



Thornlie Senior High School

Annual Report 2022

Engage, Inspire, Achieve



We commend the 2022 Annual Report to the Thornlie Senior High School Education Community.



Engage Inspire Achieve

Thornlie Senior High School acknowledges 2022 as a unique and productive year. The official start of the 2022 school year saw the looming impact of COVID-19 on the community of Western Australia and little did we know the challenges we would face and overcome over this school year.

Due to the pandemic's unknown impact on the health of our wider community we were quick to move to our planned combination of face to face and online learning. Throughout first semester we got used to masks on, social distancing, no large gatherings and staying home when unwell. Fortunately, by August we were over the worst of the restrictions and quickly returned to normal school operations.

Throughout 2022, the School Board, P&C Committee, students, and our incredibly dedicated hardworking staff harnessed our school spirit of Ohana (Hawaiian for family) to work together to 'engage, inspire and achieve'. This year saw the contribution of our P&C Association reach even greater heights. President Mrs Michelle Manolas and her enthusiastic committee, along with the Your Move Committee facilitated major upgrades to our Bike Enclosure and the beginning of the greening of our school grounds with the Queen's Jubilee Tree planning project. We sincerely acknowledge and thank our students' families for making a difference at Thornlie SHS!

Thornlie SHS is well established as an effective Independent Public School for our 1104 Year 7-12 secondary students. Under the guidance of our School Board the school has worked to achieve its vision of ensuring all members of our school community - ***Engage, Inspire and Achieve.***

Our aim continues to be for Thornlie SHS students to fulfil their aspirations, working in an environment that emphasises the importance of respectful relationships and the achievement of personal best. With a relentless focus on teaching and learning we worked to achieve our targets by performing at 'like or better than like schools'. As an Fogarty Foundation EDvance Program alumni member, our School Improvement Program continues to unpin the school's planning and decision making processes. By using valid, evidenced based decision making, we are embedding a school culture of challenge, high expectations and achievement for all staff and students.

We continue to value well established educational traditions set by past teachers, parents and students and we are passionate in our desire to use the latest research in teaching and learning strategies to prepare our current students for the 21st Century. We know where we are going and how to get there.



In a year of unpredictable challenges, Thornlie Senior High School continued to recognise that the world around us is changing and we are changing with it. We welcome students from many different backgrounds, and they leave with one thing in common – a great education and a significant head start in life. Thornlie SHS students develop the skills they need to thrive in the challenging, interesting and dynamic 21st Century. Teachers continue to hone their skills in face to face and remote learning to ensure access to learning for all students at all times.

On entry in Year 7-10 students select from a diverse and inclusive range of outstanding programs that included Specialist Rugby, Information Technology, and Academic Excellence. Students also excel in the extra-curricular opportunities offered in our Cheer and Dance, Netball, Japanese, Music, Art and numerous Sport Programs. As Year 11 and 12 students move into their senior schooling they have a wealth of opportunities to follow their career and study aspirations. The school's Tertiary Entrance (ATAR) Courses are well supported by local universities and combined with outstanding Vocational Education & Training (VET), General Studies Courses and the Year 10 -12 Big Picture Academy our students are well prepared for life beyond secondary school. Thornlie SHS is a

renowned VET School and is a long established Registered Training Organisation. (Successful RTO re-accreditation was achieved in 2017 and is valid until 2024)

We believe success is all about the individual working effectively within the school and wider community. A dedicated staff, an active School Board and P&C Association along with close ties to local industry, universities and the community ensures also the school to provide personalised programs that capture different interests and nurture the potential in every student. We play to our students' personal strengths and give them the support to develop their talents and abilities. For some, it's a matter of helping them create ambitions and dreams. For others, it's about realising them.

2023 will see the conclusion of the current School Business Plan cycle and the move to further enhance Thornlie SHS as an inclusive school community through our values of excellence through equity.

***Mrs Donna McDonald** Principal*

***Mayor Teresa Lynes** School Board Chair*

▶ Student Numbers

Student Numbers and Characteristics

(source: Schools Online)

STUDENT NUMBERS (AS AT 2022 SEMESTER 2) FULL TIME							
Secondary	Y07	Y08	Y09	Y10	Y11	Y12	TOTAL
	191	188	216	215	163	131	1104

Male	544
Female	559
Total	1104

Aboriginal	86
Non-Aboriginal	1018
Total	1104

	2018	2019	2020	2021	2022
LOWER SECONDARY	795	835	806	792	810
UPPER SECONDARY	328	301	358	364	294
TOTAL	1123	1136	1164	1138	1104

COMMENTS

- Student numbers at Thornlie SHS have remained relatively consistent despite the ongoing impact of COVID and closed borders. The school has accommodation for 1200 students and continues to attract enrolments from local, out of area and locally based international fee-paying students.
- Aboriginal student enrolments have been trending up and the school celebrates a highly diverse and inclusive student population.

Staff Numbers

Workforce composition

(source: Schools Online)

STAFF NUMBERS			
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.0	0
Heads of Departments and Learning	6	6.0	0
Program Coordinators	5	5.0	0
Total Administration Staff	15	15.0	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	70	64.1	0
Total Teaching Staff	72	65.9	0
School Support Staff			
Clerical / Administrative	11	9.8	0
Gardening / Maintenance	5	3.4	0
Instructional	1	0.8	1
Other Non-Teaching Staff	12	10.5	0
Total School Support Staff	29	24.5	1
Total	116	105.4	1

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

School Business Plan

The 2021-2023 Business Plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General’s Classroom First Strategy. The plan outlines an overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas.

Our Vision *Engage, Inspire, Achieve*

Thornlie Senior High School is a comprehensive senior high school. It offers its community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspirations of each student. Our students fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

Our Values

As an Independent Public School we value:

Excellence through Equity

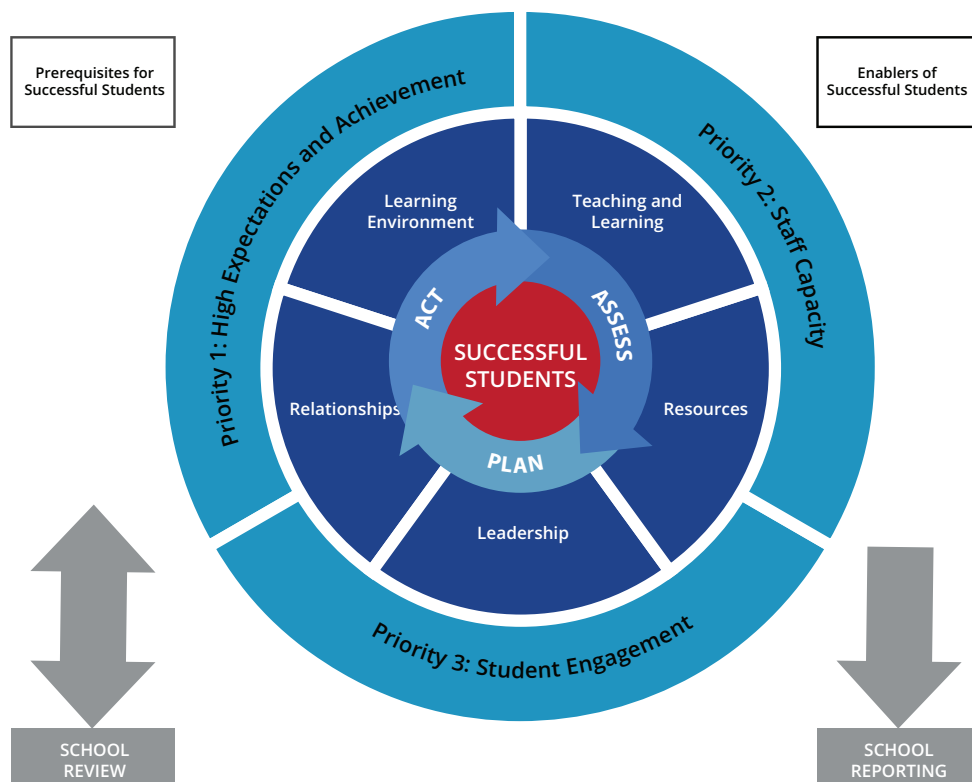
Our Aspirations for *2021 to 2023*

Improve student academic outcomes to matching or exceeding like schools in NAPLAN, OLNA, WACE and Attendance data. At Thornlie Senior High School we have three key focus areas:

CHALLENGE, HIGH EXPECTATIONS AND ACHIEVEMENT: Embed a culture of challenge, high expectations and academic performance

STAFF CAPACITY: Build staff capacity in teaching and learning for high performance-high care

STUDENT ENGAGEMENT: Increase student engagement in learning





▶ Targets To Date

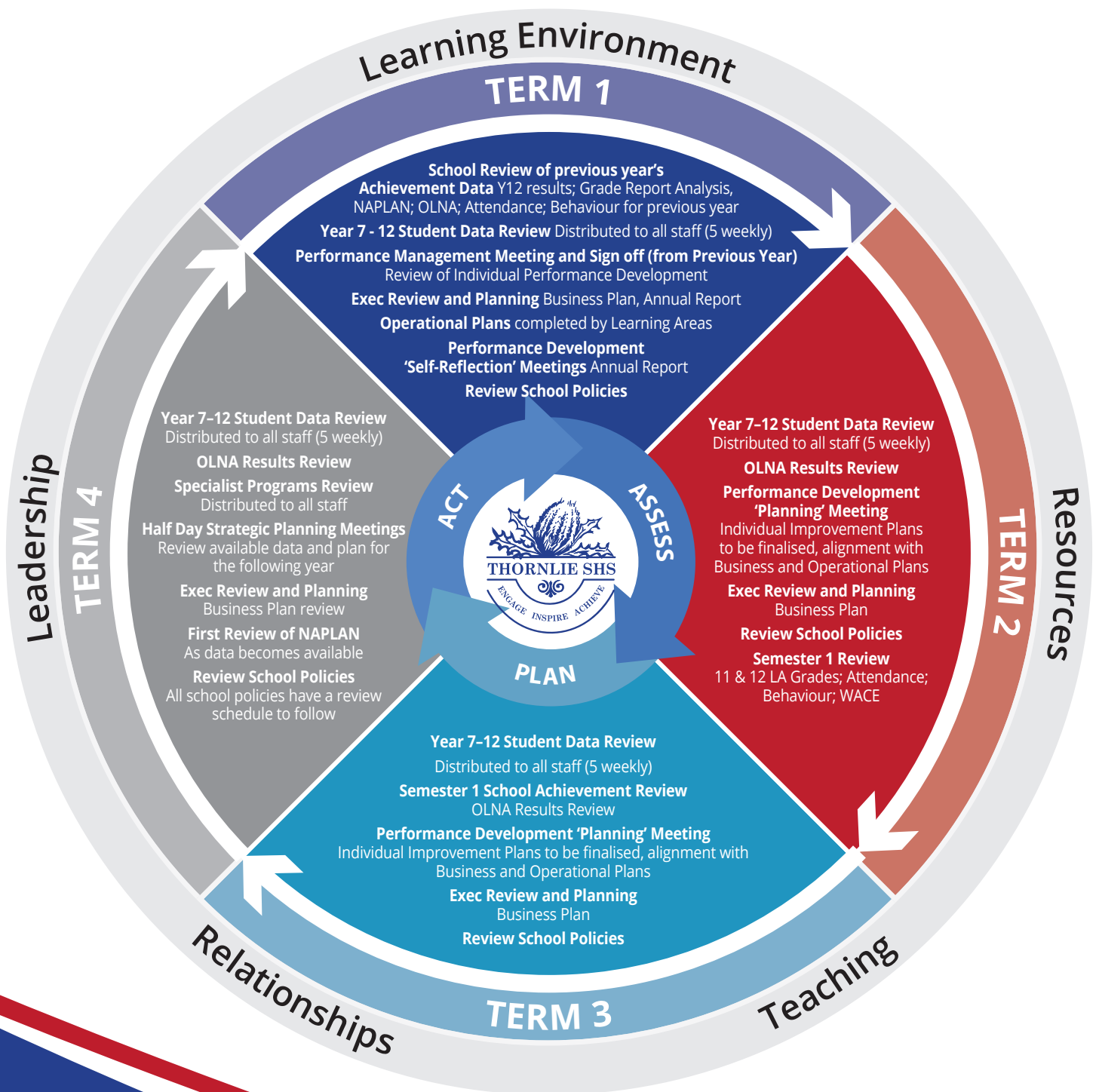
WACE GRADUATION 76% (2022)
PROGRESSING
Down from 78% (2021)
Down from 83% (2020)
'Like Schools' at 85%

OLNA QUALIFIED 86%
ACHIEVED TARGET

MEDIAN ATAR 73.1 (2022)
PROGRESSING
Up from 67.1 (2021)
Up from 65.35 (2020)
'Like Schools' at 74.1

ATTAINMENT RATE ATAR >55 and/or a Cert II 79% (2022)
ACHIEVED TARGET
Down from 85% (2021)
Down from 94% (2020)
Down from 96% (2019)
'Like Schools' at 76%

School Review Cycle



Student Attendance

Student Attendance

(source: Schools Online)

ATTENDANCE OVERALL SECONDARY									
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	84.7	88.2	88.8	61.2	76.8	65.8	83.6	87.5	86.8
2020	87.6	87.6	89.2	69.1	73.4	65.9	86.7	86.5	87.3
2021	84.6%	85.6%	86.5%	61.8%	68.4%	62.6%	83.1%	84.0%	84.4%
2022	80.4%	82.9%	83%	63.8%	64.3%	55.2%	79.2%	81%	80.4%
2023	84.5%	83.5%	84.9%	64.6%	63.1%	59.2%	82.9%	81.4%	82.5%

ANALYSIS AND IMPACT OF EVIDENCE

- Student attendance remains a major focus area in the school with a drop in attendance achieved in 2022 compared to previous data and like schools.
- The impact of COVID mitigation procedures has been significant on student attendance. 2022 saw a decrease in attendance rates that was also evident in Like School and WA Public Schools data.
- Under the school priority of 'increasing student engagement', Thornlie SHS is committed to consistently recognising and formally acknowledging students who demonstrate high attendance and positive behaviours that support their efforts to achieve their best. While the mantra of Turn Up - Grades Up is heard regularly across the school we also support and recognise the value of learning from home when student are unable to attend school. All students are tracked at 5 weekly intervals and data sheets provided to teachers.
- Attendance Champions are acknowledged each month. Attendance Legends are celebrated each year with graduating students receiving honourable mention at 99%. 100% Attendance Legends over their final two senior years at school.

