

2021 Annual Report to The School Community



School Name: Wodonga Middle Years College (8851)



- 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 04 April 2022 at 04:47 PM by Maree Cribbes (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 10 May 2022 at 01:26 PM by Paul Thorpe (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Wodonga Middle Years College – Every Student, Every Opportunity, Success for All

Our Vision - Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship.

Wodonga Middle Years College is a secondary school catering to about 1000, students, 477 at the Huon Campus, 470 at the Felltimber campus and 53 at the Flying Fruit Fly Circus School, mainly in years 7, 8 & 9. Wodonga Middle Years College has 1 Executive Principal, 1 Campus Principal, 4 Assistant Principals, 9 Leading Teachers, 5 Learning Specialists, 74.5 Classroom Teachers and 38.8 Education Support Staff.

There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFFCS). The Flying Fruit Fly Circus School has students in year 3-9.

The college operates a Neighbourhood Campus Policy. Students attend their closest campus.

The Student Family Occupation Education index is 0.5488 (Huon Campus), 0.5754 (Felltimber Campus) and 0.2150 (Flying Fruit Fly Circus School).

The college was established in 2006 and is in its fifteenth year of operation.

The college is set up in House teams with CARE classes being the basis for pastoral care. There are 2 House Teams at each campus. Houses are named using local aboriginal names for animals.

School Wide Positive Behaviour Support and Restorative Practices form the basis for our student management and wellbeing.

Students complete a core of studies:

Years 7 & 8, English, Maths, Humanities, Science, Health, Physical Education, Arts, Technology and Languages.

Year 9, Maths, Science, English, Humanities, Health and Physical Education plus a range of electives in PE, Arts, Technology and Languages

Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Tutoring, Program for Students with Disabilities, Hands On Learning Program (HOLP), Respect and Acceptance Art Club, Student leadership groups, and the Flying Fruit Fly Circus School.

Students from Year 7-9 are involved in a BYOD i-Pad program and the college has chosen Desire to Learn as its learning management system.

The College operates an extensive co curricular program including instrumental music, a camp week, activity afternoon, sport and cultural activities.

Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

Framework for Improving Student Outcomes (FISO)

During 2019 the school underwent a full Strategic Review, this plan was implemented throughout 2020-21. Throughout the year there was a continued focus on the FISO initiatives Excellence in Teaching and Learning (Building Practice Excellence and Curriculum Planning and Assessment) and Positive Climate for Learning (Setting expectations and promoting inclusion).

Excellence in Teaching and Learning

Best Practice Lesson plans have become embedded at the college and these are well documented on D2L with rubrics for each assessment. This coordinated approach to Lesson planning ensured a smooth transition into remote and flexible learning. This curriculum documentation transfer to Desire to Learn (D2L) is being continually improved into 2022 with a focus on feedback, ensuring High Impact Teaching Strategies and critical reading are used in lessons. Rubrics were reviewed over 2021. Class profiling continues to be a focus at WMYC, all teachers are aware of each students learning needs. Teachers were in focus groups for 2021, this was for teacher observations and wellbeing support throughout 2021 during remote and flexible learning.

Positive Climate for Learning

High expectations are framed by the school's vision and values and these are supported by our SWPBS focus. The values were reviewed throughout 2020-21 and are now Respect, Resilience and Aspiration. This was achieved, with new values and signage for 2021.

Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Literacy Intervention, Program for Students with Disabilities, Hands On Learning Program (HOLP), Academic Intervention, Respect and Acceptance Art Club and the Flying Fruit Fly Circus School.

Individual Education Plans (IEPs) are implemented for all students with specific needs, with a focus in 2021 on ensuring students were engaged through remote and flexible learning. Providing feedback to students throughout 2021 was crucial to ensuring students remained engaged in remote learning.

Achievement

During 2021 Professional Learning Communities (PLCs) within the College focused on ensuring a students were receiving feedback. Most meetings throughout the year were held virtually. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement.

Victorian Curriculum results at the primary levels are performing very similar to the state average across all areas. At the secondary levels, Maths and English Victorian Curriculum results are well below the state median, and well below network schools.

NAPLAN results indicate that our Primary students are at or above state level in most areas.

NAPLAN results indicate that we are below state average in all areas but have similar results in reading and numeracy at Year 7. At Year 9 we are significantly lower than similar schools in both reading and numeracy.

During remote and flexible learning, staff were able to utilise our Desire to Learn platform for content delivery and assessment and consequently found new ways of differentiating for students.

Our Learning Specialist in literacy along with the MYLNS teachers continued to focus on reading in 2021. Their focus was on students performing in the bottom two bands. Teachers are continuing to be provided professional learning in reading to learn strategies. There is also a focus on teachers being reflective of their practice to create improvement in student results. There is a continued focus on building a positive climate for learning in the College.

The Tutor Learning Initiative was implemented in 2021 to support students who fell behind in remote and flexible learning, this continues in 2022 when staffing allows.

