

2021 Annual Report to The School Community



School Name: Tallangatta Secondary College (8370)



- 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 09:28 AM by Richelle Moyle (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 02 May 2022 at 01:50 PM by Peter Wood (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

Tallangatta Secondary College is a small, country, coeducational secondary college located 40 kilometres northeast of Wodonga. In 2021, we had 47.8 EFT staff: 2 Principal class, 31.6 Teachers and 14.1 Education Support Staff. Our student enrolment was 346 students (175 female and 171 male) in Years 7 – 12, which is a decrease from the previous year. The school draws its enrolment from local schools within the Alpine and Towong Shire as well as the broader Wodonga district. The Student Family Occupation (SFO) is 0.41, with no students from a Language Background Other Than English (LBOTE), 17 Aboriginal and Torres Strait Islander enrolments and 8 Program for Students with Disability (PSD) enrolments. No staff member identifies as Aboriginal and Torres Strait Islander.

Our Vision is to empower all to become resilient and confident lifelong learners with a strong sense of self and community.

Our Mission:

- To progress student learning for every student, every day by inspiring confidence, resilience, and courage of thought to succeed in careers and challenges beyond the years at Tallangatta Secondary College.
- To empower students through student agency with their learning journey through an active partnership between students, staff and community that fosters a caring environment for learning, leadership, and stewardship.
- To build a culture of continuous improvement where high expectations, collective efficacy, and accountability to achieve student growth is our agreed moral purpose.

Our school community values are Respect, Empathy, Attitude and Learning.

We harness learner agency by empowering students to become resilient, resourceful, relating, and reflective learners.

Framework for Improving Student Outcomes (FISO)

During 2021, we navigated our way through five periods of snap and extended lockdowns, onsite and remote learning, using hand sanitiser, wearing face masks, having vaccinations, undertaking COVID testing, being socially distant, having to make postponements and cancellations. We persevered by adjusting to the challenges; turning obstacles into opportunities and finding strength through adversity. Through all these challenges, the learning of students endured.

The identified areas of focus within the framework for 2021 were:

SSP Goal - Build a culture of continuous improvement.

Dimension - Instructional and shared leadership

Key Improvement Strategy - To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP.

During 2021:

- Both Learning Specialists facilitated PLCs through an inquiry cycle to design and monitor learning programs that engage all students in reading and student agency.
- Two whole school strategies were developed – Marking the Text (Reading) and Cornell Note taking (Student agency)
- Development of whole school learner dispositions
- Embed Drop Everything and Read, including reading conferences each Tuesday and Thursday during REAL homegroup. Reading conferences refer to Book, Head and Heart (BHH) bookmark.

In 2022, a more refined PLC inquiry will take place within Languages and Maths, facilitated by Learning Specialists and the Maths and Languages Learning Area Leaders

Priority Goal

Dimension - Curriculum planning and assessment

Key Improvement Strategy - Learning, catch-up and extension priority

Action - Design and implement evidence - based strategies to improve learning outcomes (growth) and increase engagement of identified students.

During 2021:

- Teachers worked collaboratively with MYLNS, High Ability Practice Leader (HAPL) and tutors in classrooms to support and extend identified students.
- IEPs involving parent, teacher and student input were developed and monitored for MYLNS students. Smart goals developed and monitored for students in the Tutor Learning Initiative.

In 2022,

- Research behind multi-tiered systems of support and develop a response model that meets the needs of the students.
- Explore different data wall formats to build effectiveness.
- Review implementation of case management meetings with the goal to strengthen practice.
- Implement the revised IEP template, highlighting adjustments to meet the student's needs.

Dimension – Health and Wellbeing

Key Improvement Strategy - Happy, active, and healthy kids priority

Action - Establish an agreed approach to recording and monitoring student attendance.

During 2021:

- We revisited our attendance processes and ensured an agreed approach to recording and monitoring student attendance.
- Students with 100% attendance acknowledge with presentation of certificates.
- Attendance Matters' information shared in College newsletter
- Attendance data analysed to build effective strategies
- REAL mentor integral in monitoring engagement and attendance.

