

# 2022 Annual Report to the School Community

School Name: Pakenham Secondary College (8223)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2023 at 10:51 AM by Aaron Smith (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2023 at 10:08 AM by Wayne Hampton (School Council President)

# How to read the Annual Report

---

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

---

## School context

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their futures.

Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement. Our College Motto underpins our work as a College Community. The key values that underpin all work at the College is based around the acronym SOAR. Social and personal responsibility, Opportunities for all, Achieving personal best and Respect and relationships

The school community has become increasingly diverse with students from a variety of ethnic backgrounds. The College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the school to be recognised throughout the community as a place that provides each and every student with a high quality education.

Student enrolment numbers were 804 in 2022 and who are supported by 86 effective fulltime staff, including three Assistant Principals, four Leading Teachers and four Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage. The curriculum across Years 7 to 10 is based around a core plus elective model. Students in Year 10 have the opportunity to access VET and / or VCE subjects.

We developed our curriculum and programs to support the Senior School Certificate Reform. Senior students (Year 11 and 12) are able to access the new Victorian Certificate of Education (or VCE) - the VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) together with a more traditional VCE. Senior students will be able to access the new VCE in 2023.

Senior Students in 2022 continued to be able to access the Victorian Certificate of Applied Learning (or VCAL), a variety of VET courses, School Based Apprenticeships as well as a more traditional VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

The school continues to follow its Strategic Plan which was completed in 2021. The Strategic Plan has at its focus, improving student achievement, engagement and well-being. The resultant Key Improvement Strategies and actions that were derived from the review are based around:

- Maximising student learning in literacy and numeracy by:
  - o Developing, implementing and embedding a whole-school approach to formative and summative assessment.
  - o Building capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
  - o Building teacher capability to differentiate learning tasks to meet students at point of need.
- Strengthen students' agency, engagement and connectedness to school and peers by:
  - o Strengthening opportunities for student voice, agency, and leadership
  - o Developing teacher capability to support students to set goals and monitor own learning progress
  - o Engaging students to support the development of learning opportunities that are engaging and promote curiosity.
- Improving social and emotional wellbeing of all students by:
  - o Developing and implementing a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
  - o Strengthening the partnership between staff, students, carers, and families to create a shared responsibility for student wellbeing.

Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

The school's Strategic Plan supported the development of the school's Annual Implementation Plan for 2022. The Key Improvement Strategies within the school's Annual Implementation Plan (or AIP) for 2022 included:

**Learning** - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

**Wellbeing** - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable  
A range of actions as documented in our 2022 AIP were used to support students using these Strategies including a review of our Instructional Model, Professional Learning Communities Program and Assessment Practices, the use of Literacy and Numeracy initiatives to support learning growth, further embedding our SWPBS Program, development and implementation of more co-curricular activities, support our new stand alone Year 10 Sub School, trial measures supporting students to provide feedback on teacher practice, developing and implementing more opportunities for Student Voice and Agency, even stronger use of IT platforms such Compass throughout the College, developing plans and interventions to further support students with their wellbeing including those in most need.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school continued to have a strong focus on enhancing student learning in 2022. Further developing teacher practice through the implementation of a common Instructional Model, which included Literacy for Learning and the application of School Wide Positive Behaviour across the school was a feature of our work. Furthermore, the use of special programs and initiatives to help drive improvement in student numeracy were also introduced in 2022.

There was a strong focus, across the year, on enhancing teacher collaboration within faculties by reviewing our Professional Learning Communities (PLCs) Program to ensure its success in supporting teaching staff further improve their practice. Teacher development has occurred through the application of the High Impact Teaching Strategies, PLCs and the internal professional learning offered within the school. The College has made further progress in the application of ICT through the use of key programs such as Compass and Office 365 (eg Teams).

NAPLAN learning data shows that results in the top two bands continues to improve with the percentage of students in those band being above similar school averages in Reading, Writing, Grammar and Punctuation and Numeracy.

