

# 2022 Annual Report to the School Community

School Name: Camberwell High School (7680)



- 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 21 March 2023 at 02:36 PM by Emmanuel Skoutas (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 14 April 2023 at 09:08 AM by Katrina Whelen (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

Camberwell High School was established in 1941 and is located in Canterbury. The school celebrates its history and traditions while providing contemporary learning.

Camberwell High School's (CHS) vision is to develop graduates with the attributes articulated in the CHS Learner who are global citizens ready to make a positive impact on the world around them. The school's learning statement outlines a vision which promotes learning that is transformative, focused on growth, dynamic, respectful and built on positive relationships. The school community works together to challenge all to exceed expectations for achievement in all areas of endeavour while demonstrating the school's motto of consideration for others.

The school has 89/68.2(EFT) teaching staff and 34/28.8 (EFT) non-teaching staff. The total enrolment is 1071 students from Year 7-Year 12, including 50 International students. Year 11 and 12 students can study VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning) and can include a VET (Vocational and Education Training) subject as part of either Certificate. VCE is a requirement for entry to tertiary study whereas VCAL and VET are focused on vocational training. Camberwell High School offers a comprehensive selection of subjects in these years and students have many choices available to them.

Camberwell High School has low student mobility and a relatively low percentage of students from Language Backgrounds other than English. To assist recently arrived international students adapt to their new living and learning environment, Camberwell High School provides an on-site intensive English Language course. The course is accredited by the International Division of the Department of Education and is designed to develop students' language and learning skills so that they can successfully meet the requirements in the mainstream school. The course was not offered in 2021 due to the global pandemic.

The Camberwell High School community values are:

Achievement - All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently.

Creativity - Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning.

Respect - Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships.

Responsibility - Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment.

The school's intention is to maximize learning growth and achievement of students in all areas of their development in order to become active, engaged community members. The CHS educational vision for learning provides a collective narrative that builds ownership by the whole school community (parents, students and staff).

In 2021, a review of the 2018-2021 Strategic Plan was undertaken. The focus is on the development of a whole school pedagogy. Teachers are actively engaged in understanding and measuring their impact and developing effective practices informed by student learning growth data. Engaging parents and students in partnership with teachers is essential to ensuring understanding and successful implementation of the collective narrative.

The focus was on the following strategies:

- Building teacher practice excellence using collaborative approaches including coaching, observation and feedback.
- Developing and embedding a whole school approach to literacy and writing.
- Ensuring students develop the capacity to be independent learners with a focus on the attributes of the CHS Learner including through monitoring and taking responsibility for their own growth.
- Communicating and building ownership of the CHS vision for learning.
- Building a whole school culture based on respectful relationships.

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

### Learning

Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teaching is a key determinant of variation in student achievement. Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement.

To achieve our learning goals we focussed firstly on building practice excellence key improvement strategies to maximise the learning growth and achievement of all students across all year levels.

Key Improvement Strategy 1a - Build practice excellence of the leadership team and all teachers to enhance the professional learning community through agreed whole school approaches and focus on:

- Targeted professional learning based on evidence based student learning needs (including achievement and learning dispositions and student feedback data)
- Regular and comprehensive peer coaching, peer observation and feedback.
- Use of data as a diagnostic tool to assist teachers in applying High Impact Teaching Strategies (HITS)
- Stimulate student learning by addressing their diverse needs and passions
- Develop consistent and agreed formative assessment practices incorporating student voice Develop and implement a whole school approach to Literacy, which includes the collaboration with secondary and primary schools.

Key Improvement Strategy 1b - Develop and implement a whole school approach to Literacy.

- Implement the Literacy for Learning Action Plan
- Use expertise of 3 Learning Specialists to build teacher understanding of pedagogical practices that support students' literacy growth

Key Improvement Strategy 1c - Implement the Respectful Relationships Action Plan and Improved understanding of pedagogical practices and curriculum that promote inclusion and gender equity.

Our second focus was to refine the curriculum to develop independent learners with the attributes articulated in the CHS Learner: Students and their needs are at the centre of curriculum planning and delivery. Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organised, taught and assessed.

The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum (be it the Victorian F-10 Curriculum, VCE, VET or VCAL) and other learning experiences that will be offered. It enables all students to become confident individuals, successful learners and responsible citizens.

Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. Effective teachers embed relevant assessment strategies into their curriculum plan so they can monitor student learning and make adjustments to their teaching strategies as required. As the curriculum plan is being developed, students are involved, as they reflect on their own learning and on the use of assessment strategies such as self and peer evaluation, setting and monitoring learning goals or developing portfolios of evidence to demonstrate learning.

Key Improvement Strategy 2a: Continue to develop independent learners through curriculum documentation and refinement in Learning Maps and Sequences:

- All teachers are involved in the development or refinement of subject guides and learning plans.
- Ensuring inclusion, differentiated learning (ILPs, ELPs)
- Extending and challenging all students including through STEAM, P-Tech and Launch
- Providing opportunities for students to lead and give feedback
- Further developing learning dispositions
- Further developing the use of student portfolios and student led conferences and student data with a focus on growth (including ACER tests for Years 7 – 10).

Key Improvement Strategy 2b: Continue internationalising education and intercultural understanding:

- Develop learning opportunities in all learning areas that promote intercultural understanding
- Provide ongoing opportunities for students to experience other cultures (Tours and exchanges did not take place in 2021)
- Build the capacity of student leaders to promote intercultural understanding and empathy in the school community. Student surveys will indicate increased levels of intercultural understanding and empathy

Our third goal aimed to build ownership by the whole school community of the CHS vision for learning as articulated in the CHS learner, dispositions, learning statement and landscape which promote development of the whole person.

Effective schools establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for their students. They recognise that developing relationships with the local community, business, government, community organisations and other education providers, strengthens the capacity of schools and families to support their students' learning and development outcomes, as well as having the potential to enhance social inclusion and build social capital. These relationships provide access to expertise, facilities, resources, support and services, opening up additional opportunities for students to reach their full potential and achieve outcomes. Genuine school/family partnerships are based on trust and mutual respect and support the school's vision and values.

Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and uphold the rights and dignity of all people. There was a high level of gratitude expressed by our community for the work of teachers during the challenges of lockdown and remote learning.

Key Improvement Strategy:

- Embed the new Year 10 curriculum introduced in 2020. Implement Year 9 Launch (select entry) program and plan and prepare for the Year 8 LEEP (select entry) program.
- Build ownership by the whole school community of the CHS vision for learning as articulated in the CHS learner, dispositions, learning statement and landscape which promote development of the whole person:
- Continue to build the community's understanding and ownership of the school vision for learning.
- Global citizenship focus through explicit teaching of the CHS dispositions.

## Wellbeing

Camberwell High School offers VCE, VCAL and VET and 99% of students satisfactorily completed VCE. The school is focused on further improving student wellbeing and meeting individual needs through differentiation, responsive teaching and student ownership and management of their learning. The school is also focused on developing dispositions which equip students as learners at school and as global citizens. To further this objective we have been successful in joining the Melbourne Assessment Community (University of Melbourne) to further our professional development and institute assessment practices to reliably measure and feedback on complex competencies we call the CHS dispositions. Students' individual needs in learning are identified and learning tasks which focus on extending learning from the point of need are provided by teachers in all subjects. Learning Mentors act as advocates for students, monitoring their growth and development through regular conferences. Parents and students are able to access their child's schedule and learning tasks online and the school works closely with parents to support every student's learning program, including those with special learning needs. The school employs two social workers who provide 1:1 counselling and lead programs targeted at the developmental needs of students across the school. Camberwell High School is a lead school for Respectful Relationships and partners with 6 local primary schools to focus on developing whole school approaches to inclusivity, gender equity and building respectful citizens.

Our 'Sense of connectedness' data in 2022, from the student Attitudes to School Survey, was above the Similar Schools and State average. The 4 year average indicated that we are above the State average but just below the Similar Schools average. However, our ability to retain students to Year 10 is below the state mean and Similar Schools. This will be an area of focus for Camberwell HS. Almost all students who leave school before the completion of Year 12 continue their education at other schools and the school data indicates we are above the Similar Schools and State averages.

## Engagement

Our students' attendance at Years 7-12 is well above state benchmarks. The school will continue to work on student engagement, an effective mentoring program and track all absences. The school recognises the high correlation between attendance and student outcomes. We will continue to focus attention on supporting student attendance. Unexplained absences are well below state benchmarks.

The tutor program introduced in 2021 and continued throughout 2022 supported students to re-engage with learning after multiple

lockdowns in 2020 has been used effectively. Students who need help to catch up, including high achieving students have been identified and provided with tutoring.