Dimension – Building communities

Key Improvement Strategy - Connected schools priority

Action - Strengthen & embed the connection with parent & carers and student learning through Student Led Conferences and explore the addition of class conferences.

During 2021:

- Class conferences took place where teachers showcased the WHAT (links to curriculum), WHY (real life connections) and HOW (formative and summative assessment) of their classes during Term 3.
- Student Led conferences took place Term 1 and 2.
- VCE Unit 3-4 class conferences held at the start of Term 4
- Survey developed, responded to and results analysed regarding SLC s / Class conferences.
- Increased communication with parents through Facebook, website and Compass.
- Roles within the SLC communicated with students and staff.
- REAL homegroup time allocated to preparation of SLCs

Achievement

Years 7 – 10 teacher judgements for students at or above age expected standards in English was significantly lower when compared to like schools in Victoria and state average. In Mathematics, it was higher when compared to like schools in Victoria and state average.

Our Victorian Certificate of Education mean study score was at 25.3, lower when compared to like schools in Victoria and the State average.

We continued to reflect and review our R&FL processes throughout 2021. Improvements included:

- Development of one-page guides were developed including:
 - Two things you need to know – a guide for REAL mentors
 - Eight things you need to know – a guide for teachers
 - Six things you need to know – a guide for 7 – 10 students
 - Seven things you need to know – a guide for parents
 - Six things you need to know – a guide for VCE students
 - Seven things you need to know – Webex protocols for students
 - Seven things you need to know – Webex protocols for teachers
- A revised GPA matrix was developed to inform students of their progress during R&FL.
- Additional Webex sessions (session 1 and 3) for 7 – 10 students were introduced in addition to the ETT lesson plans on Compass.
- A reduced R&FL day for 7 – 10 students was introduced. Students finishing at the end of session 3.
- A reduced meeting schedule for staff.

During 2021:

- Similar to 2020, our Later Years Leaders and VCE teachers managed the rescheduling of school-based assessments and General Achievement Test (GAT) and fulfilled Consideration of Educational Disadvantage (CED) processes.
- Edrolo was introduced as a core teaching and learning resource for most VCE subjects.
- Exam revision and preparation sessions were made available.
- A two-week headstart program for both Unit 1 and 3 subjects occurred.
- Quarantined time and space for teachers to co-plan, co-assess and co-reflect to progress student learning for every student, every day.
- Along with feed up, feedback and feed forward, Semester reports included student smart goals and reflection.
- Within English and Mathematics, whole school assessment and analysis through Essential Assessment and PAT R and M occurred.

In 2022:

- Refined VCE processes including the introduction of Essential Learning Tasks and Unit guidelines.
- Planning and documenting of learning programs using backward maps that reference Victorian Curriculum content descriptions and achievement standards.
- Collaborative design of high-quality formative and summative assessments including rubrics.
- Opportunities for moderation, co-assessing student work to ensure accurate and consistent judgments.
- Developing and implementing a consistent approach to reading and differentiation.

Engagement

The average number of student absence days in 2021 was 27.6, higher than similar schools and state average. Our student retention (percentage of Year 7 students who remain at the College through to Year 10) is 63.9%, lower than like schools in Victoria and State average. Our exit destination data (percentage of students from Year 10 to 12 going on to further studies or full-time employment) was 100% in 2020, significantly higher than like schools in Victoria and state average.

During 2021, we continued to embed SWPB processes such as expected behaviours of Respect, Empathy, Attitude and Learning, continuum of procedures for both appropriate and inappropriate behaviours.

The Engagement Leaders, REAL mentors and teachers closely monitored student attendance through weekly attendance reports. In addition, REAL mentors were integral in supporting students through the transition to and from R&FL.

The efforts of staff to ensure extracurricular programs such as camps, music and sport ran safely, when possible, within DET and Department of Health guidelines is to be commended. Extracurricular programs have a profound impact on student engagement through providing important social and emotional development opportunities.

