



# 2022 Annual Report to the School Community

School Name: Kyneton High School (7970)

- 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 28 April 2023 at 02:09 PM by Ana Rees (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 28 April 2023 at 06:00 PM by John Doyle (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

Kyneton High School is a single campus Year 7-12 school that offers an inclusive, co-educational learning environment based on the values of Respect, Diversity, Excellence and Sustainability. Our school vision is to build a safe, caring, stimulating and sustainable learning community where students can thrive and become confident, responsible adults with the skills and knowledge to enable success in a rapidly changing world. We strive to create a learning environment that promotes student voice, agency and leadership, and inspires students to achieve to their full potential. At Kyneton High School we are a proud public school that is open to learners from all backgrounds; our commitment is that all students will be given access to an education that fosters excellence and challenges them to achieve their best learning growth. We welcome all members of our school community with the assurance that they will be treated with respect and dignity, understanding that it is through partnership that we can best support our students to improve their learning and wellbeing outcomes. Kyneton High School is located in the township of Kyneton in the Macedon Ranges, 84kms north-west of Melbourne, and has a proud history of over 100 years which is reflected in the heritage building and garden. Since 2019 there has been a significant program of capital works which has seen a substantial improvement in facilities. These include the Training and Innovation Hub, the refurbished Boomerang Building for Junior Years, and a refurbished Senior Learning Centre for years 11 and 12. The commencement of the next stage of building works in 2022 will deliver new facilities for Art, Science and Food Technology, as well as new general-purpose classrooms for the Middle Years. Our school provides access to a wide range of learning and career pathways. Not only do we offer the Victorian Curriculum for years 7-10, and a comprehensive VCE (including Vocational Major) and VET program; we also provide flexibility in our approach to course design, catering for the individual needs of our students. We achieve excellent exit destination results, with most students having positive pathways to either University, TAFE, apprenticeships or employment. Most students travel to school by bus from the surrounding district and townships of the Macedon Ranges. In 2022 our enrolment was 590 students; 1% of whom had English as an Additional Language, and 1% who were Aboriginal or Torres Strait Islander. The overall socio-economic profile, based on the Student Family Occupation and Education Index which takes parents' occupation and education into account, places the school in the low-medium range. The staffing profile is made up of 1 Executive Principal, 1 Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, 52 teachers, 23 education support staff and a Business Manager (a total of 49.1 FTE teaching staff and 14 FTE education support staff).

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

### Learning

In 2022 the Annual Implementation Plan focused on Key Improvement Strategies (KIS) to implement the two state-wide priorities which were: **Learning** - Support both those who need extra support, and those who have thrived, to continue to extend their learning, especially in numeracy, and **Wellbeing** - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. To support the implementation of the Learning KIS the following actions were prioritised in 2022: firstly, embed the KHS Teaching and Learning Model across all learning areas, including the implementation of an adapted version for numeracy in Years 7-10 Mathematics; secondly, build staff capacity in developmental assessment and comprehension strategies, to identify and support students' learning needs within an inquiry framework; thirdly develop a multi-tiered response to students' individual learning needs

In 2022 the school continued its Strategic Plan goal to improve outcomes for all students in all learning areas. Progress was evident in the increasingly consistent use of the school-wide Teaching and Learning model and enabled by a strong professional learning culture. Staff explored innovative approaches to promote engagement and the establishment of classroom routines to support learning. The key action for numeracy improvement was the implementation of the novel four-lesson sequence; a version of the KHS Teaching and Learning Model adapted for Mathematics. Staff in all Learning Area Teams were supported by the Learning Specialists to improve data literacy, develop their skills in developmental assessment, and to develop expertise in the use of comprehension strategies to support differentiation across the curriculum. Individual students were able to access additional learning support through programs developed by the Equity and Inclusion team, the Tutor Learning Program, the Turning Pages reading program, and the Middle Years Literacy and Numeracy support program. The school-wide focus on improving documented learning support plans was evident in the completion of the Student Check-in Tool for every student, and more Student Snapshots and Individual Learning plans completed for students requiring additional support. Overall the Teacher Judgement results for English, and the results for NAPLAN Reading Top 3 Bands, compared favorably against Similar Schools, as did the Years 7-10 Mathematics Teacher Judgement data. The NAPLAN Numeracy results indicated areas of improvement as priorities for 2023. The VCE Mean Study score of 25.3 for 2022 was lower than the 4-year average of 26.6. The senior school staff worked hard to keep