VCE learning data demonstrates a two point increase in our Average Study Score from 26 to 28. In 2022, 100% of students enrolled in the VCE were able to satisfactorily complete the VCE. We had more Study Scores in the 30s than at any time in the past.

The number of credits satisfactorily completed in VCAL improved from 66% in 2021, to 69% in 2022.

Students in our PSD Program are supported by a co-ordinator, aides and student support group meetings. Teachers set learning goals and modify work to further support those students in the Program. The introduction of PACT (Pakenham Applied Curriculum Team) into the junior years has continued to be successful as a means of supporting identified students in their engagement with school, and the PACT Program will expand to involve more students across more year levels in 2023.

Throughout 2022, we were able to employ tutors within the Tutor Learning Initiative to support identified students. Other funding streams such as MYLNS were also used to support students.

### Wellbeing

Under the banner of 'SOAR', the school continued to embrace a set of values to support the development of each student. The College is focused on implementing 'School Wide Positive Behavior'. Sub School teams had a strong focus on ensuring students remained engaged with school both in the classroom and in respect to our co-curricular program. Along with an increased focus on Student Voice and Agency, more student leadership roles and more co-curricular activities across the College were provided in 2022. Student connection and well-being has further improved as demonstrated by Student Opinion Data. The Student Attitudes to School Survey highlights outstanding growth in a number of areas including a 67% positive endorsement of 'Effective Teaching Time', a 69% positive endorsement of students having 'An Advocate at School', and a 76% positive endorsement of teachers having 'High Expectations for Success'. These results and many others placed us above state averages for the survey. This outstanding growth has been supported by our wellbeing and co-curricular programs.

An enhanced focus on "Respectful Relationships" was discussed throughout 2022 in readiness for this important work to be further implemented with both staff and students in 2023.

Student Wellbeing is further supported by two full time and one part-time Student Wellbeing Officers, a Mental Health Practitioner/Psychologist, a School Nurse and a Youth Worker from the Les Twentyman Foundation. Additionally, there is a Youth Worker who is dedicated to supporting the school's Sudanese students. The learning needs of the College's Koorie students is overseen by the Assistant Principal in charge of Wellbeing.

### Engagement

Our College Motto of 'We Grow Through Connection', highlights the importance of developing positive and meaningful connections with others to support further growth and improvement. At Pakenham Secondary College, we want to be able to provide learning and wellbeing opportunities for all of our students. These opportunities are designed to develop socially responsible, resilient and happy citizens and to build pathways to their future that are important to our students. As a College, we view education as one of the greatest resources we can give the young people who attend our College.

Programs such as SWPBS, our new Peer Support Model at Year 7 and 9, and the Health and Wellbeing Days from 7-9, together with more student choice with subject selection and our stand alone Year 10 Sub School were all used to further improve student engagement.

Course Counselling, and an active Careers Department continue to support students as they transition from school to further education and training. The percentage of students retained as they move from Year 7 to Year 10 has decreased slightly from 64.8% in 2021 to 63% in 2022.

Student exit data is being actively monitored. The percentage of students across Years 10 to 12 who are exiting the College and transitioning to further studies or full-time employment has decreased from 89.1% to 84.4%.

The school continues to have a strong focus on enhancing student engagement within the school. This is supported through further building student leadership opportunities, the on-going utilisation of lunchtime activities, an expansion of our co-curricular program and a more focused use of our Instructional Model together with our Professional Learning Communities Program to support teachers in further improving their practice.

We continued to monitor student attendance closely. In 2022 42% of students were absent for 20 days or more compared to 47% in 2021. Student attendance data for 2022 shows an average absence rate of 30.36 days per student down from 33.37 days in 2021.