During 2021 the following took place.

- Year 12 retreat at High Country Camp
- Year 7 Camp at Albury / Wodonga Yacht Club
- Year 8 Camp Howmans Gap Alpine Centre
- Year 9 Future Makers program including residential program at Bogong Outdoor School
- Swimming and Athletic Sports Carnival and Cross County.
- Instrumental music lessons

In 2022, we will build student's understanding of student agency through the TSC Learner Dispositions.

Wellbeing

Students Attitude to School Survey results were very similar to 2020, with 59% positive endorsement for Sense of connectedness in 2021. Our students also feel that we manage bullying 67% endorsement. Due the impact of Covid19 across 2020 and 2021, state average and similar schools data was not available. Data does not include responses from the 2021 Year 12 cohort.

During 2021:

- Our wellbeing team was strengthened with the addition of a Chaplain and Mental Health Practitioner, along with a fortnightly outreach support from Headspace.
- The Engagement Leaders, REAL mentors, Wellbeing team and teachers closely monitored student wellbeing.
- House activities led by staff and students maintained a strong sense of community.

Staff wellbeing was supported through a staff book club (The Resilience Project by Hugh van Cuylenburg and The Happiest Man on Earth by Eddie Jaku), Staff wellbeing day facilitated by Mr Dale Sidebottom and a presentation by Mr Tim Cope.

In 2022, we will engage the Resilience Project through student, staff, and community presentations, as well as the implementation of the Resilience Project curriculum during REAL homegroup

Finance performance and position

The carry over surplus of \$316,192 from 2020 was reduced to \$262,306 at the end of 2021. A conservative increase in teaching and welfare staff resulted in the reduced surplus. Edval Timetabling software was introduced for 2021. Three classrooms were painted, plus a combined area for the Engagement leaders was combined and renovated including new carpet. The former Middle Years office was transformed to a conference room and became a much used space. Income was received and refunds were paid for the Central Australia trip. The cleaning contract was due for renewal. The existing contractor, Fudz Mercury was appointed for a further 3 years at a cost of \$103,488 for the first year with a total of \$321,457 for the 3 years. Baude Bus Lines requested that the bus contract with them be released. A contract with Dyson Bus Lines for \$129,517.75 per year for each for the two buses was accepted. The majority of our funding is received through the Student Resource Package provided by the Department of Education and Training. However extra activities like excursions and the private school bus runs are funded by those attending or using the services. The Tallangatta Herald is funded by donations and the advertising included in the newspaper. We received target funding from DET and other government agencies., including a grant for a Chaplain, the Advance student program and scholarships for some of our Koori students.

**For more detailed information regarding our school please visit our website at
<https://www.tallangatta-sc.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 346 students were enrolled at this school in 2021, 175 female and 171 male.

NDP percent of students had English as an additional language and 5 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).

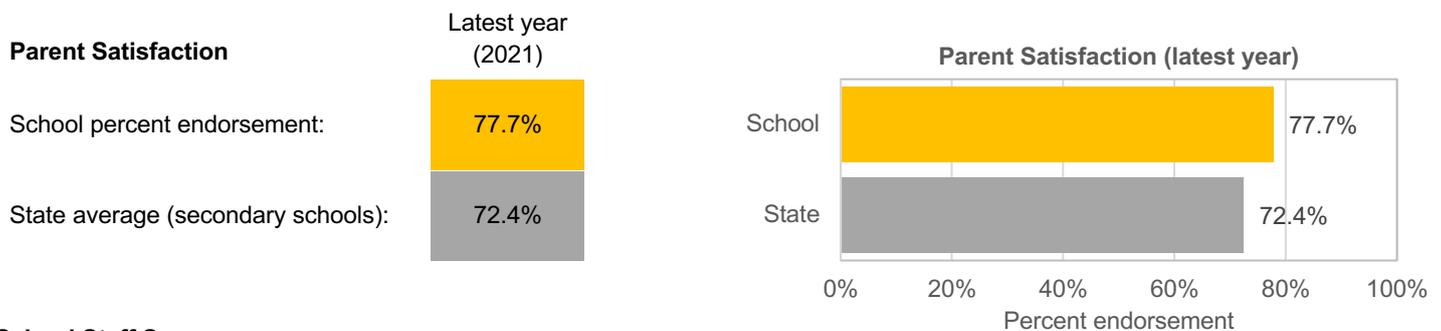
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

