



FREMANTLE
COLLEGE



Annual Report 2022

STRENGTH RESPECT SUCCESS

www.fremantlecollege.wa.edu.au

We are proud to offer a safe and inclusive learning environment





Message from the Principal



Dear Fremantle College Community,

Despite the impact of the COVID pandemic, 2022 has again given us much to celebrate with our student academic achievement consistently improving across all academic measures in 2022.

Our Year 12 students have been improving, achieving higher ATAR scores, with more students achieving a VET qualification and their WACE. We have also seen Higher Achievement and Higher progress in all areas of NAPLAN testing in Year 9 and continued improvement in students achieving OLNA. It is so wonderful to see our students, staff and parents working together to ensure that Fremantle College gets the most out of their secondary schooling experience.

Fremantle College has excelled in ensuring every student who is willing to put in the effort, secures themselves a fabulous pathway for the future. Many of our graduates have taken up places in Medicine, Engineering, Marine Biology and many other exclusive courses. Our VET and Workplace pathways are second to none in terms of their breadth and depth, and we are confident our newest Alumni are well prepared for life after Fremantle College.

We have again excelled in extra-curricular activities on offer for our students; from camps to career taster days and interschool sports, our students embrace the activities on offer and always demonstrate our College Values. We pride ourselves on having a pathway for every student to be a motivated and successful. We find our students have a strong sense of purpose and embody our College Values of Leadership, Curiosity, Kindness, Enthusiasm for Learning, Perseverance.

As a result of the continued success and positive reputation of Fremantle College as a great place for students in our local community, we have seen a large increase in our local intake enrolments across all year groups of the college. It is great to see the community getting on board and continuing to ensure the success of Fremantle College for future generations.

One of the key strengths of Fremantle College is that we never rest on our laurels and are always trying to make our college the best it can be. I know you will enjoy sharing in the accomplishments of our collective efforts throughout the pages of our 2022 Annual Report.

Myles Draper, Principal

College Board 2022

The College Board is formed to provide a formal means of achieving community participation in schools to ensure they are responsive to local needs. The Fremantle College Board is made up of representatives from staff, parents and the wider community, and meet each term.

2022 College Board Members:

Myles Draper – Principal

Frank Mofflin – Chair

Michael Pitt

David Raftery

Pamela Lewis

Emma Herrick

Emily Henney

Jon Cope

Erin Baker

Dominique Hansen

Allison Loo

Christopher Walke

Sarah Hopley

Mark Abarquez (Wellbeing Captain)

Dominique Benson (Arts Captain)

Freda Rule (Academic Captain)

Drew Hicks (Sports Captain)

From the Board Chair

Dear Fremantle College Community,

What another great year 2022 was for Fremantle College. Reviewing the year, it is difficult to mention particular highlights as there were so many and it would be unfair to mention some and not others.

What I would like to do instead though is acknowledge the work of both students and college staff. Like the rest of the Western Australian community, the first half of 2022 was significantly interrupted by the pandemic, but there was a collective commitment to success from students and staff - which meant that they worked tirelessly to ensure every student had the opportunity to achieve their goals. We proudly saw the achievement of these goals on public display with external recognition of students in all fields of endeavour, whether it be academic, the arts, sport or community. There wasn't a week which went by without a student or two being acknowledged for their growth and contribution to our community. This is an acknowledgement of the culture and values of Fremantle College, and the support provided by staff and the broader college community to each student to challenge themselves.

We welcomed new members to the College Board in 2022 - from staff, student leaders, parents and community members. This revitalisation meant that new ideas were presented, but the ongoing strong relationship with staff meant that the Board could continue to provide an understanding of the community's needs

and expectations to guide the growth of the College. I have been privileged to serve as Chair of the Fremantle College Board since its inception in 2018 and I am immensely proud of the kind of college it has become. As 2022 is my final year as Board Chair, I would like to thank my fellow board members and staff with whom I have worked with and acknowledge their efforts in contributing to the success of Fremantle College, one which I look forward to continuing for many years to come.

Frank Mofflin
Fremantle College Board Chair





Our Vision

Fremantle College has set high expectations for academic achievement, student behaviour and staff professional development. With an explicit commitment to the Department of Education's "Building on Strength" Strategic Plan, as well as the annual Focus plan, the college is inspiring staff and students to challenge themselves and make a real difference. Interventions to support differentiation and accelerate learning success for every student are observable in every classroom, every day.

Creating a culture in which every student is known and understood as an individual, Fremantle College has introduced Positive Education to enhance students' wellbeing, empowering them to make positive changes throughout their life. Additionally, the PERMAH (Positive Education, Emotions, Relationships, Meaning, Accomplishments, Health) Framework supports staff and students, instilling a sense of belonging and genuine awareness of overall progress and wellbeing. This Framework underpins Fremantle College's Values.

Our Values

- PERSEVERANCE :** We believe that resilience and persistence are important skills for dealing with challenges in both life and learning.
- LEADERSHIP:** We believe all people have the capacity to lead others and themselves in positive ways to achieve their best.
- CURIOSITY:** We encourage curious learners, who ask questions, explore, inquire and seek further knowledge about the world.
- KINDNESS:** We value all people in our college community; this means treating each other with empathy and care, and fostering positive emotions.
- ENTHUSIASM FOR LEARNING:** We encourage a love of learning for life, approach every learning situation with enthusiasm and try to master new skills and knowledge in different situations.

Leadership, Kindness and Curiosity
drive our Enthusiasm for Learning!



