

2022 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 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 24 March 2023 at 12:56 PM by David Russell (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 10:41 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 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
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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

Parkdale SC is a zoned college, located in the bayside suburb of Mordialloc. Established 59 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 after the impact of the introduction of enrolment zones sits at 1710 comprising 728 female (42.6%), 982 male (57.4%) for 2022. 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 2022 there were 116.08 Full Time Equivalent (FTE) teaching staff comprising 140 staff members and 35.48 FTE ES staff comprising 44 staff members. One teaching staff member (0.5 FTE) identified as Aboriginal or Torres Strait Islander.

Within the College population there are a range of students with diverse backgrounds including those in 2022 with:

- 32.0 disabilities (PSD funded) students across levels one to five.
- Students identifying from a non English speaking background which is approximately 10% of students
- International students - 24 in 2022 given the impact of travel restrictions imposed by COVID-19. 7 students who completed year 12 had not been home for over three years at the end of 2022. 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 23 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Given that NAPLAN was not sat in 2020 there is no Year 7 data to measure gain from Year 7 to Year 9 which is the usual measure. It therefore makes commentary more difficult as there is no base data for the Year 9 cohort.

Year 9 Numeracy showed we were 4% below similar schools but 12% above the state average. Unfortunately we do not know whether the gap to similar schools for this cohort has increased or decreased from Year 7. Year 9 Reading showed a similar result to Numeracy. The Year 7 results show a similar trend to the four year average with the results below the similar schools but above the state 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 8% lower for the school against similar schools but well above the state average.

The VCE results continued the trend of improving and being above the similar schools average and state average in both 2022 and over the four year average. There was a 99% successful completion of VCE and 95% of VCAL credits satisfactorily completed. One must factor in that there were students enrolled in VCAL that took up full time apprenticeships and employment through the year. In some instances this resulted in an unsatisfactory completion as they took up the employment opportunity post the close date for us to withdraw the student.

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 difficulties some students encountered in the return to full time onsite learning.

In 2023 we will concentrate on particular aspects of the instructional model (differentiation, checking for understanding etc) as part of our Strategic Plan Goal to maximise the achievement and learning growth of every student. This also encompasses the DE Priority - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. In addition we will continue to provide the Tutor Learning Initiative (TLI).

Wellbeing

The plan was to review, assess and refocus the whole school approach to wellbeing and create a common understanding. This process was completed. As part of this teachers incorporated evidence based practices to support social/emotional learning in classes and in planning units of work.

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.

The sense of connectedness to school for students in Years 7-12 showed an increase against the four year average where the 2022 result was above this average. This percentage was now only marginally lower than the similar schools and marginally higher than the state average. Both these measures were also lower than their four year average. Given these results it was pleasing that our school result for 2022 improved against the downward result for similar schools and the four year average.

In the Management of Bullying category our result for 2022 was above similar schools and the state average. It was still below in the four year average but it was pleasing that it was moving in a positive direction.

Engagement

Attendance rates were marginally down on previous years across all year levels. Although still better than the state average we have fallen behind the similar schools average. 2022 presented unique challenges in regards to attendance. There were students reluctant to attend after the remote periods of the previous two years. There were parents who were reluctant to send their child(ren) to school after the remote periods. There were students who had to isolate for a mandatory five days when a close contact or were positive to COVID-19. As the year progressed these factors did subside. They were then replaced by the 'freedom' factor. Interstate and overseas travel opened up again and students were absent on family holidays/visiting relatives they had not seen in three years etc. This all has an impact on the attendance rates and for a large part out of our control. To address the attendance issues our 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.

Pleasingly the retention rate of students and the percentage of students exiting to further studies or employment remained well above state and similar school averages.

Other highlights from the school year

It was very pleasing that we were again able to operate our camps program at Year 7,9 and 12. The building of the connectedness between staff and students at these activities is invaluable when students return to the classroom. This was supported by the return of excursions off site enabling students to extend their learning beyond the classroom.

As a school were able to come together at the Whole School Swimming and Athletics carnivals. Again events that had been cancelled in previous years. These are the two occasions in the school year where the whole school participates in the one event on the same day. They are important in terms of culture of the school bringing together students from all year levels.

Interschool sport made a welcome return to the daily calendar. The interschool sport program allows many students the opportunity to play and represent the college. It is not always about winning but the participation and playing with classmates is so important to life at school for many students. We were able to celebrate that two teams (Y8 Boys Hockey, Y8 Boys Cricket) made their respective state finals where they both finished runners up. There were also a number of individual students who competed in the State finals in swimming, athletics and cross country.

