

# 2022 Annual Report to the School Community

School Name: Footscray High School (7842)



- 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 26 April 2023 at 03:23 PM by Frank Vetere (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 11:23 AM by Mimma De Luca (School Council President)

## How to read the Annual Report

---

### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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
- 

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

## School context

Footscray High School is a multi campus school in Melbourne's Inner West, comprising of two Junior 7-9 campuses and one 10-12 campus. At Footscray High School we are committed to every student having access to a world class education. Inspiring young people to develop the 'essential skills' required for their future pathways in an inclusive and positive learning environment is our priority. We will provide all students with a comprehensive and innovative curriculum that focuses on individual growth and addresses the skills and dispositions required for citizens of the 3rd millennium. Our vision is to draw on international research and best practice to ensure that our curriculum and programs promote choice and agility to deal with complex, unknown and rapidly changing futures. Footscray High School endeavors to provide excellence in teaching and learning, achievement, innovation and self-improvement within a modern, supportive, healthy, safe and secure environment. Footscray High School's mission is to provide excellence in education through a caring and diverse environment that encourages the holistic development of each student. We aim to provide students with rich academic, social, physical and creative experiences that develop their full talents and uniqueness. We aspire to be an educational establishment renowned for its vibrant community, which develops creative thinking and learning dispositions in order for our students to engage with the complex challenges of an ever-changing world. The community have a collective responsibility to engage in the total life of the school and to actively pursue a range of learning experiences. Our ultimate aim is to develop compassionate students with the personal qualities and attributes that will enable them to face their future with confidence. At Footscray High School our PILLARS/VAULES are: Unity: Our school is built on collaboration. This is where three campuses, many cultures and infinite personal journeys unite with pride and with purpose. We lift each other up, building on the strength and support of our whole community to achieve greatness. Respect: Respect – for ourselves, our colleagues, our individual traditions and our shared future inspires us in every way. We treat each other with care, compassion and kindness; we act with integrity; and we are engaged in making a positive impact on our world. Creativity: We embrace doing things differently because we want to make a difference. We draw on wisdom, experience and our own original thinking to create new possibilities. Future focused, open minded and proudly progressive, we constantly seek a better way. Endeavour: The boldness of our vision is matched by our relentless spirit, our self-belief and the pride that comes from hard work. The enthusiasm which drives our endeavour also demonstrates our character: In the classroom and beyond, we strive to be our very best. There are 1454 including international students enrolled at Footscray High, 727 at our Kinnear campus, 364 at our Barkly Campus and 363 at our Pilgrim Campus. 0.93% of our student population have a Koorie background, 3.21% are recognised with a disability, 3.64% are non english speaking and 0.57% are classified as refugees. 4.28% have temporary residence. The school's international student program continues and is supported by dedicated staff. The number of international students has increased due to COVID travel restrictions being eased and international borders opening up. We have an enrolment of 53 students (45 from Vietnam, 4 from India, 1 from Thailand 1 from Hong Kong, 1 from Taiwan, and 1 from Brazil) The school has an appointed International Student coordinator, and the program is overseen by an Assistant Principal. Each student has an individual learning plan. As a multi campus school within the Footscray Learning Precinct the school SFOE is significantly diverse across the three campuses. The aggregated SFOE is 0.025 (Student Family Occupation and Employment Index). This presents the challenge of distributing educational resources based on data and evidence, to ensure student needs are met. The extra funding supports disadvantaged students to ensure the gaps in learning and pathways are addressed. There are 183 Effective Full Time staff members employed at Footscray High School. 136 teaching staff and 47 Education support staff. The school celebrates a diverse staff, however we are yet to attract and retain staff members of Aboriginal and Torres Strait Islander background. During the life of this current strategic plan the Kinnear Campus will continue facility upgrades which will conclude in Term 4, 2023. We are prioritising the continuation of a high quality senior secondary program. We are excited that our first cohort of Junior students have transitioned to the senior secondary. As Footscray High School embarks on the new strategic direction our endeavour is to bring our vision of becoming a school of excellence in the West of Melbourne to life. We aim to transition from a new school to a school with consolidated practices that focusses on continuous improvement with students at the core. In our initial phase we have gained the trust of the community with over 300 year 7 enrolments for the first 3 years of operation. Our endeavour is to provide outstanding pathways from our two junior campuses into our senior secondary campus, thus maintaining high retention. Through effective year to year transitions we will know our students as learners and as people, providing them with the support and guidance they require to flourish in their chosen pathways We are part of the Footscray Learning Precinct and together with Footscray Primary School, Footscray City Primary School and a new integrated early learning centre we endeavour to transform education in Melbourne's inner west. Our vision is for the Footscray Learning Precinct to become a world-leading education precinct, providing excellence in teaching and learning in Melbourne's inner west. The Precinct will build on the richness and diversity of the community and will provide opportunities for learning across all stages of education. We are combining our resources and expertise and working closely with our Precinct partners Victoria University and Maribyrnong City Council. We will prioritise: A focus on consistent high quality instructional practices. This is a priority because we know that explicit teaching and the cycle of improvement is key to collective and individual growth. A focus on consistent high quality wellbeing and engagement strategies.