Success for All Students 2022... A Year of Highlights



Interschool Athletics Win



Freda Rule - Recipient of Curtin University
John Curtin Scholarship



Specialist ICT Showcase



Debating Team



Winners of Volleyball Schools Cup



City of Cockburn Volunteer Work



Year 10 Specialist Marine Students
Skippers Ticket achieved by 100% of
cohort



Drama Showcases



Year 10 Specialist Marine Studies
Coral Bay Camp

Our college is more than a place to learn. It is a community of motivated students and supportive staff.



Year 10 Specialist Marine Students all achieved their PADI Scuba Dive Tickets



AFL Academy Awards Night



Career Taster Days



Year 12 Presentation Evening



Solar Stage Tour to South Coogee Primary School



Youth Leadership Conference



International Womens Day Excursion



Student Leaders Representing at Zero To Hero Conference



Regular Lunchtime Gigs in the Quad

Success for All Students 2022... A Year of Highlights



Fremantle College Art, Media Art and Design and Technology Exhibition



Year 7 National History Challenge Win



Mock Trials Team



Remembrance Day Attendance



Specialist Contemporary Music - Extravaganza consisting of Fremantle College student mentors and Primary School IMSS Students



Legal Aid - Law Week Video Win



Sailing Team



College Athletics Carnival



Containers for Change implementation

Success for All Students

Year 12 Performance

Priority
Area

Our median ATAR has improved each year the college has been operating, and is projected to increase again in 2023. Commitment to the implementation of the Fremantle College Excellence in Teaching and Learning Framework and the ATAR Improvement Plan has resulted in increased ATAR participation rates, improved exam results and rigour of the program.

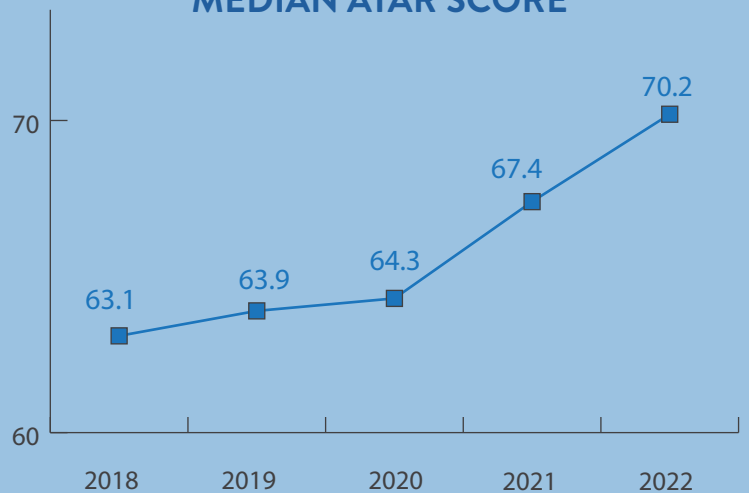
There has been a commendable and consistent improvement each year in the Western Australian Certificate of Education (WACE) achievement since the inception of the college, with 93% of all WACE eligible students achieving their WACE Certificate in 2022.



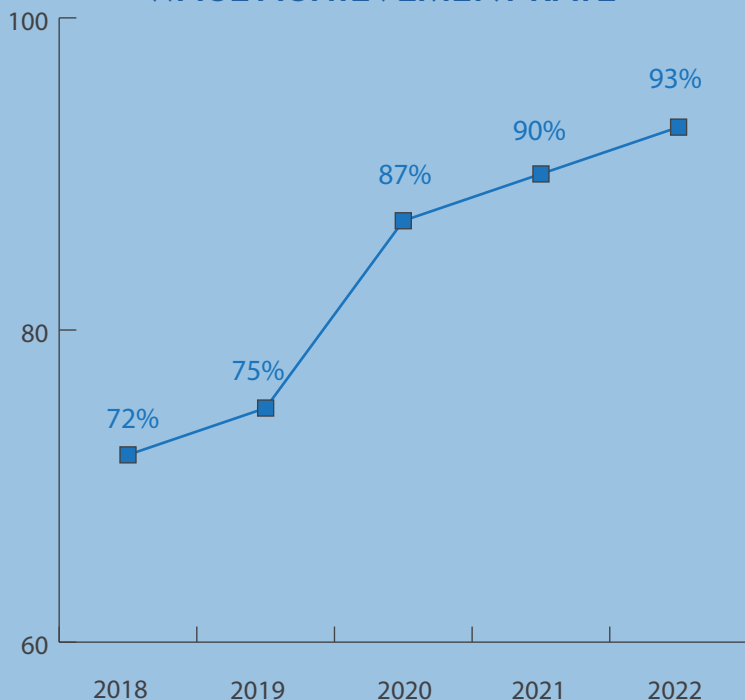
DUX
Freda Rule
Top ATAR Score
96.05

7.1
Point
Increase
in
Median
ATAR

MEDIAN ATAR SCORE



WACE ACHIEVEMENT RATE



21%
INCREASE
IN
WACE
ACHIEVEMENT
OVER
5 YEARS

2022
WACE
Attainment
Rate
4%
higher than
'like schools'



Year 12 Award Winners

DUX - ATAR	Freda Rule
DUX - VET	Alexis Stalley
Caltex Allrounder Award	Freda Rule
Long Tan Award	Mark Abarquez
Future Pathways Award	Demetri De Felice
Sports Star of the Year	Mollie Wallace
Arts Award	Terezi Saw
Aboriginal Leadership	Paul Drage
STEM Award	Brendan Chapman
Future Innovators Award	Xavier Hill
Kindness Award	Mark Abarquez
Perseverance Award	Lilly Smith
Enthusiasm for Learning Award	Drew Hicks
IMSS Music Award	Elias Benischauer



SCSA Award - Certificate of Distinction Recipient:

Freda Rule

Certificate of Merit Recipients:

**George Bowyer
Xavier Hill**

Success for All Students NAPLAN

Priority
Area

NAPLAN Success - Whole School Approach

All Fremantle College Learning Areas work towards developing numeracy and literacy skills through strategic planning and implementation of the Teaching and Learning Framework.

