

# 2022 Annual Report to the School Community

School Name: Croydon Community School (7757)



- 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 14 May 2023 at 11:23 AM by Bronwyn Harcourt (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 22 June 2023 at 11:44 AM by Leanne Haley (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

## School context

Croydon Community School, Croydon Campus is situated in the heart of Croydon (Mt Dandenong Rd). It seeks to engage young people who have struggled to experience academic success and/or personal/social wellbeing in mainstream schools. The OPTIONS@Bayswater campus situated in Neal St Bayswater was merged onsite at the start of 2022. On behalf of North East Victoria Region, Croydon Community School also manages the Woori Yallock Farm School, and a Capacity Building Team which is also situated on site at Croydon Community School. The school's vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy and a focus on continual growth. Our mission is to engage each student in learning that nurtures their individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges. This vision applies equally to all sites and teams operating under the OPTIONS umbrella, despite many of the students provided for not being Croydon CS enrollments. Common characteristics of the student cohort include histories of disrupted schooling; backgrounds of trauma due to family violence; physical and/or sexual abuse; self and/or family issues relating to drugs and alcohol; complex mental health issues; bullying at previous schools; exclusion or limited access allowed by previous schools; deficit personal and social, literacy, and numeracy competence. Many students have been impacted by more than one of these factors and do not feel psychologically safe at the time of their enrollment. It is for this reason that the school focuses on building strong and trusting relationships with students and their families/carers. Croydon Community School & OPTIONS value equity and strong personal qualities equally with the pursuit of academic success. For us, HEART means not only for learners to pursue what they love in their learning, but also some non-negotiable behaviours about how we come together in our school. As individuals and as a learning community, we strive to be Honest, Excellent, Accountable, Respectful and Thankful. The school's purpose is to maximise student wellbeing, engagement and achievement by personalising learning for each young person using Big Picture Learning Design and Distinguishers, to deliver the Victorian Curriculum and Victorian Certificates of Applied Learning. In 2022 Year 12 students were assessed against the International Big Picture Learner Credentials as well as VCAL requirements. Students completed portfolios of their work and were assessed against a five-step capabilities continuum in six areas. This work is certified by Melbourne University and students are able to seek enrollment into some university courses Australia-wide without an ATAR score. Along with all other schools and communities, both Croydon and Woori Yallock sites were impacted by the COVID 19 pandemic and the multiple closures for public safety. Croydon CS operated throughout with classes being held online during designated lockdown periods. Vulnerable students continued to attend in person on both sites, with regular attendance by 15 students at the Croydon campus. An additional four vulnerable students were provided weekly support at the Woori Yallock Farm School due to its proximity to their homes. The level of engagement with students varied significantly across the school, with some advisories recording close to 100% attendance and others less than 50% attendance. A great deal was learned from the lockdown periods of 2020 - 2021 and the strategies and ideas implemented resulted in much greater engagement. The social restrictions also impacted heavily on the wellbeing of some staff members. Enrollment in February 2022 was 117 EFT students across both the Croydon and Bayswater sites, 43 female and 83 male, including 13 Aboriginal and Torres Strait Islanders. As in previous years, the school had a waiting list of young people wanting to enroll but COVID 19 restrictions prevented this throughout the year. 33 of these students were funded through the Program for Students with Disabilities, 3 received transition support into Year 7; 56 students receiving equity funding; and 9 living in official Out of Home Care. 0 students had English as an additional language. The school's SFO was 0.5970 and Student Family Occupation and Education index (SFOE) was High, indicating a high level of socio-economic disadvantage. Parent satisfaction with the school is high at 91.4%, 23% higher than the State average for secondary schools. Data for the staff survey indicates positive responses of agree or strongly agree from staff who responded. School Climate also sat above State average. In 2022 the Woori Yallock Farm School had planned to offer the Cert 1 in Conservation & Land Management and a Cert 2 in Horticulture to a small group of students from 7 different secondary schools in the Dandenong Ranges & Yarra Valley. The Capacity Building team's work was heavily impacted throughout 2022 and the number of schools they were able to work with was reduced with the team being unable to work onsite at schools for close to half the year. The school had a total of 44 employees, with an EFT of 40.8, comprised of 17 EFT teaching staff at Croydon, plus 1 Learning Specialists and 2 principal class officers EFT 2.0. 18 Education Staff were employed in administrative, (5 staff = 4.9 EFT) Wellbeing (4 staff = 3.4 EFT) and classroom support roles (6 staff = 5.31 EFT). At the Bayswater site there was 1.0 EFT Leading Teacher, 1.0 EFT Wellbeing, 2 Classroom Support (1.0 EFT) and 6.0 EFT teaching staff at the start of term 1. The Principal had a 0.4 EFT teaching load to pick up shortfall at the Bayswater campus. Capacity Building staff comprised 2 staff, including 1 higher duties LT, with an EFT of 2.0 EFT. Woori Yallock Farm School comprised 2 teaching staff (1.4 EFT), one ES with Permission to Teach, and an animal care ES at 0.2 EFT. There were no staff who identified as ATSI. The school does not offer an international student program.