Camberwell HS students enjoy school and feel that they belong and are valued. Restorative practice continues to be a strength of our approach to building positive relationships between students and the school. Having documented and clearly communicated expectations and policies continue to be a key area for ongoing work to ensure that expectations are clear and consistent.

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## Financial performance

Thanks to the ongoing financial support from Parent Payments, Boroondara's Chances scholarships, local Rotary Clubs and other locally raised funds Camberwell High School continues to offer high quality resources and facilities.

From a Cash Budget Operating perspective CHS finished the 2022 year in a positive position, given that this was the first full year back in the school year after 2 interrupted years of COVID lockdowns.

The December Operating Statement showed a Net Operating Deficit (-\$668,483) in 2022, due to School Council approval of an unbudgeted extraordinary expense of \$660k for the additional cost of the Windows Replacement project, which impacted the final cash result. This project will commence in 2023, along with the sports hall floor replacement.

Locally raised funds in the international student program saw a decrease in revenue in 2022 of 39% and a 26% decrease in donations and fundraising. On a positive note, facility hires doubled from 2021.

Camberwell High school remains in a strong financial position to enable committed funds to be spent on upgrade works at the school.

**For more detailed information regarding our school please visit our website at**  
**[www.camhigh.vic.edu.au](http://www.camhigh.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 973 students were enrolled at this school in 2022, 267 female and 706 male.

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

### Overall Socio-Economic Profile

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

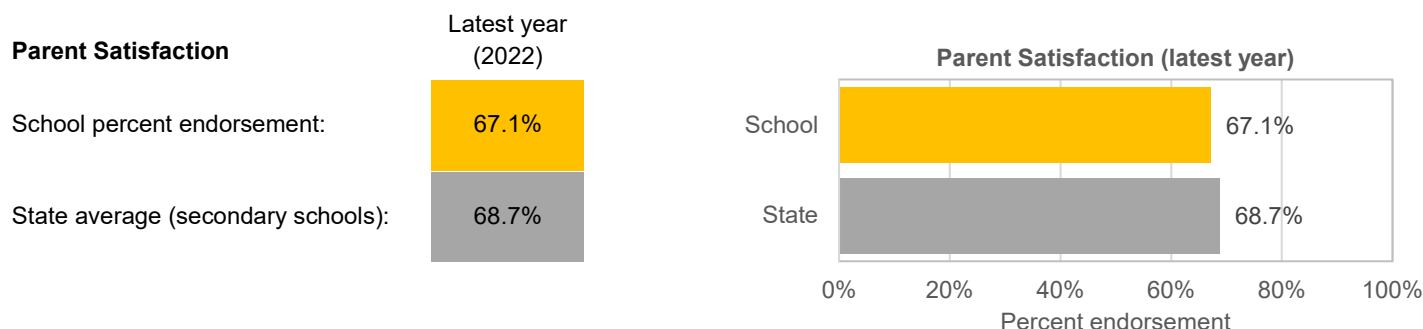
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