We have developed stronger connections with our College Community. We have strengthened our use of Compass, Social Media and how we use local media to inform our College Community of our purpose and what we are achieving for our students in partnership with families. Our Website and work to further promote the College have all further improved throughout 2022. Our students are further engaged with their pathway given the significant changes to our elective program - students now have more choice of the subjects they want to study given the changes to our Curriculum Map in readiness for 2023 and beyond. Our Student Attitudes to School Survey Data again highlights outstanding levels of engagement in 2022 with the 'Learner Characteristics and Disposition Domain' increasing significantly across the board. This included rises of between 6% to 15% for factors including 'Attitude to Attendance', 'Motivation and Interest', 'Perseverance' and 'Self-Regulation and Goal Setting'. Our students 'Sense of Confidence' grew 14% from 43% to 57%. All these factors sat either at or above state averages.

The percentage endorsement of parent satisfaction with the school has further improved from 61.5% in 2021 to 62.8% in 2022. Positive growth was also seen in other key areas such as 'Student Connectedness to School', 78% positive endorsement in 2022, up from 73% positive endorsement in 2021 and 'Promoting Positive Behaviour' 69% up from 59%.

## Other highlights from the school year

There were many highlights across the school year in 2022 for our College. Our co-curricular program grew to include many more opportunities for students in a number of areas including camps, excursions, incursions, sporting competitions and community based activities.

Our planning allowed for the appointment of a Performing Arts Leading Teacher to further drive opportunities for our students in this area of the College for 2023 and beyond.

There were a number of whole school events ranging from our Athletics Carnival and a special Year 12 Farewell Assembly, to Parent Teacher Student Conferences being back on site as we continue to come out of Covid.

Our students engaged in Interschool Sporting Competitions throughout the year, together with representing the College in higher levels of competition in Athletics.

We established community connections with an aged care facility, the primary school sector and local environmental groups to further develop learning and support of the local community.

We were successful in receiving grants such as the Active Schools Grant to support physical education, health and sport within the College. Importantly, we look forward to the current State Government fulfilling their financial commitment for a significant upgrade of our College facilities.

As a College, we continued to use the Framework for Improving Student Outcomes (or FISO) to guide us in our work. DET required schools to focus in on Learning (with an emphasis on Numeracy) and Wellbeing and this was reflected in our AIP for 2022.

## Financial performance

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. The annual result was a net surplus but this was not a significant amount when considering the overall expenditure and revenue available to the College. In 2022, the College was able to fund a number of grounds maintenance projects including an Arborists inspection of our significant number of trees. The school also paid extra costs for the Administration upgrade due to the poor condition of the building. E.G. floors were white ant

damaged and this added an extra \$50k to the project. A large portion of funds, (\$200k) was used to provide a VET Program for our students. The Equity funding that the school has received has supported the school in targeting key activities within its Annual Implementation Plan. There has been a particular focus on the enhancement of the School's Literacy, Numeracy, Engagement and Well-Being programs. Furthermore, the funds have helped to increase the suite of re-engagement and co-curricular programs offered to students and helped to provide the necessary support for teachers to enhance their practice.

**For more detailed information regarding our school please visit our website at**  
**<https://www.pakenhamsc.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 801 students were enrolled at this school in 2022, 391 female and 410 male.

18 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

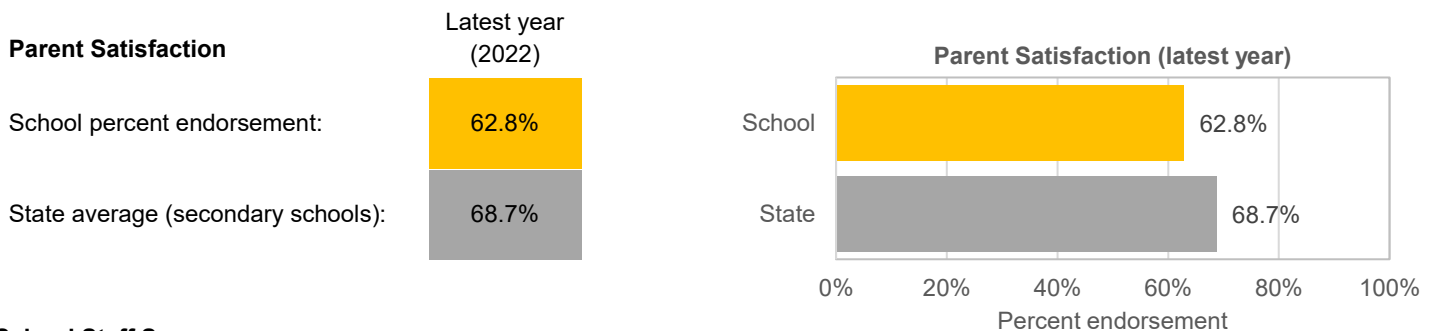
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