Engagement

During 2021 our attendance processes were continually reviewed, refined and updated, to take into account remote and flexible learning. We did not see improvement in attendance rates during 2021. Our attendance data has declined since 2015 but between 2016 and 2018 held. The data in 2019 showed a very slight improvement. It was a challenge to focus on attendance through 2021 due to the ongoing continual lockdowns. We had an ES staff member in 2021 to work with the Student Management Team to follow up chronic absences and ensure consistency in roll marking.

Catering for student individual differences through programs such as Choice Learning, Flying Fruit Fly Circus School and the Flexible Learning Centre increased the diversity of options for all middle years students.

We continue to develop effective partnerships with community agencies and other education providers to support the College community

Individual Education Plans (IEPs) continue to be implemented and support students with setting and achieving their learning goals and to also build a vision of achievement and success at school.

Our Student Attitudes to School Survey indicated that our students feel a sense of connectedness to the school and that bullying is managed within the school. Our results in this area out perform the state and similar schools.

In the secondary years, engagement as measured by attendance is similar other similar Victorian schools.

We will continue to work on a publicity campaign for attendance at our school to ensure that all families and students understand that it is not OK to be away from school. We also ensure that student attendance is everyone's business in the school. We will continue to send SMS messages to parents to alert them of student non-attendance and

unexplained absences.

Wellbeing

Our school values - Respect & Resilience and Aspiration continue to build a positive, safe and orderly learning environment within the College. It has been a focus in 2021 to ensure that our values signage is clearly displayed across the campuses of Wodonga Middle Years College.

Student management processes and documents were updated. This ensures a common and consistent approach across the College. We have worked with Wodonga Senior Secondary College to ensure that there is a common classroom management approach across the two school so that it eases transition for students.

The House structure continues to ensure that staff purposefully build positive relationships and respect as well as understanding students and how they learn.

Student support in 2021 included structured House teams with student advocacy, a wellbeing team with case managers and Defence Force Liaison on each campus. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices. Recruitment of a Mental Health Practitioner occurred at the end of 2020 and was in place for the 2021 school year, this further supported our Wellbeing team.

WMYC developed close relationships with many wellbeing agencies in 2021, including North East Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space.

Many wellbeing programs are offered within the college by the Wellbeing Team.

Finance performance and position

Wodonga Middle Years College maintained a sound financial position throughout 2021. The School Strategic Plan (2020-2025) along with the 2021 Annual Implementation Plan provided the framework for school council allocation of funds to support the important school programs and the priorities of the School Strategic Plan.

The Financial Performance and Position report shows an end of year surplus of annual result was a surplus of \$909027. This surplus was due to careful staff planning to ensure that the budget was met. The cost of Casual Relief Teachers (CRTs) at Wodonga Middle Years College continues to be a big expenditure item that the school needs to manage. The College received equity funding which was spent mainly on staffing for programs for disadvantaged students. Some examples are the Wellbeing program, the Koorie Art Club and smaller literacy classes.

For more detailed information regarding our school please visit our website at
www://wmyc.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 1013 students were enrolled at this school in 2021, 515 female and 498 male.

7 percent of students had English as an additional language and 9 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).

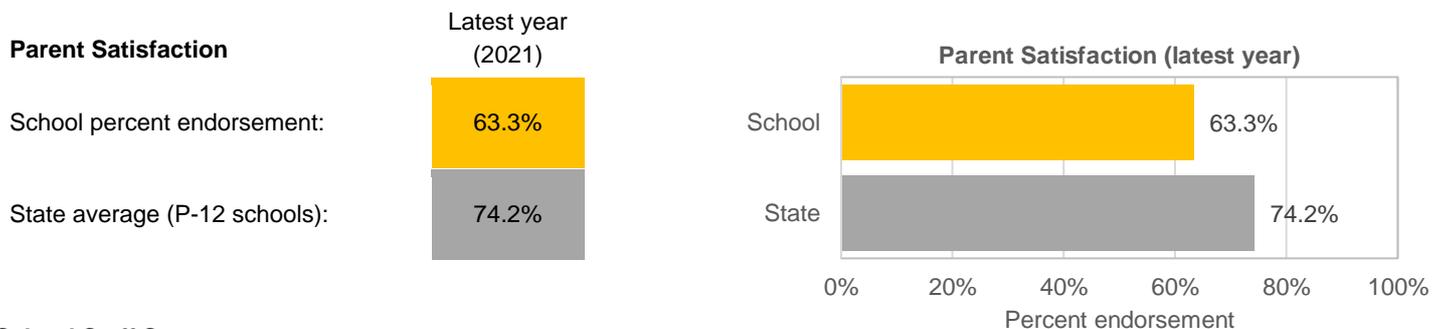
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