students engaged and motivated throughout the year; as a result, 100% of students satisfactorily completed their VCE, 90% of students completed their VCAL credits satisfactorily, and 97% of VET units of competence were completed.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## Wellbeing

To support the implementation of the Wellbeing Key Improvement Strategies, the following actions were prioritised in 2022. At the whole school level: develop and implement a KHS Wellbeing Strategy based on the Kyneton High School values and Positive Education, embedded within the curriculum; embed processes and practices to build student voice, agency and leadership; develop an integrated and multi-tiered approach to student wellbeing and learning support under the new Disability Inclusion Model. At the classroom level: embed key elements of Positive Education into the KHS Teaching and Learning Model, starting with 6:1 positive feedback; design and implement an enhanced Home Group curriculum for Years 7-9, incorporating the PERMA model and Respectful Relationships curriculum, and assessed using the Victorian Curriculum General Capabilities.

The impact of two years of COVID, and a third year of disruptions due to factors such as absences due to COVID-related leave, resulted in significant challenges for the wellbeing of all members of the school community. In 2022 the school adopted strategies at both whole school, classroom, and individual levels to support student wellbeing. School-wide, wellbeing was promoted through a focus on the Kyneton High School values and building student voice and agency, with the Student Leadership Team leading the work. School Values Captains were selected and supported to promote school values through their roles. Activities and events, informed by the PERMA model (Positive Emotions; Engagement; Relationships, Meaning and Accomplishment), helped to promote wellbeing. An example was the initiative of the Sustainability Captain and her team with the paper recycling project; the students, as a team, engaged with staff, the wider student body and community, all of which promoted a sense of wellbeing, pride and connection. The MyMahi app was used as a tool to recognise and reward students for participating in activities that demonstrated school values, with student leaders themselves being able to identify and acknowledge their peers for their efforts. There was a continued school-wide focus on the implementation of wellbeing strategies in classrooms through the implementation of School-wide Positive Behaviour Support and the integration of the 6:1 positive feedback into the implementation of the KHS Teaching and Learning Model.

Wellbeing was an important consideration in the development and design of the Home Group curriculum at Years 7 to 9, incorporating the positive education PERMA model and Respectful Relationships curriculum, and using the Personal and Social Capabilities in the Victorian Curriculum for assessment. In addition, the Wellbeing Team continued to provide a suite of multi-layered supports for groups of students in both on-site and off-site programs. Individual students also benefited from the support of the Wellbeing Coordinator, Chaplain, Mental Health Practitioner, School Nurse and school Doctor (Doctors in Schools program). Nevertheless, the Attitudes to School Survey data for students' Sense of Connectedness to school, and Management of Bullying, fell below the 4-year average in 2022, indicating the importance of a continued focus on wellbeing in the 2023 Annual Implementation Plan.

## Engagement

Kyneton High School implemented a number of programs to promote student engagement in 2022; some of these were a continuation of measures introduced in the previous years and some of them were responses to emerging challenges in engaging students who had been impacted by two years of COVID. For many students, it was hard to engage in school routines after two years of lockdowns and remote learning; stamina in the classroom and difficulty with the social and peer aspects of the school environment were particularly evident in the Year 7 cohort, with the added pressures of transition from primary to secondary school and the majority of students travelling from a geographically wide catchment area. Mental health and anxiety were contributing factors for many students' levels of engagement, impacting directly on attendance. Attendance rate data, for cohorts that had historically shown the best levels of attendance such as years 7 and 12, was lower than expected. The school implemented a multi-tiered response: universal responses included the use of diagnostic assessment data to identify student learning needs, developing a more consistent implementation of the agreed Teaching and Learning Model to reduce cognitive load and anxiety, and ongoing improvement in the provision of differentiated teaching, formative assessment, and quality learning programs to support students at their point of need. The school also continued to use the Student Check-in Tool which identified individual student progress across a range of factors in the areas of wellbeing, social engagement, and academic achievement, to monitor student engagement throughout the year. The Student Leadership Team continued to promote and engage students in an active and healthy school environment through the House co-curricular activities at recess and lunchtime. Student participation data showed ongoing improvement from the previous year; the Recess and Lunchtime Co-Curricular Schedule was extensive and included over 15