For the first time since 2019 we were able to recognise outstanding student achievement at the end of year Celebration of Student Achievement (COSA) at the Frankston Arts Centre. Besides the presentations of the academic and leadership awards their were performances from our dance, drama and music students highlighting the many talented students in the school.

Financial performance

Overall, the school's financial position continues to be strong 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.

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, landscaping areas of the school outside the scope of the current capital works, 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 DE 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 30% which in dollar terms is approx \$600 000. 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 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 1710 students were enrolled at this school in 2022, 728 female and 982 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).

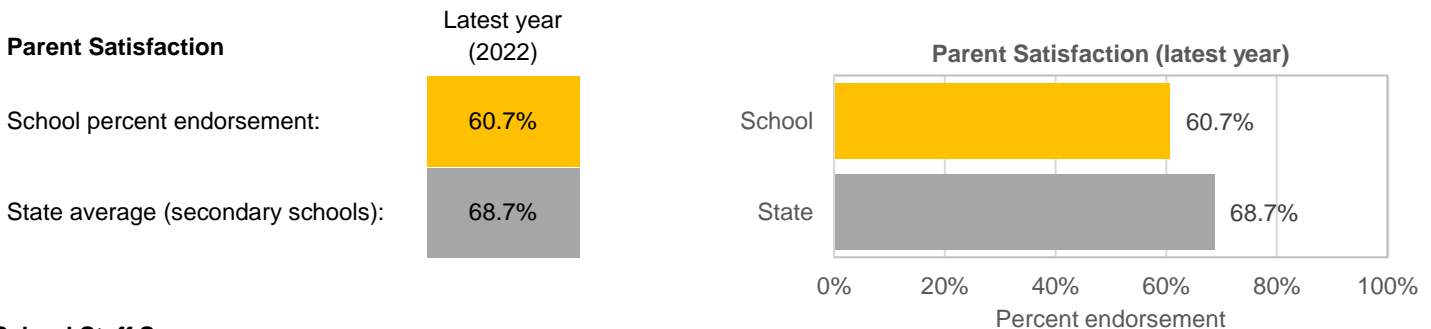
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

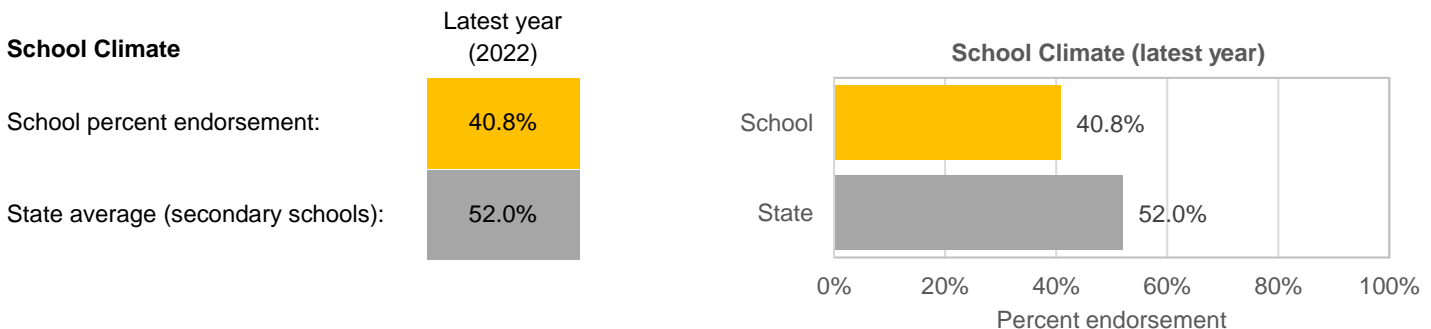


School Staff Survey

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.