HOW NON-ATTENDANCE IS MANAGED BY THE SCHOOL

- In addition to Year Coordinators, the Chaplain and AIEO providing pastoral care and counselling, a fulltime Student Support Officer is funded to track and support Year 7-12 students who fall into the at risk category of attendance. Home visits and attendance plans are implemented for students in the 'severe' attendance category.
- Year 9 students identified as disengaged are supported to re-engage in school or undertake training opportunities through the South Metro Engagement & Engagement Service in Year 10 before moving to Track and Participation at Year 11/12 level. In addition professional learning in managing challenging behaviours will be undertaken to build staff capacity in 2023.
- The Year 10 -12 Big Picture Academy also provides a portfolio pathway to work, training or university for senior students who learn best by pursuing their passions and working independently using the Big Picture Learning Design framework.

▶ Student Achievement and Progress

NAPLAN

(source: Schools Online, SAIS)

- Students need to demonstrate a standard of literacy and numeracy to meet one of the Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by achieving On-line Literacy and Numeracy Assessment (OLNA) or prequalification by receiving a Band 8 or above in NAPLAN.
- Students can otherwise achieve the standard by sitting the required OLNA each year in Years 9, 10, 11 and 12. Significant support is provided to identified students through mainstream classes, additional one on one sessions and preparation classes. Student achievement is comparable to 'like schools'. Writing is the school's main focus area given our high number of students speaking a language other than English at home.
- In 2022, Year 9 students sat NAPLAN but there were again disruptions due to Covid-19, so these students also had the opportunity to sit OLNA later in 2022.
- 2021 data is best compared to 2018 and 2019 data as they are NAPLAN tests, and 2022 data is best compared to 2020 data as these were both OLNA tests.

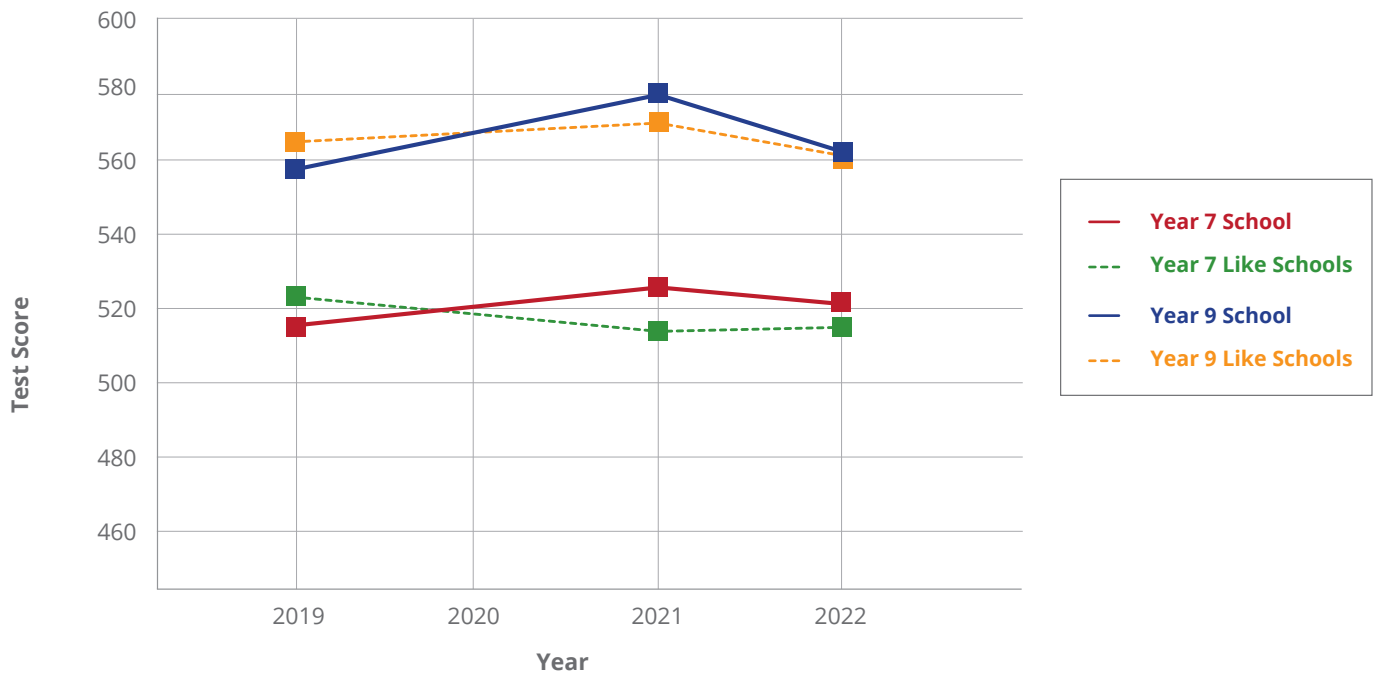
YEAR 9 STUDENTS WHO MET 2022 OLNA STANDARD