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

### Learning

2022 Strategic Goal: To optimise and accelerate the learning growth of every student in literacy and numeracy. KIS 1a. Develop a whole school approach to the inquiry learning model Reinstatement of the Big Picture Learning design was the central part of progress towards this KIS and the reason for strong progress being made. Progress was affected by COVID 19 and the need for all staff to continue with remote learning for periods of time, however, it was actioned by way of individuals and teams within the school to implement individualised learning plans and the need to approach the many challenges in a solution-focused way for very real problems that students, the school, communities and staff were confronted with throughout the year. KIS 1 b. Develop a Guaranteed & Viable curriculum Croydon CS has a guaranteed and viable curriculum, and further work was done in relation to documentation of the links between Victorian Curriculum and Big Picture learning design; teacher accountability to deliver and monitor Vic Curric areas within the Big Picture Framework; and ability of teachers to make informed judgements regarding student achievement. introduction of the International Big Picture Learner Credential (IBPLC), supported by Big Picture Learning Australia and certified by Melbourne University strengthened the portfolio completion for graduating students. KIS 1 c. Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices The assessment schedule at Croydon CS was affected by COVID 19, but testing across the school was completed in semesters 1 and 2 through use of Maths Online, ACER COMPASS, KTEA, Student Perception Surveys (each term). 65% of student enrolled in Senior VCAL achieved the Certificate. 61% of Yr 11 students have completed, or are completing Intermediate VCAL. 80% of Senior students completed an online Graduation portfolio. 90% of Graduating students received their IPBLC Learner profile.

### Wellbeing

Croydon CS invests heavily into providing wellbeing supports for all students. There were 4 youth workers (EFT 3.4) at the Croydon site and 1 youth worker (EFT 1.0) at the Bayswater site. The wellbeing team have established strong community partnerships with community providers for psychology, Occupational Therapy, Speech and music therapists, and mental health social workers. These community-based providers either bulk-bill for their services or are NDIS funded and so student family's are not impacted by the costs. These services have been developed through the passionate work of the wellbeing team members, and any additional services identified as needed are sourced promptly. Sense of Connectedness to school reported by all students was 62%, significantly higher than the State average of 48%. The school is pleased with this comparison, but because we pride ourselves on having positive relationships with students and families, this is clearly an area in need of improvement. 59% of students also reported that they agreed or strongly agreed that any incidents of bullying were well managed within the school, a decline of 10% from 2021 and worthy of further investigation. The return to onsite learning after extended periods of remote learning saw students struggling to connect with each other in positive ways - something that seems to have been reflected across the community. The school also has strong relationships with government-funded organisations such as YSAS (Youth Substance Abuse Service); CYMHS (Child Youth Mental Health Services); Adolescent inpatient mental health unit; Head Space; Victoria Police Youth Resource Officers; and Maroondah CC Youth Services team. Students who are at high risk are individually case managed at both campuses, and all other services working with a student are encouraged to be part of the education discussions. It has continued to be a challenge for the reverse to occur, especially with DFFH services who at times assume responsibility for educational programs without contact and/or consultation with the school. This has meant that less than the best outcomes are achieved. Croydon CS is one of the ten Maroondah Network schools promoting Positive Education. This program is as effective as a staff wellbeing tool as it is for students wellbeing and the development of a flourishing school. There was some disruption to this program but all staff completed further professional learning on trauma-informed approaches in classrooms, and on identifying, maximising and developing character strengths. In the midst of COVID remote learning it was decided that the Principal would return to classroom teaching at the campus with Out of Home students. Success with a highly personalised and heavily supported case-managed approach was strong with some students, but not with all. Success is estimated at 50%. One of the school's most valuable partnerships Hope City Mission. In 2022 they continued to supply food requirements for many of our families who were experiencing financial devastation due to COVID 19 impacts on their work. Hope City's generosity was endless.