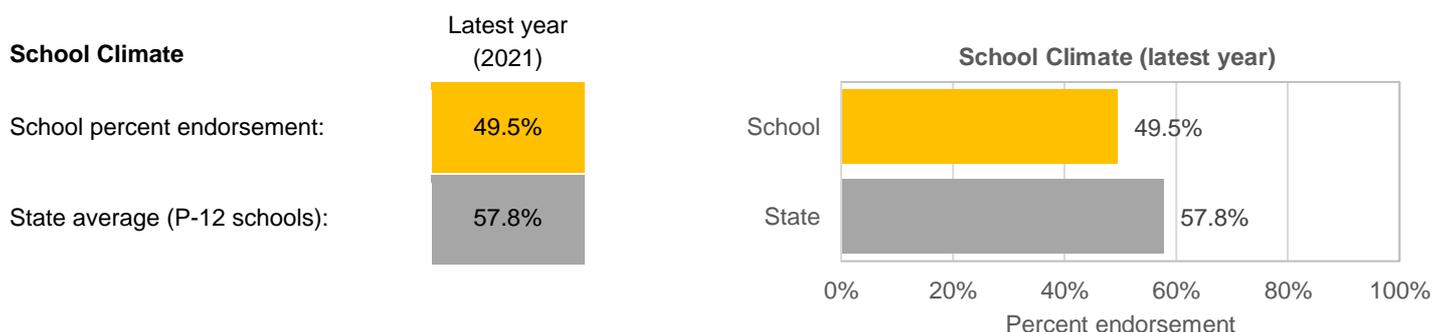


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

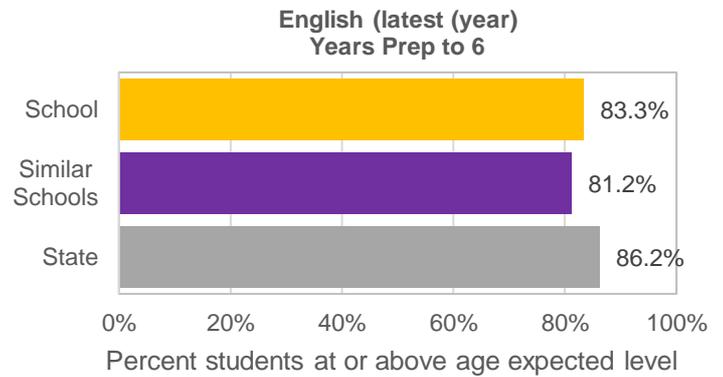
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

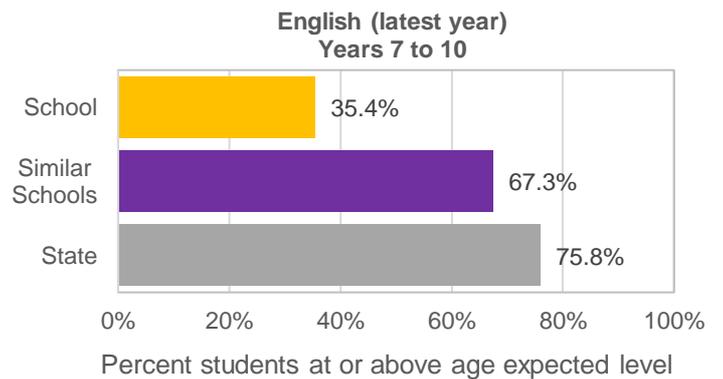
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	83.3%
Similar Schools average:	81.2%
State average:	86.2%



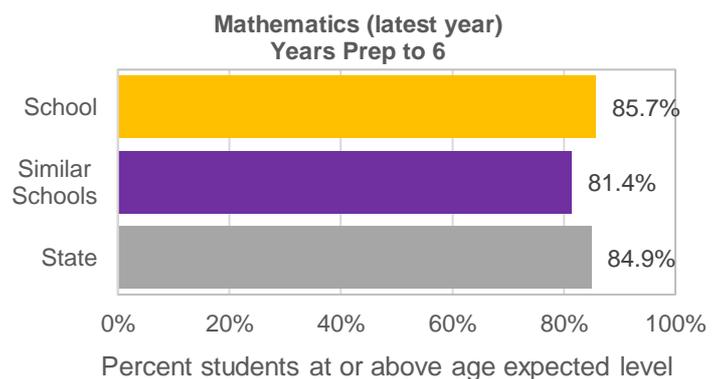
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	35.4%
Similar Schools average:	67.3%
State average:	75.8%



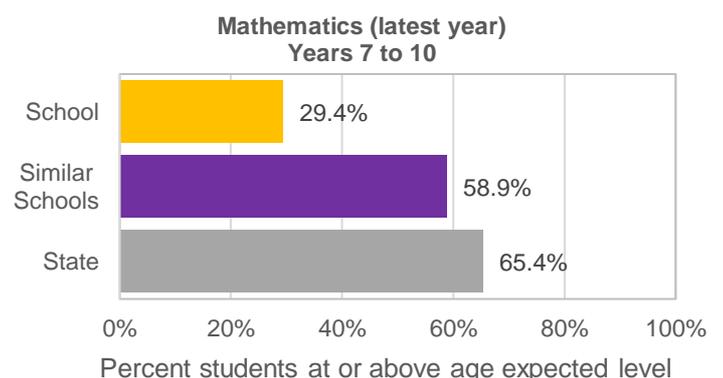
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	85.7%
Similar Schools average:	81.4%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	29.4%
Similar Schools average:	58.9%
State average:	65.4%



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.