	NUMERACY	READING	WRITING
2022	38%	32%	25%
2021	33%	38%	39%
2020	37%	32%	19%
2019	42%	35%	21%
2018	36%	31%	16%

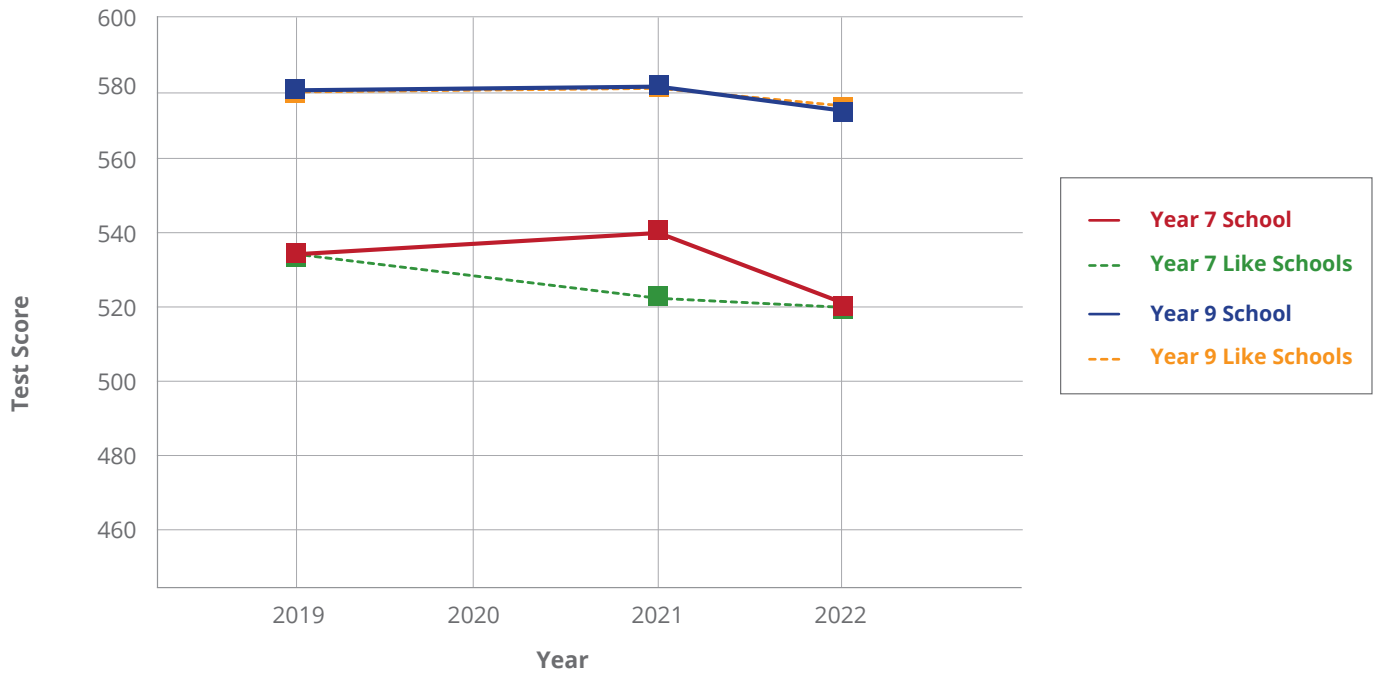




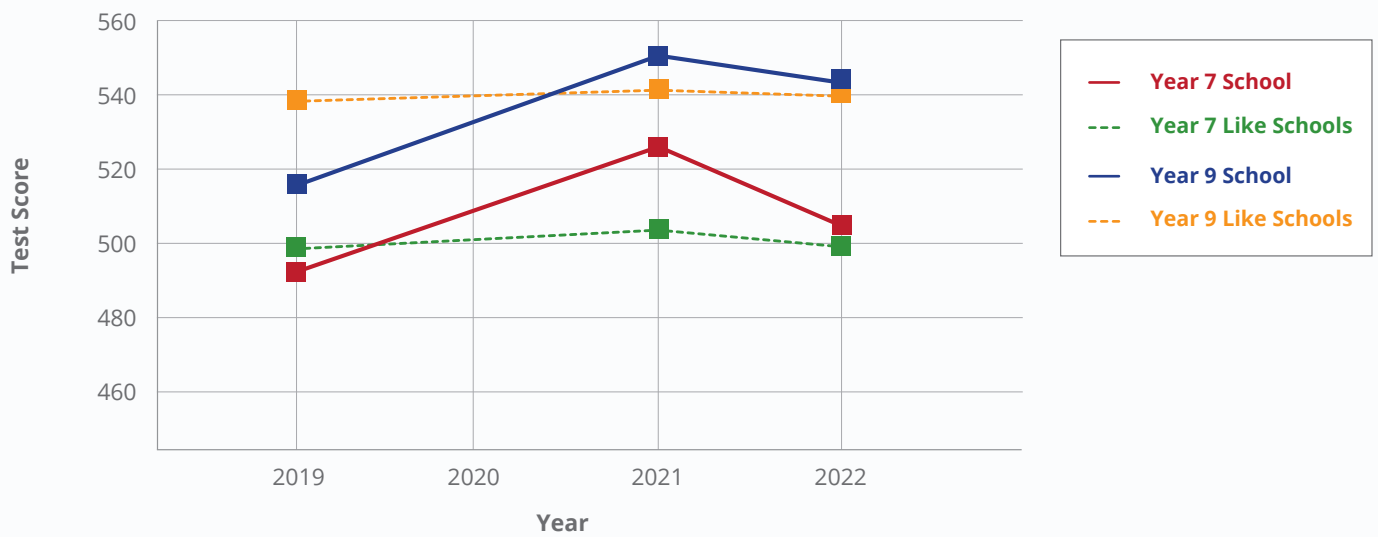
Average Reading Score



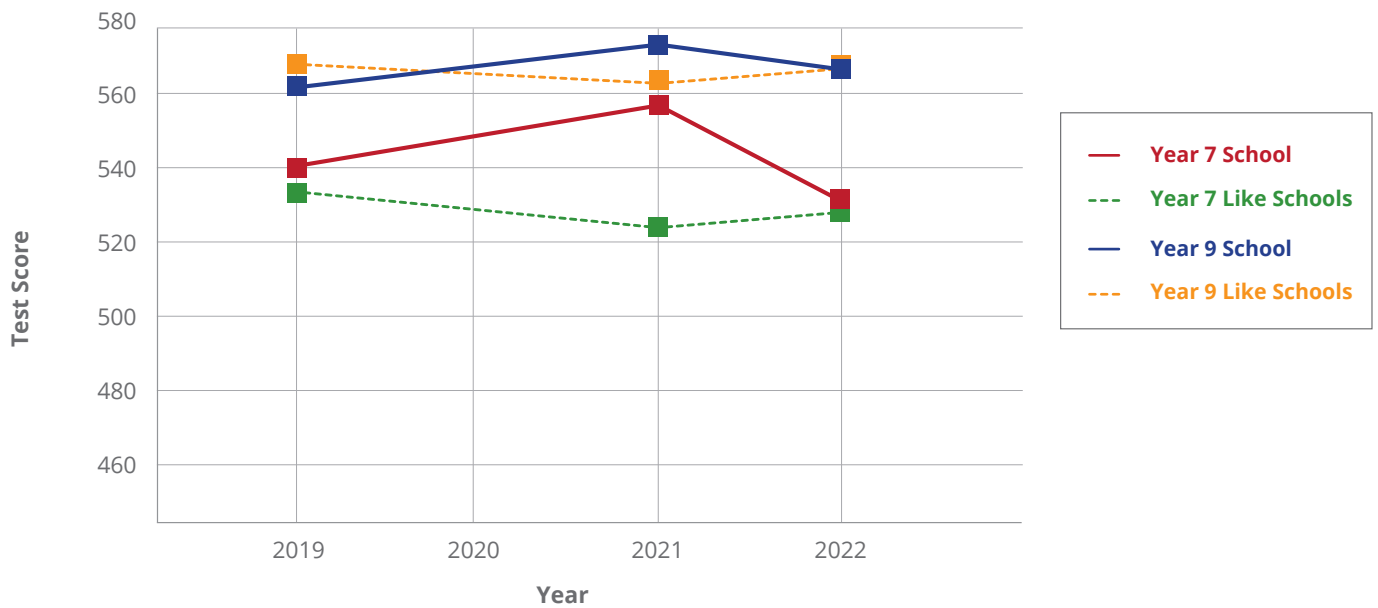
Average Numeracy Score



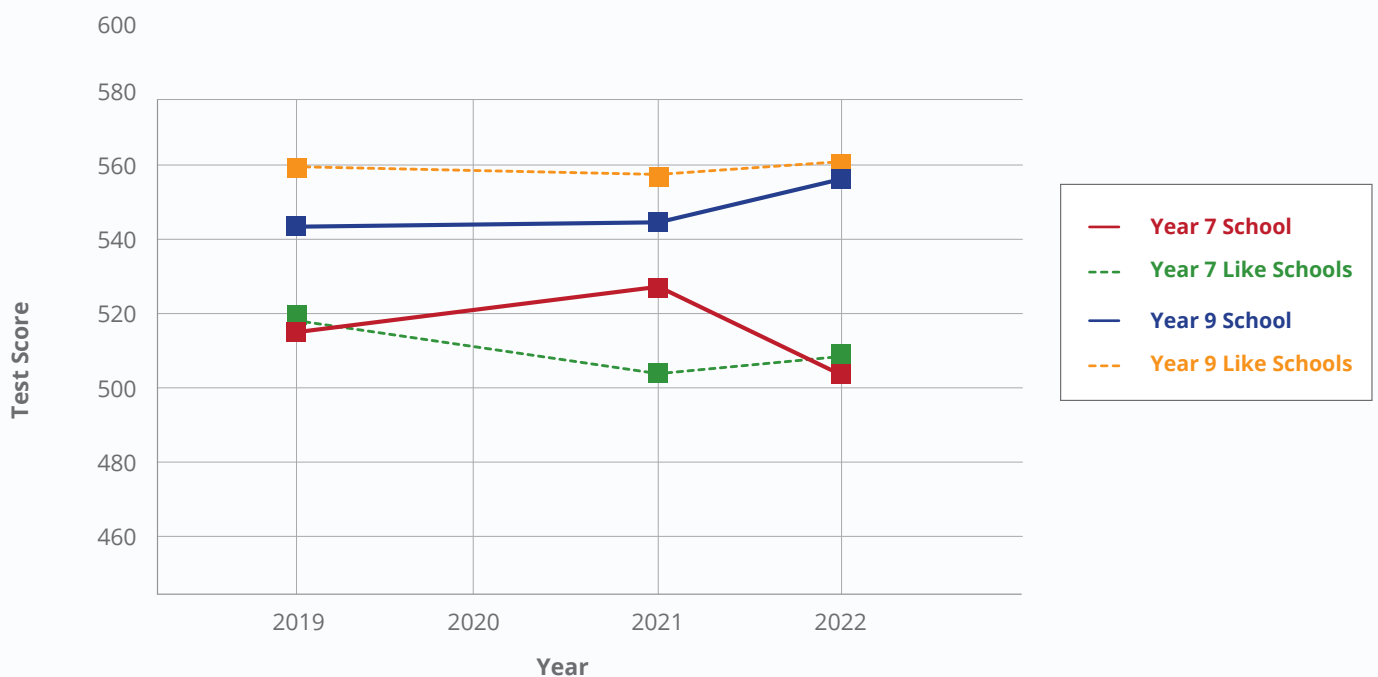
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score





ANALYSIS AND IMPACT OF EVIDENCE

- Year 7 and 9 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in the areas of Reading, Writing, Spelling, Punctuation, Grammar and Numeracy (with and without calculators). The move to online testing has resulted in a change of scale in the data in 2022.
- Sound progress has been made in Year 7 Numeracy and Reading over time. Writing has been a focus area across all student cohorts and seen consistent gains and remains comparable or slightly better than like schools.
- Overall our NAPLAN results are moving toward the top of the as “expected” range. We continue to invest human and physical resources to gain further improvement as the school raises academic standards and develops more rigorous practices.
- Resources allocated since 2018 include a 0.2 FTE Literacy and a 0.2 FTE Numeracy Coordinator who support the 0.6 FTE Learning Support Coordinator in continuing to provide literacy and numeracy support for students identified as ‘at risk’ and introduced a whole school approach in Literacy and Numeracy that is implemented in English and Mathematics classrooms.
- Teachers continued to focus on increasing the percentage of students in Band 8-10 across all test areas in support of our aim to improve Year 10-12 performance in Year 12 OLN and Graduation rates. Additional tutoring time and online resources were also provided to senior students required to undertake the OLN in Years 10-12.
- A whole school Literacy and Numeracy Plan is being implemented. The focus on 5 weekly monitoring of student progress and intensive targeted literacy and numeracy intervention to maintain improvements in Writing and support improvement in Numeracy and Reading into 2023.

Year 12 outcomes (DATA) including VET

(source: SAIS WACE Report)

WACE GRADUATION 76% (2022)
PROGRESSING
Down from 78% (2021)
Down from 83% (2020)
'At Like Schools' at 85%

ATTAINMENT RATE 79% (2022)
PROGRESSING
Down from 85% (2021)
Down significantly from 94% (2020)
'At Like Schools' at 76%

ACHIEVED 'C GRADE' REQUIREMENT 92% (2022)
PROGRESSING
Up from 88% (2021)
Down from 94% (2020)

OLNA QUALIFIED 86% (2022)
PROGRESSING
Same from 86% (2021)
Down from 88% (2020)

MEDIAN ATAR 73.1% (2022)
PROGRESSING
Up from 67% (2021)
Up from 65.35% (2020)

UNIVERSITY ENGLISH COMPETENCY 72% (2023)
PROGRESSING
Up from 47% (2022)

VET ACHIEVEMENT 58% (2022) 153 students
PROGRESSING
Down from 72% (2021) 129 students
Down from 78% (2020) 136 students

CERTIFICATE OF MERIT
7 recipient students

TOP STUDENTS - TER
95.30 (A Donina)
93.55 (E Mizad)