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:

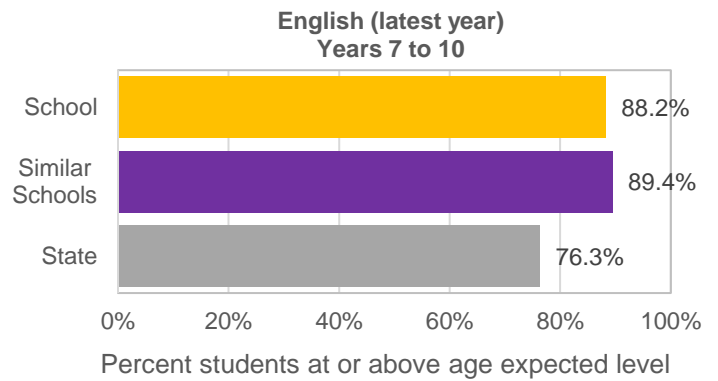
88.2%

Similar Schools average:

89.4%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

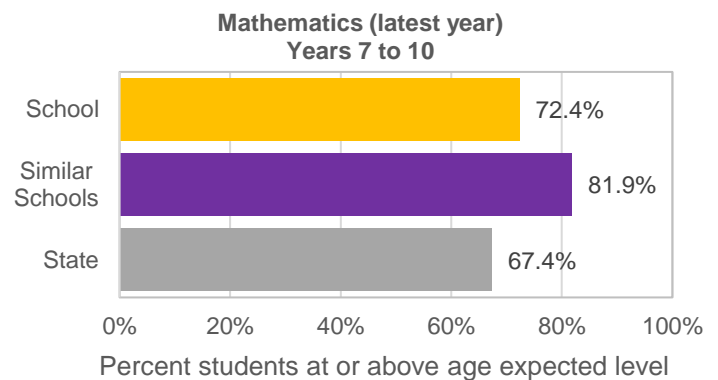
72.4%

Similar Schools average:

81.9%

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.

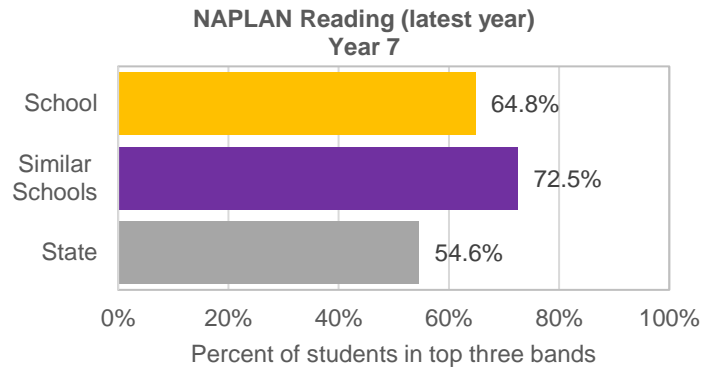
NAPLAN

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.

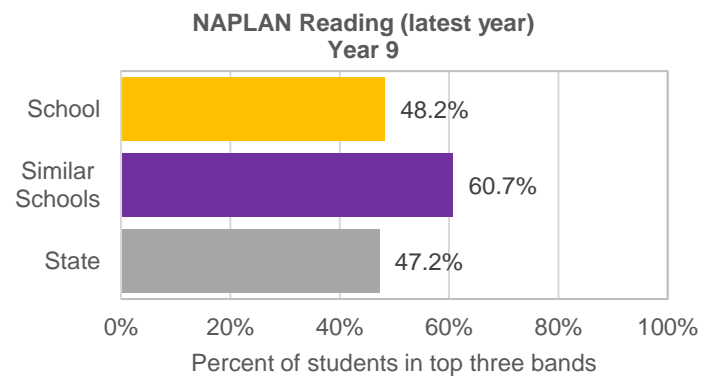
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.8%	68.2%
Similar Schools average:	72.5%	72.6%
State average:	54.6%	55.3%



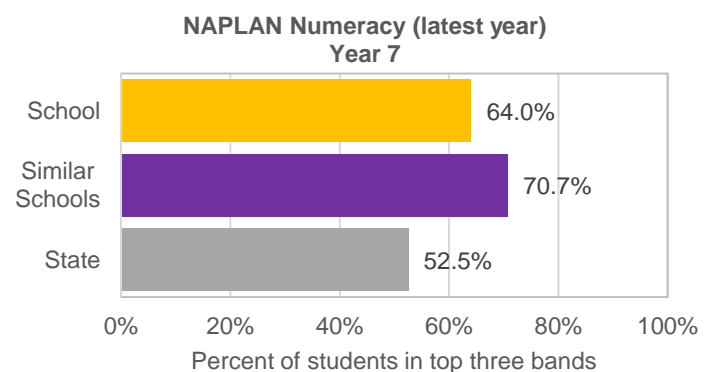
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.2%	52.7%
Similar Schools average:	60.7%	60.0%
State average:	47.2%	46.0%



