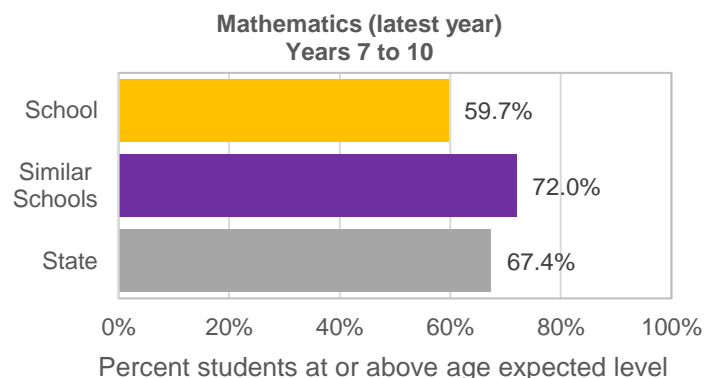
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	86.7%
Similar Schools average:	85.0%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	59.7%
Similar Schools average:	72.0%
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.

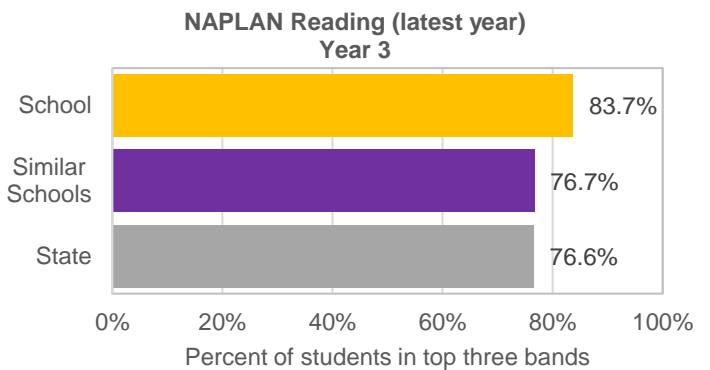
NAPLAN

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.

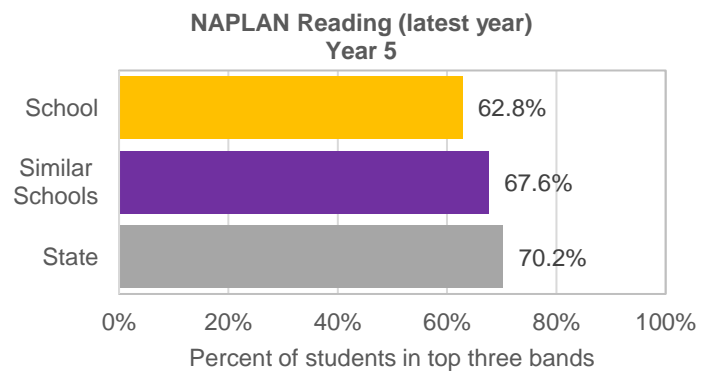
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.7%	81.0%
Similar Schools average:	76.7%	76.1%
State average:	76.6%	76.6%



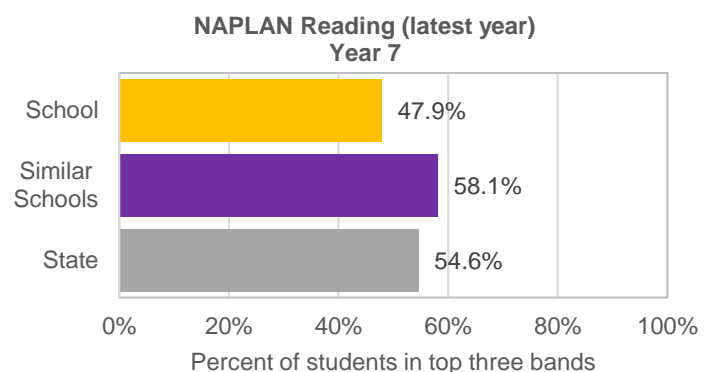
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.8%	64.8%
Similar Schools average:	67.6%	67.5%
State average:	70.2%	69.5%



