

2022 Annual Report to the School Community

School Name: Oakwood School (8337)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 27 April 2023 at 01:04 PM by Paul Newson (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 04:39 PM by Andrew Simmons (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
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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)

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

The founding school Principal, David Roycroft retired at the end of term two in 2022. Assistant Principal Julie FitzGerald was appointed Acting Principal for Term Three and Paul Newson was appointed the substantive Oakwood School Principal from the beginning of Term 4 2022. In 2022 Oakwood School was also in a year of review. The review was started in Term Three and completed in Term Four.

Oakwood School enrolls secondary school aged students who have disengaged from school. We aim to re-introduce students to learning to the extent that they are able to be successful and to empower students to develop a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practices. The school provides a safe, supportive, friendly and orderly learning environment that values Learning, Respect and Empowerment. These values provide us with a framework for the way we achieve our vision. The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education. The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning-

Oakwood School student enrolment and induction processes are designed to promote a safe and supportive learning environment and to ensure that staff and students are aware of our expectations and their responsibilities. Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability. Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at student led conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

Enrolments at the time of the review in term four were approximately 458 students. The school performance report shows that in 2022 Oakwood School has 408 students (214 female and 194 male) enrolled across campuses in Caulfield North, Noble Park North and Frankston and in community locations in Hastings, Capel Sound, Pakenham and Mornington. Oakwood School also runs a satellite VCAL program at Longbeach Place in Chelsea. In 2022, all campus were registered with the VRQA.

The Student Family Occupation (SFO) category was 0.7210 and the Student Family Occupation Education (SFOE) index was 0.6228 in 2021. The school's SFOE is "High". this represents a high level of socio - educational disadvantage.

The staffing profile of Oakwood School includes a principal and four campus principals, one leading teacher, three learning specialists, 27.7 teachers, 16.9 full time equivalent Education Support (ES) staff, and one business managers.

Progress towards strategic goals, student outcomes and student engagement

Learning

In developing the 2022 Annual Implementation Plan, the school conducted a self-evaluation against the FISO continuum of practice. Additionally, as it was the final year of Oakwood Schools Strategic plan in 2022.

During 2022 the school continued it's focus on the School Strategic Plan goals to maximise learning growth for all students in literacy and numeracy and to empower students to be independent, cognitively engaged and intrinsically motivated learners. A focus for 2022 was on the Key Improvement Strategy to "Build teacher capacity to maximise the impact of the Oakwood School Instructional Model", with a focus on pedagogy and instructional practices for teaching Numeracy. Professional Learning throughout the year introduced the Oakwood Numeracy Cycle and developed staff's knowledge of best teaching practices, including, using rich task, explicit teaching and problem solving; with a strong focus of maths as thinking and reasoning. As well as a focus on curriculum content and mathematical skills- through professional learning on the five big ideas in maths and how they related to Victorian Curriculum levels and objectives. A further focus was on the four proficiencies and the attributes of a successful mathematician.

Staff continued to develop their use of the Reader's Notebook and knowledge of writing craft and the language of writing and grammar. Termly whole school PL sessions were spent moderating writing and sharing Reader's Notebook activities. A Respectful Relationship School Improvement Team was developed and mapped out the plans for our 2023 AIP with a focus on positive relationships and consent.

The 2022 Annual Implementation Plan also continued to focus on the Key Improvement Strategy to "Develop Student agency to explore positive pathways". Professional learning sessions continued for staff in Student Voice to ensure that there was an understanding of the importance and power of student voice in student engagement, learning and teaching practice.

In 2022, with the introduction of e-portfolios, and the use of "Guiding Circles" during student induction, and the use of the "Morrisby Assessment" students now have a consistent process to pathways development.

From the School Review: Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1:

The 2018–22 SSP for Oakwood School set a goal to maximise learning growth for all students in literacy and numeracy. The Panel found that the school partially met this goal, with three of the targets partially met and one target not met.