different activities. We made a commitment to provide every opportunity available for students to be able to attend camps and excursions. For example, year level camps, subject area camps such as Outdoor Education, and the Pre-Driver Education Camps. Students embraced the return to an active Inter-school Sports calendar of events. We continued to work with families to support students to be present at school and ready to learn. Improvement in communication was a priority, through XUNO, parent-teacher meetings and Student Support Group meetings for those students at-risk of disengagement. A new version of the Student Led Conferences proved to be successful in engaging students in reflecting on their learning and being active in the three-way conversation with parents/carers and their teachers.

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## Other highlights from the school year

### Year 7 Family Interviews

In 2022 we welcomed our Year 7 students and families with Family Interviews for the first time. This was an important addition to our transition to school program, with students and their parents or carers meeting with their Home Group Teachers to share information that could provide support for their student, and to set learning and wellbeing goals for the year. This was our way of paying respect to parents as the first educators of their child, and to ensure that we were able to come together in authentic conversations to establish a strong start to our partnership.

### Twilight Market

Our Year 12 VCAL class held a community market in Term 4. The students had planned and organized for this during the year as their significant Personal Development Skills Project. The positive response from the Kyneton/Macedon Ranges community was overwhelming. There were more than 20 local makers/growers/food stalls at the market. Over \$2000 of donations was received for the raffle/silent auction. The support of local business owners was astounding; the VCAL students were beaming every time they returned from talking to businesses and organisations during the planning stages. The event drew in the participation and support of so many different student groups and staff within the school - music bands, the Student Leadership Team, the Foods classes, Year 11 VCAL students, the Horticulture class, Literature students (running the book stall), Hands on Learning students who made items for sale, and VET Sport and Recreation students. We were very proud of the way this student-led event brought the school and community together and promoted such a strong sense of wellbeing.

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## Financial performance

Kyneton High School finished the 2022 year with a Net Operating Surplus of \$212,722. This was enabled by a planned deficit recovery strategy and staffing model, as well as an increase in enrolments. Locally raised funds, including parent payments, accounted for just over 4% of total operating revenue. The 2022 Annual Implementation Plan provided the framework for allocation of Equity funds and Targeted Funds to support inclusive school programs and school priorities. The school continued to receive National Schools Chaplaincy Program funding, which along with a portion of school Equity funding, helped the school to provide the services of a full-time Chaplain in our Wellbeing Team. The school was granted Shade Sail funding of \$25,000. All funds from the 2022 year have been expended or have been committed to subsequent years to support the achievement of educational outcomes

**For more detailed information regarding our school please visit our website at**  
<https://kynetonhigh.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 590 students were enrolled at this school in 2022, 267 female and 323 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