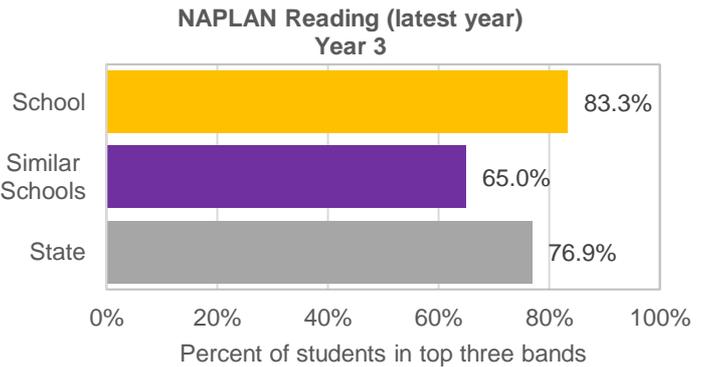
NAPLAN

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.

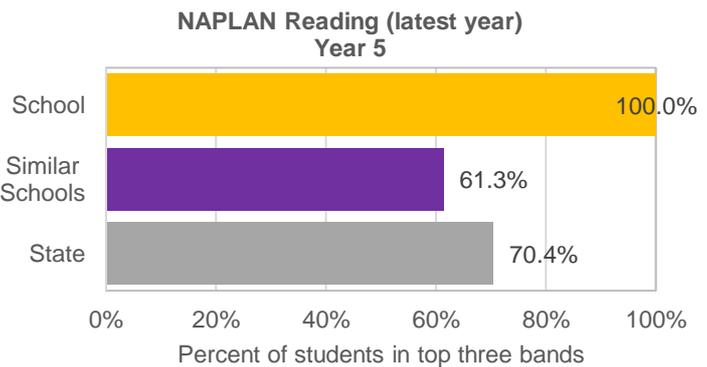
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	84.6%
Similar Schools average:	65.0%	68.0%
State average:	76.9%	76.5%



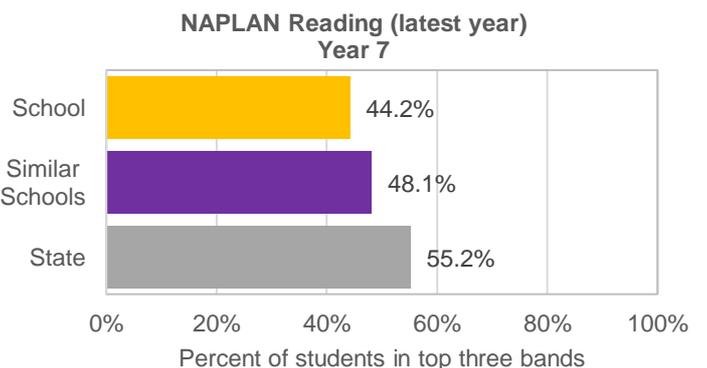
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	83.3%
Similar Schools average:	61.3%	60.5%
State average:	70.4%	67.7%



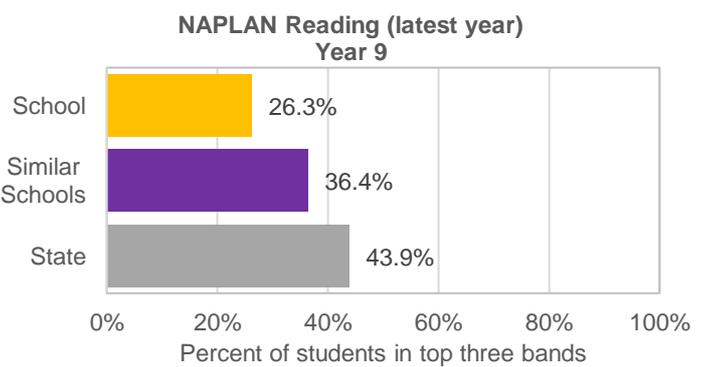
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.2%	41.1%
Similar Schools average:	48.1%	49.8%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.3%	27.6%
Similar Schools average:	36.4%	39.2%
State average:	43.9%	45.9%