SSP Goal 2:

The second goal was to empower students to be independent, cognitively engaged and intrinsically motivated learners with targets related to student voice and agency. The Panel found the school met this goal, with two targets achieved and one not achieved.

SSP Goal 3:

The third goal was to embed consistent robust structures and processes across Oakwood School that enabled improved student learning, engagement and wellbeing with targets related to school leadership. The Panel found that the school achieved this goal with three targets met.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent is the Oakwood trauma informed approach being consistently used at each campus?

The Panel concluded that the Oakwood trauma informed approach was in place and was being consistently used across all the campuses. The key elements were embedded, and leaders and staff spoke confidently about these practices and their relevance to reengaging vulnerable students in education. Sustaining these school improvement initiatives was identified by school leaders as being key to their work.

ToR Focus Question 2: How effectively is data used to inform teaching and learning?

The Panel found that the school had systemic assessment practices and used these to inform teaching and learning. However, Panel members recommended further strengthening the data literacy capabilities of staff to use assessments to evaluate the impact of their teaching on student learning.

Wellbeing

The Happy, active and healthy kids priority ensured that student wellbeing continued to be a focus throughout 2022. Respectful Relationships SIT provided whole school training and campus training preparing staff for the teaching of Respectful relationships and sexuality education. Student Voice SIT continued their development of teacher capacity to develop student voice. Wellbeing structures continue to be honed and developed to provide the supports for students such as Student Support Group meetings, Care Team Meetings First meetings with students presenting with complex mental health presentations and Student Led Conferences which give students an opportunity to showcase their learning.

A priority for all staff is to ensure that all students have the relevant support from the school and external agencies. A strong feature of Oakwood School is the relationships and partnerships with a vast range of community-based support agencies. The school provides case management based on the learning and behavioural needs of the young person and partnerships with agencies provide holistic support and services as required. Significant initiatives have included the Doctor in Schools program at the Noble Park Campus and the expansion of the partnership with Headspace to provide psychologists or Mental Health practitioners to support students at all of our sites, and the continued implementation of the Dogs In Schools program.

From the School Review:

Panel found that a further highlight was the school's approach to developing a safe and inclusive learning environment, and the promotion of student mental health and wellbeing. It was evident to Panel members that the school had further developed a multi-tiered system of support over the review period, and this aided vulnerable students with mental health issues in a timely manner. The positive endorsement on the AtoSS for 'Advocate at school' was 82 per cent in 2022. The Panel made these observations following discussions with staff and the fieldwork:

The school recruited mental health practitioners who provided support to students (counselling, coordinating services, health prevention and promotion) and staff (management of students, professional learning).

Regular Student Support Group (SSG) meetings occurred particularly during remote learning and ensured learning and wellbeing goals were addressed.

Targeted professional learning developed staff capabilities to engage in mental health promotion with their students and embed student voice and agency into their practice.

The expansion of a therapy program with dogs to six campuses provided more opportunities for positive interactions between students and animals.

The school's culture was one where teachers and students worked together, and student voice was listened to respectfully. Structures, processes, and practices were in place that empowered students to take responsibility for their own learning. The school had practices in place that assisted teachers to increase their own wellbeing when working with students who experienced trauma.

A whole school attendance policy ensured consistent guidelines were in place regarding the monitoring and follow up of student absences. The school prioritised strategies that supported students to attend school.

SSS data indicated that positive endorsement for the 'School staff safety and wellbeing' module was 72 per cent in 2021.

The positive endorsement on the AtoSS for 'Not experiencing bullying' was 97 per cent in 2022.

Engagement

Oakwood School students continue to be extremely well connected to the school and although consistent attendance is a hurdle for many of them, many thrived. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings. In 2022 a Key Improvement Strategy was the State-wide priority "Happy, active and healthy kids". At Oakwood School staff continued our commitment to increased student engagement by activating student voice as part of the learning process.