### Engagement

As described above in section 1, students at Croydon CS have faced, and continue to face enormous challenges in their lives away from school. Attendance data for 2022 records that 72% of students were absent for 20+ days during the year. It is important to note that this data includes students enrolled at the Bayswater campus, amongst whom are some of the most vulnerable, disengaged, and at-risk young people in the inner and outer areas of Melbourne's east. The average number of absence days was 43, This is

well above the State average. Average absence of Year 7s was 51 days, Year 8 50 days, Year 9 63.9 days, Year 10 62 days, Year 11 58.8 days and Year 12 63.4 days. The school's response to absenteeism varied widely across the school, with some staff making contact every day a student was absent, and others doing so only when directed by leadership. Student Retention from Year 7 to Year 10 has increased from a four-year average to 80% in 2021. Sadly, there were a number of high-risk, challenging students who were actively discouraged from attending the Bayswater campus in 2021 and after the extended lockdowns turning this around proved to be impossible for some. Throughout year there was a sustained push for all teachers to be following up and some problems with coding of absence records were found, which seems to have impacted the accuracy of the data collection.

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## Other highlights from the school year

Preparation for the school move required a great deal of physical and emotional investment by staff and students, with some finding it very hard to say goodbye to the old site. A "Say Goodbye" event was held at the Mt Dandenong Rd site to mark the moment, and many ex-students and staff came along too. On day one of term 3, the school community and some parents met at the old site, wrote farewell messages on a whiteboard, took the flags down for the last time, and then walked together to the new site. It was disappointing that no representatives from Regional Office, VSBA, Central Office, or politicians joined us, but Crosier Scott Architects were front and centre (as usual), and we celebrated in our own way with a smoking ceremony, speeches from recent past students, and a BBQ lunch. The new school design is something that Regional Office, VSBA, Central Office and politicians should be celebrating and proud of too.

Three camps ran last year – one available for all students to The Summit in Trafalgar East, another made possible by funding from DET's Positive Start initiative to Lake Eildon, and the third to Toolangi for one group of seniors. There were many excursions throughout the year too, to places both near and far, extending student learning and building positive connections between students and staff.

We closed out the year with our Graduation ceremony – the first held at our new home. Karen Money, newly appointed Regional Director, joined us on the night and was suitably impressed with the talents of students being showcased on the evening.

The music program continues to thrive, with students performing live at every opportunity, and we certainly have some very skilled musicians.

Nothing about this school works without the passion and dedication of the staff team, not just in successful moments, but also when things are tough. Their ability to put young people back together is unparalleled.

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## Financial performance

The school's bank balance at the end of 2022 was \$1,539,155.17. The reasons for this historically high amount include:

1. Reduced spending due to remote learning. This includes classroom materials, excursions, CRTs and whole school events.
2. Funds that the school had set aside for purposes within the replacement school building program for the provision of air conditioning in all classrooms and to support VSBA budgets for furniture, classroom resources, etc
3. Future expenditure requirements for capital items such as minibus replacement. Smaller amounts are identified each year and put aside to manage future needs to avoid the need to find funds urgently for known expenses.