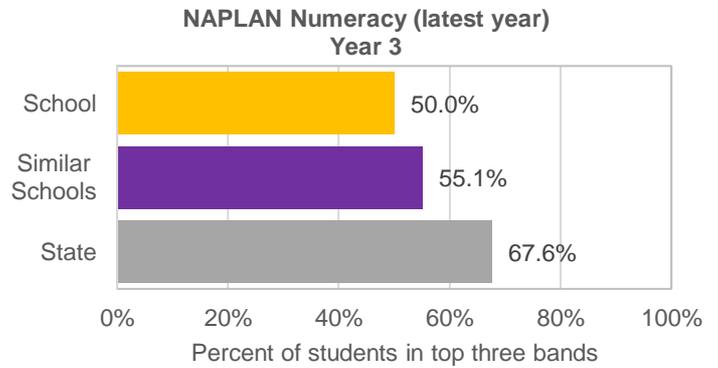
ACHIEVEMENT (continued)

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 (continued)

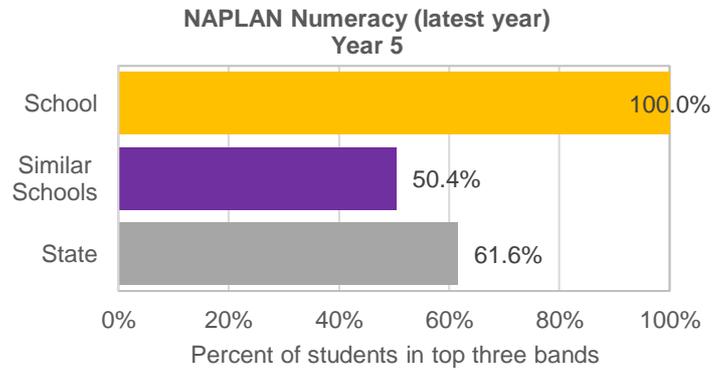
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	61.5%
Similar Schools average:	55.1%	61.5%
State average:	67.6%	69.1%



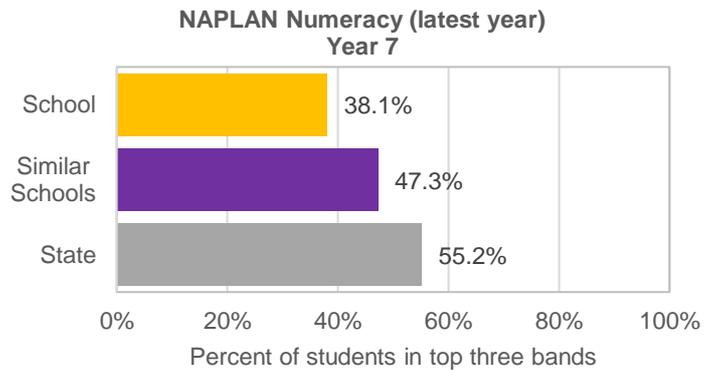
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	77.8%
Similar Schools average:	50.4%	50.4%
State average:	61.6%	60.0%



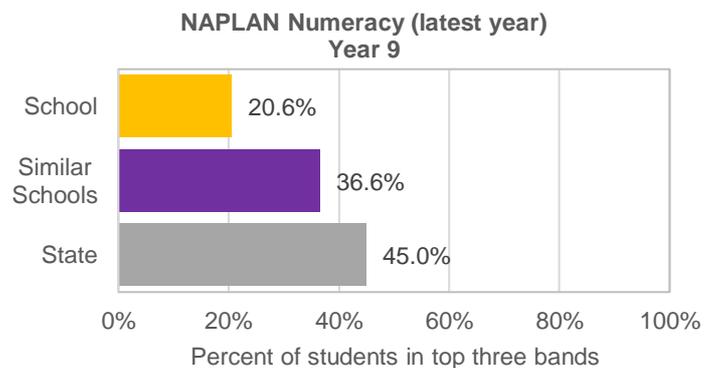
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.1%	34.1%
Similar Schools average:	47.3%	49.3%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.6%	22.8%
Similar Schools average:	36.6%	38.4%
State average:	45.0%	46.8%



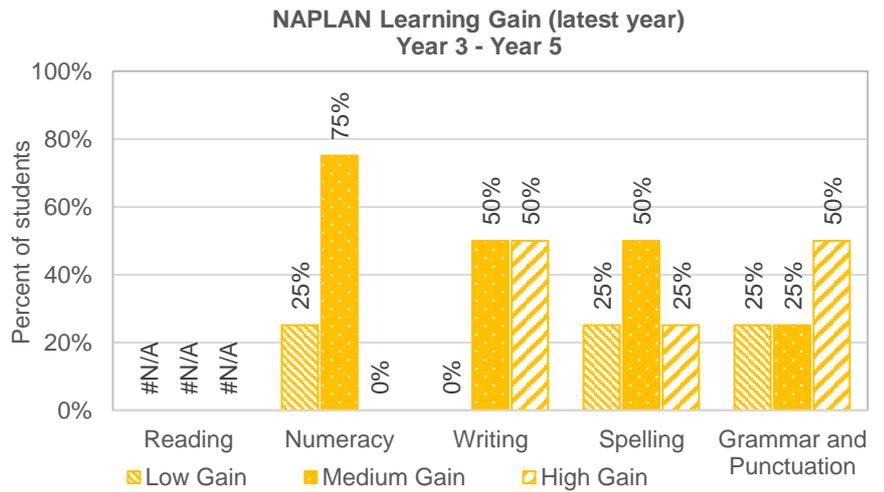
ACHIEVEMENT (continued)

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'.

