

2021 Annual Report to The School Community



School Name: Bentleigh Secondary College (7255)



- 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 2021 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 09 May 2022 at 01:27 PM by Helene Hiotis (Principal)

- This 2021 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 27 May 2022 at 11:55 AM by Andrew Clarke (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Bentleigh Secondary College is a thriving and innovative school, proudly supported by its local community providing excellence in education. The College continues to develop a culture of high expectations with a focus on learning. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing evaluation. Our college has 95 equivalent full-time staff; 4 Principal class, 67.86 teachers, 4 paraprofessionals and 19.14 Education Support Staff. Enrolments reflect a strong and growing reputation in our local community. Based on the school's Student Family Occupation index we have a high socio-economic profile and 4% of students had an additional language and 0.85% were Aboriginal or Torres Strait Islander. A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance, and excellence.

Bentleigh Secondary College's vision is to develop students who:

- engage in their learning and become lifelong learners who will develop resilience and optimism
- are independent learners, whose learning is extended by teachers who use high impact teaching strategies and best practice based on data to achieve on-going learning growth
- utilise 21st Century skills (such as: Collaboration, Communication, Creativity, Critical Thinking) to enable them to enhance their learning at school and provide them with the knowledge and skills to apply this learning ethically and effectively in further study, work and in their personal lives.

Bentleigh Secondary College's philosophy is to recognise and build a culture of high expectations in education. This is reflected in the historical merging of schools from the college motto of 1956 Quaere Veritatem, 'Seek the Truth' and current motto Optimum Esse Vos Esse, 'Being the Best You Can Be'. We enact our School Vision through:

- a range of evidence based pedagogy used by teachers in our classrooms
- collaboratively designed and innovative curriculum delivered in our classrooms
- feedback provided to students about their learning and where to go to develop the next steps
- focus on Growth Mindset, Mindfulness and Meditation
- extra-curricular programs, such as House (Bentleigh's Got Talent, Carnivals, Chorals, and Debating), Instrumental Music, Performing Arts, Sustainability and STEAM, Interschool Sport and Sport Academy
- programs developed for student voice where opportunities are provided for students to show initiative
- the work within Bentleigh Secondary College's inclusive and diverse school community.

Our school programs and practices are designed to reflect this vision. We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships. We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture. A new 12.7 million Performing Arts Centre will cement the school's position as an exemplary provider of Instrumental Music and performance.

Bentleigh Secondary College's values are:

- Excellence – excellence in education
- Inclusiveness – the right to feel safe
- Respect – the right to be treated with respect
- Responsibility – the right to learn
- Participation – the right to be supported by a positive community

This Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate in decision making and learn. Our Parent Opinion Satisfaction Summary is below the State median which can be attributed to COVID-19 as parents were unable to participate in school activities. Our extra-curricular programs offer outstanding opportunities in Instrumental Music, the Performing Arts, LOTE study tour to Japan and a STEAM/History Tour to Europe was cancelled due to COVID, leadership (SRC), sport including a Sports Academy, camps and activities, International Student Program and community service. During the lockdown periods these

activities were delivered via online learning. In addition, COVID-19 resources were placed on the school website to support parents and students. Strong and positive relationships are the cornerstone of our inclusive college culture. There is a genuine focus on student leadership and student voice in all areas of the college and a vibrant House System. The College works to maximise student learning in an inclusive learning environment that develops independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary in a changing world.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride to improve individual student learning outcomes for every student. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by:

- building staff capability to use evidence-based targeted teaching (HITS) and data to make informed decisions about teaching and learning
- continue to focus on differentiation based on data analysis of student needs
- improve PAT/Writing Assessments/VCE student outcomes
- work on re-designing and implementing a new assessment and reporting regime Effective learning Behaviours (ELBs)
- implementation of a coaching program for Leading Teachers and other school leaders.