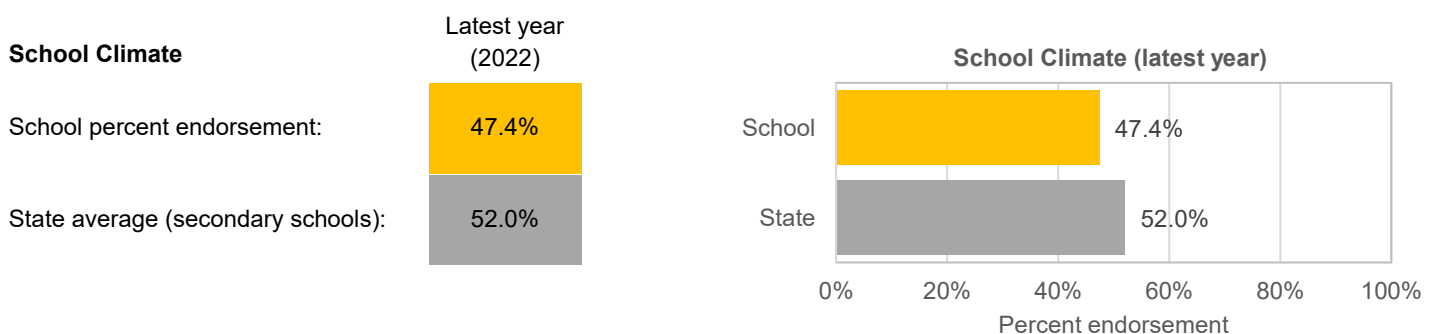


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

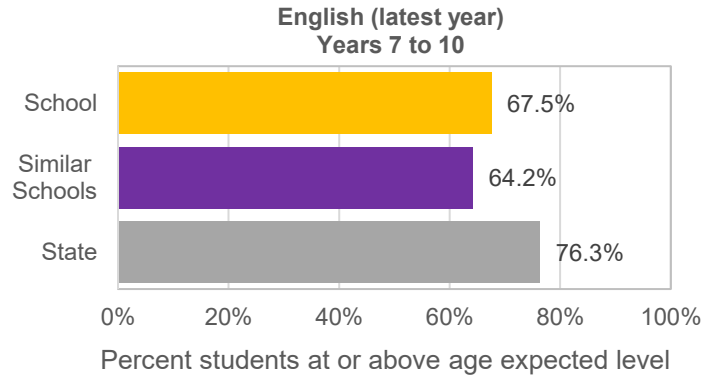
67.5%

Similar Schools average:

64.2%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

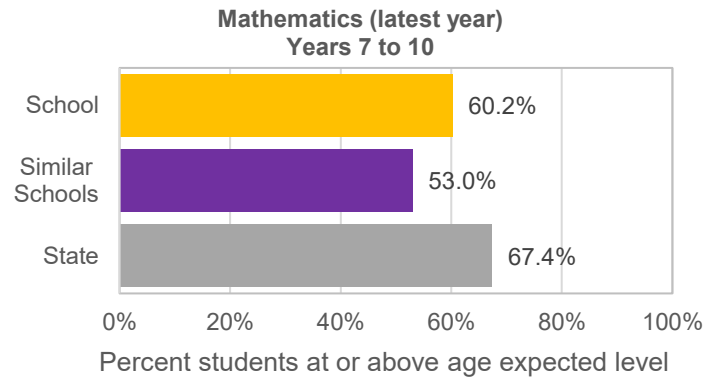
60.2%

Similar Schools average:

53.0%

State average:

67.4%



## LEARNING (continued)

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

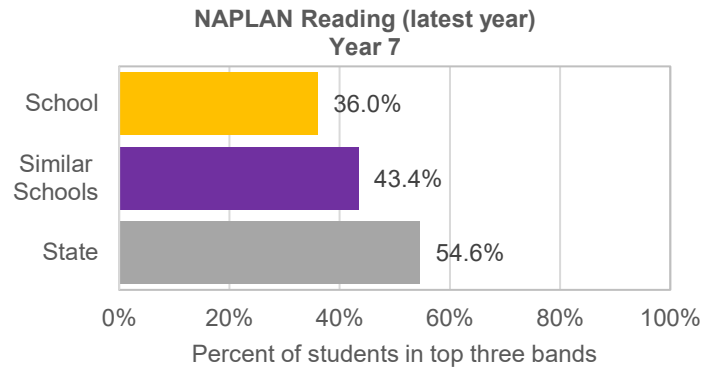
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

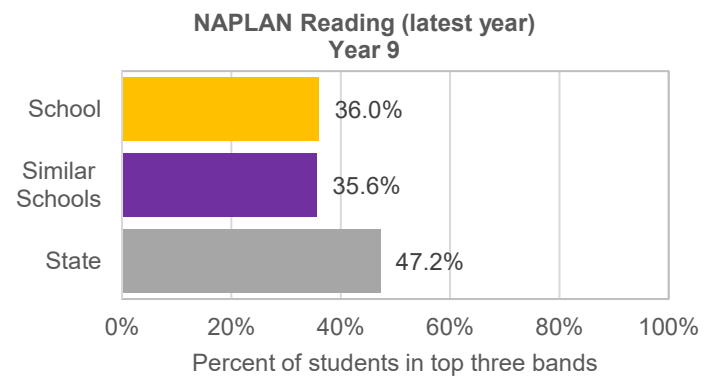
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.0%	37.9%
Similar Schools average:	43.4%	45.3%
State average:	54.6%	55.3%



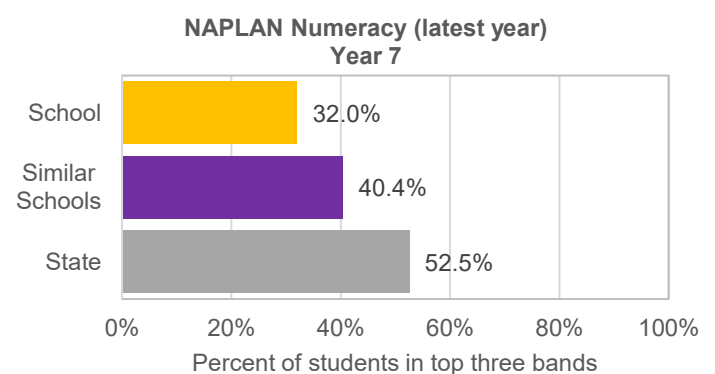
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.0%	33.9%
Similar Schools average:	35.6%	34.8%
State average:	47.2%	46.0%



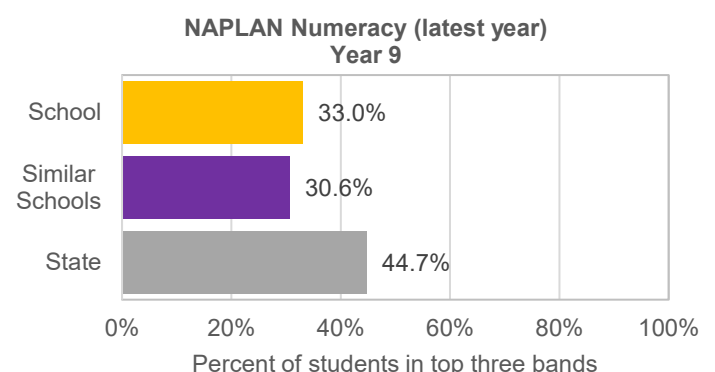
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.0%	34.4%
Similar Schools average:	40.4%	43.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.0%	28.9%
Similar Schools average:	30.6%	32.9%
State average:	44.7%	45.6%