Embedding the use of the Readers Notebook contributed to increased student engagement with learning. A "Student Voice" cross campus School Improvement Team was established and began to implement changes to whole school practises. Student Voice will be a focus in the new Strategic Plan.

From the School Review:

The Panel acknowledged a whole-school approach to trauma informed practice reconnected vulnerable students with schooling and was a key enabler for much of the work undertaken during the review period. Panel members concluded after interviews with staff that they understood and accommodated the stressors in students' lives and mitigated against re-traumatisation.

Teachers and allied health professionals told the Panel that the strengths-based framework provided students with hope and optimism and a high expectation that they would acquire skills and achieve in their learning. Staff indicated to the Panel following discussions on Validation Day and during the fieldwork that targeted professional learning increased their knowledge and skills around adaptation and adjustments and enabled them to work more effectively with trauma survivors. It was clear to the Panel that the school had implemented several core principles that empowered students and gave them voice and agency in their learning. Panel members noticed an unconditional positive regard for students during classroom visits and conversations with staff and students, and that this promoted on-task learning and trusting relationships.

The school environment was calm, safe, positive, and inclusive and students in their focus group told the Panel it was a place they felt physically and emotionally secure and supported to regulate their emotions. Students were self-directed and had more authentic agency in their learning which teachers attributed to the collaborative partnerships between staff and students about choice, the design of the learning tasks and future pathways.

School leaders and staff described the approach as proactive and that staff felt equipped with a repertoire of evidence-based strategies that increased engagement.

Financial performance

Oakwood School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. Our staffing profile is resourced to enable small class sizes, individual learning support, teaching and learning specialists and \$200,000 was allocated to our MOU with Headspace to provide mental health services at all Oakwood School locations.

A net operating surplus of \$1,281,843 will be carried over into the 2023 school year. This will be used to fund computers, school car, a new school bus, careers counsellors at each site, and opportunities for our students to participate in courses and qualifications to increase their options and chances of success for future training and employment.

Careful management of the Student Resource Package and our equity funding ensures we have the resources to meet our three-year lease payments on the two buildings in Frankston and our presence at the community sites in Pakenham, Rosebud, Hastings, Mornington and Chelsea. These sites provide the opportunity to re-engage disengaged and disadvantaged students with learning

and our equity funding ensures we have the funds to meet the costs associated with our lease/license agreements (\$239,000.00), and the staff to deliver our programs.

Our Dog program continues to operate on most sites and students continue to achieve great success in this program as it also provides great educational pathways and employment opportunities for them. Oakwood School received Commonwealth and State Government Grants to fund the Chaplaincy and Advance programs as well as shade-sails at the Oakwood School, Caulfield Park campus and the Doctors in Schools program in Noble Park.

For more detailed information regarding our school please visit our website at
www.oakwoodschool.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 408 students were enrolled at this school in 2022, 214 female and 194 male.

4 percent of students had English as an additional language and 7 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).

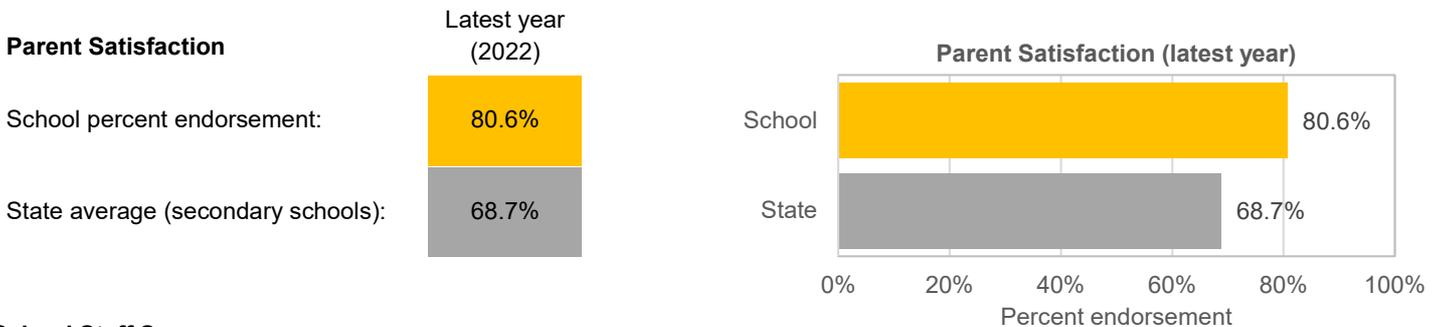
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