To support implementation of these KIS, the continues focus on Professional Learning Community (PLC) to build teacher collaboration and consistency of practice that the college has sought through the Pedagogical Instructional Framework. The Effective Learning Behaviours (ELB's) continued to be embedded allowing students to assess themselves and identify goals to improve their learning in areas identified as a concern. The continuous cycle of reporting via ELBs occurs every five weeks and downloaded on Analytics for all staff to review. It clearly identifies a student's strengths, areas of improvement, attendance, and assessment outcomes.

Achievement

Like schools around the world, Bentleigh Secondary College has been affected by the world-wide pandemic, COVID-19. This has affected the college in many ways and the impact, on student learning, student engagement and student wellbeing, has been profound in some areas. The pandemic has had an effect on the ability of the college to meet the targets that were set in the last School Strategic Plan. One consequence of the pandemic has been the lockdowns. Students had significant periods of time, where they were taught using online methodologies. For many students, this resulted in reduced levels of engagement, motivation, wellbeing and connectedness to school, with a consequential decline of learning outcomes and achievement levels. It has to be recognised, however, that a significant percentage of students thrived during online learning, retaining their motivation and work ethic. In many of these cases, the students had support from home as well as from the college.

One cannot be anything but very impressed with the levels of resilience of staff and students throughout this very difficult time for everyone. COVID-19 also affected parents, many of whom needed to supervise their children at home during the periods of lockdown. Many parents were also working from home, and therefore needed to multi-task, juggling work commitments and overseeing their children's schoolwork. Connections between home and school were also restricted as parents were unable to come onto the school grounds, thus reducing the strength of the relationships between teachers and parents, although parents greatly appreciated the online connections that the College utilised.

Students responded well to self-directed and project-based learning tasks during the remote learning period. Students in Years 7 through to 10 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected during remote learning. The results show that the 2021 Year 9 NAPLAN Score Relative to State Mean results were a similar amount above the State average as the 2019 Year 7 results. The college has maintained its position in relation to the State average for that cohort of students. It is also noted that Reading and Numeracy results declined from the 2019 Year 9 cohort to the 2021 Year 9 cohort, whilst Writing

remained consistent. The results show that the college enrolls a relatively high percentage of students who, in Year 7, obtained results in the top 2 bands of NAPLAN, particularly in Reading and Numeracy. From Year 7, 2019 to Year 9, 2021, the percentage of students in the top 2 bands and the bottom 2 bands of Reading and Numeracy remained similar. This was attributed to the online resources for differentiated content-delivery and assessment. The school continued to assess students via PAT-Reading and PAT-Mathematics; and an online Writing Assessment was given to each year level and marked by a VCAA Assessor. The VCAA Assessor then provided an analysis per year level and professional learning to English staff.

Relative growth is defined so that 25% of the State's students have low growth and 25% have high growth. The percentage of students with NAPLAN low and high relative growth Year 7 - 9 results suggests that relative growth is tracking well with low growth less than 25% in all areas and high growth of at least 30% in reading 28% in writing and 29% in numeracy. Reading and Writing are tracking well in terms of growth, and Numeracy has decreased from previous 31% which has been affected by COVID delivery of mathematics learning.

The VCE Strategy to build capability amongst staff and students was further enhanced by employing tutors to support VCE students in 2021 during remote learning and at school. The VCE results showed an increase from 2017 to 2018, but a decline by 2021 to below 2018 levels. The decline could reflect the COVID-19 pandemic or students completing VCE instead of VCAL. It is also noted that the number of VET students has increased with the Careers and Pathways Leader expanding the VET offerings at the school in preparation for VCE Senior School Reform VCE Vocational Major.

Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects in VCE and university enhancement subjects. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Bentleigh Secondary College students are engaged and connected to their school. This year, the College continued to focus on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leadership Programs - House Program, Sport, Sport Academy, Performing Arts, Music. Our Presentation Night was live streamed to all households where students in 7 - 12 students received their awards and included a gallery of works as part of the Arts and Technology Exhibition. This evening also saw Year 12 students celebrate their success in completing the VCE with their parents. The school had a focus on improving students' sense of 'Student Voice and Agency', 'Goal Setting' and 'Connectedness to School', as indicated in the 2021 AIP. Students participated in selection panels, reviewed the AToSS data, participated in focus groups and were members of School Council, sharing their collective views and insights. It is positive to note that we have moved into the 'Influence' domain of school performance for Engagement in 2021, showing very high performance on a positive trajectory.

Student absences at each year level and overall, at an average rate of 18 days, was below the State mean of 21 days. This was supported by the Sub School teams focus to work with families to ensure students were at school and learning. 'Attitudes to Attendance' on AToSS was at 79% that reflected positively towards engagement during remote learning. The College continues to send SMS messages to parents, requesting them to notify the school of any absences, send out reports to parents with unexplained absences and made phone calls after extended periods of absences. The College works closely with the Wellbeing Team to support chronic absences and return to school processes.

Wellbeing

We have made significant progress in student wellbeing at Bentleigh Secondary College during 2021. If students are feeling unsafe, or anxious, learning can often be a huge challenge. During remote learning the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Support Strategy and continued to employ two school-based counsellors and a psychologist, with a learning qualification, as well as a mental

health focus. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results areas like 'High Expectations for Success' and 'Parent Participation'. The school also developed a number of Online Learning resources which were placed on the 'COVID-19 Resources Tab' of the school website for parents to assist their children at home and uses the wellbeing online tool, SchoolTV. This is proving very successful as a support tool for our parent and staff community.

Finance performance and position

Bentleigh Secondary College sustains a sound financial position due to sound financial management and efficient use of college resources. The 2019-2023 School Strategic Plan (SP), along with the 2021 Annual Implementation Plan (AIP), continued to provide the framework for the allocation of funds to support school programs and priorities.

Financial resources, obtained via locally raised funds in particular, are committed to supplement government funding in providing an engaging, supportive and safe learning environment, delivering significant benefits to students. In addition to locally raised funds, the college received funding from DET including the regular cash SRP funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiative funding during the year,

Annual results show a surplus which is contributed to operating reserve and funds held in advance for 2023. It should be noted that the Financial Position report the operating reserve equates to an average of two months expenditure and is locked by DET.

For more detailed information regarding our school please visit our website at
<https://www.bentleighsc.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.

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 1010 students were enrolled at this school in 2021, 450 female and 560 male.

14 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).

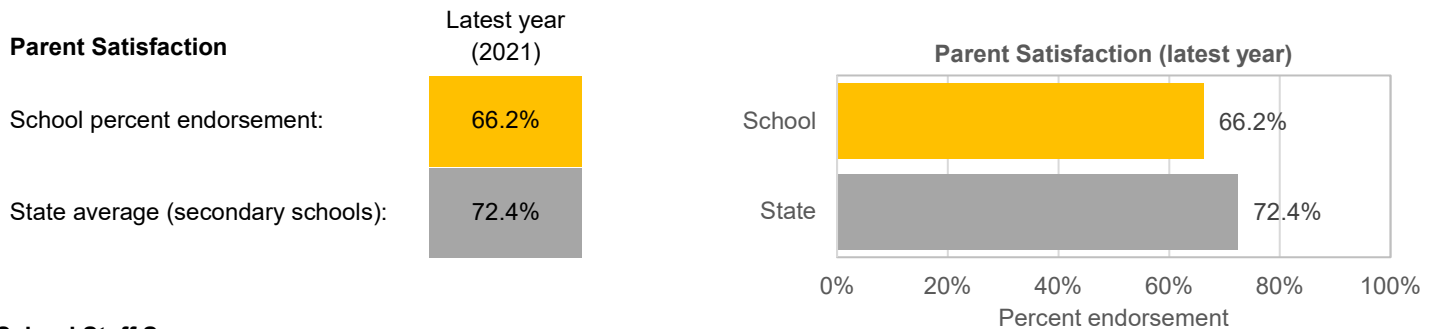
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