To improve student achievement in mathematical knowledge, skills and understanding, staff build upon the proficiencies strands of understanding, fluency, problem-solving and reasoning across the 3 content strands of mathematics: number and algebra, measurement and geometry, and statistics and probability. Literacy knowledge and skills are explicitly taught, modelled and practiced at a whole school level, to support student achievement in Reading, Writing and Conventions of Language.

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	71%	82%	82%	77%	81%	85%
At NMS	17%	15%	7%	19%	12%	14%
Below NMS	12%	2%	11%	4%	6%	1%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	72%	79%	85%	79%	80%	78%
At NMS	14%	12%	8%	10%	13%	12%
Below NMS	14%	9%	8%	11%	8%	10%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	58%	56%	75%	62%	73%	66%
At NMS	26%	25%	18%	25%	17%	22%
Below NMS	16%	19%	7%	13%	10%	12%



NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	78%	73%	82%	76%	85%	81%
At NMS	9%	17%	12%	18%	8%	11%
Below NMS	13%	10%	6%	6%	7%	8%

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2019		2021		2022	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	66%	64%	75%	69%	80%	71%
At NMS	18%	23%	13%	16%	12%	15%
Below NMS	16%	13%	13%	15%	8%	13%

From award winning sports teams to innovative academic programs, our college offers something for everyone!

Success for All Students OLNA

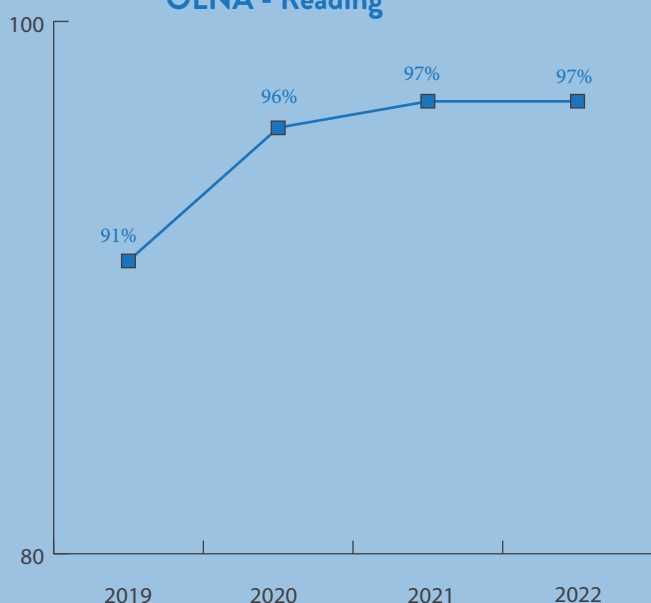
Priority
Area

Fremantle College provides a range of tailored and targeted support strategies to ensure student success in the Online Numeracy and Literacy Assessment (OLNA). Our improvement trajectory shows an increased number of Year 12 students meeting the requirement. In 2022, the number of students who met the literacy and numeracy requirement increased to 97% Reading, 97% Writing and 97% Numeracy.

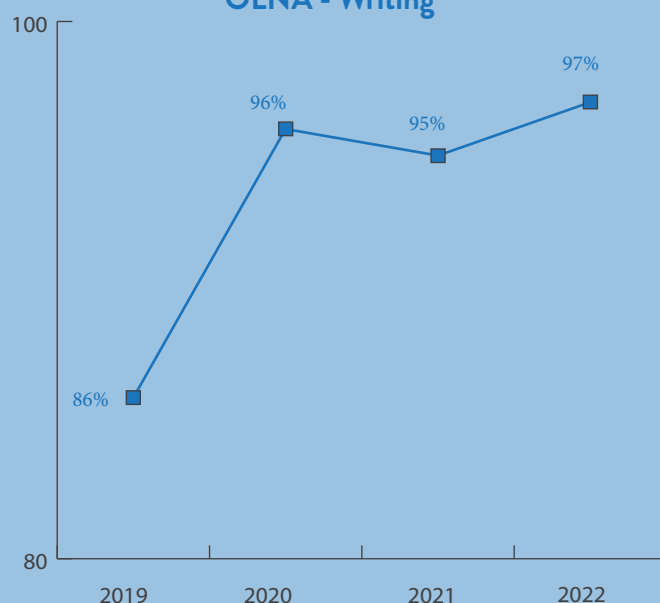
Early support begins in the lower years through reviewing student performance data and integrating targeted interventions across all Learning Areas, such as; instructional lesson design based on Explicit Instruction.

Multilayered support in the senior years includes, Year 10 OLNA class, Year 11 and 12 OLNA Pathways class and small group OLNA conferencing. Students in Years 10, 11 and 12 have individualised support accessing Education Perfect and OLNA WA, as an additional resource.