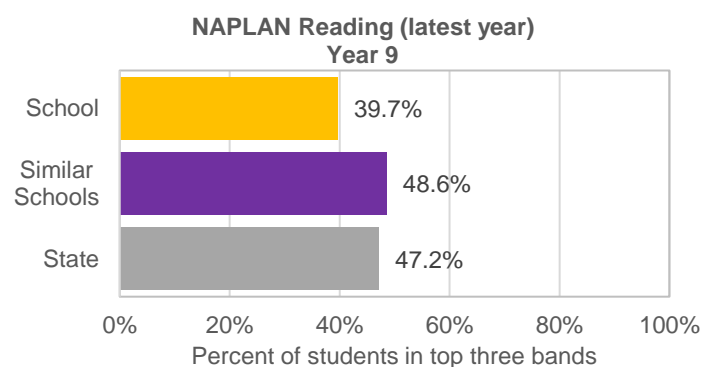
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.9%	51.4%
Similar Schools average:	58.1%	59.4%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.7%	38.2%
Similar Schools average:	48.6%	46.4%
State average:	47.2%	46.0%



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 (continued)

**Numeracy
Year 3**

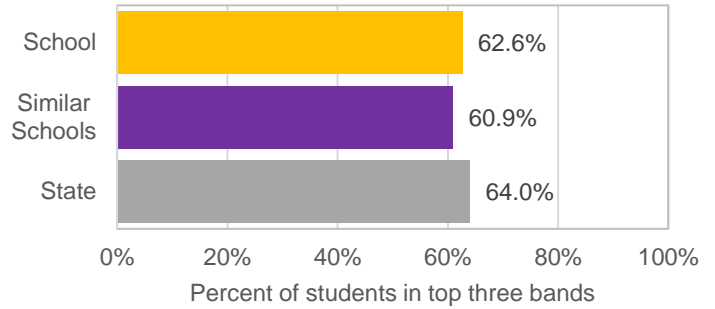
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.6%	63.9%
Similar Schools average:	60.9%	63.8%
State average:	64.0%	66.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

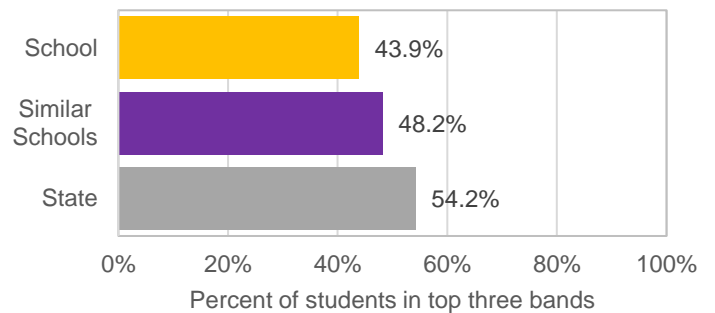
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.9%	46.7%
Similar Schools average:	48.2%	54.7%
State average:	54.2%	58.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

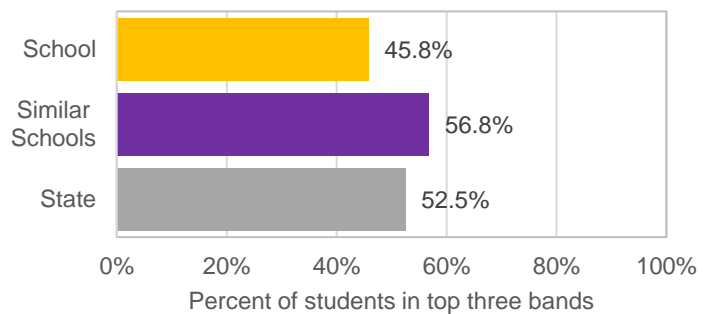
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.8%	48.9%
Similar Schools average:	56.8%	58.6%
State average:	52.5%	54.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