This is a priority because we know that healthy happier students and staff do better. A focus on active student engagement through their voice and agency. This is a priority because we want to empower students as active, independent learners and to build upon the developing wellbeing practices. A focus on developing pathways for students that are future focussed and develop the skills, dispositions and capabilities that promote choice. A focus on developing staff capacity and leadership. This is a priority because Footscray High School is a large multi campus School and staff coherence led by a supportive and innovative leadership team is essential to our success. This supports our pillar of UNITY, we are three campuses but one school.

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

### Learning

Footscray High School continued to build teacher capacity in order to improve student learning outcomes. Professional Learning Teams and the introduction of the Footscray High School, teaching and learning model were a main focus for 2022. Throughout 2022, the school had a comprehensive assessment schedule across all year levels and the school introduced learning tasks on Compass (Parent Portal) to facilitate live information to parents and carers regarding their children's progress. The overall student achievement data at Footscray High School in 2022 was extremely positive. The school performed better than similar schools and the state in in reading and numeracy in both Year 7 and Year 9 NAPLAN. The school purposefully allocated resources including: TLI (Tutor Learning Initiative) and MYLNS (Middle Year Literacy and Numeracy Support Initiative), PSD (Program for students with Disabilities) across all three campuses. Footscray High School NAPLAN results indicated success in the support provided to students who have a disadvantaged status. MATHEMATICS: There is a significant disparity between teacher judgement data and NAPLAN data in Year 7 and 9 numeracy. The school is committed to bridging this gap and ensuring this process is communicated to parents, carers and students. Greater awareness of the diagnostic ability of the Math Pathways program continues to be a priority. VCE: Footscray High School maintained a positive Mean study score from all VCE subjects. The school performed on par with similar schools and the State. We are pleased with the rate of VCE completion Program for Students with a Disability. (PSD) All students in this category had an Individual learning plan and were supported with intensive support throughout the year. . Regular student support group meetings were conducted and overseen by the PSD leader at each campus.

### Wellbeing

During 2022 student wellbeing remained our priority at Footscray High School. The school acknowledged the importance of wellbeing for students as they resumed to a normal face to face program. In the reported system data, based on the 2022 Attitudes to School Survey, Footscray High School demonstrated that it performed lower than similar schools and the state in the areas of Sense of Connectedness and Management of Bullying. This is unfortunately similar to the previous year despite targeted strategies in our strategic plan and 2022 Annual Implementation plan. The school is focused on developing its School wide Positive Behaviour Framework. Footscray High School supported student wellbeing in the following ways:

- Appointment of wellbeing leaders and teams across all campuses,
- Inclusive education leaders at every campus,
- Appointment of a School Chaplain,
- Appointment of School Nurse,
- A Doctor's in School Program across all campuses
- Strong focus on daily attendance in all classes
- A structured wellbeing referral system
- Whole school commitment to the Rights Resilience and Respectful Relationship Program
- The language that we use and challenge/non-binary awareness
- In 2022 we Implemented the Inclusion policy

The school focused on the Marrung Initiative and allocated professional learning time and human resource. In 2022 there was a detailed focus on the implementation of new child safety standards across the school. Footscray High School values access to education and we ensured all students had access to learning materials. We provided ongoing strategies for parents, staff and students to support their wellbeing. Students who were identified at risk had ongoing intervention with a range of resources allocated.