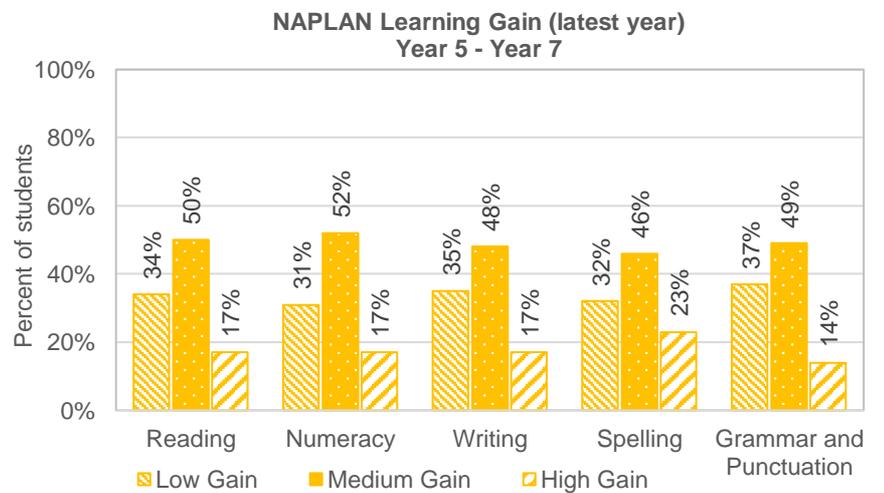
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	21%
Numeracy:	25%	75%	0%	18%
Writing:	0%	50%	50%	13%
Spelling:	25%	50%	25%	17%
Grammar and Punctuation:	25%	25%	50%	20%



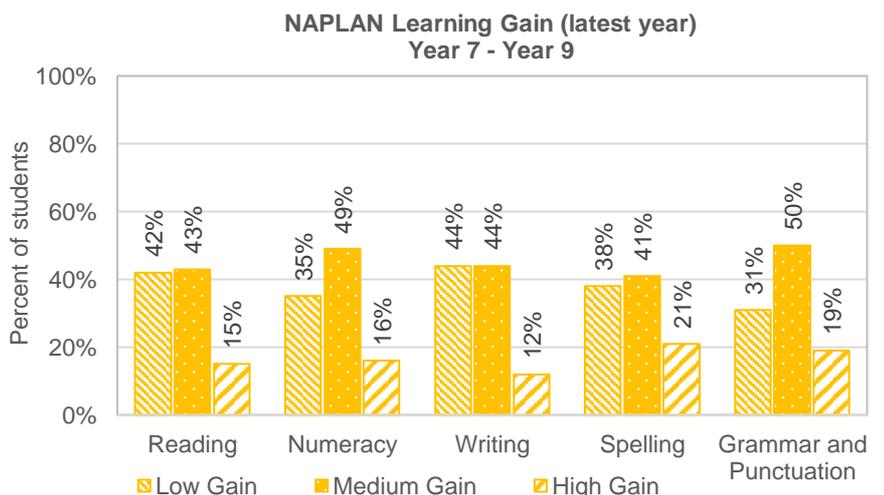
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	50%	17%	20%
Numeracy:	31%	52%	17%	20%
Writing:	35%	48%	17%	20%
Spelling:	32%	46%	23%	22%
Grammar and Punctuation:	37%	49%	14%	21%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	43%	15%	22%
Numeracy:	35%	49%	16%	23%
Writing:	44%	44%	12%	19%
Spelling:	38%	41%	21%	21%
Grammar and Punctuation:	31%	50%	19%	21%



ACHIEVEMENT (continued)

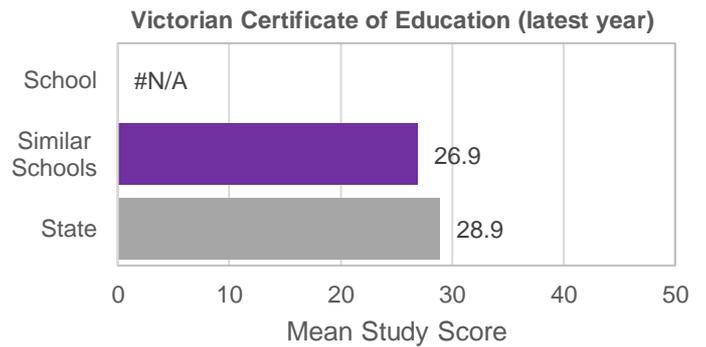
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	NDA	NDA
Similar Schools average:	26.9	27.2
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	NDA
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