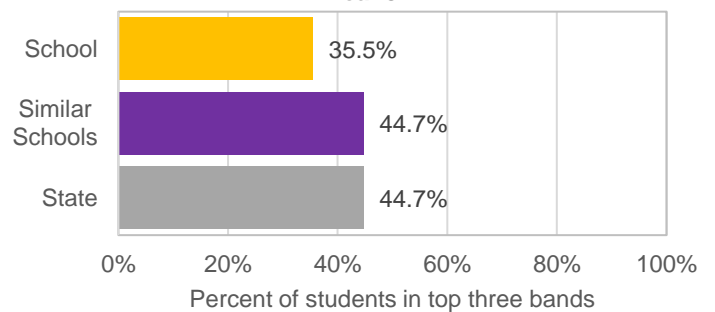
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.5%	36.2%
Similar Schools average:	44.7%	45.8%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 9**



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.*

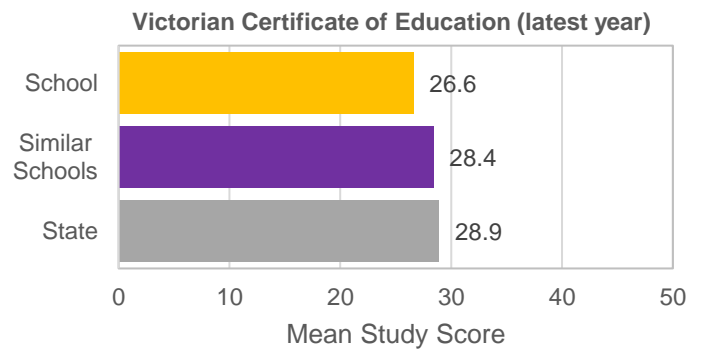
Victorian Certificate of Education (VCE)

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	26.6	26.6
Similar Schools average:	28.4	28.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

25%

VET units of competence satisfactorily completed in 2022:

66%

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

93%

WELLBEING

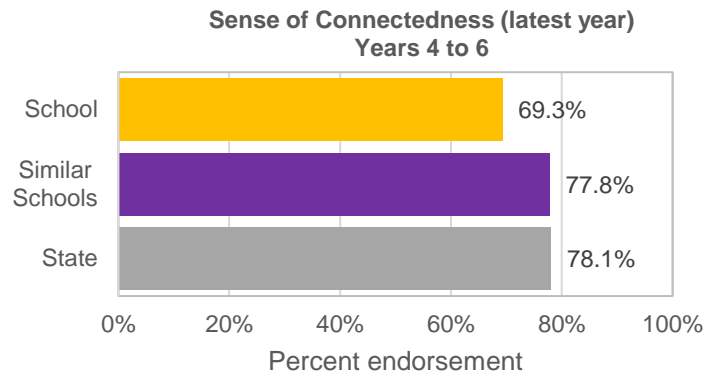
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

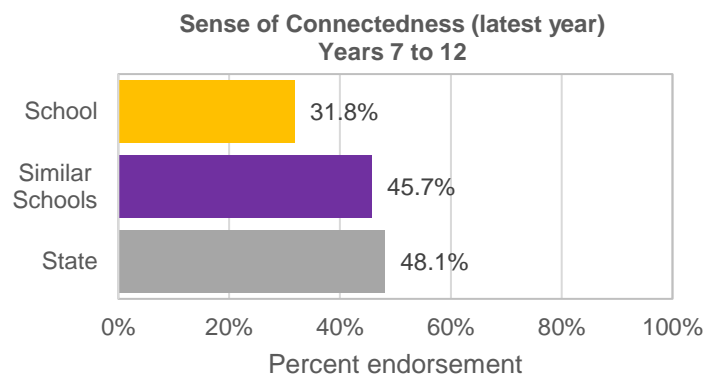
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.3%	72.6%
Similar Schools average:	77.8%	79.0%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	31.8%	40.0%
Similar Schools average:	45.7%	51.3%
State average:	48.1%	52.5%