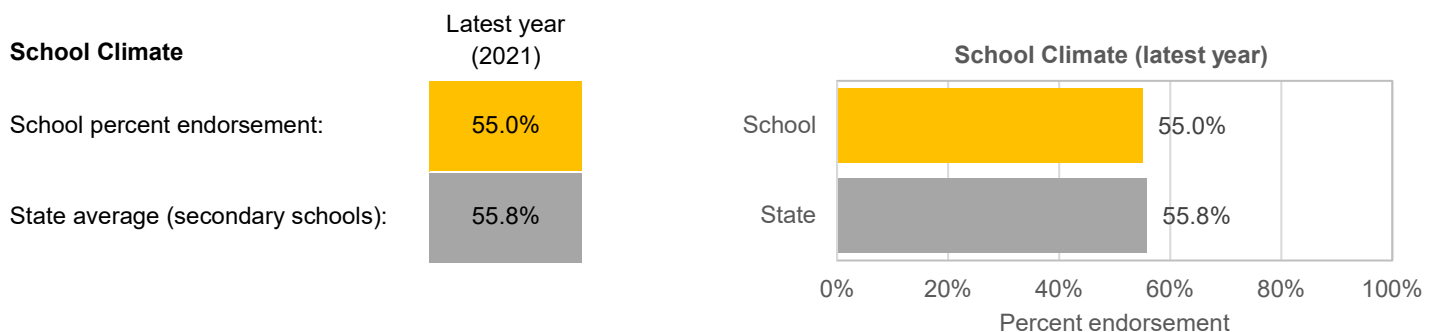


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

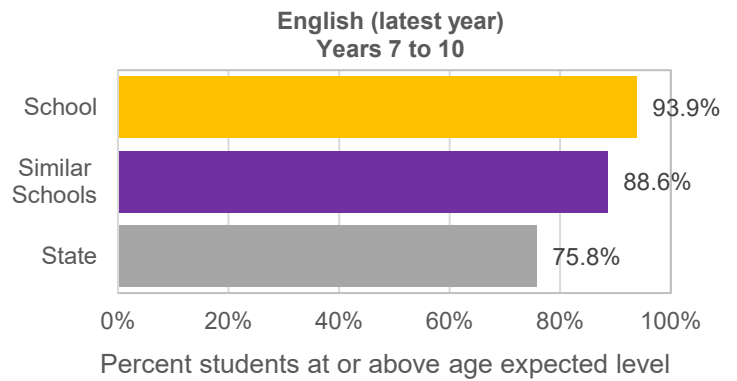
93.9%

Similar Schools average:

88.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

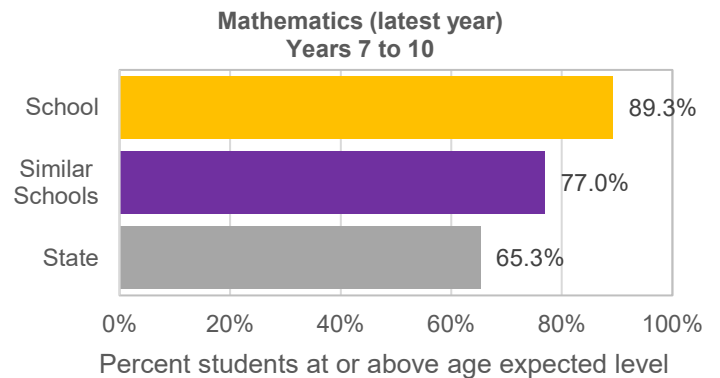
89.3%

Similar Schools average:

77.0%

State average:

65.3%



ACHIEVEMENT (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.