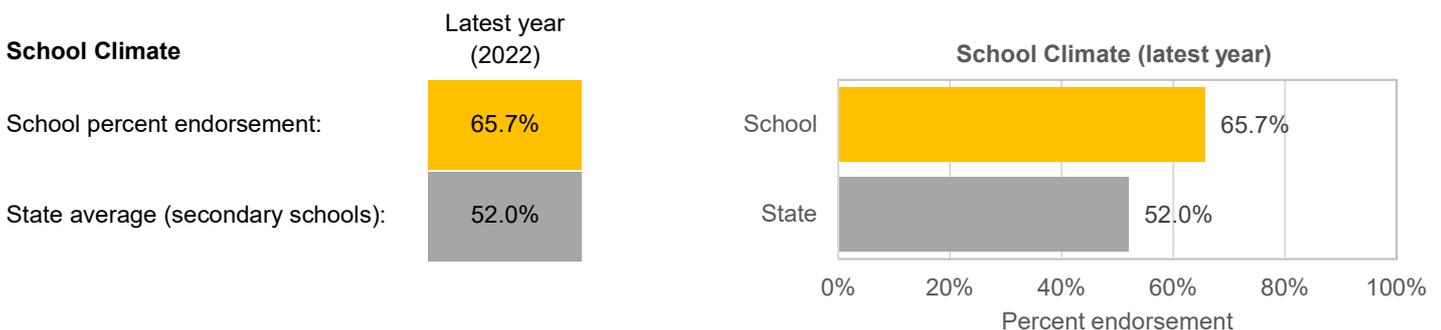


School Staff Survey

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:

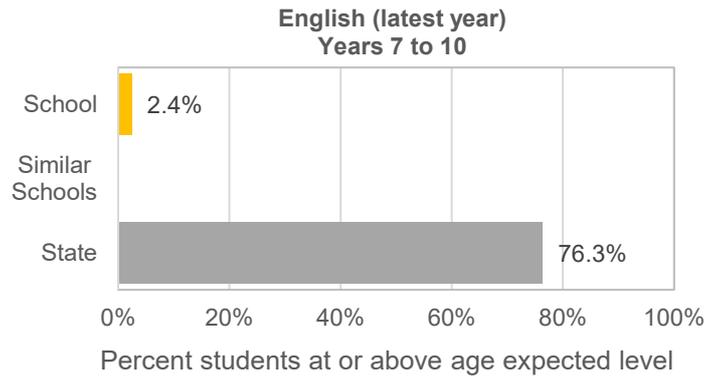
2.4%

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:

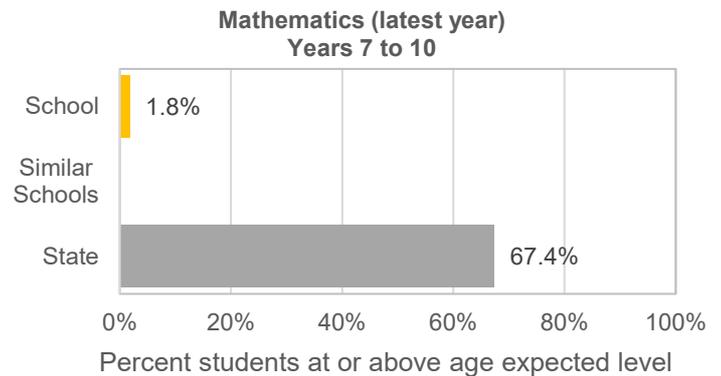
1.8%

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.

