

2021 Annual Report to The School Community



School Name: Parkdale Secondary College (8225)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2022 at 05:13 PM by David Russell (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 April 2022 at 12:10 PM by Steve Galjar (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Parkdale SC is a zoned college, located in the bayside suburb of Mordialloc. Established 58 years ago, this co-educational secondary college has a proud tradition of providing quality public education for the students in the community.

Enrolments at the school continue to trend up with student numbers increasing from 1239 in 2012 reaching a peak of 1823 in 2020 and now stabilizing at 1700. In line with this has been an increase in staff and also with the need to employ additional staff to deliver the Tutor Learning Initiative. In 2021 there were 119.73 Full Time Equivalent (FTE) teaching staff comprising 148 staff members and 34.74 FTE ES staff comprising 47 staff members. One teaching staff member (0.5 FTE) identifies as Aboriginal or Torres Strait Islander.

Within the College population there are a range of students with diverse backgrounds including those in 2021 with:

- disabilities (PSD funded) 32.8 students
 - o level 1 1.0 student
 - o level 2 19.5 students
 - o level 3 8.3 students
 - o level 4 3.0 students
 - o level 5 1.0 student
- Students identifying from a non English speaking background which is approximately 10% of students
- International students - 19 in 2021 given the impact of travel restrictions imposed by COVID-19. Three students who were enrolled undertook their studies remotely online from China. 8 students who completed year 12 had not been home for over two years at the end of 2021. We were providing additional emotional/wellbeing support for these students.
- There are also many high performing Maths/Science, Sporting and Performing Arts students. We provide quality educational programs for all ability levels.

We expect every student to finish their schooling at Parkdale SC having worked towards our motto "Pergo et Perago", Strive and Achieve.

The College vision - "challenging our school community to strive and achieve" and values - Respect, Resilience, Integrity, Aspiration and Empathy underpin College operations, interactions, structures and programs. They work with and support the classroom expectations exuded by the Parkdale Principles – 5Ps – Punctuality, Preparation, Purpose, Participation and Probity.

The school provides comprehensive and diverse range of programs. In Years 7 and 8, students experience a broad curriculum based on the Vic Curriculum. Year 9 is a transition year, with students undertaking learning area based units four days a week and the CONNECT program on a Wednesday. The CONNECT program is inquiry based and aims to build research, problem solving and life skills. In Year 10, students begin their pathway programs which include Year10/VCE; VCE/VET and Applied Learning/VCAL/VET. The Learning Journeys Program in Year 10 links to CONNECT and the VCE Wednesday program.

All students at the College have access to a range of extra-curricular and enhanced learning programs. These include the Arts Enhancement Program (AEP) in Music and Dance; the Elite Sports Program (ESP) in AFL, Soccer, Basketball, Netball, Triathlon and Golf; the Science, Technology and Engineering program (STEP) with the themes of dissections, Formula 1, robotics and forensic science and the Writing Is Necessary (WIP) program. These programs operate outside school hours, are voluntary and there are a number of specialist coaches involved. Over a third of the school student enrolment is involved at any one time, demonstrating high levels of student engagement.

The College is committed to developing strong community links and partnerships at the local, national and international levels in order to extend the range of opportunities for students and to provide the most stimulating and dynamic

learning environment. Local community links include feeder primary schools, local Rotary Clubs and the Mordialloc Community Centre. Internationally the College has enjoyed a 22 year sister school relationship with Osaka Nishi School in Japan. Unfortunately the reciprocal educational exchanges have halted due to COVID-19 travel restrictions. The college has also been involved in World Challenge/Rotary partnered projects overseas.

Further to its community links, seven years ago the College initiated the Parkdale Community Precinct. This precinct provides indoor sporting facilities, theatre and performing arts areas, a Children's Hub, external playing fields and car parks. A governance model has evolved through the cooperation of the partners – the College, the City of Kingston and Mordialloc Community Centre, with the model now a blueprint for other schools and local governments. The precinct caters for large numbers of community members each week.

