

# 2021 Annual Report to The School Community



**School Name: East Doncaster Secondary College (7773)**



- 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 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 17 March 2022 at 12:40 PM by John Roberts (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 07 April 2022 at 03:37 PM by Stefan Kazakis (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

East Doncaster Secondary College is a large, single campus, co-educational school with a focus on high academic achievement, excellence in teaching and learning, student connectedness and wellbeing and a broad, inclusive co-curricular program, situated in the eastern suburbs of Melbourne.

In 2021, East Doncaster Secondary College had an enrolment of 1598 students. We have 144.8 equivalent fulltime staff, 4 Principal Class members, 135 Teachers and 43 Education Support staff.

As a College, we strive to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. The College values of curiosity, excellence, fairness, respect, resilience, teamwork, care and compassion reflect these desired outcomes.

We have high expectations that our students will commit to being supportive of each other as they strive for success as learners. Preparing young learners to live and work in a globalised world is a key priority for our College.

The extreme circumstances of 2021 once again challenged our students, staff and all within our community. Despite the challenges and uncertainty of the year, our students and staff yet again displayed a positive mindset and a resilient approach. Our teachers and support staff were committed to ensuring that the learning and wellbeing of students was a clear priority in our practices and communications.

Once again in 2021, the school provided a rigorous and successful Remote and Flexible Learning program during the challenges and lockdowns imposed by COVID-19. Our Wellbeing and Sub-School teams provided additional expert support to identified students and families throughout, and as part of transitions back to campus in term four. The Tutor Learning Initiative was introduced in 2021 to ensure additional literacy and numeracy support was provided for targeted students whose learning progress may have been impacted by the COVID lockdowns of 2020. This program will continue in 2022.

It is pleasing, therefore, to be able to reflect that our student achievement data continued to be excellent across a range of data sets and year levels in 2021.

Diversity adds to the scope and quality of the students' educational experience at East Doncaster Secondary College. We are proudly multicultural across more than 40 nationalities, with an international student program of over 50 students in 2021.

The College offers an array of alternative pathway options to enable greater flexibility in our ability to cater for individual needs. Students have access to external VET provision and a quality delivery of vocational pathway options that include VCAL (as a member of the atEAST consortium). We are the host-school for the Eastern Metropolitan Cluster of the VCE Headstart program.

As a high performing school, East Doncaster Secondary College prides itself on academic excellence in an environment where student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that such outcomes can best be achieved in an environment where students are happy, healthy and connected.

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### Framework for Improving Student Outcomes (FISO)

Our College Strategic Plan (2020-2023) introduced nine key improvement strategies centred on the two FISO improvement initiatives of 'Excellence in teaching and learning' and 'Community engagement in learning'. Our strategic direction is focussed upon the development of improvement in the following key directions:

- Curriculum and Assessment
- High Impact Teaching Strategies
- Student Wellbeing and Connectedness

Our challenge, within this contextual framework, lies in our ability to continue to improve learning outcomes for all students, namely by:

- Building the pedagogical expertise of teaching staff in the areas of personalized learning, cognitive demand and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress
- Building the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students and which more closely reflect students' achievements in external assessments
- Building teacher capacity and effectiveness in improving Literacy outcomes across the school
- Building staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on our 'Positive Futures' agenda.
- Developing programs and opportunities for students to develop resilience, optimism, emotional intelligence and a global mindset.

In 2021, our Teaching staff have continued to build their understanding of highly effective practice, their capacity to improve pedagogy in response to student achievement data, and their capacity to support student learning progress from varied starting points, particularly in the remote learning environment that was first encountered in 2020. The focus was on engaging with students through the platforms of Microsoft Teams and the Compass learning management tool to check for student engagement, understanding and progression. This was supported by a responsive professional learning program throughout the remote learning period, led by and supported by the College's Learning Specialists, Leadership Team, and Learning Domain Leaders.

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## Achievement

At East Doncaster Secondary College we have a strong tradition of academic excellence.

Our College continually performs well above the state medians in all areas of student learning, including literacy, numeracy and a wide range of VCE Studies.

Our VCE results continued to improve in 2021. Our students achieved a mean VCE study score of 33 and 16.7 % of study scores at or above 40. Four students received a perfect score of 50. The (joint) Dux of our College received an ATAR of 99.85. 49% of students achieved an ATAR above 80. 29% of students received an ATAR above 90. These results strongly reinforce the effectiveness of the strategies the College is undertaking to seek continual improvement in student learning outcomes and is a credit to students and teachers alike – made even more commendable against the backdrop of two COVID impacted years.