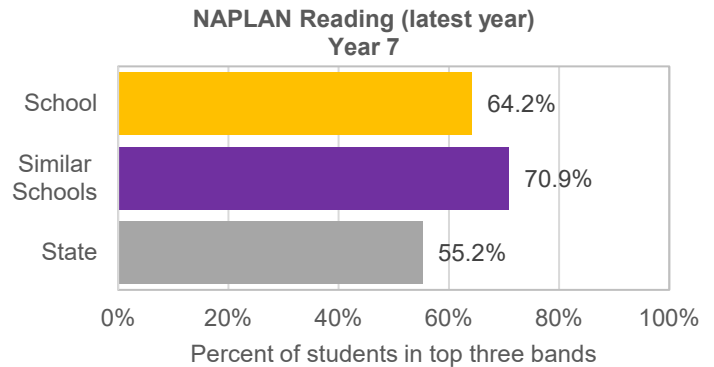
NAPLAN

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 2018, 2019 and 2021 data.

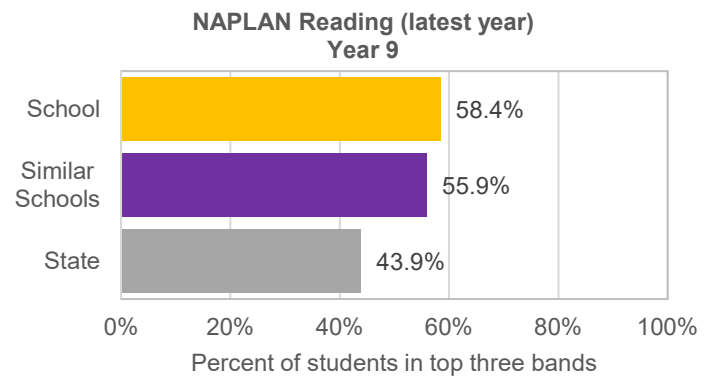
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.2%	64.9%
Similar Schools average:	70.9%	69.8%
State average:	55.2%	54.8%



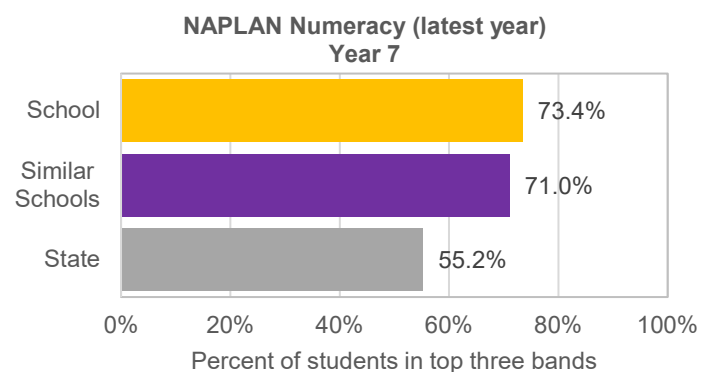
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.4%	56.7%
Similar Schools average:	55.9%	58.0%
State average:	43.9%	45.9%



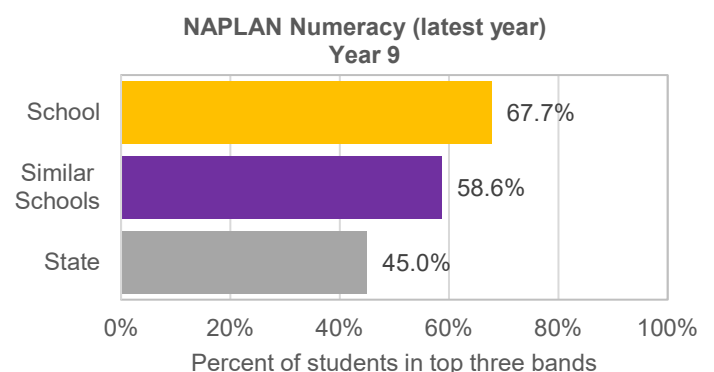
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.4%	71.1%
Similar Schools average:	71.0%	70.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.7%	64.3%
Similar Schools average:	58.6%	60.1%
State average:	45.0%	46.8%