Framework for Improving Student Outcomes (FISO)

In 2021 the AIP focus was in line with the three stipulated DET priorities

- Priority 1 - Learning, Catch up and Extension
- Priority 2 - Happy, Active and Healthy Kids
- Priority 3 - Connected Schools

In achieving priority one we continued our work with the rollout of the Instructional Model and successfully implemented the Tutor Learning Initiative. In priority two we commenced discussions around wellbeing across the college, explored and furthered links with external agencies and expanded our wellbeing team to cater for the increase in students seeking assistance primarily as a result of the lockdowns. In priority three we continued to provide opportunities for parents to participate in high quality presentations on a range of topics and we continued the practice of online parent/teacher interviews.

The COVID-19 pandemic lockdowns did interrupt further planned programs. Therefore it became necessary the change the focus to how to best deliver curriculum in the online environment and the care and mental wellbeing of students and staff in this environment.

Achievement

In 2021 we focussed on the DET priority and continued our rollout of the Instructional model and ensured that students who were eligible were involved in the Tutor Learning Initiative. As a result of the COVID-19 pandemic, the majority of the stated targets in our Strategic Plan were not our priority in this AIP as we focussed on the stated DET priorities.

Despite the vastly different learning environment and the upheaval that flipping between remote and onsite learning caused students it was pleasing that the VCE median study score remained at 30. We had a dux of 99.65, had more ATARs above 90, an increase in the number of study scores above 40 and two perfect study scores of 50 which were all better results than in previous years.

In regards to NAPLAN the gain achieved by students from Year 7 to 9 was greater in the high gain category than state and similar schools in all disciplines other than writing. Year 9 Numeracy showed an improvement in the percentage of students in the top three bands and was above both similar schools and state average. Year 9 Reading showed a decline in the percentage of students in the top three bands against the four year average. This percentage was lower than the similar schools but above state average. Both these measures were lower than their four year average.

Teacher judgements in Year 7-10 English was on par with similar schools and significantly above the state average for students at or above age expected standards. In Mathematics the result showed teacher judgements were 4% lower for the school against similar schools but well above the state average.

Our own surveys to students/parents regarding the remote learning that was provided was very positive. Staff continued to build their capacity in adapting their teaching to online delivery and assessment and developed new ways of differentiating lessons using a variety of resources.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. In a number of instances these were adjusted to reflect the remote learning environment.

In 2022 we will concentrate on particular aspects of the instructional model (differentiation) as part of the DET Priority - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy and continue to provide the Tutor Learning Initiative (TLI)

Engagement

Despite considerable time and effort to connect students with school throughout the year the lockdown periods stymied any continuity in this area. Surprisingly students were reluctant to use cameras/talk during live lessons. It was like they had reached fatigue levels with the remote period and had mentally switched off. This was particularly so at year 8-10. This was reflected in the Student Attitude to School Survey results in this area.

Further Professional learning for staff in remote teaching was provided but did not have the overall desired effect on the engagement of students. This then contributed to a general feeling of frustration for staff again reflected in the Staff Survey results.

In general lockdown fatigue was experienced across the school community.

A focus in term four was welcoming students back to school and re establishing the daily protocols keeping in mind restrictions that were still placed on the school community. For example the continued face mask mandate, although it may have been considered minor by some, was a constant source of angst for all.

A pleasing aspect was the continued success of the on line parent teacher interviews and the number of parents that participated in the online seminars presented by the Wellbeing team.

Attendance rates were marginally down on previous years with Year 8 and 9 the two levels with the greatest decline. Although still better than the state average we have fallen behind the similar schools average. There were numerous strategies put in place during the remote learning phase of the year to keep the attendance at expected levels at all year levels. When students were back onsite the regular processes to follow up attendance were reinstated. Tutor teachers would be the initial follow up. If required Year level Coordinators would then be involved. This could then escalate to the Team Leader of the year level. At times it was necessary to involve the wellbeing team to assist a student to improve their attendance rate. Of note was an initiative implemented in Year 9 around attendance and engagement which saw improved attendance at this year level through the remote period after dropping a significant amount in the first weeks.