The net cash position at the end of 2022 was \$383,331.

The school recorded a surplus of \$724,693 in 2022, but this can be accounted for in targeted programs that were funded as cash items on the SRP such as MYLNS, Instrumental Music, and VET. High staff movement of both education support and teachers to other opportunities, and a difficulty in employing suitable replacement staff, created a surplus in staffing which had not been forecast.

For more detailed information regarding our school please visit our website at  
<https://www.croydoncs.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 126 students were enrolled at this school in 2022, 43 female and 83 male.

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

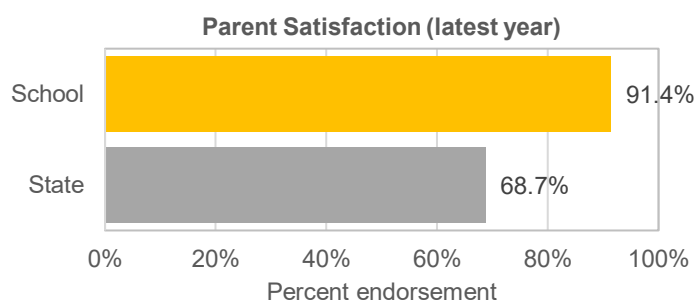
This school's SFOE band value is: High

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	91.4%
State average (secondary schools):	68.7%



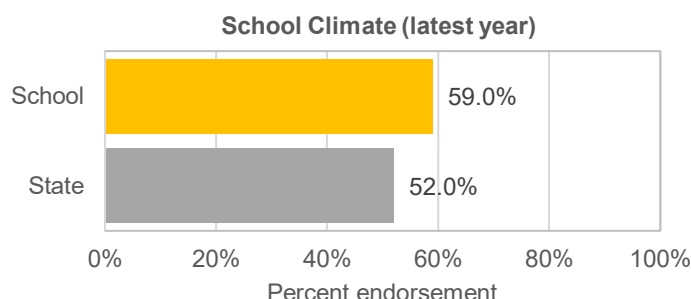
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	59.0%
State average (secondary schools):	52.0%





## 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:

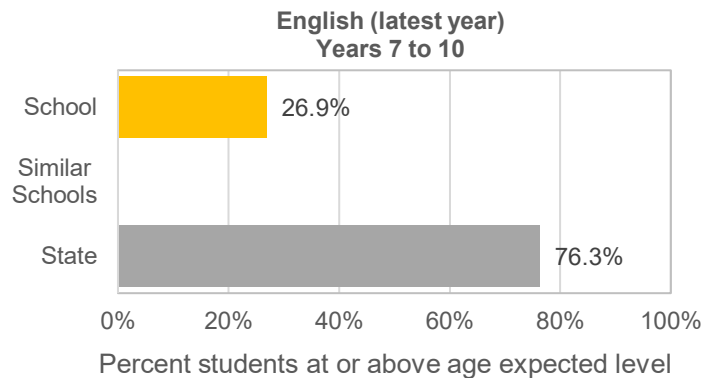
26.9%

Similar Schools average:

NDA

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

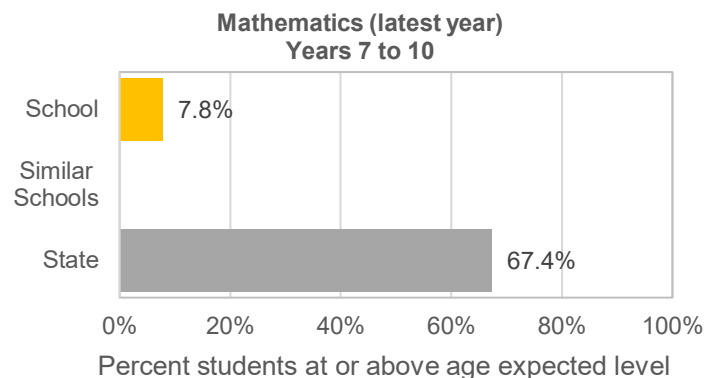
7.8%

Similar Schools average:

NDA

State average:

67.4%





## LEARNING (continued)

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

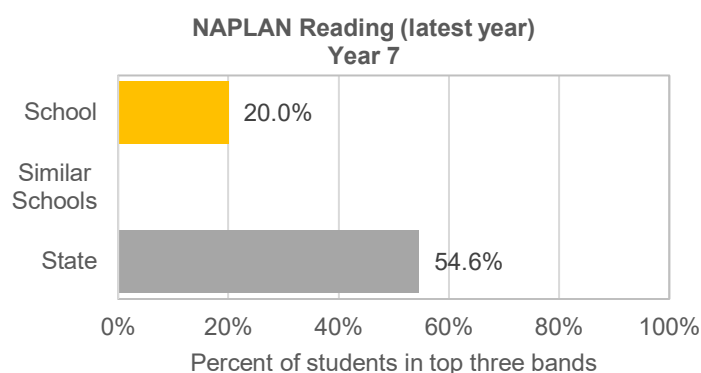
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

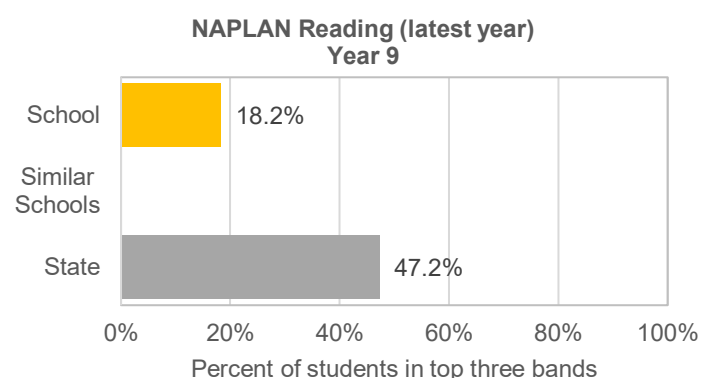
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	10.7%
Similar Schools average:	NDA	NDA
State average:	54.6%	55.3%



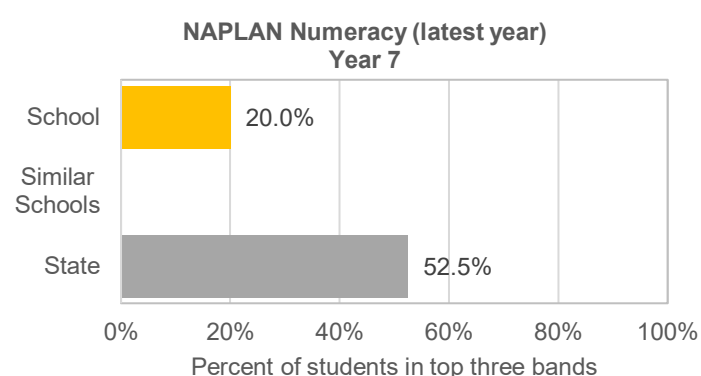
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.2%	19.3%
Similar Schools average:	NDA	NDA
State average:	47.2%	46.0%



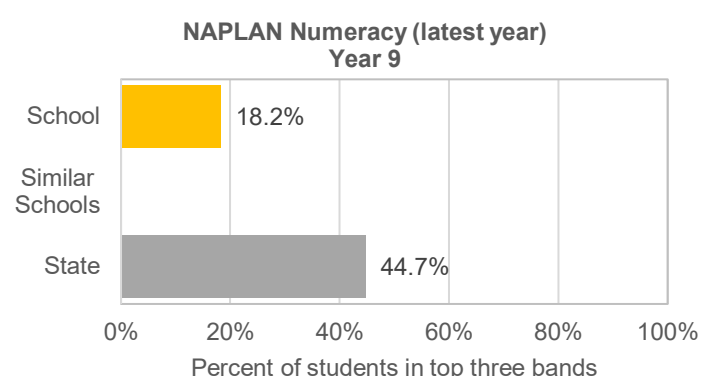
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	10.7%
Similar Schools average:	NDA	NDA
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.2%	13.1%
Similar Schools average:	NDA	NDA
State average:	44.7%	45.6%