## Engagement

During 2022 student engagement remained our priority at Footscray High School. The school attendance data is greater than similar schools and the state average in 2021. Our average student absence was slightly lower than the State. Footscray High School is proud of its attendance rates across all year levels 7-12 which were all 85%+. During 2022 to support Student Engagement the School prioritised the following in summary: In the area of Empowering students and building school pride: - School-wide Student Representative Council was in place - Student representation on School Council and all Council Sub-Committees. Students were instrumental in a significant change to the uniform policy. In the area of Setting expectations and promoting inclusion: - Focus on and implementation of Rights, Resilience and Respectful Relationship, in conjunction with Dr. Helen Cahill at junior campuses - Focus on and implementation of elements Growth Mindset and Brainology programs at junior campuses in 2022 as part of the SEE program (Social, Emotional Education Program) - Allocation of staffing resources to Inclusion and Engagement - School Nurses, Mental health practitioners, Chaplain, Wellbeing Leaders In the area of Intellectual Engagement and Self Awareness: - All teachers are members of both a curriculum and well-being Professional Learning Team that meet to analyse student data with the view of setting goals for individual students and cohorts. In 2022 we introduced a new Year 9 to 10 transition program to support student retention from our junior campuses to secondary campus. There was a bespoke transition program for our VCE students with a focus on their wellbeing and finishing VCE. At Footscray High school we are proud that 100% of student in Year 10 -12 continued to further studies or full time employment as compared to the State average of 90%. The school continued to celebrate its high achievers group of 2021 students and they returned to speak to the year 12 students to inspire and provide insights into a successful final year of secondary schooling.

---

## Other highlights from the school year

In 2022 Footscray High School recommenced and began new initiatives that were not possible during remote learning. Footscray High school commenced a very successful Rowing program in collaboration with Footscray City Rowing Club. The school performed two high quality Musicals 'Grease the Musical' and 'The Little Mermaid'. Footscray High School hosted numerous community band performances, an art show and an inaugural Footscray High School Film Festival. The school introduced the bike hub program for Year 9 students and an Eat-Well program at each campus. School camps recommenced and excursions across the school augmented the learning programs across all year levels.

---

## Financial performance

Footscray High School Continued its efforts to create a strong and sustainable financial position throughout 2022 with the endeavour to develop and implement strategies to future proof the schools financial security in 2023 and beyond. The school's Strategic Plan and Annual Implementation Plan continue to provide the framework for efficient and effective resource allocation to support the school and to achieve positive student outcomes.

The Student Resource Package (SRP), which funds teacher and support staff salaries, indicates a significant staffing deficit for 2022 which is largely a legacy of a school merger and subsequent staffing conditions placed on the school. Despite the staffing deficit the school did not compromise on any programs and was still able to deliver all its innovative and high-quality education programs such as EAT WELL canteen, Bike Hub as well as implementing a fully-fledged rowing program, whilst delivering these programs the school constantly developed and honed strategies around sound financial management and budgeting which will provide the framework for a sustainable and exciting future. Traditionally Footscray High school relies on its International Student program (ISP) as pillar of financial stability and as a means to help manage the school's staffing deficit, the programs momentum was negatively impacted due to COVID which severely hampered efforts to maximise the program and better manage the school's staffing deficit. 2022 saw the re-engagement of the ISP Post-Covid and efforts were put into the growth of the Program.

Despite efforts with the ISP there is still room for considerable growth in 2023 and beyond which will make a significant difference in managing the staffing deficit. The school was able to manage its cashflow successfully enough to pay off its carry over 2020 and 2021 staffing deficits and enter 2023 with only the 2022 staffing deficit to consider.

The school received significant funding to implement the Tutor learning Initiative and the Middle Years Literacy and Numeracy Support. Both of these programs were fully implemented and supported the improved achievement data. The school also received Equity Funding which was used towards additional staffing to support student needs, professional learning as well as supporting families through purchasing of resources such as notebooks and laptops to help create an overall equitable learning environment for all students.

**For more detailed information regarding our school please visit our website at**  
**[www.footscray.vic.edu.au](http://www.footscray.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 1447 students were enrolled at this school in 2022, 673 female and 774 male.

20 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.

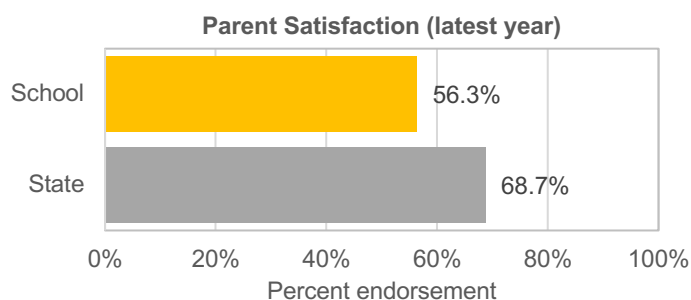
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	56.3%
State average (secondary schools):	68.7%