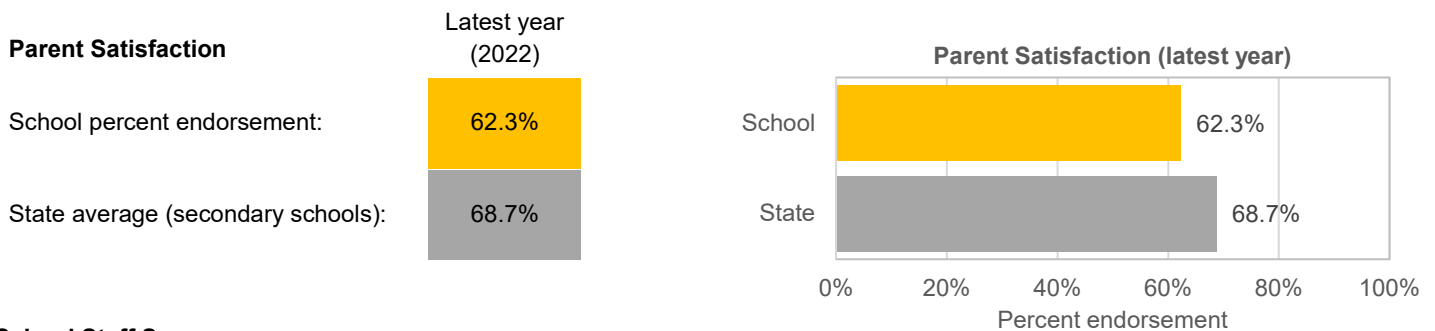
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

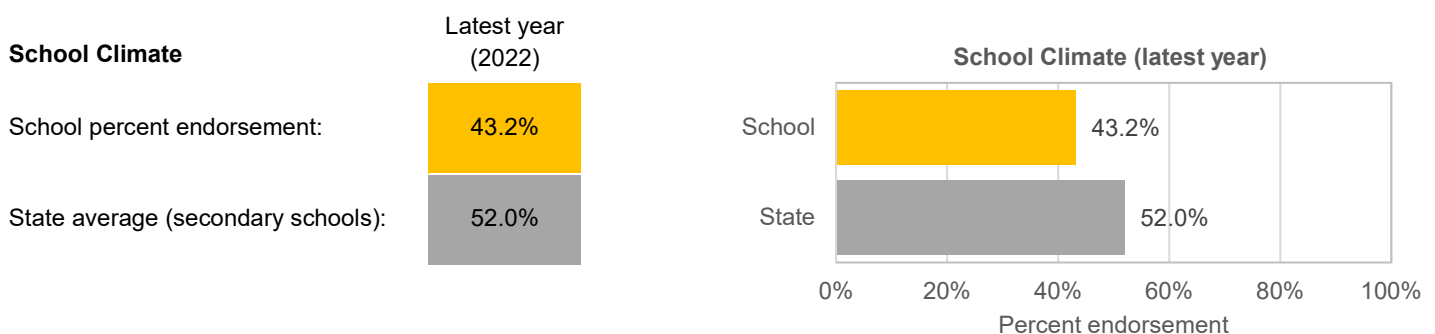


### School Staff Survey

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 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

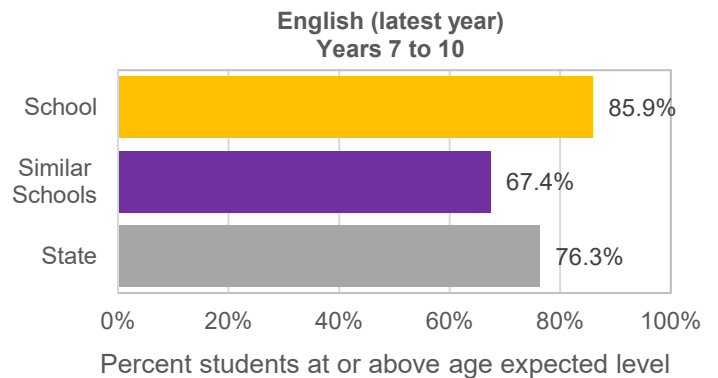
85.9%

Similar Schools average:

67.4%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

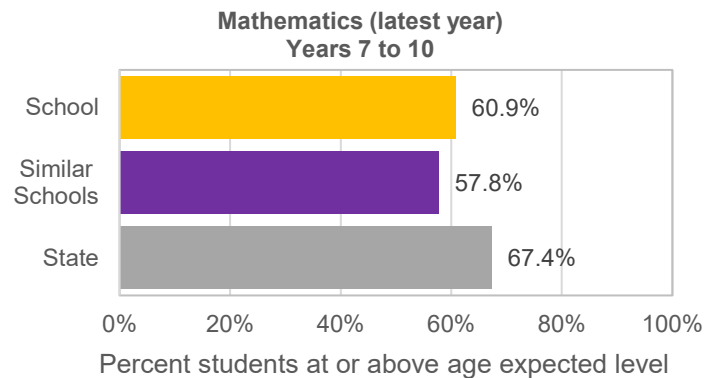
60.9%

Similar Schools average:

57.8%

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.