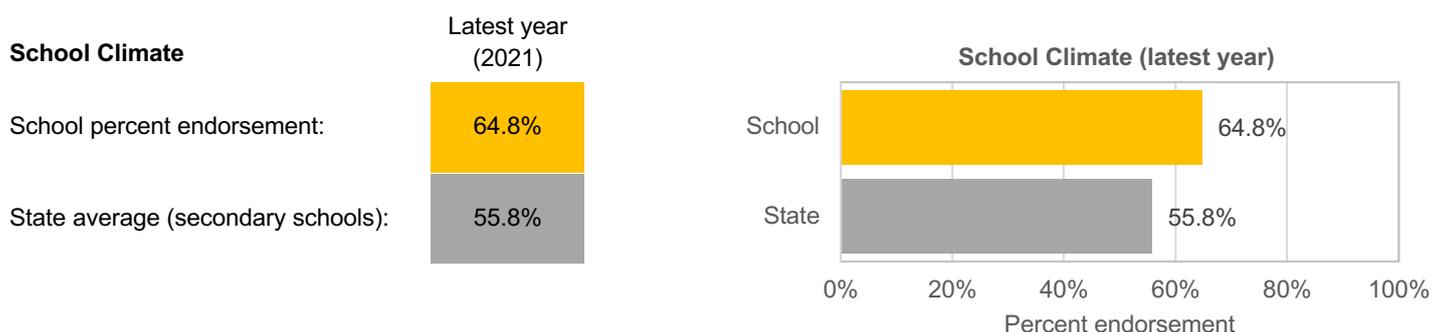


School Staff Survey

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.



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:

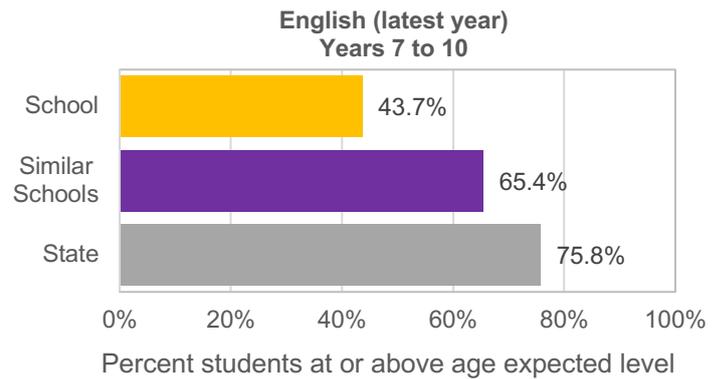
43.7%

Similar Schools average:

65.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

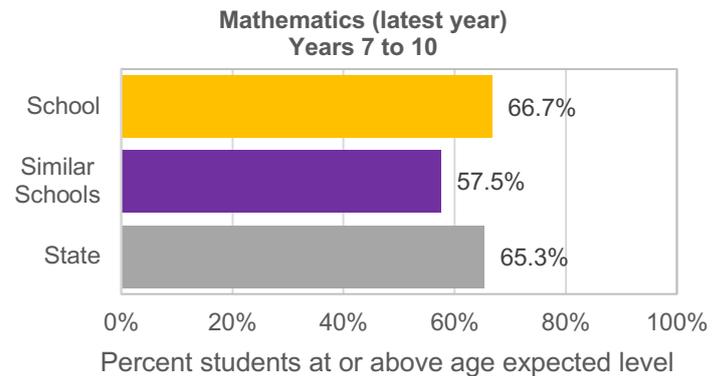
66.7%

Similar Schools average:

57.5%

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.