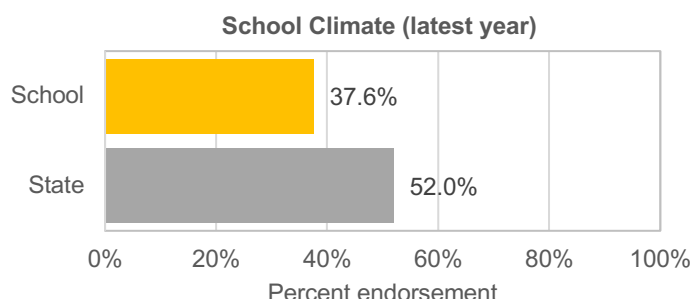
### School Staff Survey

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:	37.6%
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:

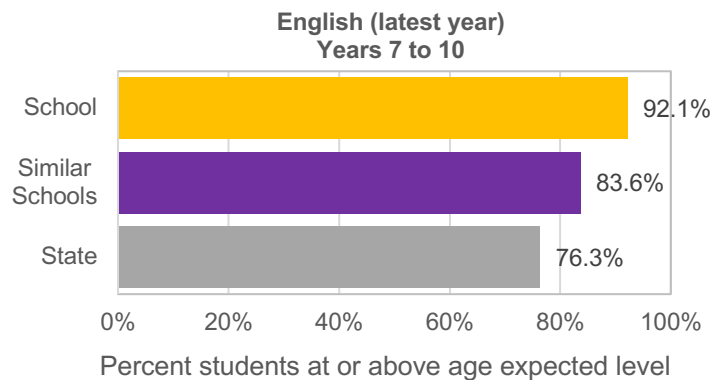
92.1%

Similar Schools average:

83.6%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

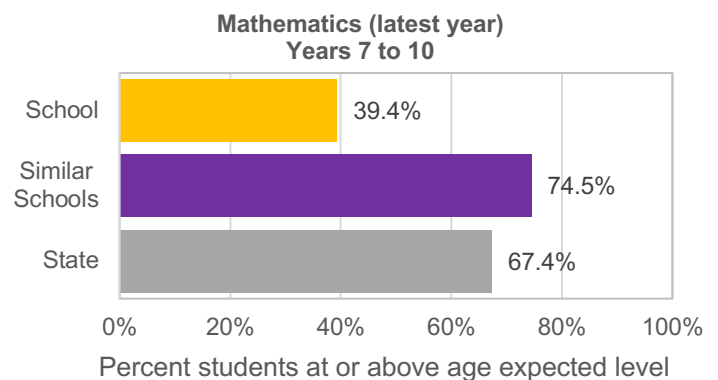
39.4%

Similar Schools average:

74.5%

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.

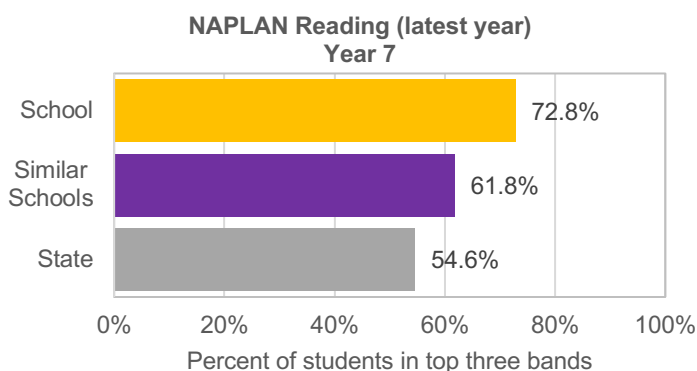
### NAPLAN

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.

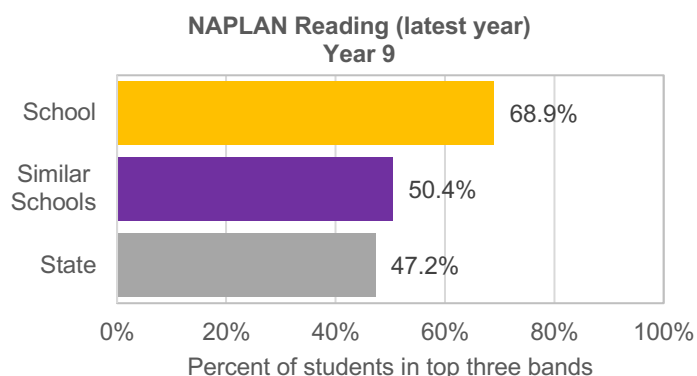
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.8%	72.8%
Similar Schools average:	61.8%	63.1%
State average:	54.6%	55.3%