Pleasingly the retention rate of students remained well above state and similar school averages. Additionally, 100% of the students who exited the College in Year 10-12 did so to either further studies or full time employment. This was higher than similar schools and the state average.

Wellbeing

The plan was to review, assess and refocus the whole school approach to wellbeing and create a common understanding with this process being completed. As part of this teachers were to incorporate evidence based practices to support social/emotional learning in classes and in planning units of work. Unfortunately this work was put on hold as lockdown occurred and any further work was postponed.

Through the year, work was done to strengthen relationships with regional and external support agencies to continue to assist us to provide the best possible care for our students.

Throughout the lockdown, identified students received individualised support that was regularly monitored.

Prior to lockdown we were seeing a decrease in student numbers in Tier 2 & 3 cases, and an overall decrease in numbers.

The sense of connectedness to school for students in Years 7-12 showed a decline against the four year average. This percentage was lower than the similar schools and the state average. Both these measures were also lower than their four year average. There was a similar result in the Management of Bullying category. There is, however, a footnote to these results that must be taken into account in both categories. Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Finance performance and position

Overall, the school's financial position continues to be sound due to considerable planning and effective management of available resources over the past few years.

There have been a slight decrease in student numbers across all levels. When coupled with the better management of our student numbers in classes this has meant a significantly more efficient staffing model has been able to be achieved.

Equity funding was directed towards the provision of the school based numeracy and literacy support. As commitments had been made the shortfall for the staffing of these programs was made up through reserves the college has. The shortfall was a direct result of the reduction in the number of international students in the college given the COVID-19 travel restrictions.

As a result of COVID-19 restrictions there was a significant drop in income from the hire of school facilities by external groups. This drop in revenue was offset by the decrease in maintenance costs of the facilities and grounds.

A large portion of the surplus is committed to Building and Grounds projects throughout the school. This includes the re-establishment of the grounds after the finish of the building upgrade (\$9.6 million - classrooms, first aid centre, hardcourts), the upgrading of classrooms that will remain, in particular E Block, refurbishment of the C Block toilets, the set up of the Whole School Literacy and Numeracy programs and other projects that will enable the school to adequately resource the desired outcomes as outlined in the Strategic Plan.

Through prudent and fiscally responsible budgeting we have also been setting aside funds to replace large assets at the end of their life span. As an example this expenditure enabled us to replace ovens in the food technology area and information technology hardware that were at end of life. The DET do not fund this expenditure. The caveat on this and other expenditure is the reduction in revenue as a result of the interpretation of the parent payment policy for 2022. In particular, items have had to be moved from essential to voluntary along with the bulk of the items that made up the school council contributions. As a result the collection rate has dropped from 80% to 10% which in dollar terms is approx \$400 000. This therefore places the college in a situation whereby if the payment level does not increase there will need to be cuts to the programs and services that are provided.

For more detailed information regarding our school please visit our website at

<https://www.parkdalesc.vic.edu.au>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 1790 students were enrolled at this school in 2021, 779 female and 1011 male.

11 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

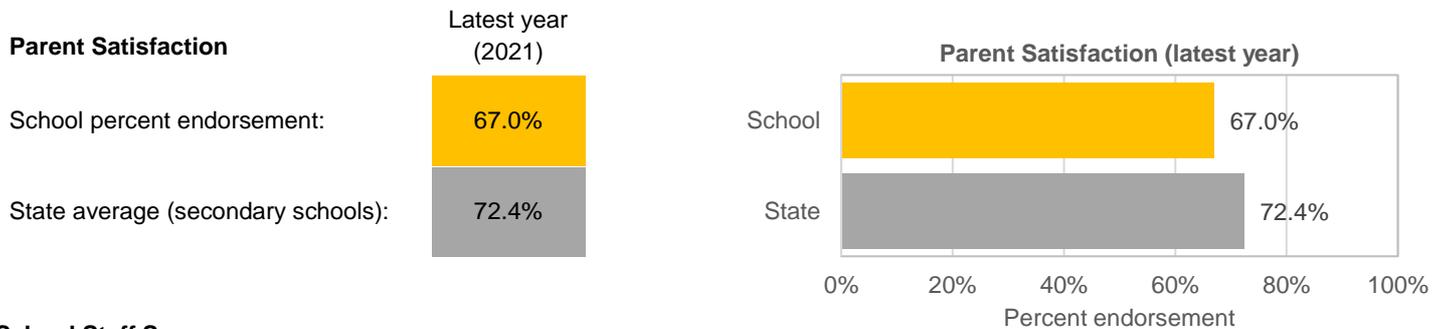
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