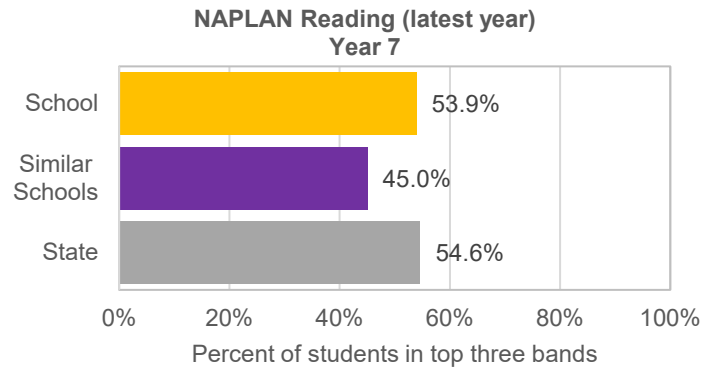
### NAPLAN

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.

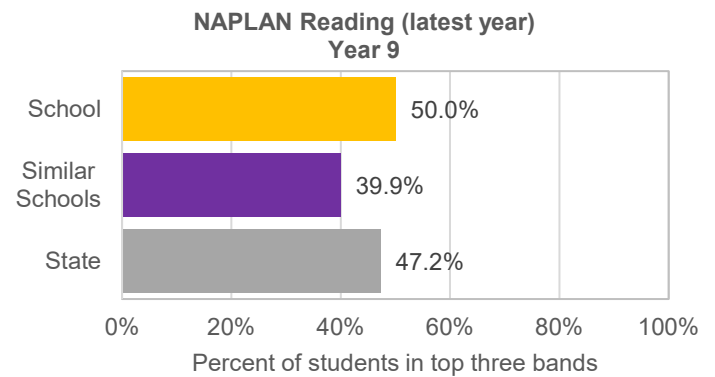
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.9%	59.7%
Similar Schools average:	45.0%	46.3%
State average:	54.6%	55.3%



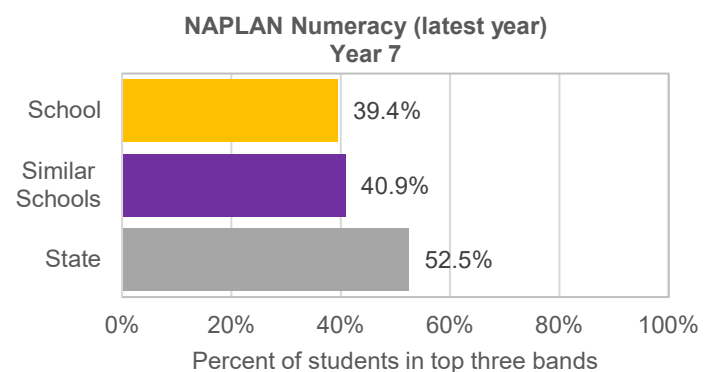
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	45.2%
Similar Schools average:	39.9%	37.6%
State average:	47.2%	46.0%



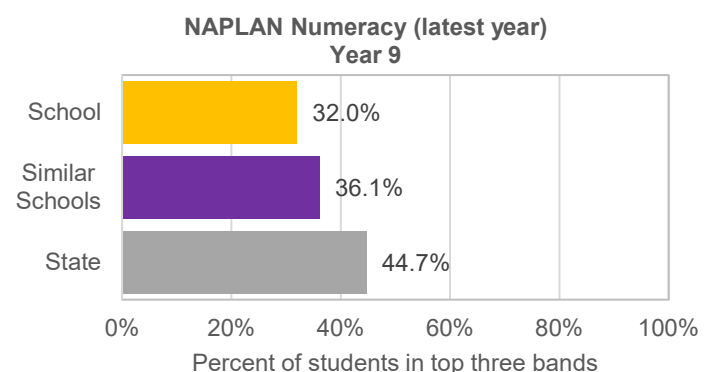
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.4%	55.3%
Similar Schools average:	40.9%	44.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.0%	32.9%
Similar Schools average:	36.1%	35.9%
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.