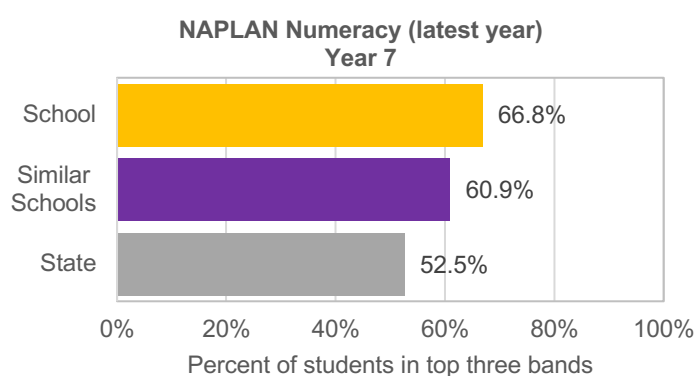
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.9%	64.3%
Similar Schools average:	50.4%	49.0%
State average:	47.2%	46.0%



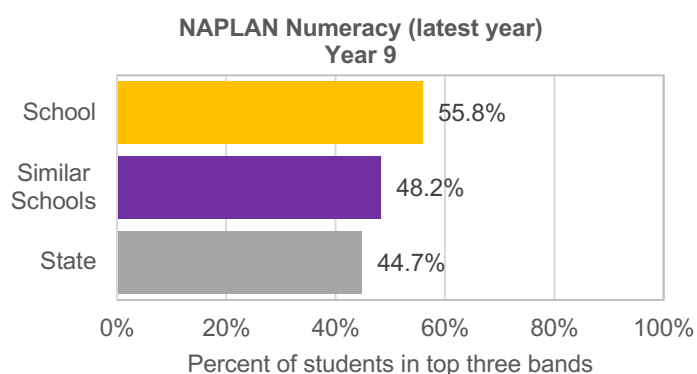
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.8%	69.0%
Similar Schools average:	60.9%	62.9%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.8%	54.9%
Similar Schools average:	48.2%	49.3%
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

28.5

28.7

Similar Schools average:

28.8

28.7

State average:

28.9

28.9

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

School

28.5

Similar  
Schools

28.8

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

99%

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

20%

VET units of competence satisfactorily completed in 2022:

62%

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

91%

## WELLBEING

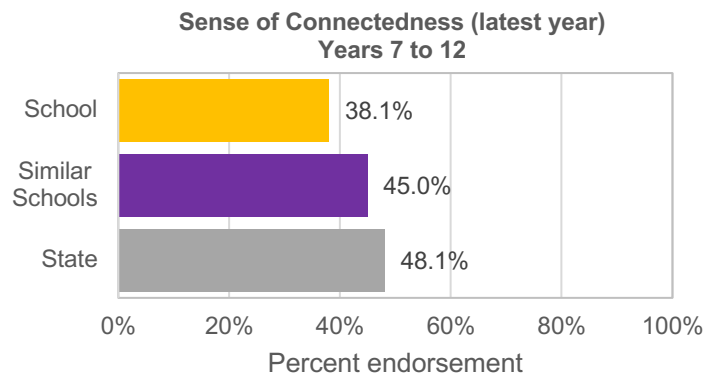
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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%	42.2%
Similar Schools average:	45.0%	50.3%
State average:	48.1%	52.5%

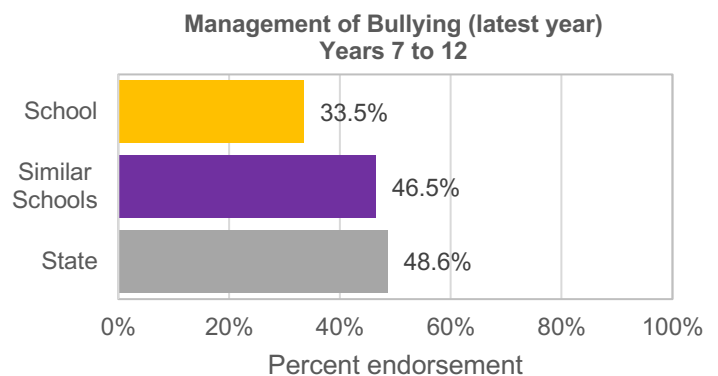


### Student Attitudes to School – Management of Bullying

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:	33.5%	39.0%
Similar Schools average:	46.5%	52.6%
State average:	48.6%	54.0%