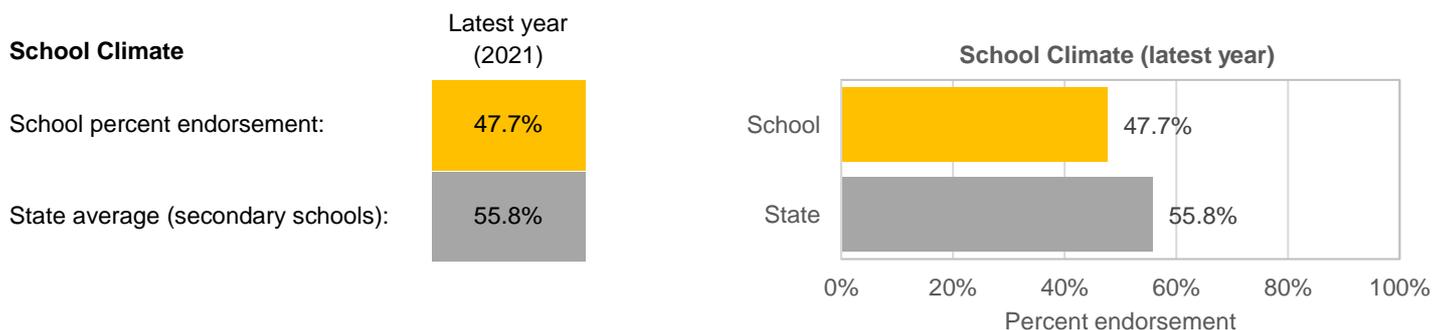


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

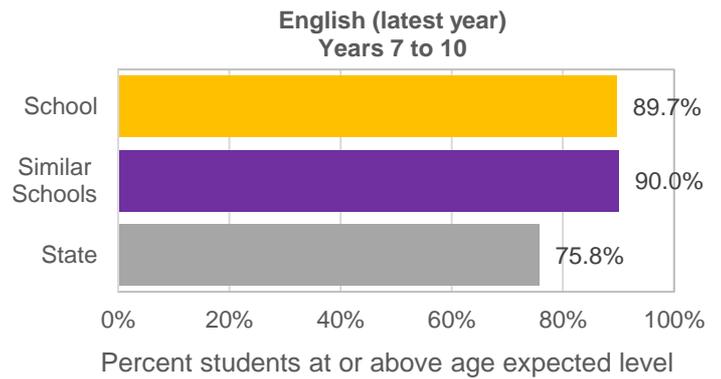
89.7%

Similar Schools average:

90.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

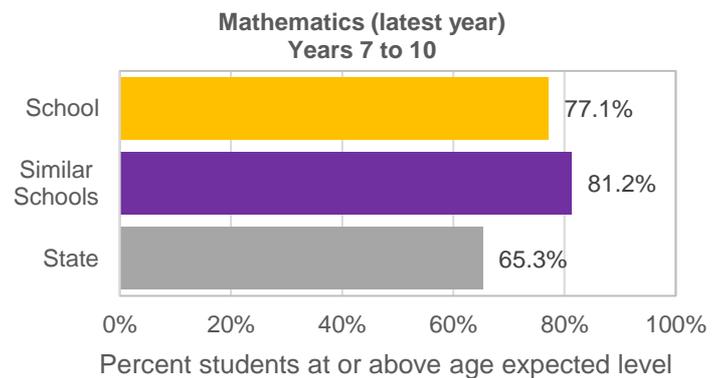
77.1%

Similar Schools average:

81.2%

State average:

65.3%



ACHIEVEMENT (continued)

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

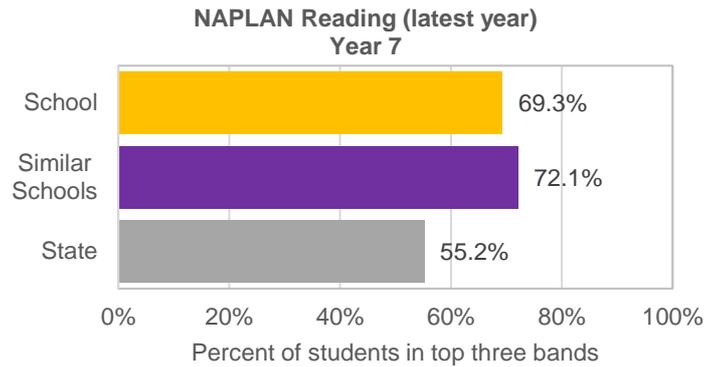
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

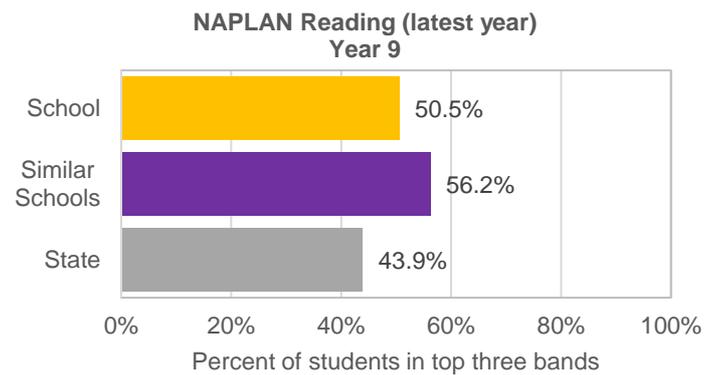
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.3%	69.3%
Similar Schools average:	72.1%	71.4%
State average:	55.2%	54.8%



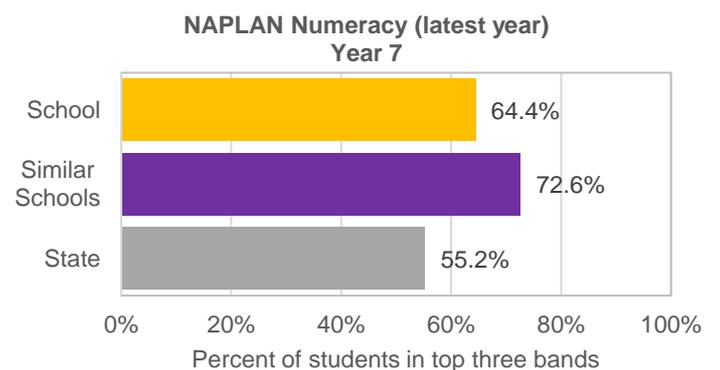
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.5%	55.6%
Similar Schools average:	56.2%	59.2%
State average:	43.9%	45.9%



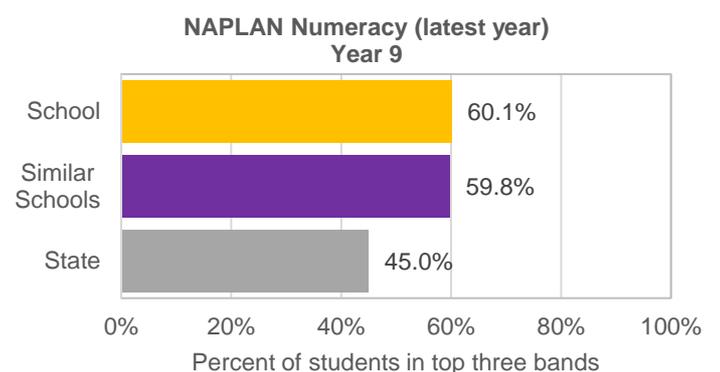
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.4%	70.7%
Similar Schools average:	72.6%	72.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.1%	59.0%
Similar Schools average:	59.8%	62.1%
State average:	45.0%	46.8%