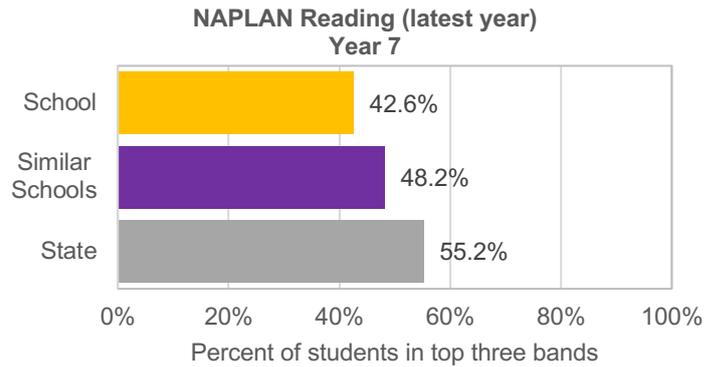
NAPLAN

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.

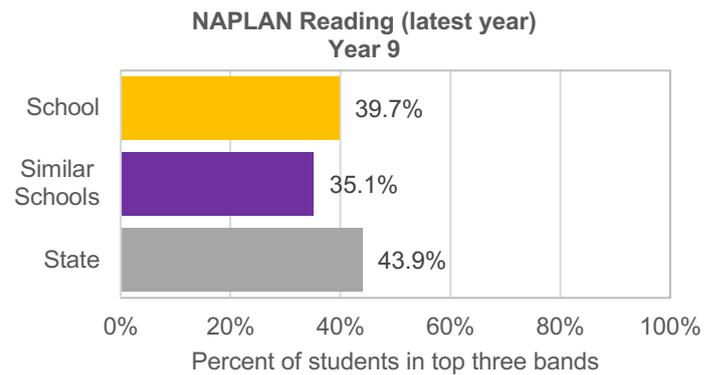
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.6%	48.8%
Similar Schools average:	48.2%	47.5%
State average:	55.2%	54.8%



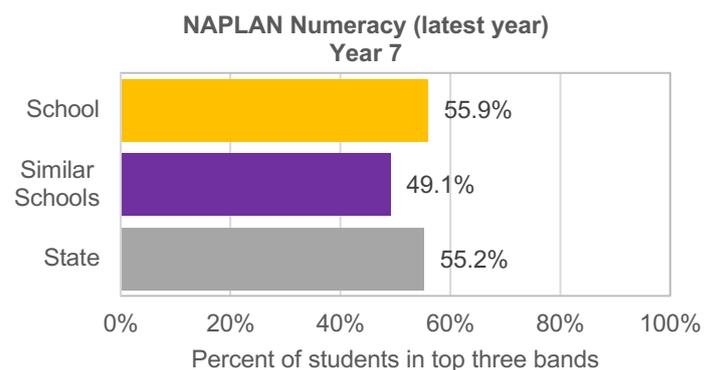
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.7%	37.5%
Similar Schools average:	35.1%	38.9%
State average:	43.9%	45.9%



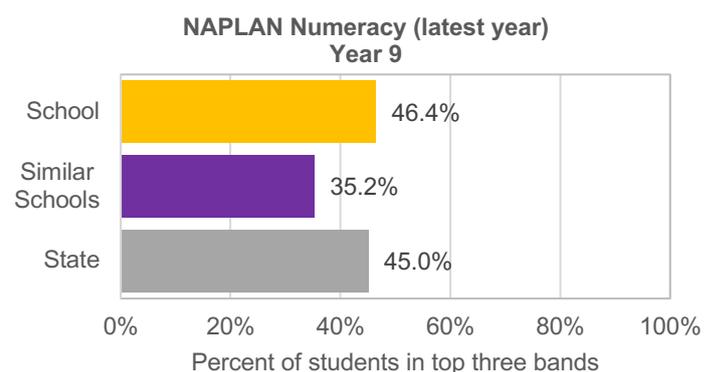
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.9%	59.5%
Similar Schools average:	49.1%	48.7%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.4%	42.7%
Similar Schools average:	35.2%	38.2%
State average:	45.0%	46.8%