91.05 (A Yan)
92.40 (S. Klyichko)
90.3 (T Beet)
90.00 (B Hood)



Student Achievement and Progress

Senior Secondary

YEAR 12 PATHWAYS						
	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2020	178	5 (2.8%)	21 (11.8%)	117 (65.7%)	34 (19.1%)	1 (0.6%)
2021	195	5 (2.6%)	37 (19.0%)	121 (62.1%)	32 (16.4%)	0 (0.0%)
2022	144	6 (4.2%)	19 (13.2%)	69 (47.9%)	48 (33.3%)	2 (1.4%)

YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE (DURING YEARS 10 TO 12)						
	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2022	0	0.0%	135	97.8%	3	2.2%
2021	0	0.0%	152	96.2%	6	3.8%
2022	0	1.1%	88	98.9%	0	0.0%



WACE ACHIEVEMENT

	Eligible Year 12 Students	Percentage achieving WACE
2020	145	83%
2021	160	78%
2022	110	76%

PERCENTAGE OF STUDENTS ACQUIRING AN ATAR ACHIEVING ONE OR MORE SCALED SCORES OF 75 OR MORE

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2020	26	1	4%
2021	42	4	10%
2022	25	4	16%

WACE Examinations - Overall

WACE EXAMINATION PARTICIPATION

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2020	145	26	18%
2021	160	42	26%
2022	110	25	23%

Year 12 students are those full time students eligible to graduate at the end of the year. There must be at least 20 Year 12 eligible students in the cohort for data to be displayed.

OVERALL ATAR PERFORMANCE

	Relative Performance
2020	-0.4
2021	-0.2
2022	0.7

- **Above Expected** - more than one standard deviation above the predicted school median
- **Expected** - within one standard deviation of the predicted school median
- **Below Expected** - more than one standard deviation below the predicted school median
- No data available** or number of students is less than 10

The relative performance is based on the median ATAR and ICSEA of the school.

There must be at least 10 Year 12 students acquiring an ATAR.

NOTES

- ATAR: Australian Tertiary Admissions Rank
- VET: Vocational Education and Training
- Eligible Year 12 students are those full time students eligible to graduate at the end of the year.
- Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

YEAR 12 PATHWAYS

- Year 12 students are those full time students enrolled at the school
- Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc
- Other - Unverified: Unverified reason for leaving school early

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

	School	Like-Schools	WA Public Schools
2020	65.3	69.1	79.3
2021	67.0	67.2	80.3
2022	73.1	66.8	81.9

PERCENTAGES OF STUDENTS IN THE TOP, MIDDLE AND BOTTOM THIRDS OF THE STATE

ATAR STUDENTS

State	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	12%	10%	24%	13%	18%	17%
Middle 33%	19%	24%	24%	29%	25%	32%
Bottom 33%	69%	67%	52%	59%	57%	51%

MEDIAN AUSTRALIAN TERTIARY ADMISSIONS RANK

- Like-Schools calculations are the average median ATAR for all schools in each school's 'like schools' grouping.
- WA Public Schools calculations are the median ATAR for all public school students.
- There must be at least 10 Year 12 students acquiring an ATAR.