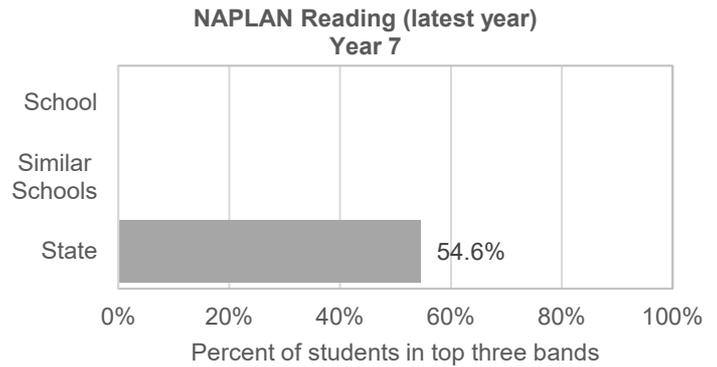
NAPLAN

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.

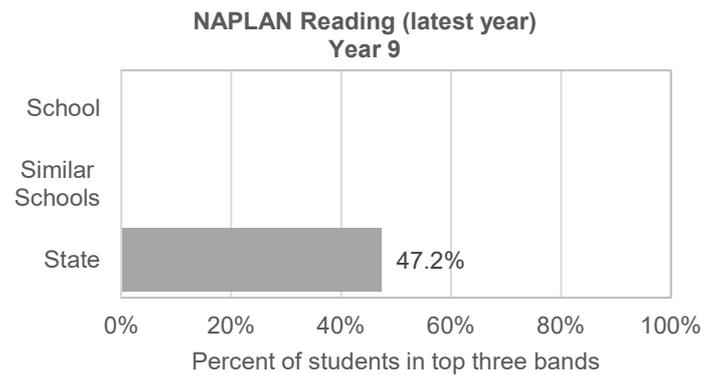
Reading Year 7

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



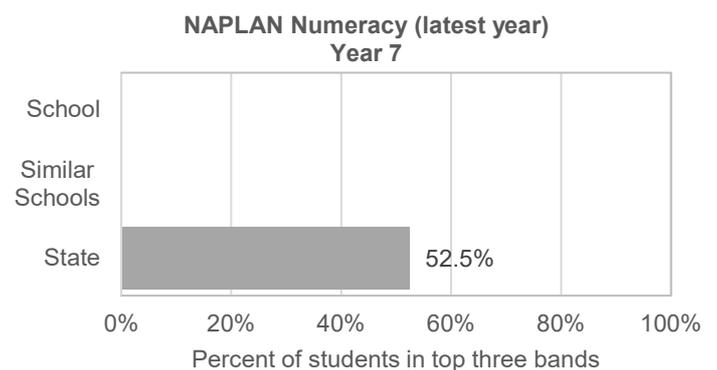
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	40.9%
Similar Schools average:	NDA	NDA
State average:	47.2%	46.0%



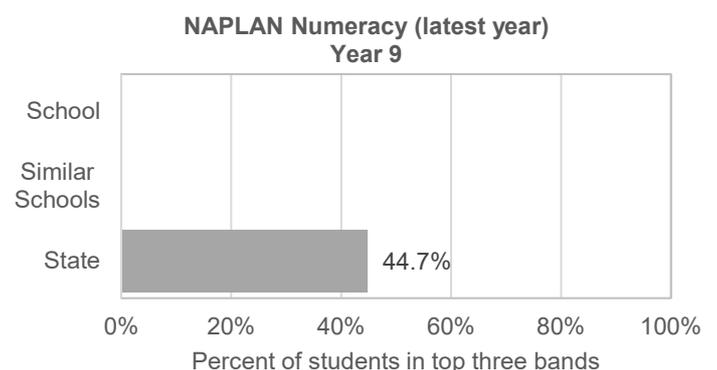
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
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:	NDA	31.3%
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.*