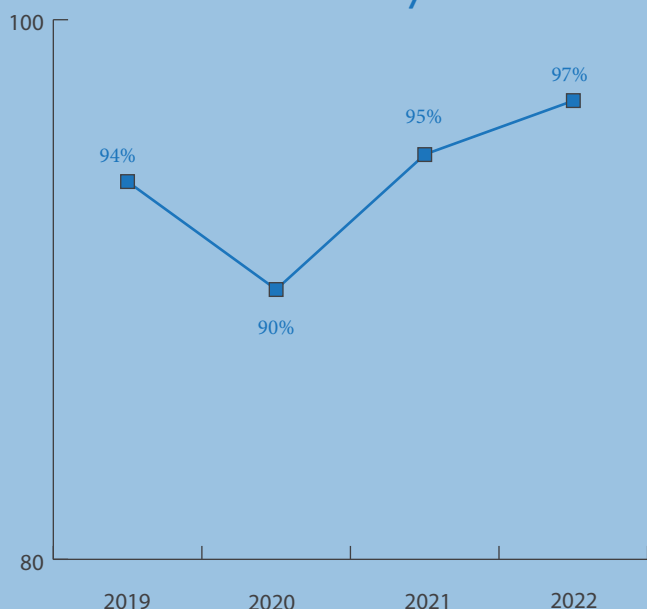
OLNA - Reading



OLNA - Writing



OLNA - Numeracy



11%
increase in WACE
Eligible students who
met the Literacy and
Numeracy requirement
from 2019 to 2022

Success for All Students

Vocational Education and Training

Vocational Education and Training (VET) in schools enables students to achieve a national vocational qualification under the Australian Qualifications Framework whilst completing their WACE achievement. VET is taken as part of the Western Australian Certificate of Education and completion by the student provides a wide range of post school options and pathways. Fremantle College offered or facilitated the Certificate Courses below for our Year 12 cohort.

Certificates Studied at Fremantle College	Percentage of students achieved Certificate
Certificate II Hospitality	100%
Certificate II Outdoor Recreation	100%
Certificate II Engineering Pathways	100%
Certificate II Sports Coaching	100%
Certificate II Community Services	100%
Certificate II Business	100%
Certificate II Skills for Work and Vocational Pathways	100%
Certificate II Music Industry	100%
Certificate II Active Volunteering	84%
School Based Traineeships	
Certificate II Retail Services	100%
Certificate II Workplace Skills	100%
Certificate III Baking	100%



Amillee Pitman-Wright
iVET Excellence Award Recipient



Hayden Douce
Emerging Technicians Recipient

Success for All Students

Vocational Education and Training highlights

Certificates Studied as VET in Schools Profile and Fee for Service	
Certificate II Integrated Studies	100%
Certificate II Engineering	100%
Certificate II Aeroskills	100%
Certificate II Electronics	100%
Certificate II Electrotechnology	100%
Certificate II Aquaculture	100%
Certificate II Plumbing (Pre-Apprenticeship)	100%
Certificate II Autonomous Servicing Technology	100%
Certificate II Retail Cosmetics	100%
Certificate II Aviation	100%
Certificate III Business	100%
Certificate III Education Support	100%
Certificate III Information Technology	100%
Certificate III Health Services Assistant	100%
Certificate IV Health and Nursing Preparation	100%
Certificate IV Education Support	100%
Certificate IV Community Services	100%



Demetri De Felice
at Umbertos Bakehouse &
Continental Deli



Kylie Bismark
at Packard Auto



Mitchell Martin
at Selected Plumbing

Student Services

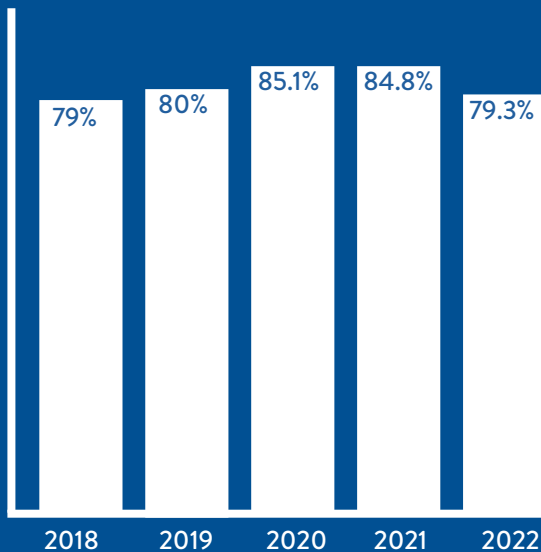
Attendance

The relationship between attendance at school and engagement and achievement across all cohorts strongly suggests that every day attendance contributes highly towards a student's learning capabilities and academic outcomes.

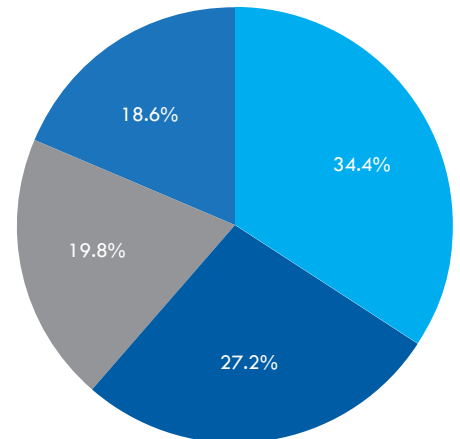
Building a positive college culture, promoting school attendance, monitoring absences, targeted intervention and supporting families are key elements to the gradual improvement in our attendance data thus far. The below strategies have helped with these improvements:

- Linking of our Good Standing Policy to attendance rates and reward activities.
- Improved communication with parents to reduced 'unauthorised' absences from college.
- Early identification of 'at risk' students and use of 'live tracking'.
- Specific classes set up to re-engage students at risk.
- Targeting connectedness at the college. Introduction of positive programs, competitions, afternoon activities and rewards.
- Supporting classroom teachers to engage in positive conversations with student in 'indicated range'.