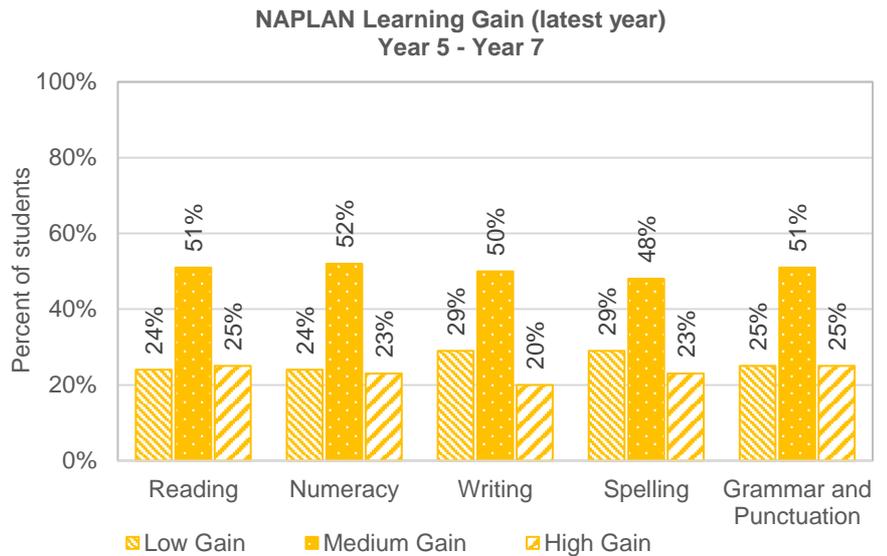
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

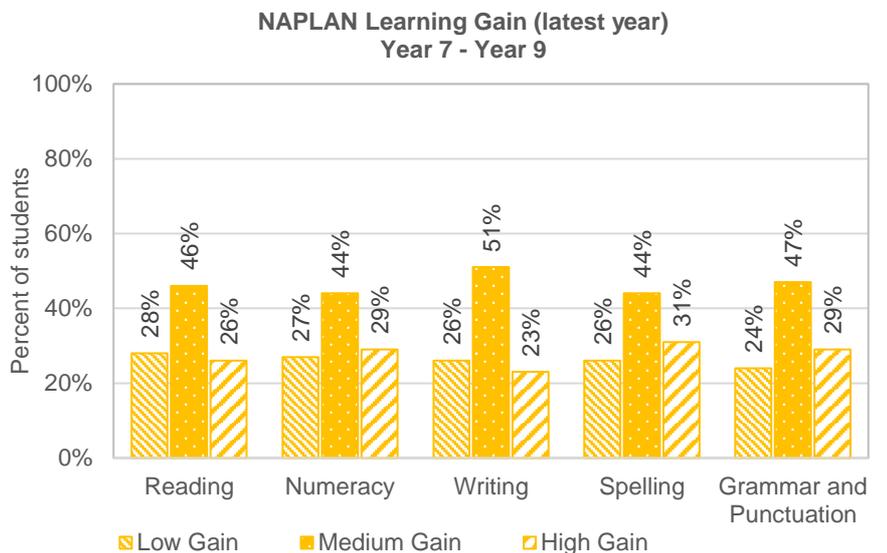
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	51%	25%	26%
Numeracy:	24%	52%	23%	25%
Writing:	29%	50%	20%	25%
Spelling:	29%	48%	23%	25%
Grammar and Punctuation:	25%	51%	25%	25%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	46%	26%	26%
Numeracy:	27%	44%	29%	26%
Writing:	26%	51%	23%	25%
Spelling:	26%	44%	31%	28%
Grammar and Punctuation:	24%	47%	29%	26%