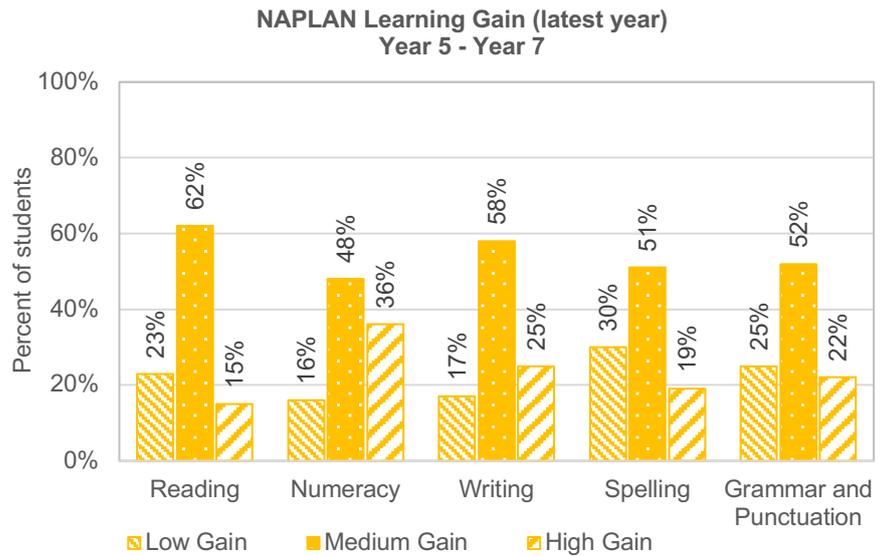
ACHIEVEMENT (continued)

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'.

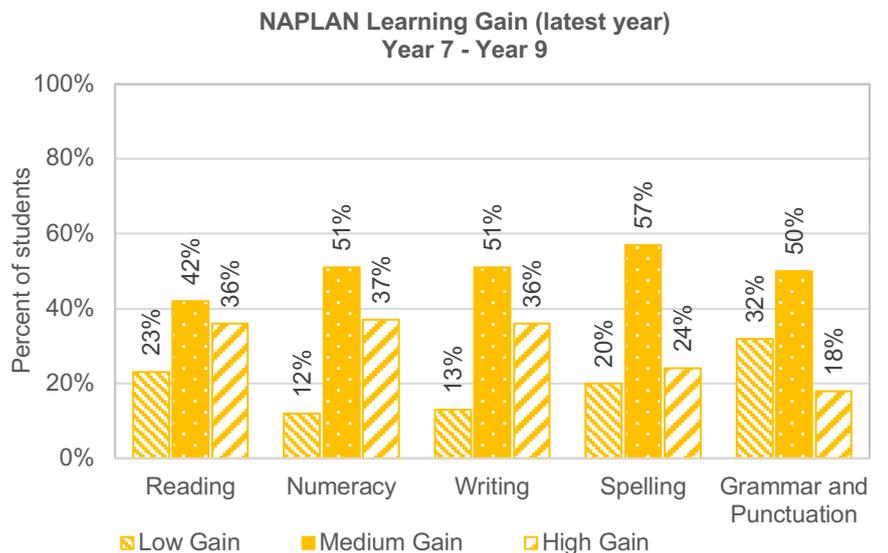
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	62%	15%	17%
Numeracy:	16%	48%	36%	23%
Writing:	17%	58%	25%	17%
Spelling:	30%	51%	19%	20%
Grammar and Punctuation:	25%	52%	22%	18%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	42%	36%	21%
Numeracy:	12%	51%	37%	22%
Writing:	13%	51%	36%	20%
Spelling:	20%	57%	24%	20%
Grammar and Punctuation:	32%	50%	18%	18%