FREMANTLE COLLEGE STUDENT ATTENDANCE RATES



ATTENDANCE PROFILE



- Regular (90% attendance or greater)
- Indicated (80% to <90%)
- Moderated (60% to <80%)
- Severe (<60%)



Student Services

Positive Behaviour Support highlights



Book Week Dress Up Day



Kindness Day Activities



Diwali Celebrations



Go Kart Building Engagement Project



Harmony Day Celebrations



College Ball



Connect Group with Chaplain

Student Characteristic Funding Gifted and Talented Education

Our fifth year of the Gifted and Talented Selective Academic Program has seen continued growth and expansion, with Year 7, 8, 9 and 10 groups participating. Students remain as one class set for English, Maths, HASS and Science.

Our 2022 Highlights were:

- Perth Festival workshop
- TedEx Youth WA event
- Creative Minds Program
- Bebras Computational Thinking Challenge
- DaVinci Decathlon
- UWA Race around the campus
- National History Challenge
- Science and Engineering Challenge
- Workshops at Fremantle Literature Centre
- Tour of Galvin Engineering
- Shell NXplorers program
- Shark Tank eSchools program
- Water Corporation Think Tank Challenge
- Big Science Competition
- Math Talent Quest
- Grand Challenges masterclass UWA
- OzClo computational linguistics competition
- Model UN
- Interschool debating
- MOCK trial participation
- Year 10 Nanga Bush Camp
- Year 9 Humanities tour to Albany
- Emerging Scholars for Year 5 students
- STEM outreach to local Primary Schools
- Student leadership for the GAT transition process



Galvin Engineering Visit to discuss
Patented Tap Design and Manufacture



National History Challenge Winners



Curious Minds Program Placement

Student Characteristic Funding Gifted and Talented Education



Achievement Snapshot

Sophie Thomas and Isabella Pymm achieving a place in the 2023 Curious Minds program

Akira Jorgensen, Luis Palmer and Dylan Karunanayake winning the category of best museum display in the National History Challenge

Akira Jorgensen, Luis Palmer, Lucy Isaac, Naomi Wibowo, Sajo Jenchai, Isabella Pymm, Blake Stuart and Sophie Thomas achieved a Distinction in the Big Science Competition 2022

Orion Hawk achieved a High Distinction in the Big Science Competition 2022

Lucy Isaac, Naomi Wibowo, Nicholas Price, Sachein Madhan Sangeetha, Sebastian Ke and Sohar Joby, who achieved Distinctions in the Maths Talent Search

Nikolas Rickard, Blake Stuart, Dekoda Lindon and Liam Mulchrone for being the top scoring Fremantle College team in the OzClo competition

Naomi Wibowo for achieving a place in the Gauss Course of the Western Australian Mathematics Problem Solving Program

Sophie Thomas, Haidar Khair Allah, Natalie Felstead and Nikolas Rikard who were invited to participate in a Neuroscience Master class based on their high score in the Brain Bee challenge

Lucy Brooker, Audrey Field, Akira Jorgensen, Luis Palmer, Sonia Gosain, Dylan Karunanayake, Ruixi Zhang, Marley Brown, Zoe Hartmire, Nikolas Rickard, Blake Stuart, Isaac Morrison, Sophie Thomas and Tess Hosking who participated in various parent presentations and workshops



90.35

predicted
median ATAR
for 2022 Year 11
GATE students
- commenced in
2018



100%

of our Gifted
and Talented
students
improved
performance
in abstract
reasoning

Student Characteristic Funding

Aboriginal Education highlights

At Fremantle College every student has the ability to succeed. We aim to prepare our students to thrive in the workforce and their journeys through life. To support this goal for our students with Aboriginal heritage, we run the Department of Education funded program Polly Farmer and Department of Education Follow the Dream (FTD). The Clontarf Academy and Waiitj Foundation's Deadly Sista Girlz are also on site at Fremantle College, offering support, leadership and guidance to our Aboriginal students.

The highlights for 2022 include:



NAIDOC Week Celebrations



Clontarf Awards Night



Clontarf Camps



Clontarf Keys 4 Life





Follow the Dream Camp



Murdoch University - Kulbardi Aboriginal Centre Workshop



Walk for Reconciliation



Walyalup Aboriginal Cultural Centre Visit



100%
of Aboriginal
Students
achieved a VET
qualification

ALL
Aboriginal
Students
achieved
their enrolled
Traineeship



Student Characteristic Funding Autism Extension Program

The Specialised Learning Program (SLP) Autism Spectrum Disorder at Fremantle College is recognised as exemplary in the education and school community for the ongoing investment in and dedication to supporting Autistic students to achieve success in the mainstream secondary setting. Our key objectives of improving educational and behavioural support, improving student achievement in academics, social skills, communication skills and self-regulation, improving attendance and facilitating clear pathways to post-destinations, continue to be met at a high standard across all year groups.