## LEARNING (continued)

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

### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

Latest year  
(2022)      4-year  
average

School mean study score

NDA

NDA

Similar Schools average:

NDA

NDA

State average:

28.9

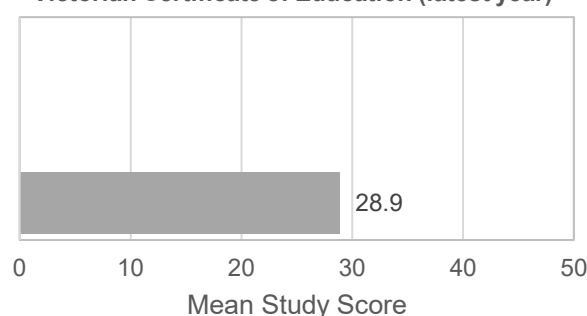
28.9

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

School

Similar  
Schools

State



Students in 2022 who satisfactorily completed their VCE:

NDA

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

91%

VET units of competence satisfactorily completed in 2022:

72%

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

63%

## WELLBEING

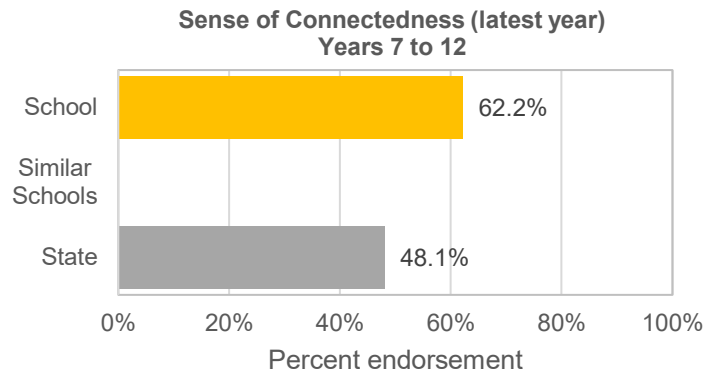
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	62.2%	64.6%
Similar Schools average:	NDA	NDA
State average:	48.1%	52.5%

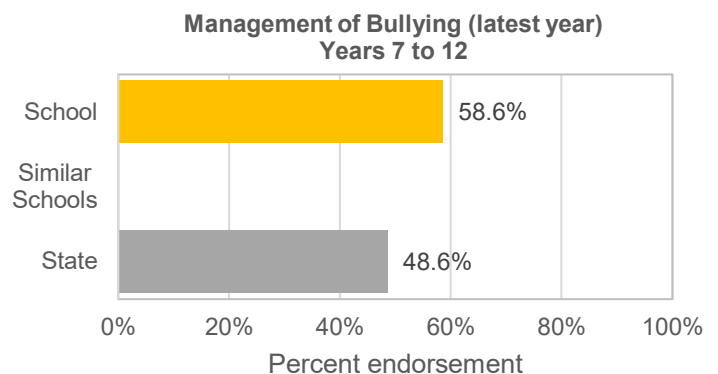


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	58.6%	63.7%
Similar Schools average:	NDA	NDA
State average:	48.6%	54.0%



## ENGAGEMENT

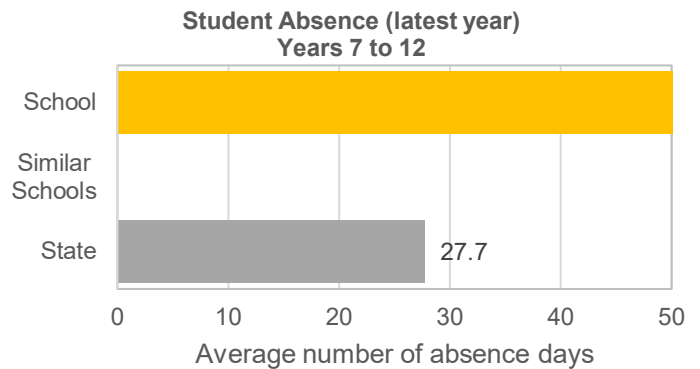
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	58.4	42.7
Similar Schools average:	NDA	NDA
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