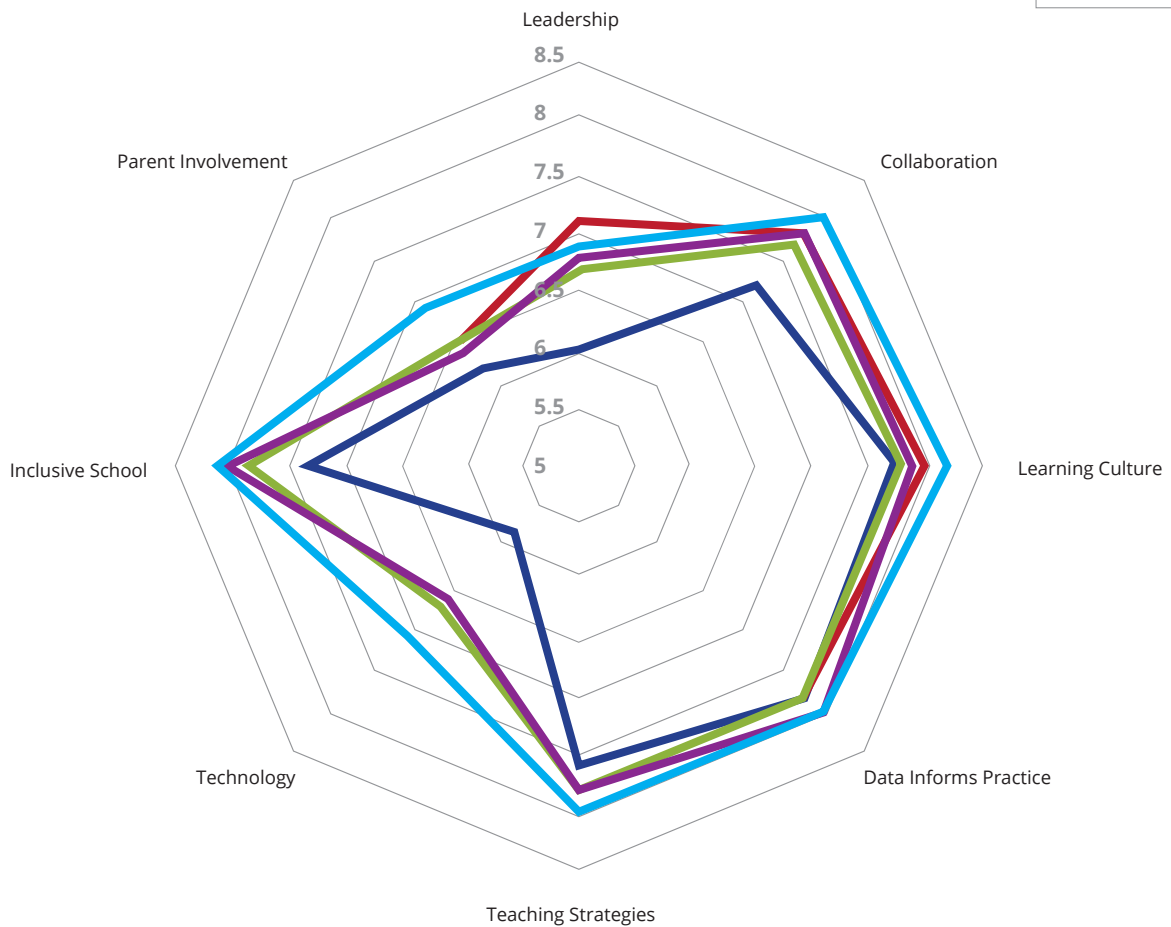
ATAR STUDENTS

- ATAR: Australian Tertiary Admissions Rank
- State is based on all students from both public and private schools.
- Like-Schools percentages are based on students in each school's 'like schools' grouping.
- Percentages are based on the student's ATAR.
- Percentages may not add to 100 due to rounding.
- There must be at least 10 Year 12 students acquiring an ATAR.



TTFM - Teacher Survey Results 2017 - 2022

Tell Them from Me

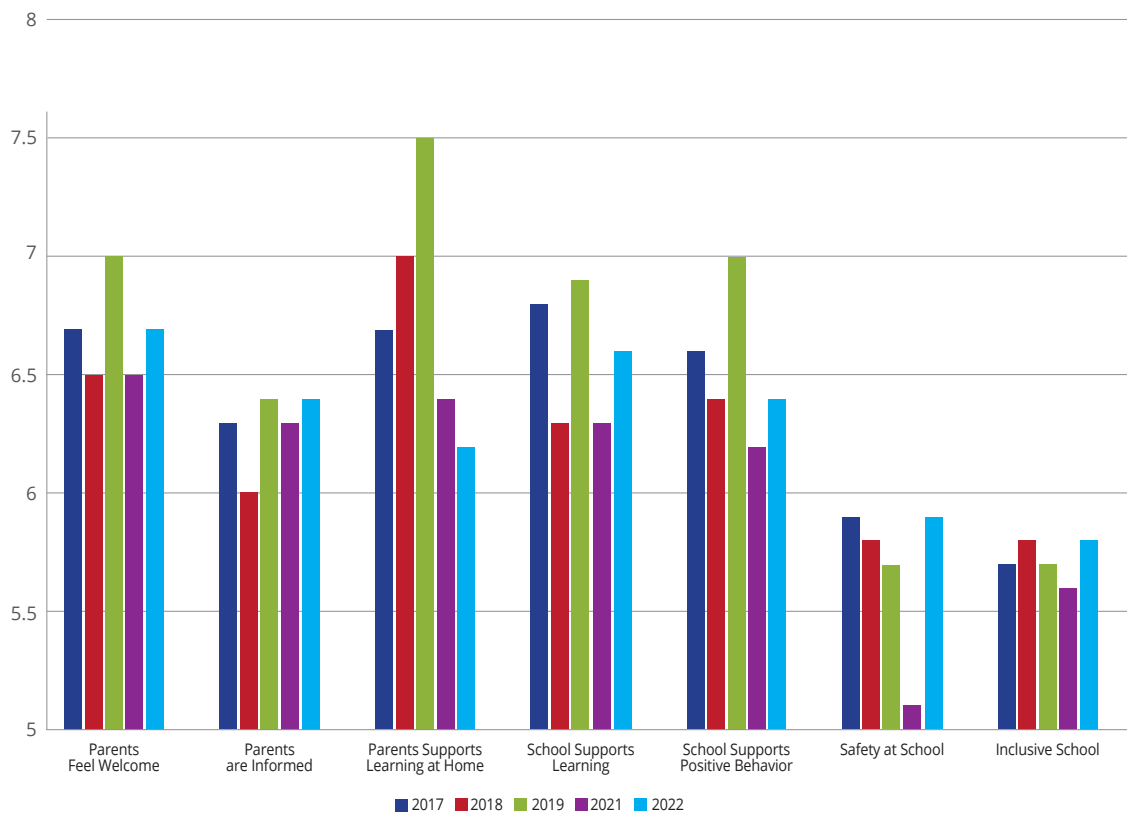


TTFM - TEACHER SURVEY RESULTS 2017 - 2022

	Leadership	Collaboration	Learning Culture	Data Informs Practice	Teaching Strategies	Technology	Inclusive School	Parent Involvement
2017	6	7.2	7.7	7.8	7.6	5.8	7.4	6.2
2018	7.1	7.8	8	7.8	7.8	6.7	7.9	6.5
2019	6.7	7.7	7.8	7.8	7.8	6.7	7.9	6.5
2021	6.8	7.8	7.9	8	7.8	6.6	8.1	6.4
2022	6.9	8	8.2	8	8	7.1	8.2	6.9