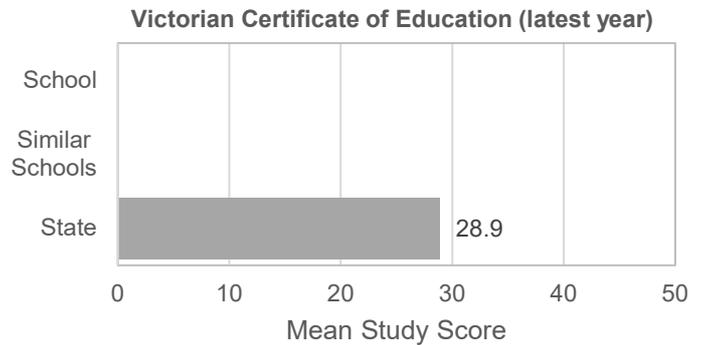
Victorian Certificate of Education (VCE)

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	NDP	NDP
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



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:

25%

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

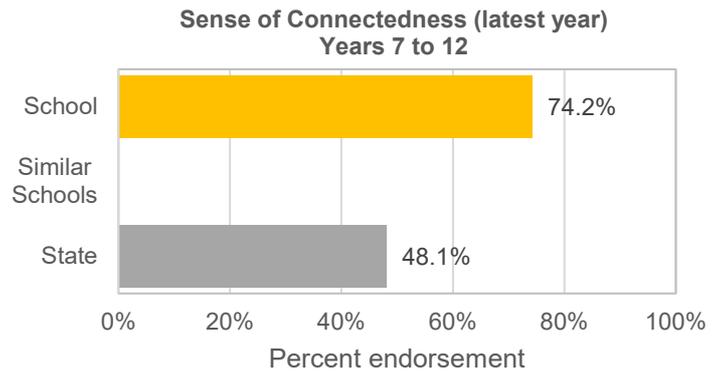
WELLBEING

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).

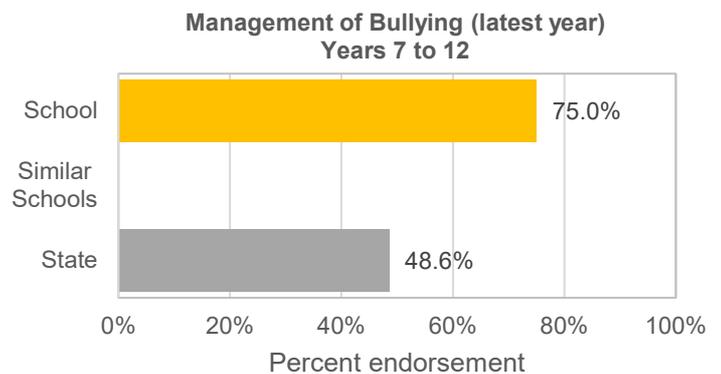
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	74.2%	70.8%
Similar Schools average:	NDA	NDA
State average:	48.1%	52.5%



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:	75.0%	77.4%
Similar Schools average:	NDA	NDA
State average:	48.6%	54.0%



ENGAGEMENT

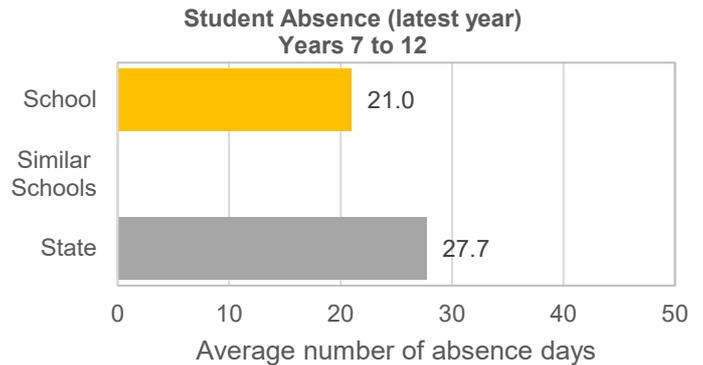
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.0	28.3
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.