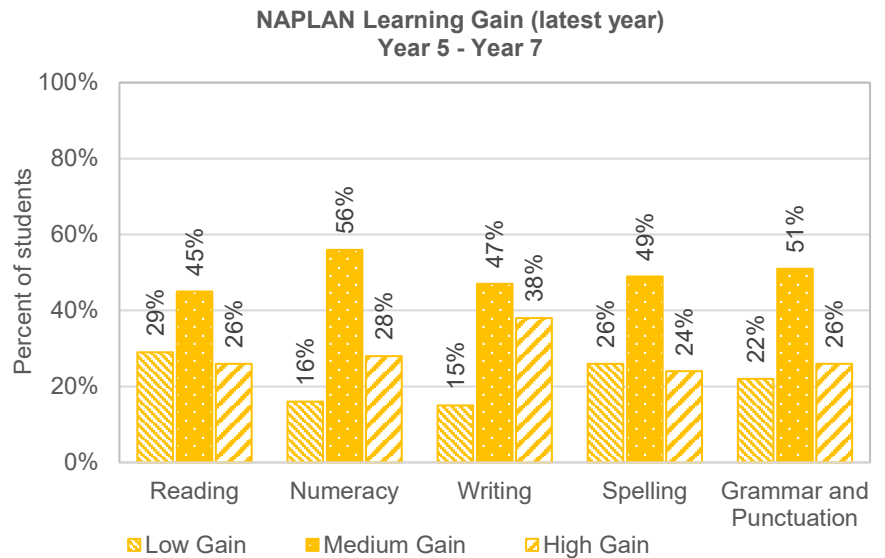
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

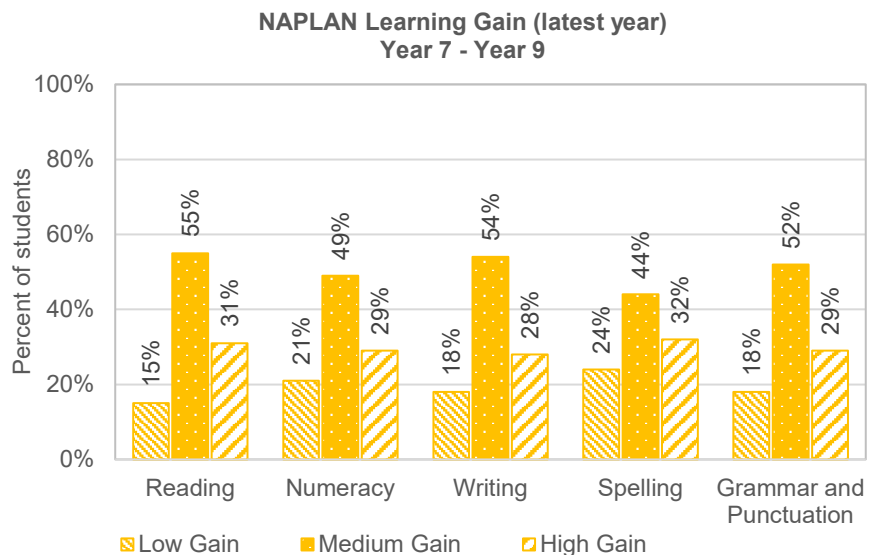
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	45%	26%	27%
Numeracy:	16%	56%	28%	26%
Writing:	15%	47%	38%	26%
Spelling:	26%	49%	24%	25%
Grammar and Punctuation:	22%	51%	26%	26%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	15%	55%	31%	26%
Numeracy:	21%	49%	29%	25%
Writing:	18%	54%	28%	26%
Spelling:	24%	44%	32%	28%
Grammar and Punctuation:	18%	52%	29%	26%