The College has a long standing and successful International Student Program. The students in this program generally earn strong VCE outcomes and regular surveys indicate International students and their families feel very well supported. The International Student Team provide specific homework clubs and support for students within the ISP and local EAL students which are well attended.

Our NAPLAN data indicates our students are strong performers in both Literacy and Numeracy. Year 7-9 students in the top three bands of testing in NAPLAN were above state and similar schools in all Year 7- 9 Reading and Numeracy NAPLAN data. NAPLAN learning gain data between Year 7 (2019) and Year 9 (2021) shows that 74 % of students have demonstrated medium to high growth in Reading and 77% of students have demonstrated medium to high growth in Writing. 74% of students demonstrated medium to high learning gain in Numeracy. Whilst uniformly pleasing, the College will continue to focus upon lifting a higher percentage of students into the 'high gain' categories in reading, writing and numeracy as a key component of our whole-school Literacy and Numeracy Strategy that will be finalised in 2022.

With over 75% of our students having language backgrounds other than English, a strong focus continues to be on literacy improvement. The College continues to identify all students who are performing above and below expected levels. This data is communicated to all teachers so that when working collaboratively on curriculum, specific teaching strategies are explored that will most effectively meet the learning needs of all students.

The College's small cohort of PSD students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

Despite these results, our College continues to look for ways to achieve further improvement in student learning outcomes through the implementation of the key improvement strategies of our School Strategic Plan.

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## Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community.

Attendance is a key indicator of students' engagement with the school and with their learning. It is therefore pleasing to see that our attendance rates are well above Victorian Government Secondary School averages. College student attendance continues to be above 90% at all Year Levels. Our average 2021 attendance rate for Year Levels 7-12 sits at 92.8%, which reflects the commitment and application of our students and the broader value the East Doncaster College community places on education.

The average annual student absenteeism of 12.2 days is below the similar school average of 13.4 days and well below the state average of 21.0 days.

As was the case in 2020, both the Student Sub-School and Student Wellbeing Teams worked closely with relevant families in order to implement strategies to improve attendance and learning outcomes for students who found it difficult to undertake remote learning.

Student retention rates for Years 7-12 continue to be above the State median benchmarks. This continued positive trend of student retention, particularly in the senior school, is partly related to students having greater access to vocational pathways via VET, intermediate and senior VCAL/Headstart programs at the College.

Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course advice, VCE Information Evenings and Work Experience opportunities. Year 12 students are expertly supported through regular and ongoing careers counselling and pathways planning.

Student exit data reflects a culture of academic success, aspiration and a thorough preparation for tertiary education – in excess of 98 % of our senior school students progress directly to tertiary studies or full-time employment. In 2021, over 97% of our Year 12 students transitioned to tertiary studies.

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## Wellbeing

At East Doncaster Secondary College we are committed to provide a safe, supportive and inclusive learning environment.

Our school values guide our behaviours and teacher response to behavioural concerns. We continue to address strategies to enable students to take greater responsibility in the classroom and become involved in how curriculum is designed. Student voice is valued and shapes the daily experience of a College student.

Our College Student Wellbeing Team, working closely with our Sub-School Teams and supported by the documentation available via the COMPASS system, ensures all students have ongoing access to multiple tiers of support.

Through a holistic approach to wellbeing, the College has continued to offer an extensive overlay program, individualised support and counselling where appropriate. The program includes Middle and Senior years Pathways support, the Year 7 Orientation program, College Values Assemblies, Elevate Education seminars and themed year-level wellbeing foci.

The new purpose-built Wellbeing Centre has proved to be a great addition to the College facilities and one that reflects our belief that individual and collective wellbeing sits at the centre of the College program.

The Student Wellbeing Team played a key role in supporting the most vulnerable students attending on-site during lock-down period and supported staff, students, and parents with the transition to remote learning, in coping with the long period of remote learning, and to transition back to onsite learning.

The Annual Attitudes to School Survey data demonstrates a level of student connectedness to school that sits above similar schools and the state average. This data reflects the positive learning environment at our College.

Student Attitude to School Survey data focuses our work to further build student engagement, connectedness, the integrity of relationships with all College stakeholders and our ability to better manage student relationship issues. In 2021, we continued to provide professional development for teachers in how best to seek pathways for enhanced student connections and relationship building. This will be an ongoing focus for 2022.