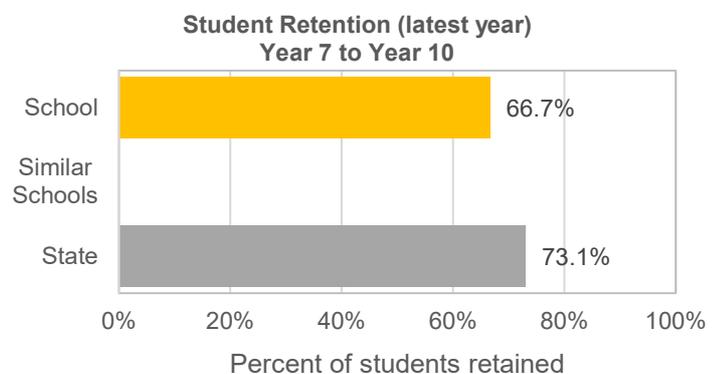
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	92%	91%	90%	87%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	66.7%	41.7%
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.

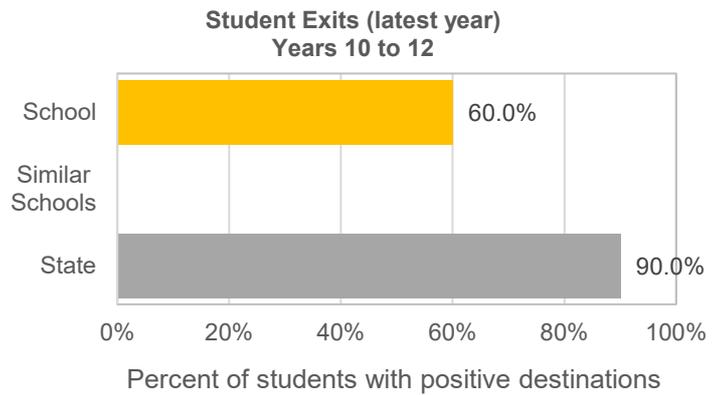
Students exiting to further studies or full-time employment

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:	60.0%	63.6%
Similar Schools average:	NDA	NDA
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	\$7,929,019
Government Provided DET Grants	\$1,322,451
Government Grants Commonwealth	\$0
Government Grants State	\$9,911
Revenue Other	\$18,099
Locally Raised Funds	\$912
Capital Grants	\$0
Total Operating Revenue	\$9,280,392

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,003,826
Equity (Catch Up)	\$55,602
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,059,428

Expenditure	Actual
Student Resource Package ²	\$6,496,605
Adjustments	\$0
Books & Publications	\$2,161
Camps/Excursions/Activities	\$4,610
Communication Costs	\$38,038
Consumables	\$130,126
Miscellaneous Expense ³	\$83,007
Professional Development	\$32,430
Equipment/Maintenance/Hire	\$342,551
Property Services	\$145,235
Salaries & Allowances ⁴	\$215,082
Support Services	\$459,362
Trading & Fundraising	\$2,511
Motor Vehicle Expenses	\$6,184
Travel & Subsistence	\$0
Utilities	\$40,648
Total Operating Expenditure	\$7,998,549
Net Operating Surplus/-Deficit	\$1,281,843
Asset Acquisitions	\$48,872

- (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

Funds available	Actual
High Yield Investment Account	\$956,426
Official Account	\$53,100
Other Accounts	\$0
Total Funds Available	\$1,009,526

Financial Commitments	Actual
Operating Reserve	\$237,573
Other Recurrent Expenditure	(\$168)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$701,954
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,009,359

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.