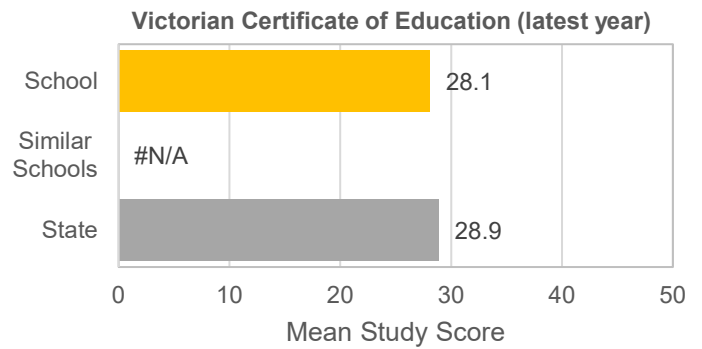
ACHIEVEMENT (continued)

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 (2021)	4-year average
School mean study score	28.1	28.8
Similar Schools average:	29.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

98%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

11%

VET units of competence satisfactorily completed in 2021*:

72%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

NDA

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

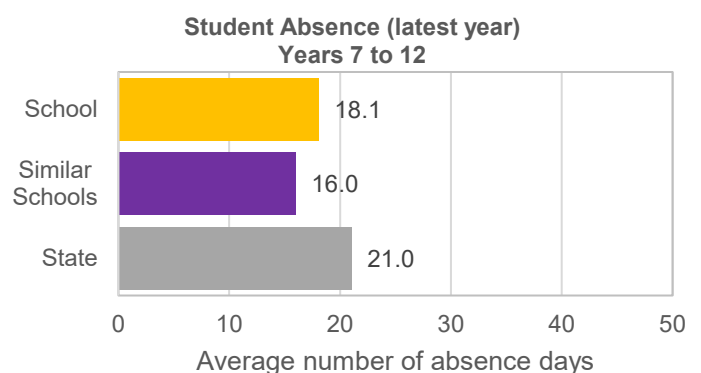
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	18.1	16.6
Similar Schools average:	16.0	15.9
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

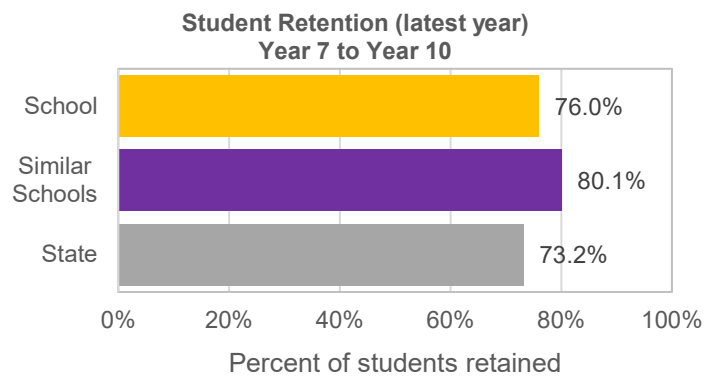
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	90%	89%	91%	92%	93%

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 (2021)	4-year average
School percent of students retained:	76.0%	75.7%
Similar Schools average:	80.1%	78.8%
State average:	73.2%	72.9%



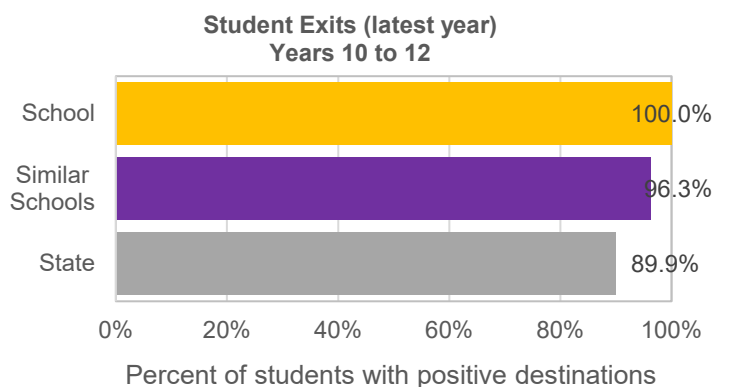
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	98.3%
Similar Schools average:	96.3%	95.3%
State average:	89.9%	89.2%