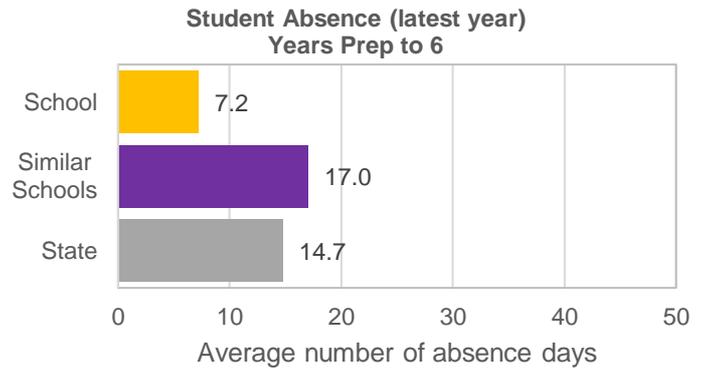
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

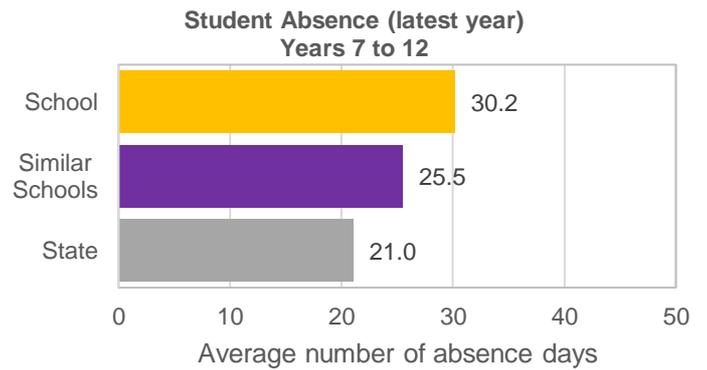
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	7.2	7.0
Similar Schools average:	17.0	17.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	30.2	25.5
Similar Schools average:	25.5	22.7
State average:	21.0	19.6



Attendance Rate (latest year)

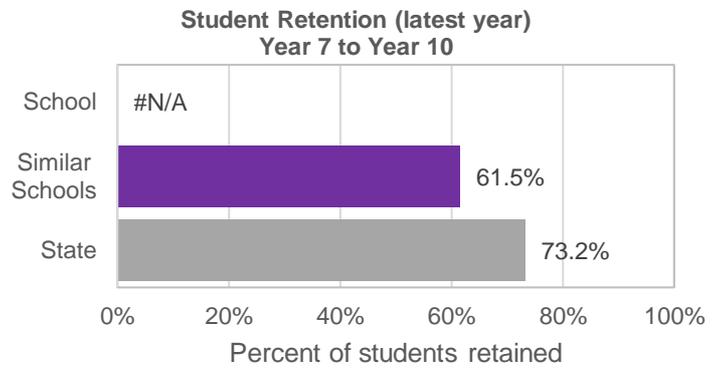
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDA	NDA	NDA	95%	NDP	96%	97%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	87%	86%	82%	NDA	NDA	NDA	

ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	61.5%	61.3%
State average:	73.2%	72.9%

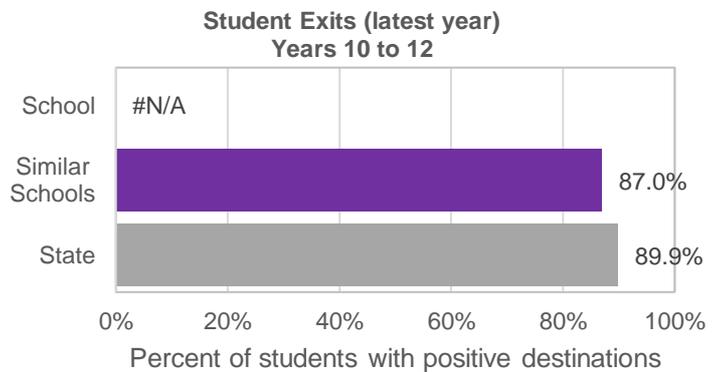


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	87.0%	86.2%
State average:	89.9%	89.2%