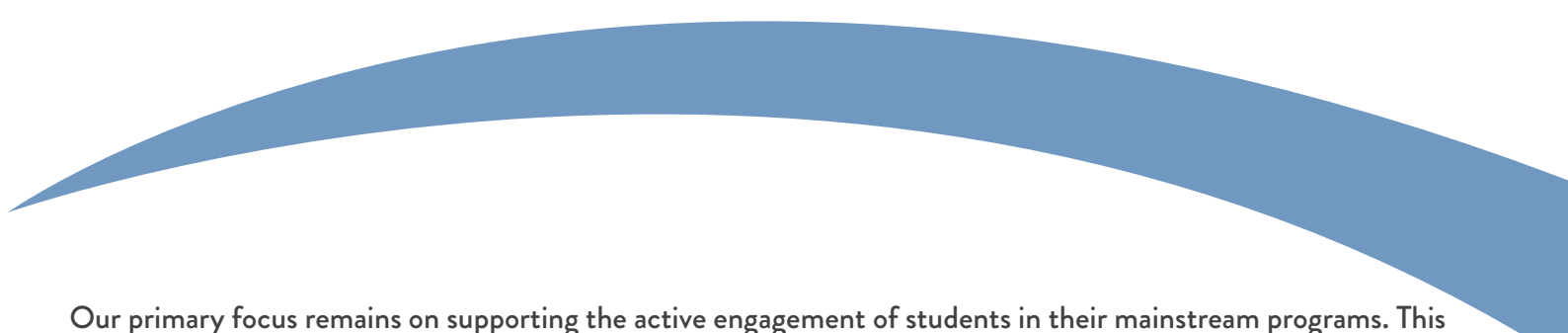
Substantial success has been achieved within the program in terms of developing aspirant leaders with excellent knowledge and understanding of Autism best practice. One teacher achieved a promotional position as a Learning and Curriculum Support Coordinator leading the implementation of effective, evidence-based, educational support for students with additional learning needs, at a public secondary school in 2022. Additionally, the Deputy Principal in charge of the Fremantle College program achieved a promotional position as a Principal of a large, secondary school in the Mid West region of Western Australia and is invested in transferring the strategies and processes established by the SLP into the new school context. The foundation Program Coordinator (Nicola de Lacy) returned after a year of maternity leave, and a new full-time teacher (Chad Freeman) was recruited to lead interventions in the lower school years.

All students placed in the program are achieving at level, with 100% year 12 students achieving WACE. A substantial number of students achieved academic merit awards for both progress and top results in courses of study.

Fremantle College SLP also led the state-wide program trial of a new adaptive behaviours assessment tool, AFLSOnline. While the trial identified the tool was not able to meet the needs of the secondary SLP, our current program's adaptive behaviours assessment tool, SCERTS - Social Communication, Emotional Regulation, Transactional Supports, was recommended for rollout across the secondary programs in 2023.

2022 student attendance at Fremantle College was significantly impacted by COVID in Terms 1 and 2. Individualised attendance plans were required for 4 SLP students, with 3 of 4 responding positively to interventions within a Semester. Attendance incentives, collaborative engagement with family and external providers, and an in-depth analysis of barriers continue to ensure positive outcomes for SLP students.

At the conclusion of 2022, 7 senior (Year 10-12) students exited the program to pursue their identified post-destination pathways. This included exiting to mainstream, graduation from the College, and exiting to an alternative education program (including TAFE). In the lower school space, pathways continue to be explored for students, with SLP staff providing guidance and support for families and their children to access specialist programs including Gifted and Talented, Academic Excellence, Specialist ICT and Marine.



Our primary focus remains on supporting the active engagement of students in their mainstream programs. This is evidenced by successful involvement of SLP students in:

- MESH subject excursions and incursions, including GAT literature workshops, outdoor education
- School-wide wellbeing initiatives, such as Harmony Day
- Leadership opportunities through student council, student voice, and the Stephen Michael Foundation Rising Leaders Program (AFL Specialist)
- Career tasters and TAFE open days

Classroom participation remains high, and our two homerooms are available for access at any point during the school day to seek support for dysregulation, illness/injury, mental health and curriculum (i.e. assessments, work load management, executive functioning, study skills, etc).

Parent and student feedback remains a key component of the program's success. Parent feedback in 2022 has enabled the implementation of more effective parent induction processes for new families joining the program. Some key responses from families about the program are below:

“Very friendly, approachable teachers. I have seen huge differences with my child.”

“I have had good communication with Jack Harper throughout the year. He is always helpful and responsive to myself and my child's needs. We are very happy with the SLP ASD program and all of their staff and believe our child's happiness and progress this year is due to being well supported.”

“I have been very impressed with the program and teachers in the program. They have been very helpful and supportive of our child and family.”



Student Demographics

Fremantle College has seen considerable growth in enrolment numbers since opening in 2018, of 23%. Our focus has been to continually improve enrolment numbers from our local catchment area and applications for our Gifted and Talented Program and our Specialist Programs.

Our targeted Year 5 Programs; Curiosity Club and Emerging Scholars, have continued to grow the number of Gifted and Talented and Specialist Program applications. These programs have continued to be beneficial in building relationships further with our contributing primary schools and overall awareness of the programs and facilities on offer to our local community.

We continue to build relationships with the local Primary School Network and promote the college via this network, college tours, digitally and via community involvement.

This has seen an increase in local intake area enrolments from:

59% in 2018

to

78% in 2023

The introduction of Specialist Webex Information Sessions, Virtual College Tours, Specialist Program Tours and furthering our digital presence both organically and intentionally via advertising, will continue our positive growth and build our reputation as a school of choice for the Fremantle area.