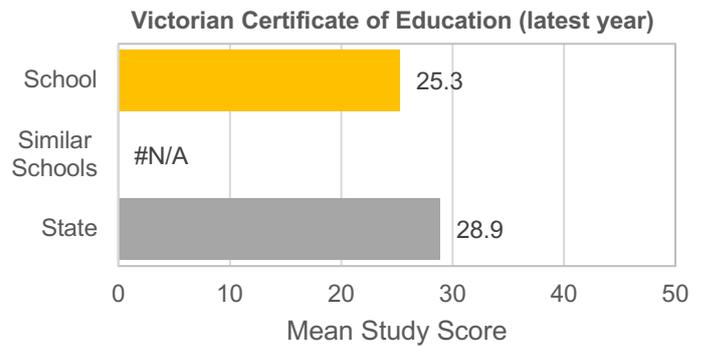
ACHIEVEMENT (continued)

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	25.3	26.2
Similar Schools average:	26.7	NDA
State average:	28.9	28.9



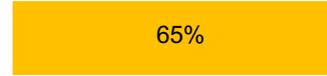
Students in 2021 who satisfactorily completed their VCE:



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.

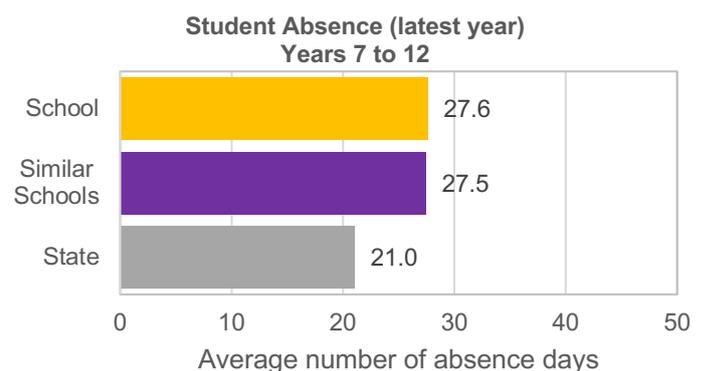
ENGAGEMENT

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:	27.6	25.5
Similar Schools average:	27.5	24.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

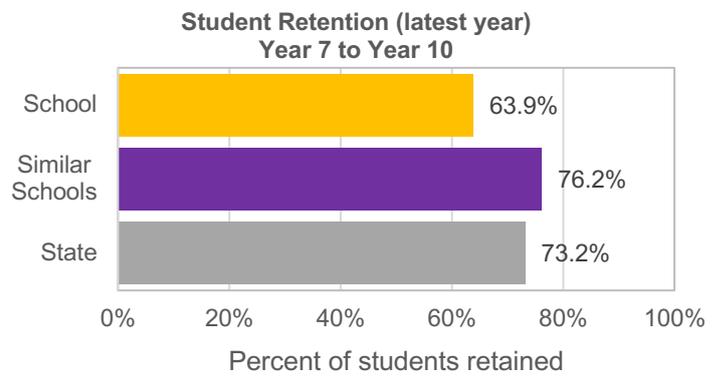
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	85%	87%	82%	84%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	63.9%	69.2%
Similar Schools average:	76.2%	76.3%
State average:	73.2%	72.9%



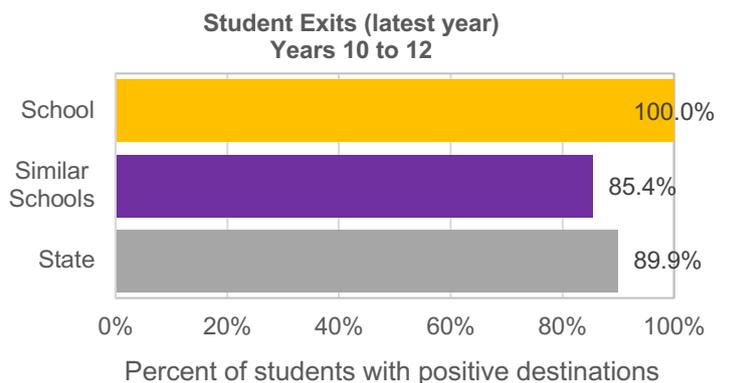
Students exiting to further studies or full-time employment