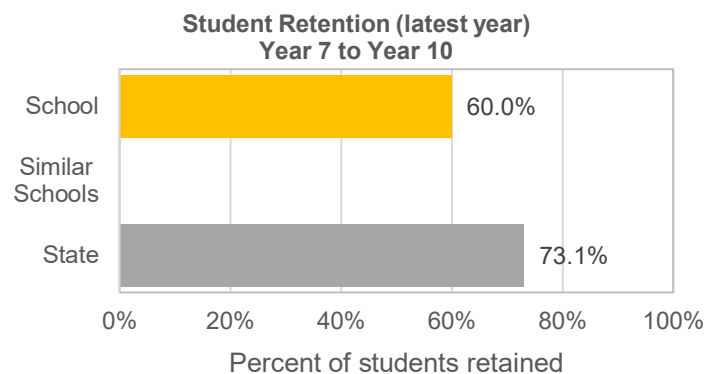
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	74%	75%	68%	69%	70%	68%

### 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:	60.0%	70.8%
Similar Schools average:	NDA	NDA
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

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

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

Latest year  
(2021)      4-year  
average

School percent of students to further studies or full-time employment:

80.0%

78.1%

Similar Schools average:

NDA

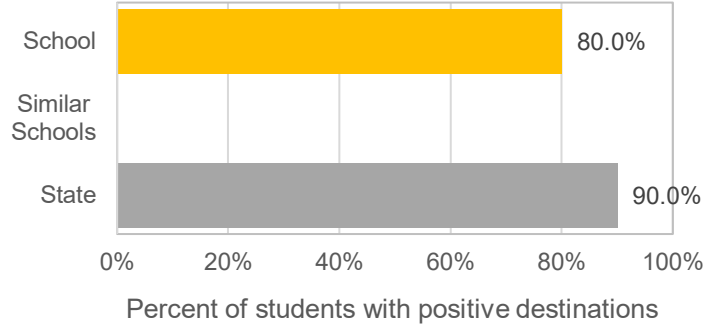
NDA

State average:

90.0%

89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$4,705,794
Government Provided DET Grants	\$760,470
Government Grants Commonwealth	\$516,517
Government Grants State	\$9,800
Revenue Other	\$107,859
Locally Raised Funds	\$54,929
Capital Grants	\$18,160
<b>Total Operating Revenue</b>	<b>\$6,173,530</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$168,668
Equity (Catch Up)	\$10,013
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$178,681</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,979,016
Adjustments	\$0
Books & Publications	\$100
Camps/Excursions/Activities	\$15,412
Communication Costs	\$13,181
Consumables	\$78,000
Miscellaneous Expense <sup>3</sup>	\$44,132
Professional Development	\$8,160
Equipment/Maintenance/Hire	\$493,622
Property Services	\$64,955
Salaries & Allowances <sup>4</sup>	\$50,341
Support Services	\$180,068
Trading & Fundraising	\$2,239
Motor Vehicle Expenses	\$14,227
Travel & Subsistence	\$17,998
Utilities	\$103,911
<b>Total Operating Expenditure</b>	<b>\$5,065,361</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,090,009</b>
<b>Asset Acquisitions</b>	<b>\$25,899</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	\$1,514,825
Official Account	\$18,860
Other Accounts	\$5,470
<b>Total Funds Available</b>	<b>\$1,539,155</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$174,019
Other Recurrent Expenditure	\$0
Provision Accounts	\$526
Funds Received in Advance	\$34,541
School Based Programs	\$581,758
Beneficiary/Memorial Accounts	\$105,470
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,700
Repayable to the Department	\$160,000
Asset/Equipment Replacement < 12 months	\$142,350
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$323,652
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,528,016</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.*