TTFM - Parent Survey Results 2017 - 2022

Tell Them from Me



TTFM - PARENT SURVEY RESULTS 2017 - 2022							
	Parents Feel Welcome	Parents are Informed	Parents Support Learning at Home	School Supports Learning	School Supports Positive Behavior	Safety at School	Inclusive School
2017	6.7	6.3	6.7	6.8	6.6	5.9	5.7
2018	6.5	6	7	6.3	6.4	5.8	5.8
2019	7	6.4	7.5	6.9	7	5.7	5.7
2021	6.5	6.3	6.4	6.3	6.2	5.1	5.6
2022	6.7	6.4	6.2	6.6	6.4	5.9	5.8



Thornlie SHS has utilised the **Tell Them from Me Survey** since 2017 to ascertain comprehensive parent/student/teacher satisfaction.

IMPROVEMENT FOCUS AREAS

IDENTIFIED: *Student Well Being, Parental Involvement, Learning Culture, Data Informs Practice and Teaching Strategies.*

Key actions actioned to improve these areas during 2021-2022

- **Student Wellbeing** - PBS committee have developed and implemented individual lesson plans on school values for implementation since 2021, SAER committee meet regularly, School Support Officer employed, Student Services/Year Coordinators identify SAER and implement wellbeing plans as required.
- **Parental Involvement** – invitations to academic achievement assemblies, student events e.g. sporting carnivals, music and dance performances, Year 7 Roman display, Robotics club, Science Enrichment competitions, Year 7 Meet and Greet nights, Parent-Teacher interviews, invitation to join the P&C and/or School Board, special assemblies e.g. ANZAC Day, NAIDOC Week activities, NSOS and TTFM surveys.
- **Learning Culture** – greater recognition of academic achievement e.g. 80+ Club, academic awards assemblies to promote academic excellence in all learning areas, implementation of TALF, Peer Observation a part of Performance Management since 2021.

- **Data Informs Practice** – 5 weekly data sheets produced for staff (includes NAPLAN and OLNA data), online PL for staff on use of SAIS portal, data analysis of semester results by HOLA's/TIC's presented to exec members and peers.
- **Teaching Strategies** – Explicit Instruction (EI) implemented by MESH teachers, EI coordinator provides PL for identified staff in MESH learning areas, EI implementation continues in lower school MESH classes, external Instructional strategies and Teachwell PL promoted to staff, STEM, Curriculum and ICT Committees continue to promote teaching strategies through SDD, GSM and learning areas meetings. The school will engage in the Leading Cultures of Excellence in Teaching Program.

Reflection

The surveys over the last five years indicate that staff see the value in undertaking targeted professional development in order to improve student performance. Staff PL on effective teaching strategies and providing timely, quality feedback to students and parents/carers aims to assist in raising individual and overall student results.

Further attention to providing visible advocacy for students and changing student's perception of success as well as that of their parents/carers. Enhancing the impact on regular student attendance and continuity of learning continues to be a focus for improvement.

Financial Summary 2022

As at 31st December 2022

INCOME - DEC 2022 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	11,550	11,550
Carry Forward (Salary)	575,576	575,576
STUDENT-CENTRED FUNDING		
Per Student	10,381,739	10,381,739
School and Student Characteristics	1,323,819	1,323,819
Disability Adjustments	10,983	10,983
Targeted Initiatives	637,313	637,313
Operational Response Allocation	115,728	115,728
Total Funds	12,469,582	12,469,582
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers - Salary	(778,515)	(778,515)
School Transfers - Cash	800,710	800,710
Department Adjustments	(21,300)	(21,300)
Total Funds	895	895
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	64,210	64,211
Charges and Fees	447,025	447,026
Fees from Facilities Hire	11,983	11,983
Fundraising/Donations/Sponsorships	51,532	51,532
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	13,225	13,221
Transfer from Reserve or DGR	177,366	177,368
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds	765,341	765,341
TOTAL	13,822,944	13,822,944

Financial Summary 2022

As at 31st December 2022

EXPENDITURE - DEC 2022 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
SALARIES		
Appointed Staff	10,952,869	10,952,869
New Appointments	0	0
Casual Payments	902,960	902,960
Other Salary Expenditure	71,439	71,439
Total Funds	11,927,268	11,927,268
GOODS AND SERVICES (Cash Expenditure)		
Administration	102,513	102,356
Lease Payments	168,387	168,387
Utilities, Facilities and Maintenance	352,594	346,015
Buildings, Property and Equipment	120,583	120,582
Curriculum and Student Services	645,597	636,930
Professional Development	58,700	48,463
Transfer to Reserve	232,959	232,959
Other Expenditure	7,947	6,531
Payment to CO, Regional Office and Other Schools	1,600	1,747
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp School only)	0	0
Total Funds	1,689,280	1,662,223
TOTAL	13,616,548	13,589,491

Financial Summary 2022

As at 31st December 2022

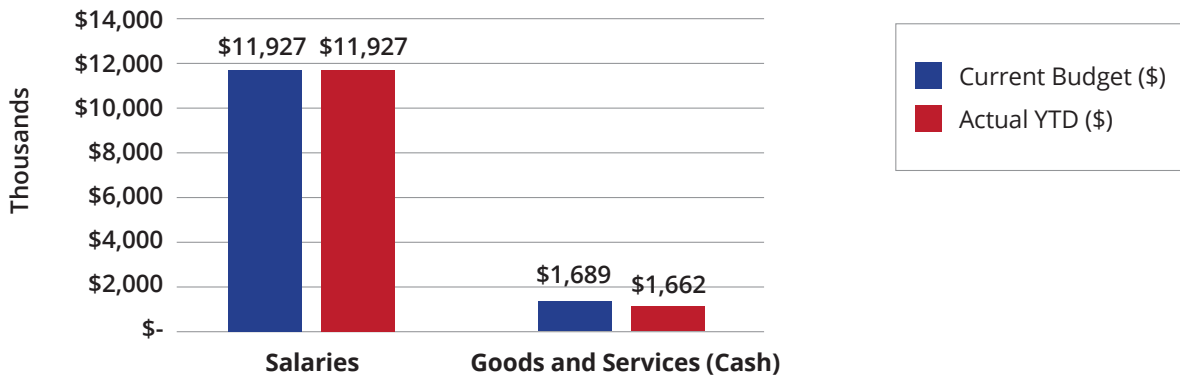
ONE LINE BUDGET - DEC 2022 (Verified Dec Cash)	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	11,550	11,550
Carry Forward (Salary)	575,576	575,576
INCOME		
Student-Centred Funding (incl Transfers & Adjustments)	12,470,477	12,470,477
Locally Raised Funds	765,342	765,341
Total Funds	13,822,945	13,822,943
EXPENDITURE		
Salaries	11,927,268	11,927,268
Goods and Services (Cash)	1,689,278	1,662,223
Total Expenditure	13,616,547	13,589,491
VARIANCE	206,399	233,452