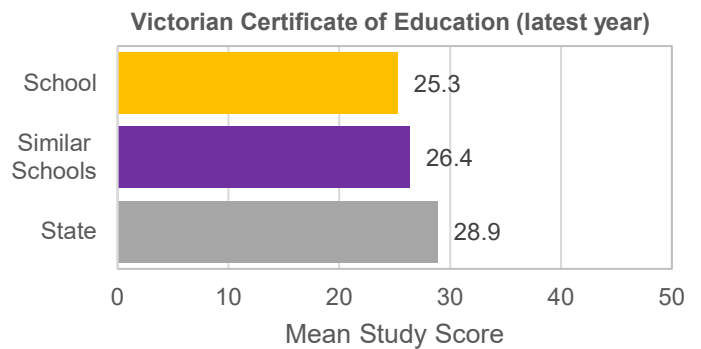
### Victorian Certificate of Education (VCE)

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	25.3	26.6
Similar Schools average:	26.4	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

56%

VET units of competence satisfactorily completed in 2022:

97%

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

90%

## WELLBEING

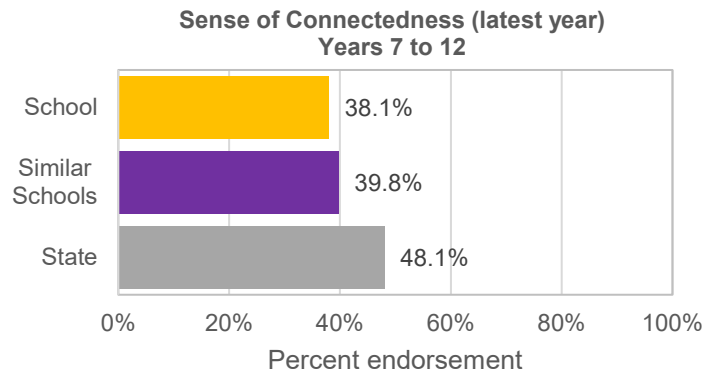
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	38.1%	42.9%
Similar Schools average:	39.8%	45.9%
State average:	48.1%	

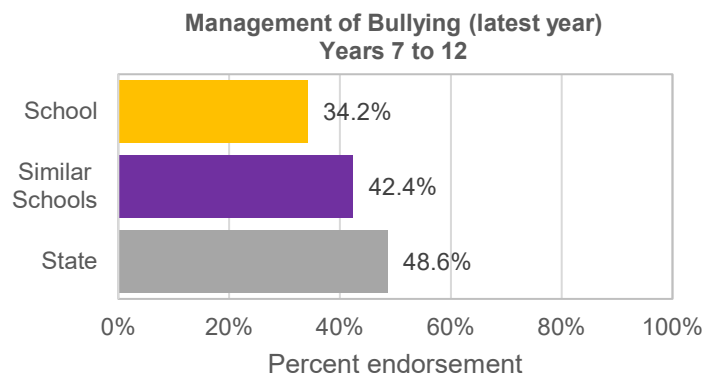


### Student Attitudes to School – Management of Bullying

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:	34.2%	41.6%
Similar Schools average:	42.4%	48.6%
State average:	48.6%	54.0%