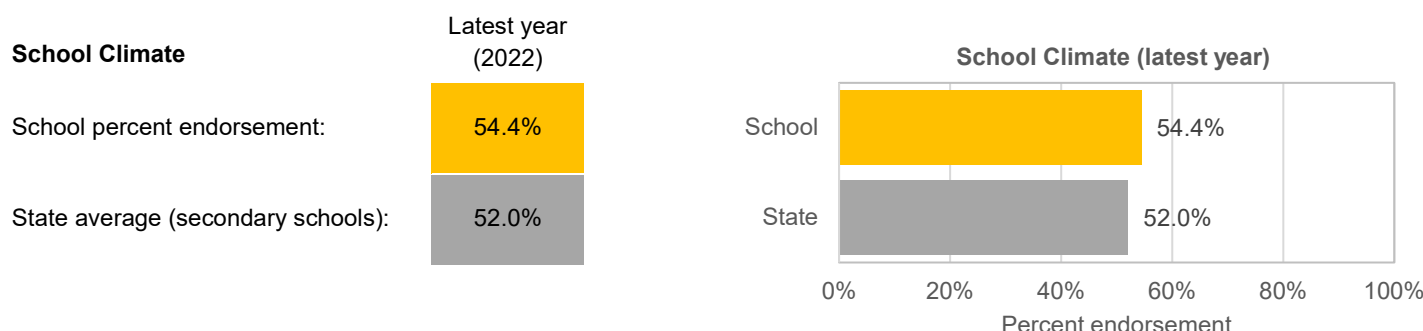


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

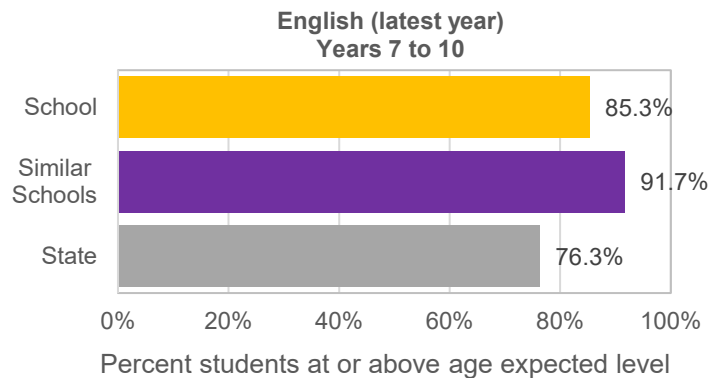
85.3%

Similar Schools average:

91.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

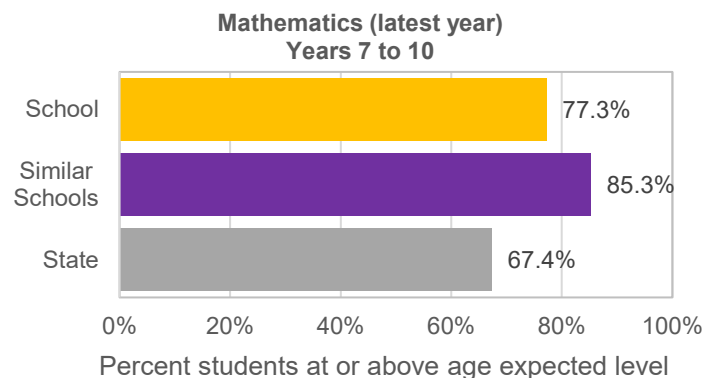
77.3%

Similar Schools average:

85.3%

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.

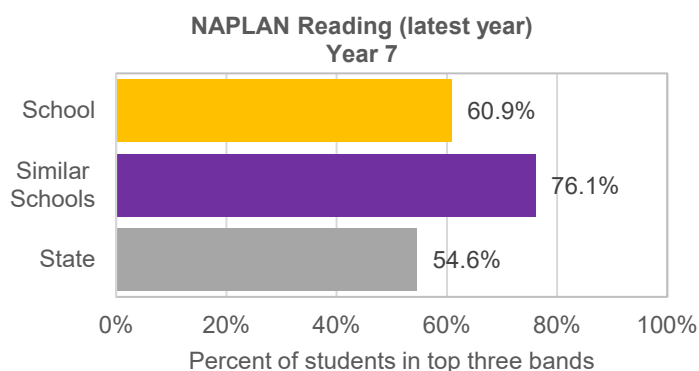
### NAPLAN

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.

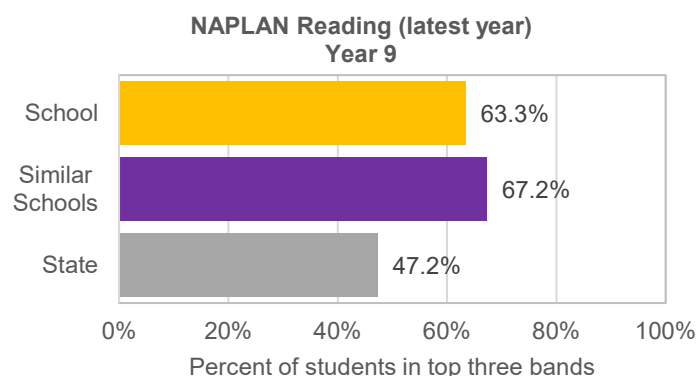
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	70.9%
Similar Schools average:	76.1%	76.5%
State average:	54.6%	55.3%