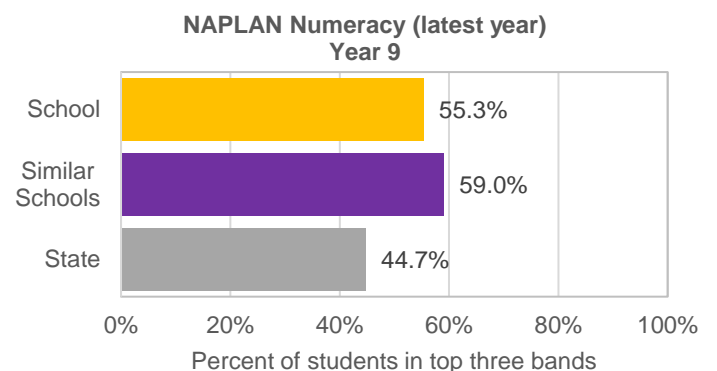
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.0%	66.9%
Similar Schools average:	70.7%	72.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.3%	57.3%
Similar Schools average:	59.0%	61.2%
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.

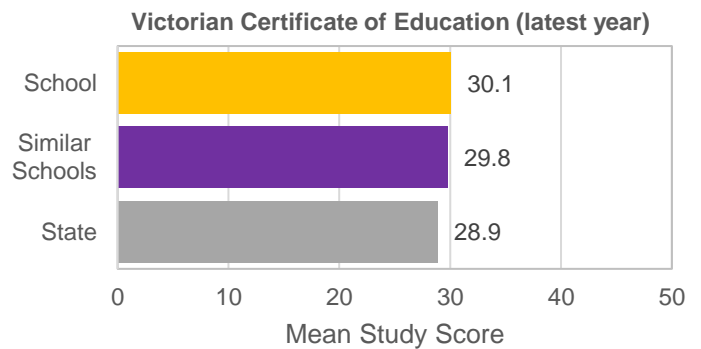
Victorian Certificate of Education (VCE)

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	30.1	29.9
Similar Schools average:	29.8	29.9
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

27%

VET units of competence satisfactorily completed in 2022:

97%

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

95%

WELLBEING

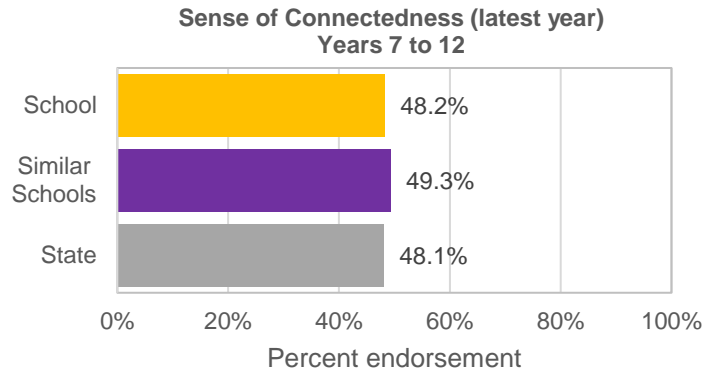
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	48.2%	47.4%
Similar Schools average:	49.3%	53.6%
State average:	48.1%	52.5%

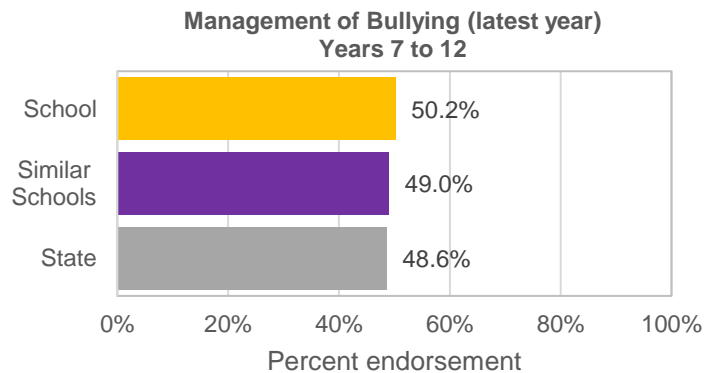


Student Attitudes to School – Management of Bullying

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:	50.2%	50.9%
Similar Schools average:	49.0%	54.6%
State average:	48.6%	54.0%



ENGAGEMENT

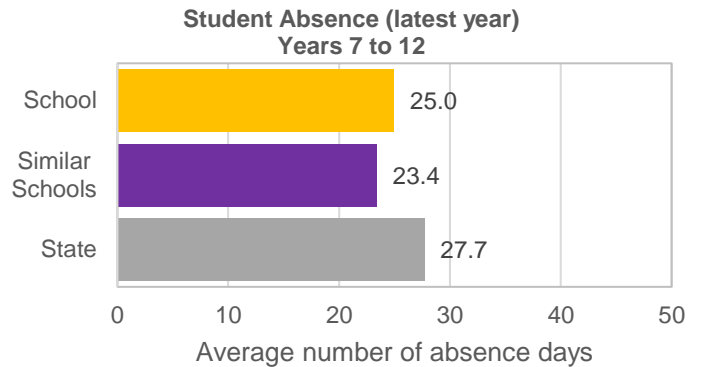
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.0	17.9
Similar Schools average:	23.4	17.2
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.