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:	100.0%	93.3%
Similar Schools average:	85.4%	84.2%
State average:	89.9%	89.2%



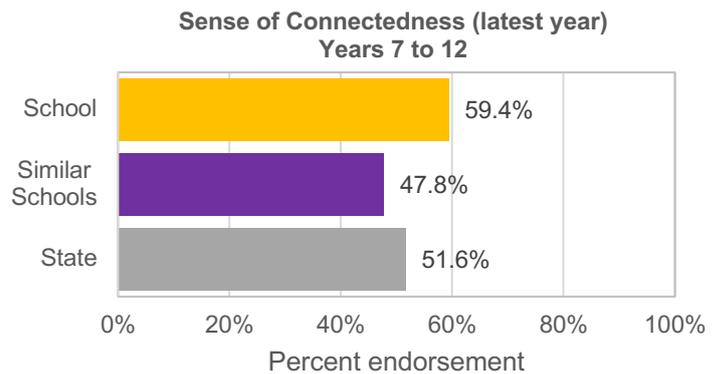
WELLBEING

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:	59.4%	55.3%
Similar Schools average:	47.8%	50.1%
State average:	51.6%	54.5%

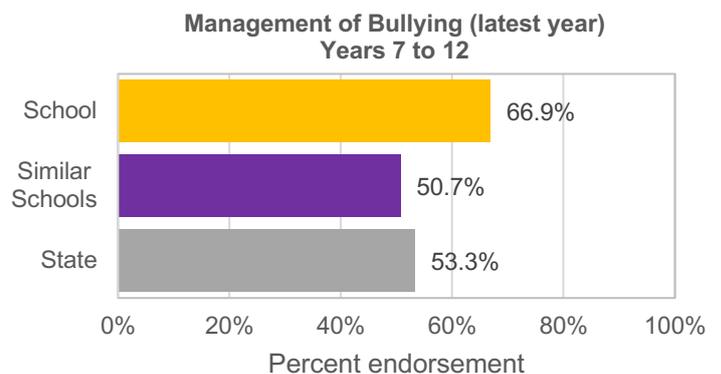


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	66.9%	61.8%
Similar Schools average:	50.7%	52.9%
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	\$4,766,919
Government Provided DET Grants	\$914,979
Government Grants Commonwealth	\$0
Government Grants State	\$4,231
Revenue Other	\$39,392
Locally Raised Funds	\$477,738
Capital Grants	\$0
Total Operating Revenue	\$6,203,259

Equity ¹	Actual
Equity (Social Disadvantage)	\$88,807
Equity (Catch Up)	\$28,473
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$117,280

Expenditure	Actual
Student Resource Package ²	\$4,504,441
Adjustments	\$0
Books & Publications	\$16,004
Camps/Excursions/Activities	\$61,710
Communication Costs	\$15,178
Consumables	\$126,585
Miscellaneous Expense ³	\$27,654
Professional Development	\$20,928
Equipment/Maintenance/Hire	\$154,205
Property Services	\$272,428
Salaries & Allowances ⁴	\$267,875
Support Services	\$86,757
Trading & Fundraising	\$140,176
Motor Vehicle Expenses	\$145,497
Travel & Subsistence	\$0
Utilities	\$61,952
Total Operating Expenditure	\$5,901,390
Net Operating Surplus/-Deficit	\$301,869
Asset Acquisitions	\$0

(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	\$320,307
Official Account	\$19,627
Other Accounts	\$2,096
Total Funds Available	\$342,031

Financial Commitments	Actual
Operating Reserve	\$218,487
Other Recurrent Expenditure	\$47,058
Provision Accounts	\$821
Funds Received in Advance	\$110,022
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,096
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$31,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$420,484

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.