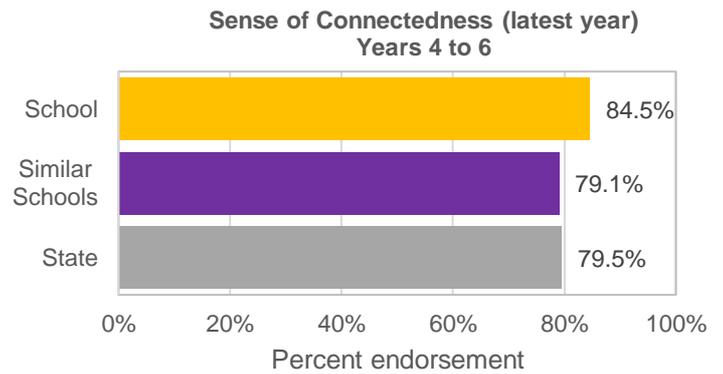
WELLBEING

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

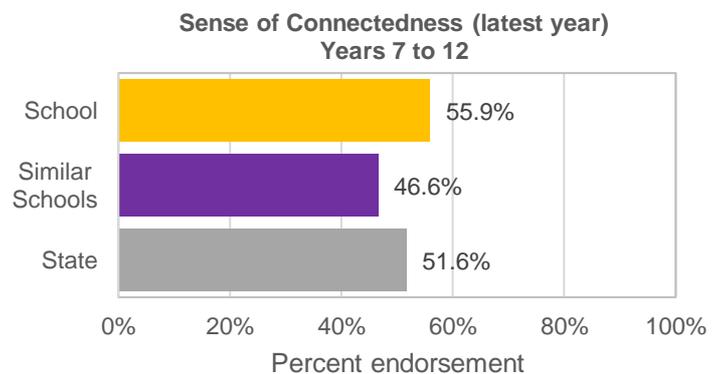
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.5%	83.2%
Similar Schools average:	79.1%	79.7%
State average:	79.5%	80.4%



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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	55.9%	49.6%
Similar Schools average:	46.6%	50.1%
State average:	51.6%	54.5%



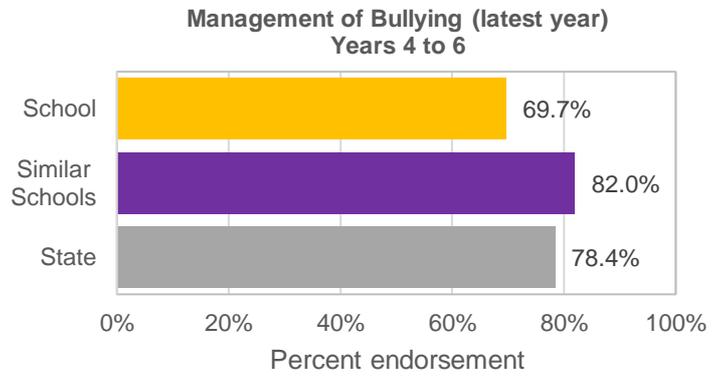
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

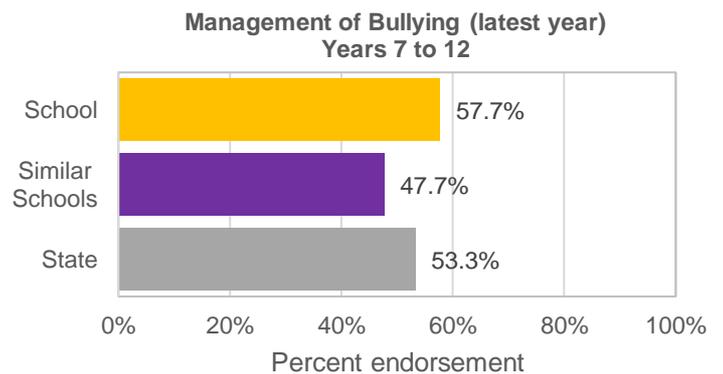
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.7%	73.5%
Similar Schools average:	82.0%	82.0%
State average:	78.4%	79.7%



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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	57.7%	48.6%
Similar Schools average:	47.7%	52.3%
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	\$13,018,198
Government Provided DET Grants	\$1,856,655
Government Grants Commonwealth	\$113,457
Government Grants State	\$0
Revenue Other	\$141,517
Locally Raised Funds	\$196,551
Capital Grants	\$0
Total Operating Revenue	\$15,326,378

Equity ¹	Actual
Equity (Social Disadvantage)	\$975,206
Equity (Catch Up)	\$102,119
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,077,325

Expenditure	Actual
Student Resource Package ²	\$13,415,385
Adjustments	\$0
Books & Publications	\$8,441
Camps/Excursions/Activities	\$153,979
Communication Costs	\$70,219
Consumables	\$255,804
Miscellaneous Expense ³	\$402,616
Professional Development	\$51,212
Equipment/Maintenance/Hire	\$218,461
Property Services	\$456,737
Salaries & Allowances ⁴	\$422,601
Support Services	\$132,924
Trading & Fundraising	\$27,980
Motor Vehicle Expenses	\$10,701
Travel & Subsistence	\$1,189
Utilities	\$152,158
Total Operating Expenditure	\$15,780,406
Net Operating Surplus/-Deficit	(\$454,028)
Asset Acquisitions	\$28,661

- (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 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	\$739,706
Official Account	\$139,903
Other Accounts	\$10
Total Funds Available	\$879,618

Financial Commitments	Actual
Operating Reserve	\$375,902
Other Recurrent Expenditure	\$23,502
Provision Accounts	\$0
Funds Received in Advance	\$142,549
School Based Programs	\$200,447
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$96,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,626
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$909,027

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.