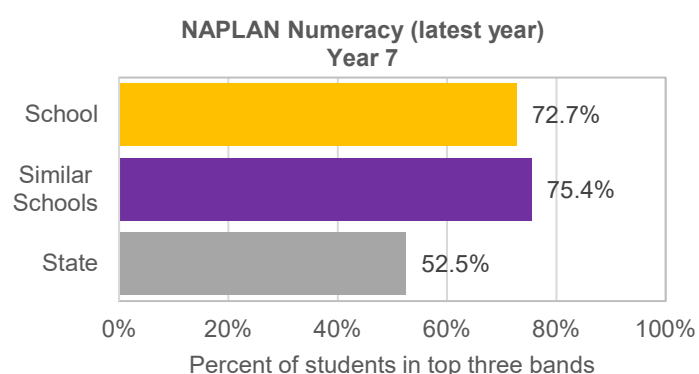
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	62.1%
Similar Schools average:	67.2%	65.8%
State average:	47.2%	46.0%



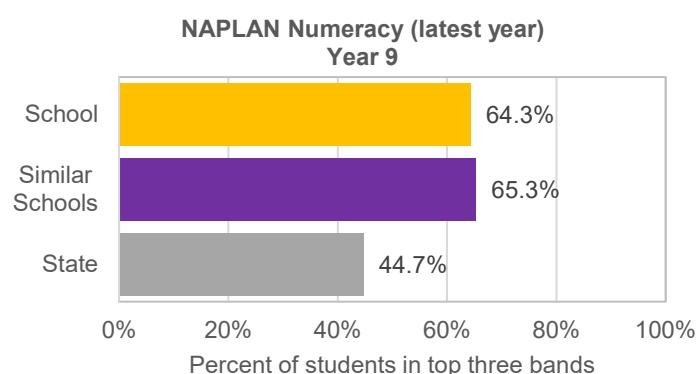
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	78.3%
Similar Schools average:	75.4%	76.6%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	66.9%
Similar Schools average:	65.3%	66.4%
State average:	44.7%	45.6%



## LEARNING (continued)

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

### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

Latest year  
(2022)      4-year  
average

School mean study score

30.1

30.1

Similar Schools average:

30.3

30.4

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)

School

30.1

Similar  
Schools

30.3

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

97%

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

12%

VET units of competence satisfactorily completed in 2022:

93%

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

86%

## WELLBEING

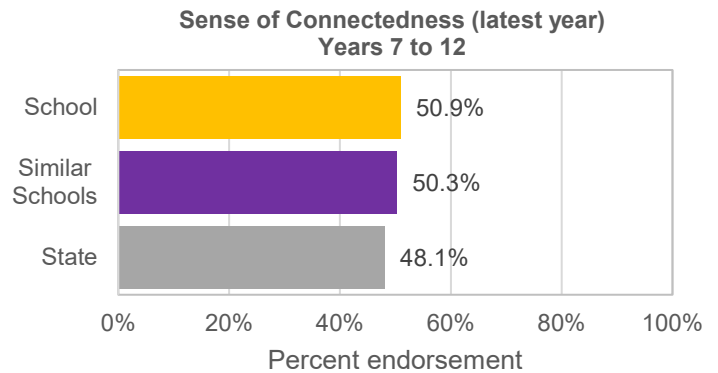
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	50.9%	57.1%
Similar Schools average:	50.3%	54.6%
State average:	48.1%	52.5%

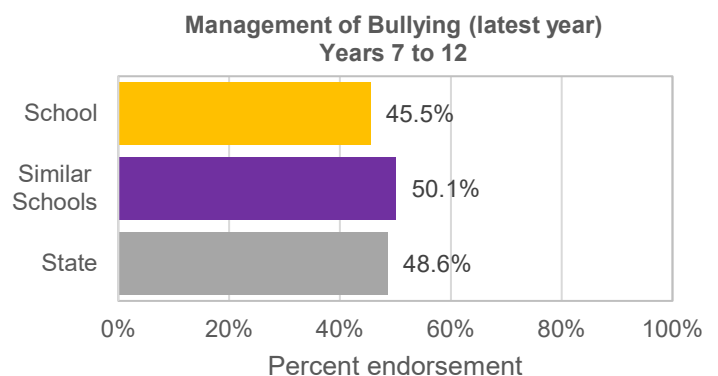


### Student Attitudes to School – Management of Bullying

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:	45.5%	52.8%
Similar Schools average:	50.1%	55.6%
State average:	48.6%	54.0%