## ENGAGEMENT

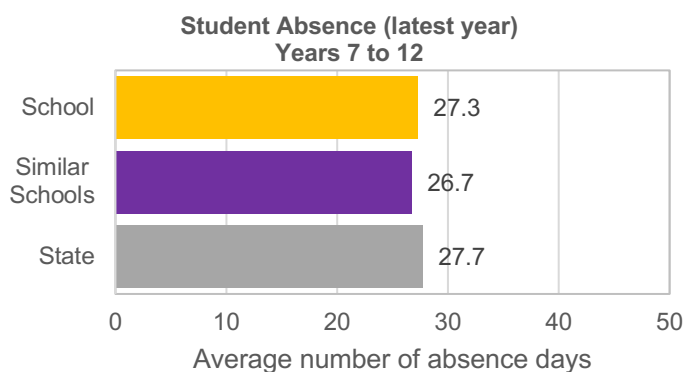
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.3	18.5
Similar Schools average:	26.7	19.4
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.

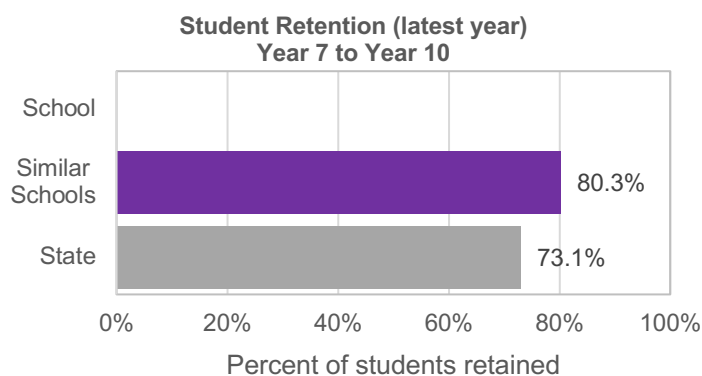
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	85%	87%	87%	87%

### 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:	NDA	NDA
Similar Schools average:	80.3%	80.2%
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:

100.0%      100.0%

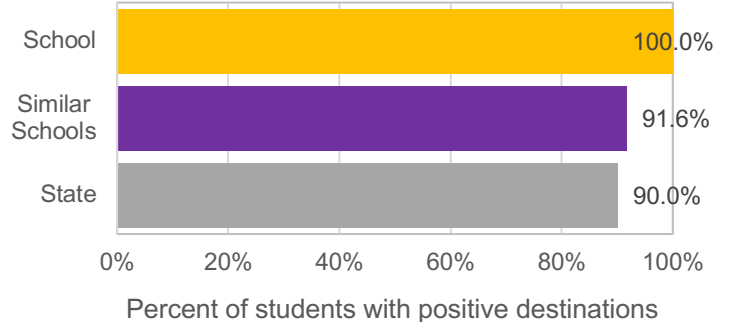
Similar Schools average:

91.6%      91.6%

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	\$16,798,622
Government Provided DET Grants	\$1,085,174
Government Grants Commonwealth	\$28,338
Government Grants State	\$0
Revenue Other	\$91,174
Locally Raised Funds	\$978,853
Capital Grants	\$39,896
<b>Total Operating Revenue</b>	<b>\$19,022,057</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,428,769
Equity (Catch Up)	\$51,243
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$2,950
<b>Equity Total</b>	<b>\$1,482,962</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,344,748
Adjustments	\$5,370
Books & Publications	\$28,580
Camps/Excursions/Activities	\$325,173
Communication Costs	\$82,606
Consumables	\$511,974
Miscellaneous Expense <sup>3</sup>	\$341,894
Professional Development	\$84,153
Equipment/Maintenance/Hire	\$409,458
Property Services	\$226,947
Salaries & Allowances <sup>4</sup>	\$272,498
Support Services	\$1,230,105
Trading & Fundraising	\$191,149
Motor Vehicle Expenses	\$9,521
Travel & Subsistence	\$1,665
Utilities	\$442,294
<b>Total Operating Expenditure</b>	<b>\$22,508,133</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$3,525,972)</b>
<b>Asset Acquisitions</b>	<b>\$83,092</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	\$1,766,823
Official Account	\$34,914
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,801,737</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$670,767
Other Recurrent Expenditure	\$4,588
Provision Accounts	\$0
Funds Received in Advance	\$190,877
School Based Programs	\$83,285
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,288
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,126,805</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.*