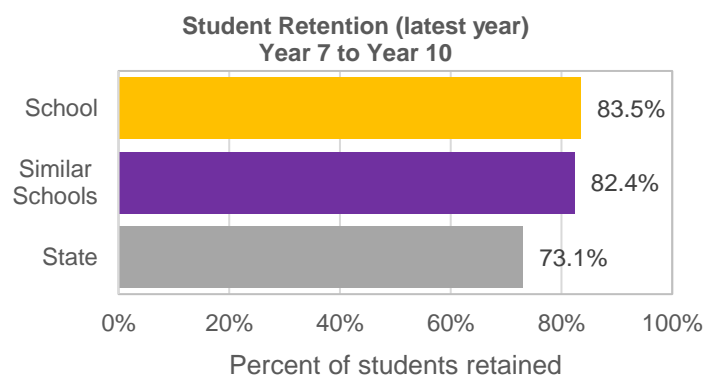
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	88%	85%	87%	89%	88%

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:	83.5%	85.0%
Similar Schools average:	82.4%	81.6%
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.

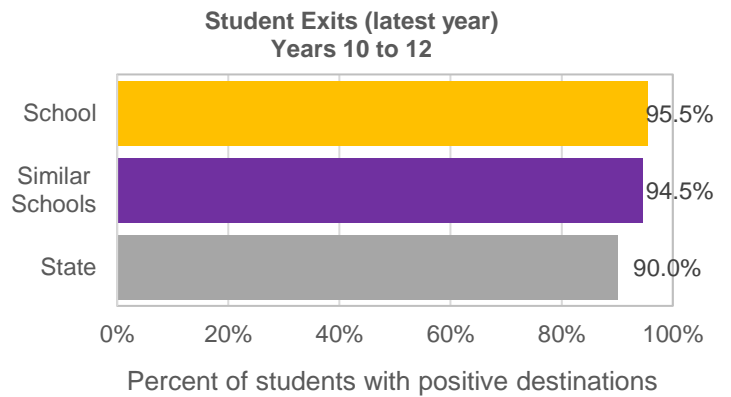
Students exiting to further studies or full-time employment

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:	95.5%	98.5%
Similar Schools average:	94.5%	95.1%
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	\$17,612,356
Government Provided DET Grants	\$2,479,532
Government Grants Commonwealth	\$25,058
Government Grants State	\$23,070
Revenue Other	\$130,224
Locally Raised Funds	\$1,779,132
Capital Grants	\$0
Total Operating Revenue	\$22,049,372

Equity ¹	Actual
Equity (Social Disadvantage)	\$84,396
Equity (Catch Up)	\$63,965
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$148,361

Expenditure	Actual
Student Resource Package ²	\$17,070,469
Adjustments	\$0
Books & Publications	\$27,339
Camps/Excursions/Activities	\$697,388
Communication Costs	\$30,631
Consumables	\$956,474
Miscellaneous Expense ³	\$80,882
Professional Development	\$32,580
Equipment/Maintenance/Hire	\$226,396
Property Services	\$540,369
Salaries & Allowances ⁴	\$813,450
Support Services	\$132,071
Trading & Fundraising	\$28,088
Motor Vehicle Expenses	\$2,062
Travel & Subsistence	\$317
Utilities	\$189,450
Total Operating Expenditure	\$20,827,967
Net Operating Surplus/-Deficit	\$1,221,405
Asset Acquisitions	\$454,306

- (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	\$4,217,598
Official Account	\$193,907
Other Accounts	\$48,489
Total Funds Available	\$4,459,993

Financial Commitments	Actual
Operating Reserve	\$544,908
Other Recurrent Expenditure	\$109,148
Provision Accounts	\$0
Funds Received in Advance	\$57,059
School Based Programs	\$760
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,902
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$3,025,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,959,776

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.