## ENGAGEMENT

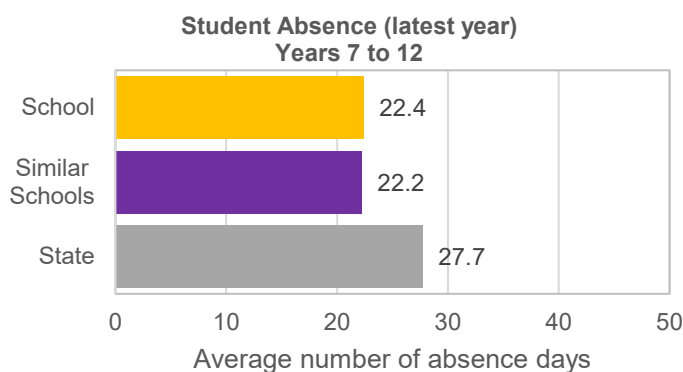
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.4	16.4
Similar Schools average:	22.2	16.4
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.

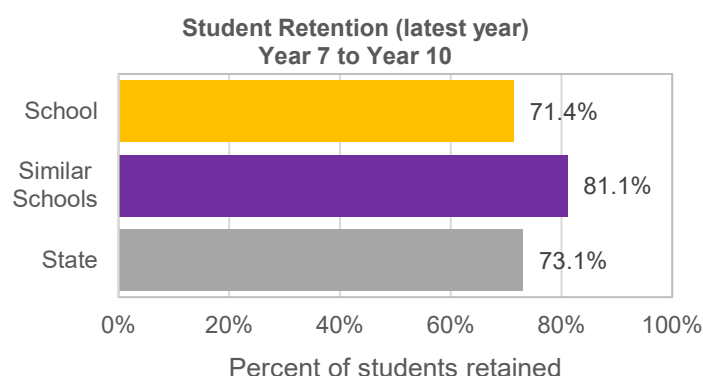
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	90%	88%	88%	87%	91%

### 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:	71.4%	77.3%
Similar Schools average:	81.1%	79.8%
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.

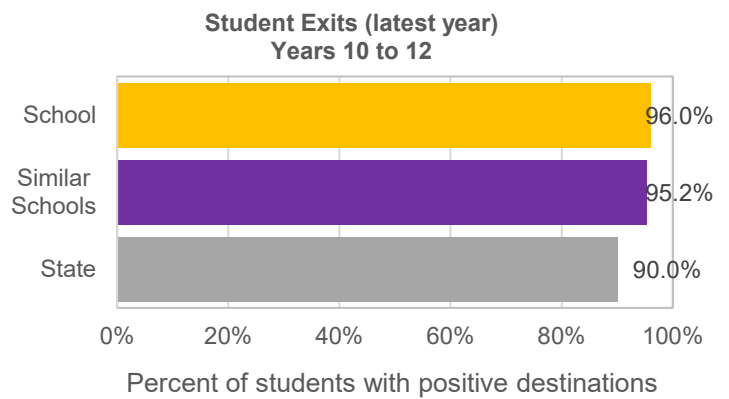
### Students exiting to further studies or full-time employment

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:	96.0%	96.3%
Similar Schools average:	95.2%	95.9%
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	\$10,149,372
Government Provided DET Grants	\$1,039,191
Government Grants Commonwealth	\$5,250
Government Grants State	\$11,836
Revenue Other	\$108,813
Locally Raised Funds	\$1,822,346
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,136,808</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,976
Equity (Catch Up)	\$12,722
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$38,699</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,779,196
Adjustments	\$0
Books & Publications	\$33,376
Camps/Excursions/Activities	\$569,798
Communication Costs	\$29,182
Consumables	\$306,562
Miscellaneous Expense <sup>3</sup>	\$1,201,274
Professional Development	\$53,665
Equipment/Maintenance/Hire	\$269,331
Property Services	\$278,874
Salaries & Allowances <sup>4</sup>	\$365,105
Support Services	\$206,488
Trading & Fundraising	\$235,983
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,513
Utilities	\$119,767
<b>Total Operating Expenditure</b>	<b>\$14,453,115</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,316,307)</b>
<b>Asset Acquisitions</b>	<b>\$49,572</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	\$5,839,431
Official Account	\$568,285
Other Accounts	\$190,455
<b>Total Funds Available</b>	<b>\$6,598,171</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$572,122
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$558,121
School Based Programs	\$241,708
Beneficiary/Memorial Accounts	\$29,900
Cooperative Bank Account	\$1
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$147,000
Capital - Buildings/Grounds < 12 months	\$798,000
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$8,620,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$11,466,852</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.*