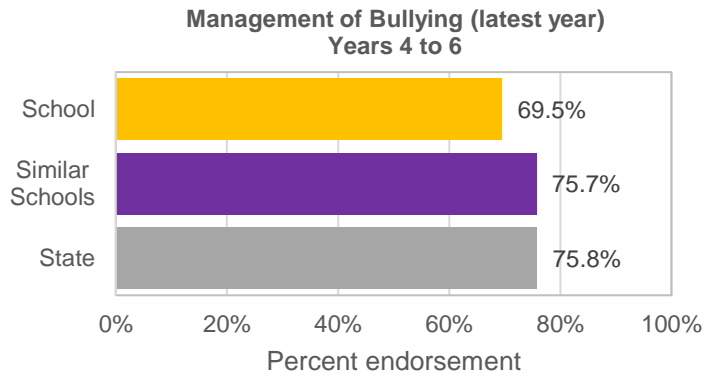
WELLBEING (continued)

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).

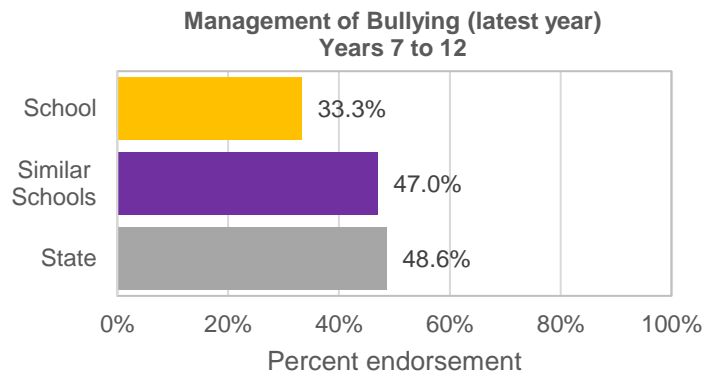
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	69.5%	74.4%
Similar Schools average:	75.7%	77.7%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	33.3%	42.9%
Similar Schools average:	47.0%	53.3%
State average:	48.6%	54.0%



ENGAGEMENT

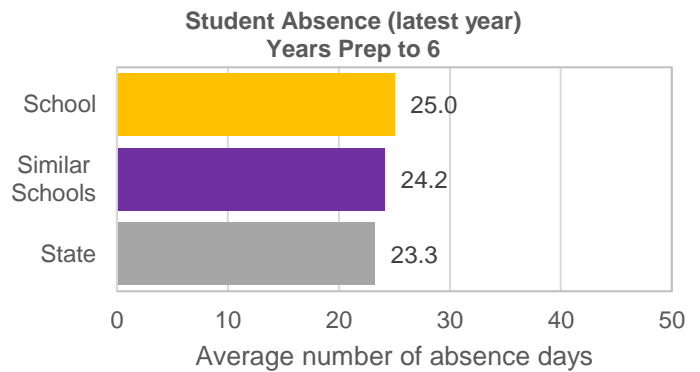
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

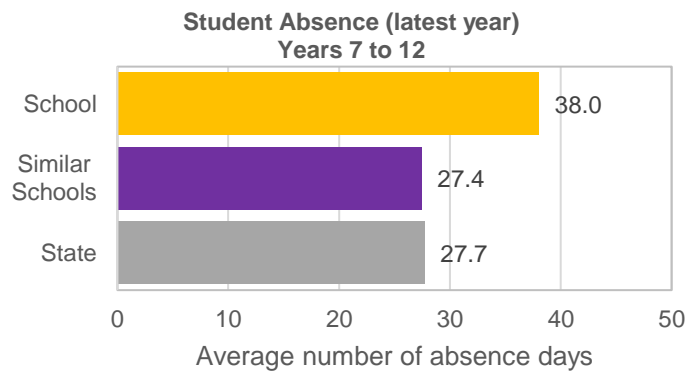
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.0	16.8
Similar Schools average:	24.2	17.8
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	38.0	24.3
Similar Schools average:	27.4	20.5
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	88%	88%	89%	86%	87%	85%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	83%	80%	78%	78%	82%	86%