## LEARNING (continued)

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

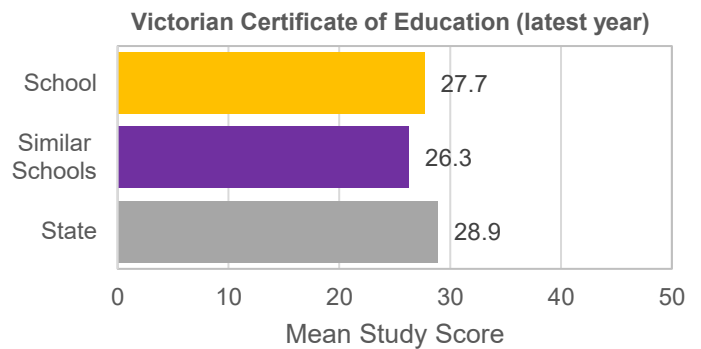
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.7	26.7
Similar Schools average:	26.3	26.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

32%

VET units of competence satisfactorily completed in 2022:

84%

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

69%

## WELLBEING

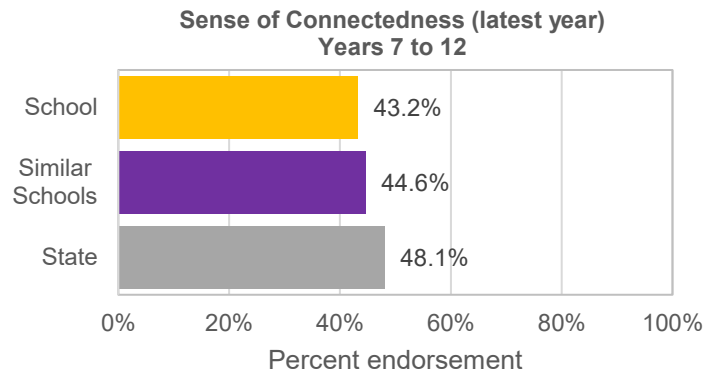
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.2%	40.7%
Similar Schools average:	44.6%	48.9%
State average:	48.1%	52.5%

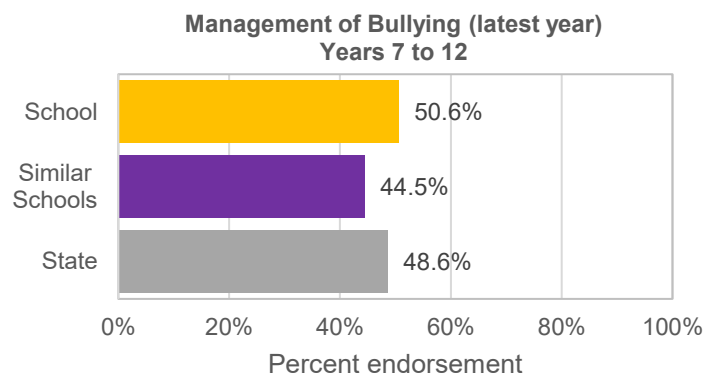


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	50.6%	46.1%
Similar Schools average:	44.5%	50.2%
State average:	48.6%	54.0%