68%

of Emerging Scholars students applied to Fremantle College Gifted & Talented Program

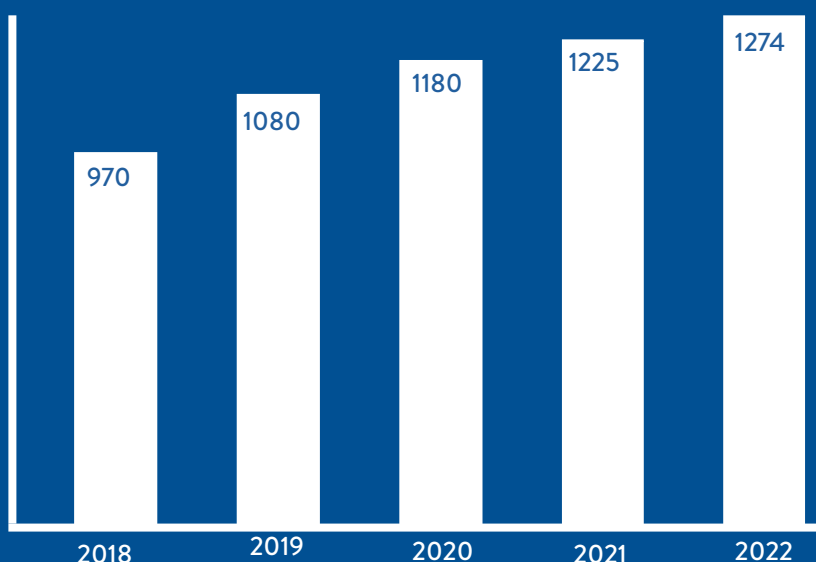


50%

of Curiosity Club students applied to a Fremantle College Specialist Program

23%

INCREASE IN ENROLMENTS NUMBERS OVER 5 YEAR PERIOD

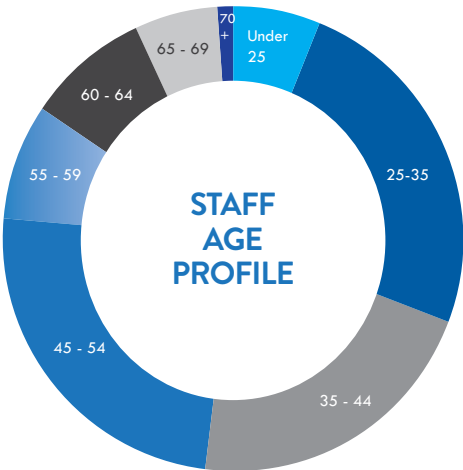


Staff Demographics

Fremantle College is committed to ensuring that all staff receive professional development in the areas that directly complement the aspirations outlined in our College Business Plan, as well as that meet our targets for implementing a teaching pedagogy that enables the optimisation of student progress. In addition, Fremantle College complies with all mandated professional development that ensures all staff understand their responsibility in meeting Department of Education policies, guidelines and regulations.

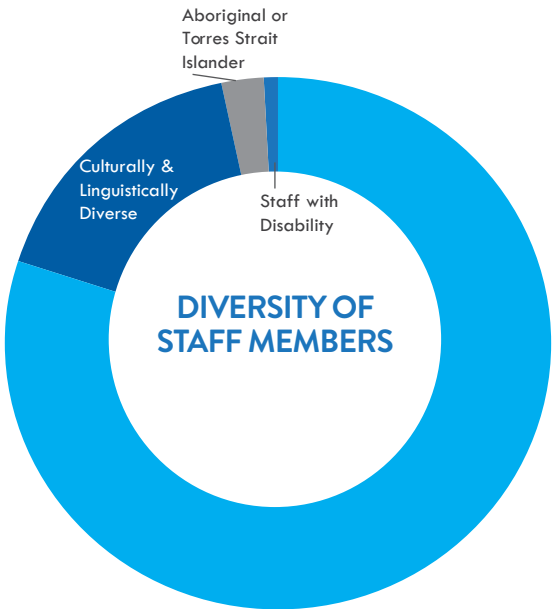
Our staffing figures for 2022 were:

Administration Staff	19
Teaching Staff	85
Allied Professionals	56



Over the six mandated School Development Days, our staff completed a number of courses based around our core focus areas of:

- Teaching and Learning Framework
- Aboriginal Cultural Standards Framework
- Positive Education
- Trauma Informed Teaching Practice
- Differentiating Curriculum
- GERRIC Gifted and Talented
- Leadership Development
- CMS - Classroom Management Strategies
- Graduate Teacher Professional Learning



Student Centred Funding Targeted Initiatives

Targeted Initiatives are one of the components of annual Student Centred Funding provided by the Department of Education. Fremantle College receives funding for the following programs:

Targeted Initiatives

Additional support for delivery of mental health programs	\$11,648.96
Career Learning Toolkit for Years 8 and 9 Students	\$10,272.78
EALD Hub Champion group	\$289.78
Follow the Dream	\$213,580.89
Gifted and Talented Education Program	\$354,028.00
Graduate Teacher Induction Prog / Graduate Curriculum Materials	\$32,407.07
In School State Funded Chaplaincy Program	\$2,239.99
Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
National School Chaplaincy Programme	\$20,280.00
Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
Specialist Career Practitioners	\$117,858.86
Specialist Learning Programs for Autism Spectrum Disorder	\$454,937.50
Vocational Education and Training Teachers Professional Learning	\$6,375.05
VET delivered to secondary students	\$295,279.30