## ENGAGEMENT

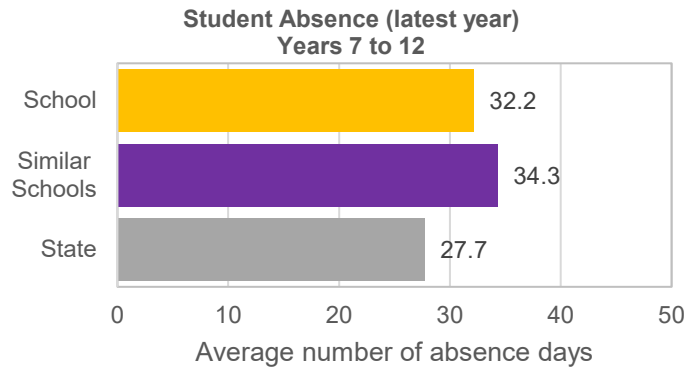
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	32.2	30.3
Similar Schools average:	34.3	28.3
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.

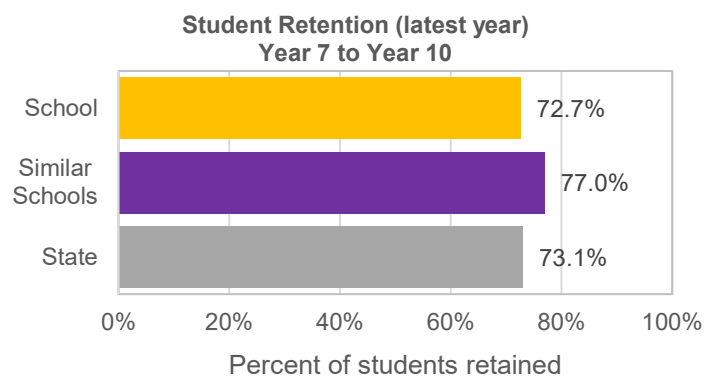
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	85%	82%	79%	87%	86%

### 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:	72.7%	74.2%
Similar Schools average:	77.0%	77.0%
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.

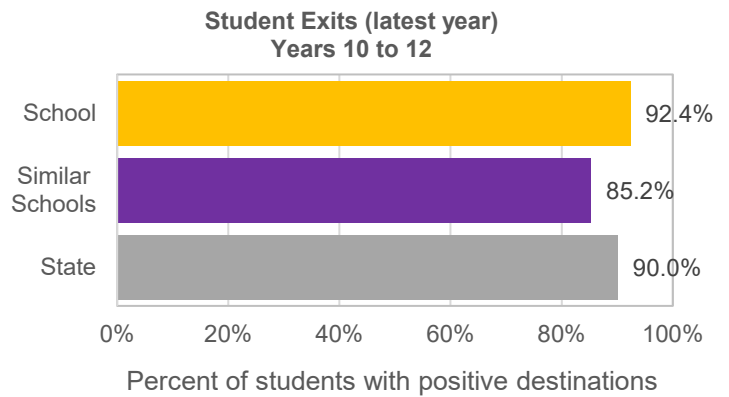
### Students exiting to further studies or full-time employment

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:	92.4%	87.7%
Similar Schools average:	85.2%	83.7%
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	\$7,024,167
Government Provided DET Grants	\$952,902
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$51,078
Locally Raised Funds	\$342,864
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,371,011</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$168,727
Equity (Catch Up)	\$33,573
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$202,300</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,765,030
Adjustments	(\$1,900)
Books & Publications	\$7,562
Camps/Excursions/Activities	\$167,468
Communication Costs	\$22,593
Consumables	\$133,125
Miscellaneous Expense <sup>3</sup>	\$39,795
Professional Development	\$17,309
Equipment/Maintenance/Hire	\$118,216
Property Services	\$202,166
Salaries & Allowances <sup>4</sup>	\$336,523
Support Services	\$191,222
Trading & Fundraising	\$67,320
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$91,798
<b>Total Operating Expenditure</b>	<b>\$8,158,289</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$212,722</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$895,576
Official Account	\$37,553
Other Accounts	\$17,487
<b>Total Funds Available</b>	<b>\$950,616</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$221,160
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,780
Funds Received in Advance	\$0
School Based Programs	\$207,286
Beneficiary/Memorial Accounts	\$24,657
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$136,510
Maintenance - Buildings/Grounds < 12 months	\$163,184
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$755,577</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.*