## ENGAGEMENT

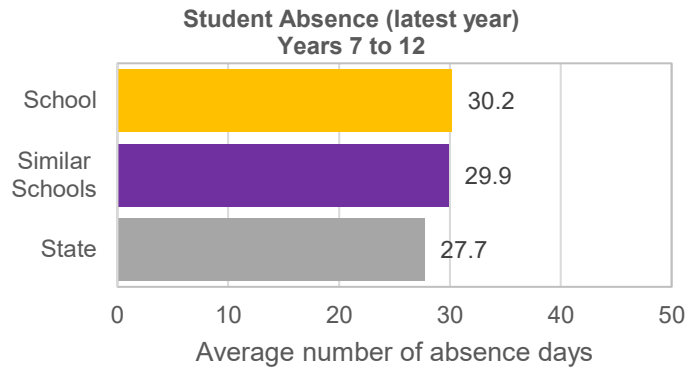
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.2	31.0
Similar Schools average:	29.9	24.4
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

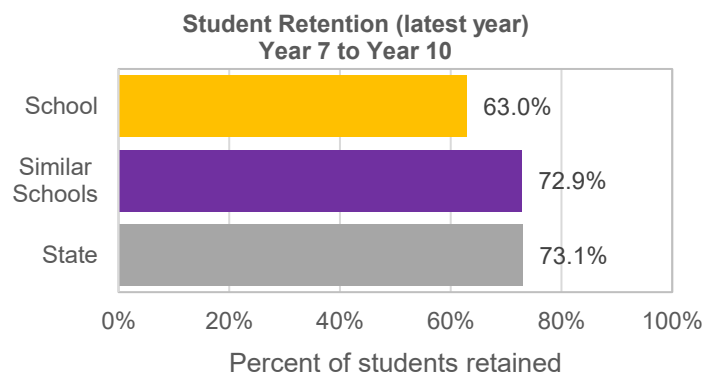
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	80%	85%	91%	92%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	63.0%	64.8%
Similar Schools average:	72.9%	72.4%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

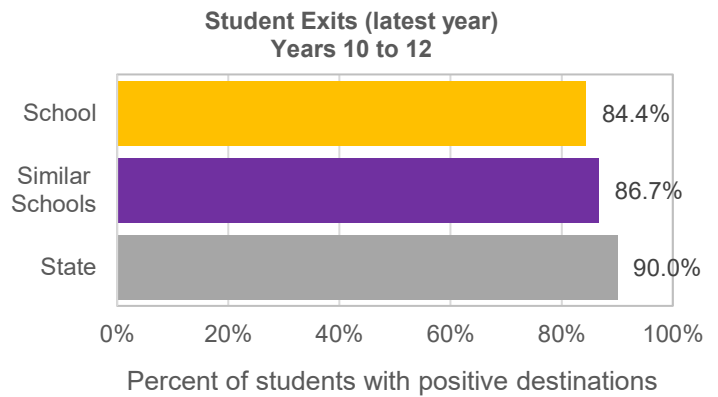
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	84.4%	83.9%
Similar Schools average:	86.7%	86.5%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$10,310,839
Government Provided DET Grants	\$1,377,085
Government Grants Commonwealth	\$12,946
Government Grants State	\$4,122
Revenue Other	\$45,411
Locally Raised Funds	\$126,537
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,876,940</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$796,585
Equity (Catch Up)	\$129,816
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$926,401</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,124,629
Adjustments	\$0
Books & Publications	\$5,445
Camps/Excursions/Activities	\$107,230
Communication Costs	\$23,976
Consumables	\$204,634
Miscellaneous Expense <sup>3</sup>	\$51,495
Professional Development	\$24,417
Equipment/Maintenance/Hire	\$110,233
Property Services	\$301,216
Salaries & Allowances <sup>4</sup>	\$197,882
Support Services	\$453,116
Trading & Fundraising	\$13,433
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$100,763
<b>Total Operating Expenditure</b>	<b>\$11,718,531</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$158,409</b>
<b>Asset Acquisitions</b>	<b>\$325,755</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,029,610
Official Account	\$123,212
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,152,822</b>

Financial Commitments	Actual
Operating Reserve	\$219,179
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$223,420
School Based Programs	\$326,163
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,681
Capital - Buildings/Grounds < 12 months	\$3,849
Maintenance - Buildings/Grounds < 12 months	\$146,331
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,029,623</b>

*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.*