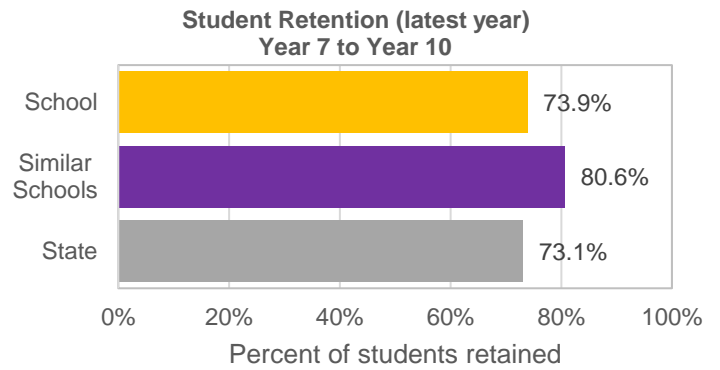
ENGAGEMENT (continued)

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:	73.9%	74.6%
Similar Schools average:	80.6%	80.0%
State average:	73.1%	73.0%



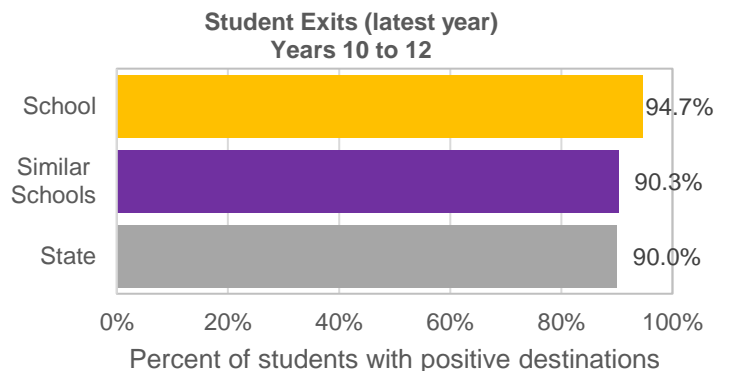
Students exiting to further studies or full-time employment

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:	94.7%	96.3%
Similar Schools average:	90.3%	89.7%
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	\$26,436,027
Government Provided DET Grants	\$3,242,114
Government Grants Commonwealth	\$857,799
Government Grants State	\$10,102
Revenue Other	\$194,213
Locally Raised Funds	\$2,837,199
Capital Grants	\$0
Total Operating Revenue	\$33,577,454

Equity ¹	Actual
Equity (Social Disadvantage)	\$448,001
Equity (Catch Up)	\$81,871
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$529,872

Expenditure	Actual
Student Resource Package ²	\$26,935,420
Adjustments	\$0
Books & Publications	\$3,242
Camps/Excursions/Activities	\$694,271
Communication Costs	\$42,465
Consumables	\$608,860
Miscellaneous Expense ³	\$572,564
Professional Development	\$142,791
Equipment/Maintenance/Hire	\$415,455
Property Services	\$421,102
Salaries & Allowances ⁴	\$654,621
Support Services	\$907,881
Trading & Fundraising	\$430,498
Motor Vehicle Expenses	\$3,245
Travel & Subsistence	\$4,333
Utilities	\$367,921
Total Operating Expenditure	\$32,204,668
Net Operating Surplus/-Deficit	\$1,372,786
Asset Acquisitions	\$133,698

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$8,628,580
Official Account	\$85,094
Other Accounts	\$0
Total Funds Available	\$8,713,674

Financial Commitments	Actual
Operating Reserve	\$820,788
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$965,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$435,809
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$401,675
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$5,100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,773,372

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.