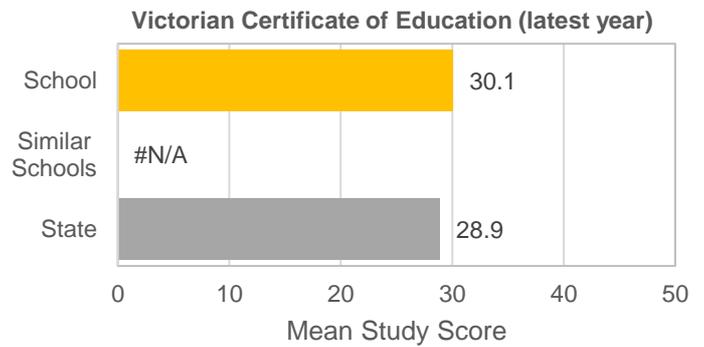
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	30.1	29.7
Similar Schools average:	29.8	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

97%

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

35%

VET units of competence satisfactorily completed in 2021*:

76%

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

92%

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

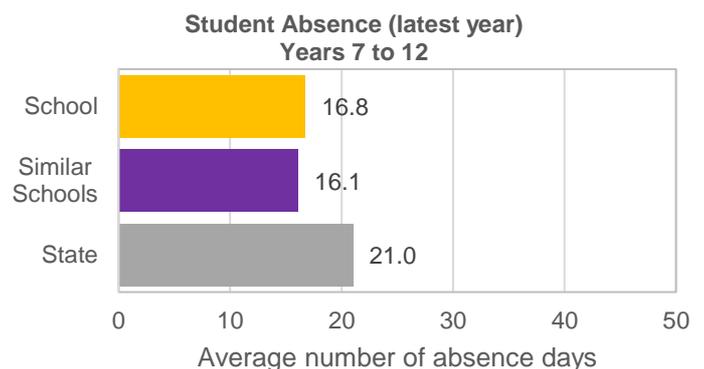
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	16.8	15.6
Similar Schools average:	16.1	15.5
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

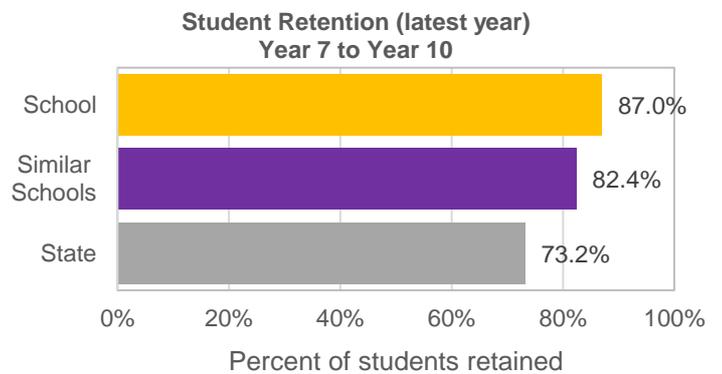
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	91%	90%	91%	92%	93%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	87.0%	86.2%
Similar Schools average:	82.4%	80.9%
State average:	73.2%	72.9%



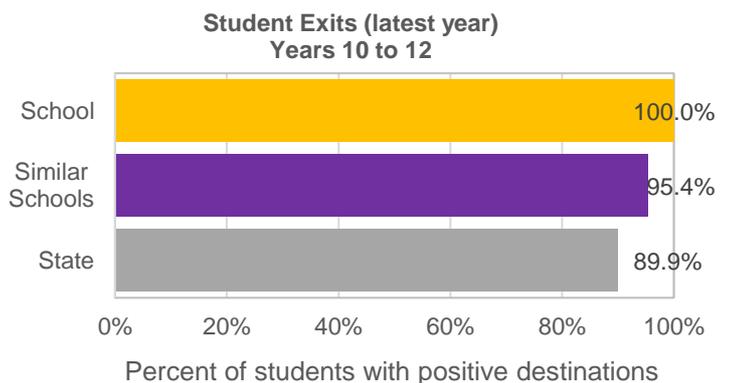
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.5%
Similar Schools average:	95.4%	95.0%
State average:	89.9%	89.2%