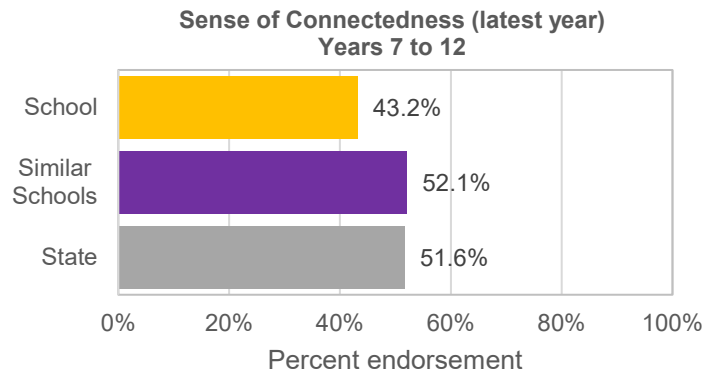
WELLBEING

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 (2021)	4-year average
School percent endorsement:	43.2%	46.9%
Similar Schools average:	52.1%	55.3%
State average:	51.6%	54.5%

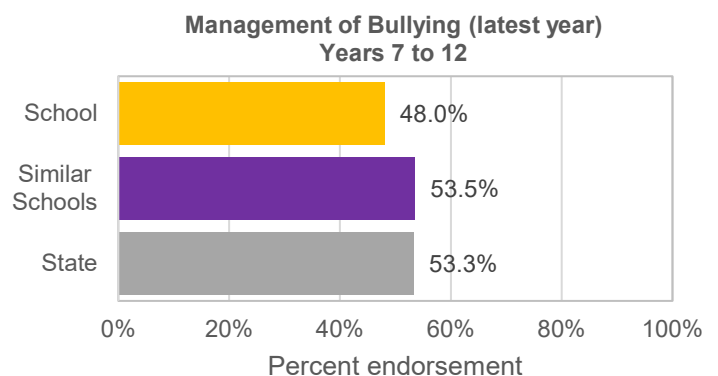


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	48.0%	50.7%
Similar Schools average:	53.5%	57.5%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$9,937,391
Government Provided DET Grants	\$1,269,652
Government Grants Commonwealth	\$7,033
Government Grants State	\$26,969
Revenue Other	\$67,787
Locally Raised Funds	\$735,788
Capital Grants	\$0
Total Operating Revenue	\$12,044,620

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,528
Equity (Catch Up)	\$18,984
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$85,512

Expenditure	Actual
Student Resource Package ²	\$9,984,591
Adjustments	\$0
Books & Publications	\$2,309
Camps/Excursions/Activities	\$119,468
Communication Costs	\$16,296
Consumables	\$254,159
Miscellaneous Expense ³	\$101,169
Professional Development	\$108,964
Equipment/Maintenance/Hire	\$177,058
Property Services	\$202,759
Salaries & Allowances ⁴	\$297,424
Support Services	\$352,587
Trading & Fundraising	\$111,123
Motor Vehicle Expenses	\$2,819
Travel & Subsistence	\$360
Utilities	\$77,234
Total Operating Expenditure	\$11,808,323
Net Operating Surplus/-Deficit	\$236,297
Asset Acquisitions	\$20,880

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,688,092
Official Account	\$27,300
Other Accounts	\$114,122
Total Funds Available	\$1,829,514

Financial Commitments	Actual
Operating Reserve	\$288,168
Other Recurrent Expenditure	(\$138)
Provision Accounts	\$0
Funds Received in Advance	\$381,196
School Based Programs	\$970,350
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$69,318
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$98,978
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$139,040
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,946,913

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.