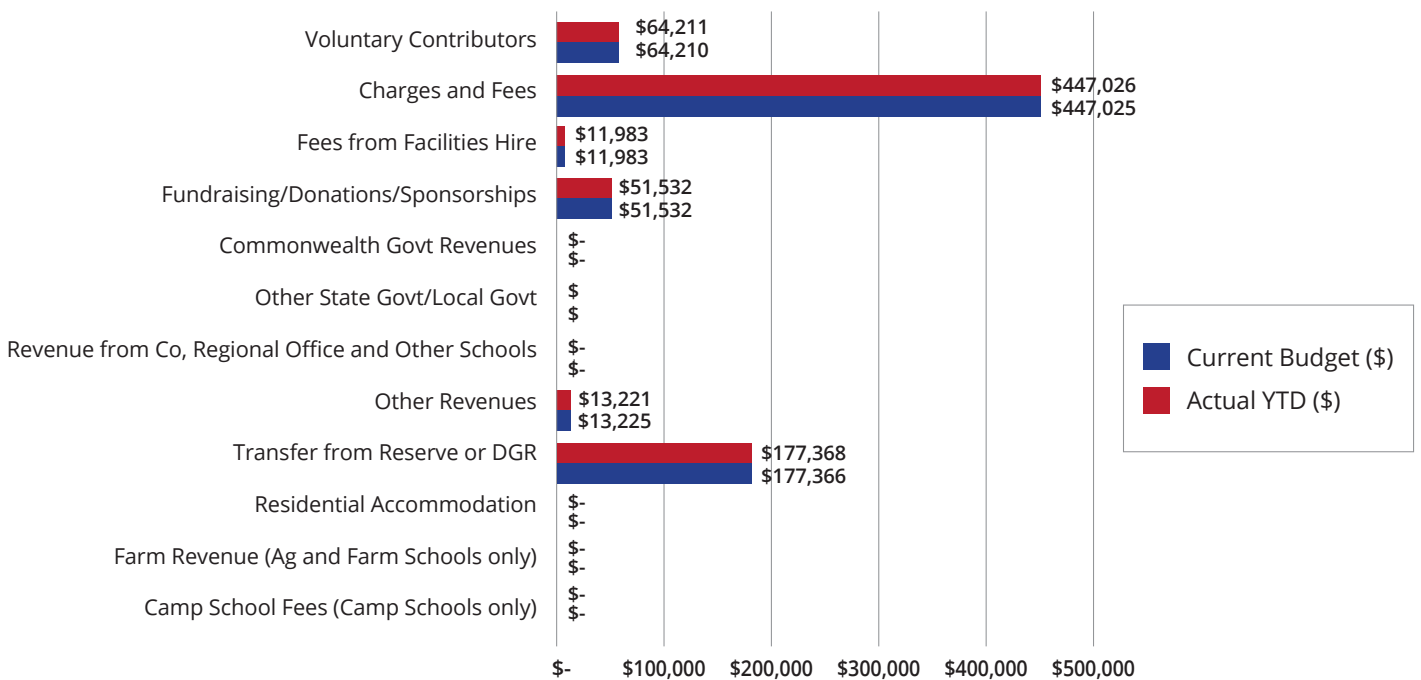
Financial Summary 2022

As at 31st December 2022

Goods and Services vs Salary Expenditure Dec 2022 (Verified Dec Cash)



Locally Raised Revenue - Budget vs Actual Dec 2022 (Verified Dec Cash)

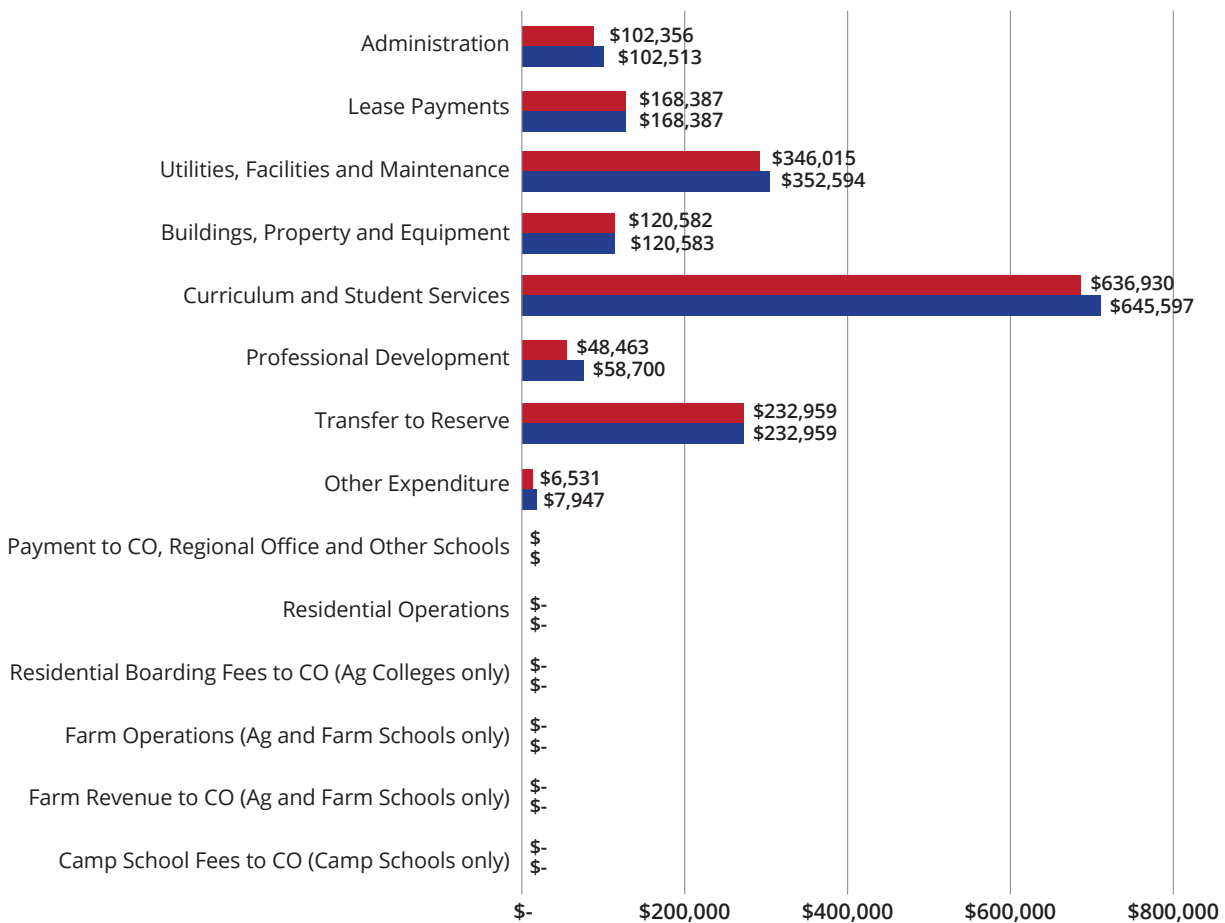
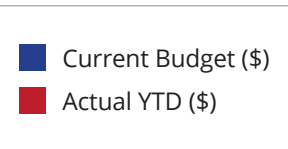


Financial Summary 2022

As at 31st December 2022

Goods and Services Expenditure - Budget vs Actual

Dec 2022 (Verified Dec Cash)







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