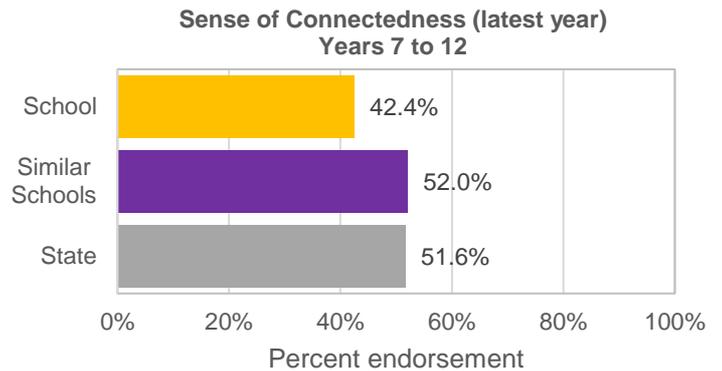
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.4%	49.3%
Similar Schools average:	52.0%	55.6%
State average:	51.6%	54.5%

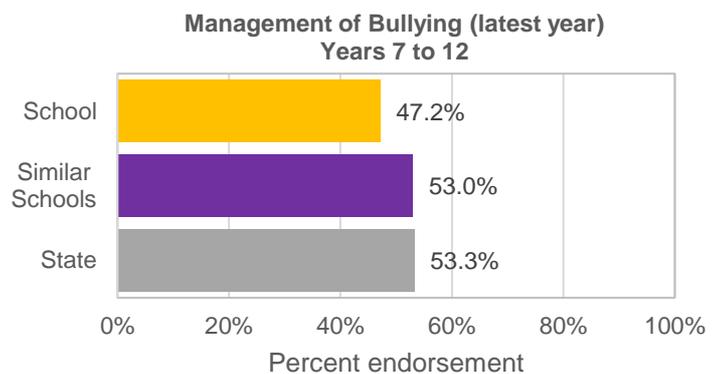


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	47.2%	53.9%
Similar Schools average:	53.0%	57.4%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$17,318,858
Government Provided DET Grants	\$2,686,310
Government Grants Commonwealth	\$33,524
Government Grants State	\$14,338
Revenue Other	\$11,580
Locally Raised Funds	\$1,784,515
Capital Grants	\$1,675
Total Operating Revenue	\$21,850,799

Equity ¹	Actual
Equity (Social Disadvantage)	\$86,357
Equity (Catch Up)	\$59,921
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$146,279

Expenditure	Actual
Student Resource Package ²	\$17,142,975
Adjustments	\$0
Books & Publications	\$13,897
Camps/Excursions/Activities	\$738,353
Communication Costs	\$27,427
Consumables	\$665,671
Miscellaneous Expense ³	(\$221,074)
Professional Development	\$26,884
Equipment/Maintenance/Hire	\$220,997
Property Services	\$485,202
Salaries & Allowances ⁴	\$1,701,076
Support Services	\$180,868
Trading & Fundraising	\$14,307
Motor Vehicle Expenses	\$3,451
Travel & Subsistence	\$0
Utilities	\$158,401
Total Operating Expenditure	\$21,158,436
Net Operating Surplus/-Deficit	\$690,688
Asset Acquisitions	\$117,360

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$4,039,074
Official Account	\$125,291
Other Accounts	\$47,925
Total Funds Available	\$4,212,290

Financial Commitments	Actual
Operating Reserve	\$597,328
Other Recurrent Expenditure	\$10,715
Provision Accounts	\$0
Funds Received in Advance	\$3,458
School Based Programs	\$59,295
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,326
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$3,000,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$325,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,007,123

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.