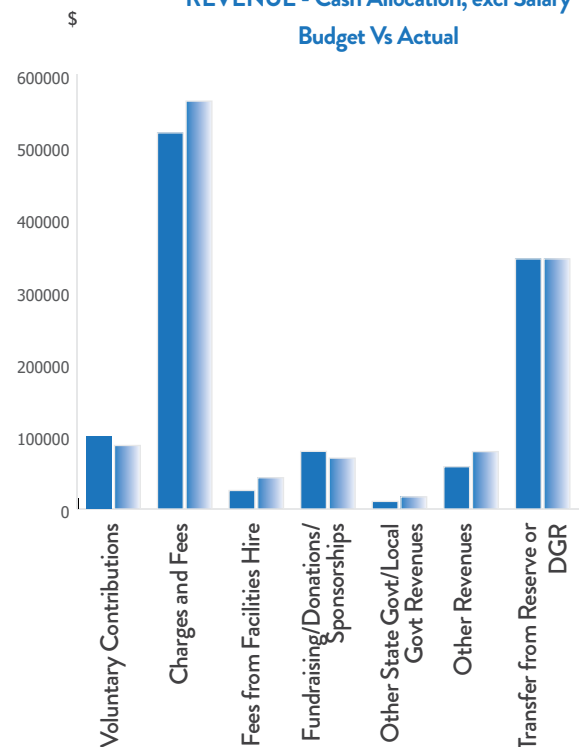
Financial Summary as at 31 December 2022

REVENUE - Cash and Salary Allocation

	Budget	Actual
Voluntary Contributions	\$100,815.00	\$87,728.11
Charges and Fees	\$519,640.32	\$563,496.46
Fees from Facilities Hire	\$25,578.00	\$43,146.10
Fundraising/Donations/Sponsorships	\$79,645.00	\$70,291.05
Other State Govt/Local Govt Revenues	\$10,486.00	\$16,766.49
Other Revenues	\$58,399.00	\$79,264.61
Transfer from Reserve or DGR	\$345,515.00	\$345,515.00

Total Locally Raised Funds	\$1,140,078.32	\$1,206,207.82
Opening Balance	\$1,017,101.25	\$1,017,101.25
Student Centred Funding	\$1,476,420.87	\$1,477,422.42
Total Cash Funds Available	\$3,633,600.44	\$3,700,751.49
Total Salary Allocation	\$17,756,845.00	\$17,756,845.00
Total Funds Available	\$21,390,445.44	\$21,457,596.49

REVENUE - Cash Allocation, excl Salary Budget Vs Actual

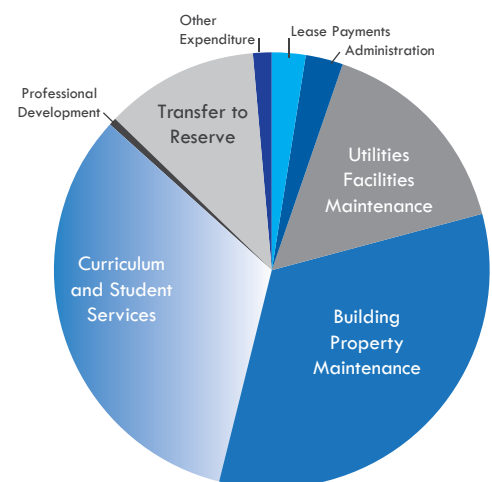


EXPENDITURE - Cash and Salary Allocation

	Budget	Actual
Administration	\$112,272.00	\$81,035.61
Lease Payments	\$128,000.00	\$89,112.38
Utilities, Facilities and Maintenance	\$511,527.09	\$498,861.29
Buildings, Property and Equipment	\$1,173,880.46	\$1,060,868.29
Curriculum and Student Services	\$1,102,227.04	\$1,051,985.45
Professional Development	\$21,000.00	\$15,380.24
Transfer to Reserve	\$365,000.00	\$365,000.00
Other Expenditure	\$21,620.00	\$40,349.78

Total Goods and Services Expenditure	\$3,435,526.59	\$3,202,593.74
Total Forecast Salary Expenditure	\$14,928,346.00	\$14,928,346.00
Total Expenditure	\$18,363,872.59	\$18,130,939.74
Cash Budget Variance	\$198,073.85	

EXPENDITURE Distribution Excluding Salary Expenditure

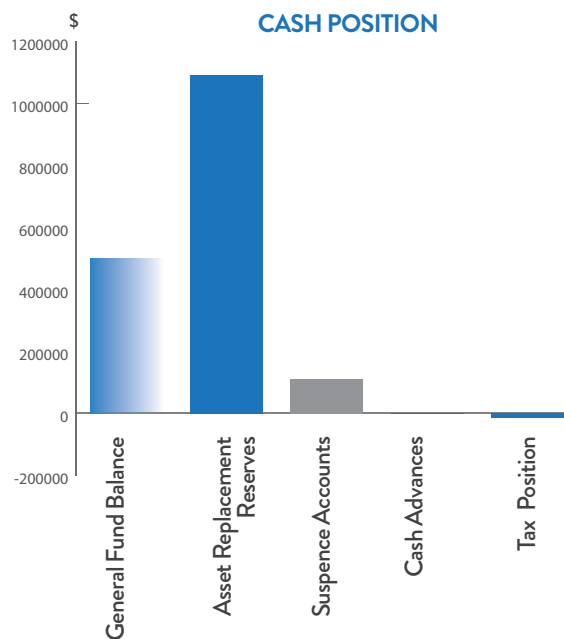


Financial Summary

as at 31 December 2022

Cash Position:

General Fund Balance	\$498,157.75
Asset Replacement Reserves	\$1,090,203.44
Suspence Accounts	\$111,036.96
Cash Advances	-\$130.00
Tax Position	-\$13,667.00
	<u>\$1,685,601.15</u>





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