In 2021 we continued the second year of our vertical mentoring 'Positive Futures' program as a means of addressing the social and emotional needs of our students in a multi-dimensional and integrated approach. Our College embraces both social and cultural diversity and inclusion and were proud of the recognition we received in this sphere by continuing in our role as 'lead school' in the state-wide 'Respectful Relationships' program.

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## Finance performance and position

East Doncaster Secondary College ensures the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students. The College prioritises investment in leadership development and continual staff professional learning directly related to the identified College key priorities and targets. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support.

Within the School budgetary processes, we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community.

Although the circumstances of 2021 have once again negatively impacted upon multiple streams of revenue to the College, the College remains in a sound financial position as we continue to plan for further improvement in the learning program and physical environment of the College in a prudent and responsible manner.

**For more detailed information regarding our school please visit our website at**  
<http://www.edsc.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 1598 students were enrolled at this school in 2021, 740 female and 858 male.

46 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).

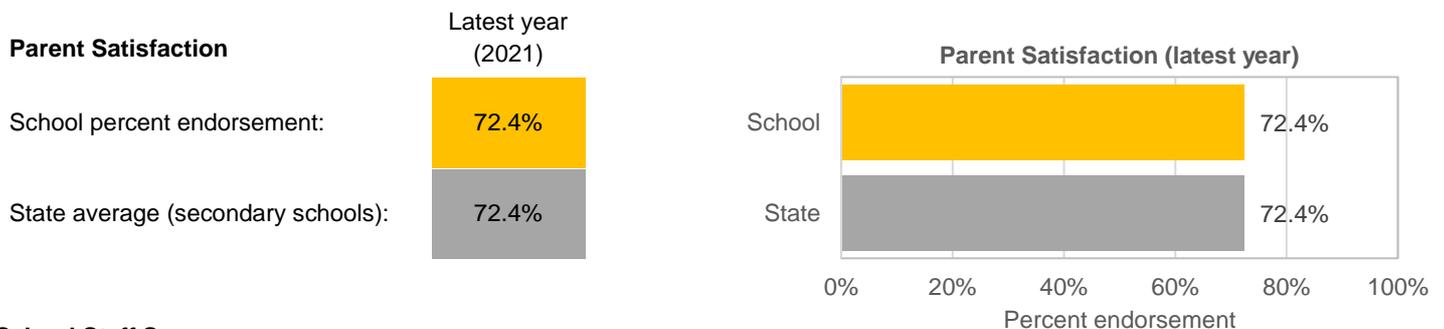
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

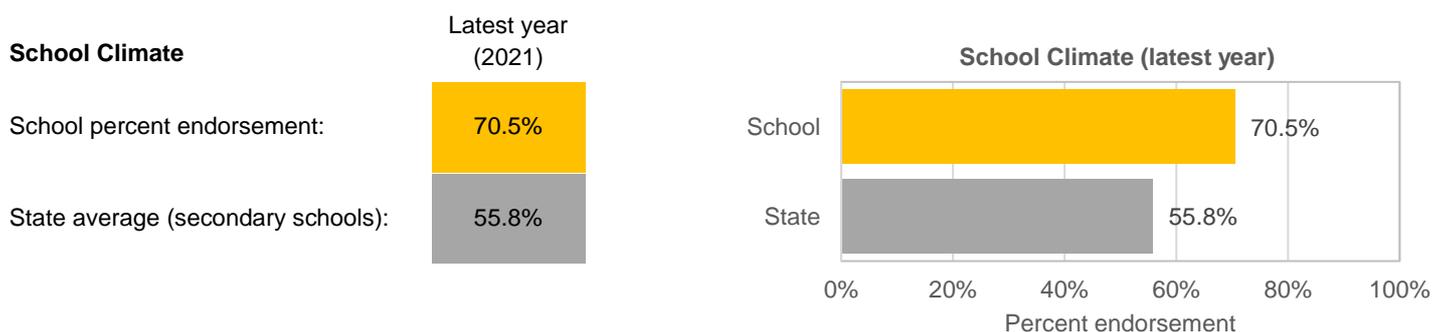


### School Staff Survey

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:

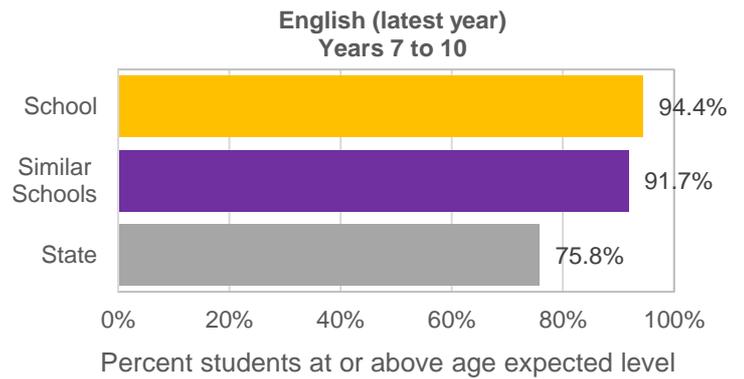
94.4%

Similar Schools average:

91.7%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

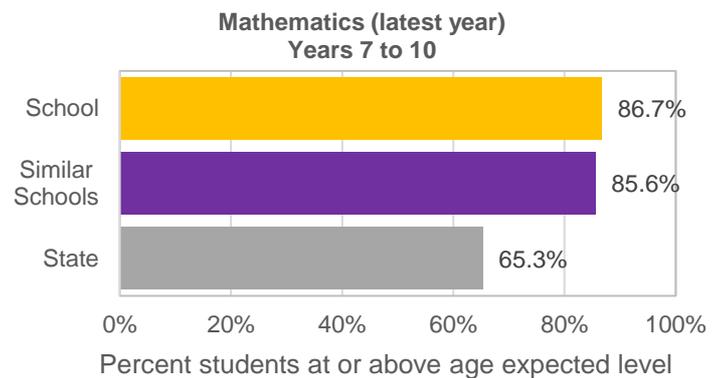
86.7%

Similar Schools average:

85.6%

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.

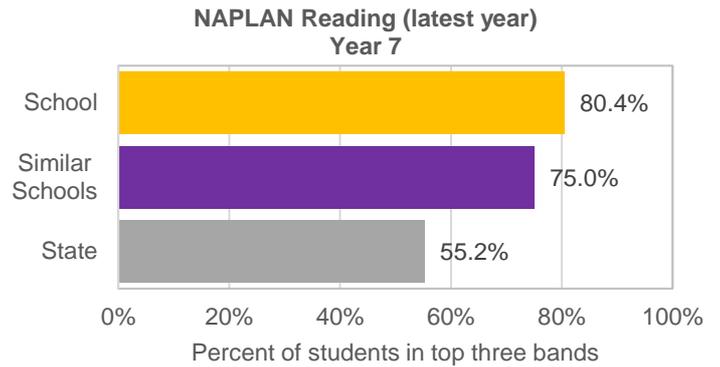
**NAPLAN**

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.

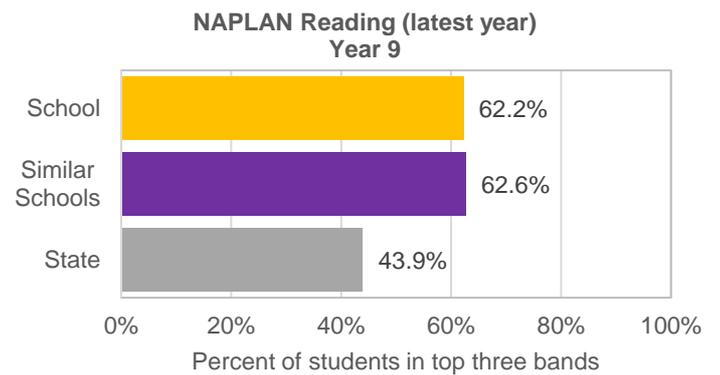
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.4%	79.2%
Similar Schools average:	75.0%	74.2%
State average:	55.2%	54.8%



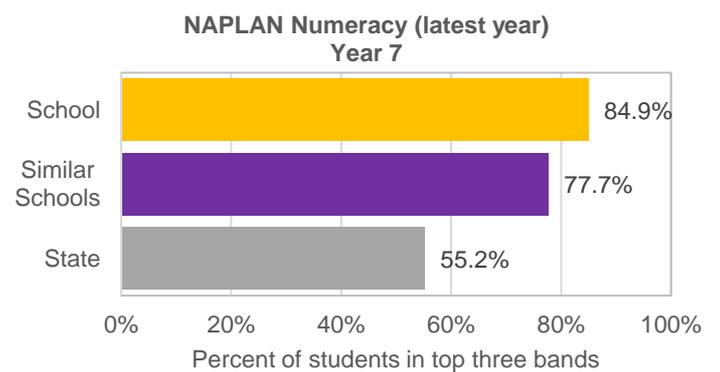
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.2%	65.2%
Similar Schools average:	62.6%	63.7%
State average:	43.9%	45.9%



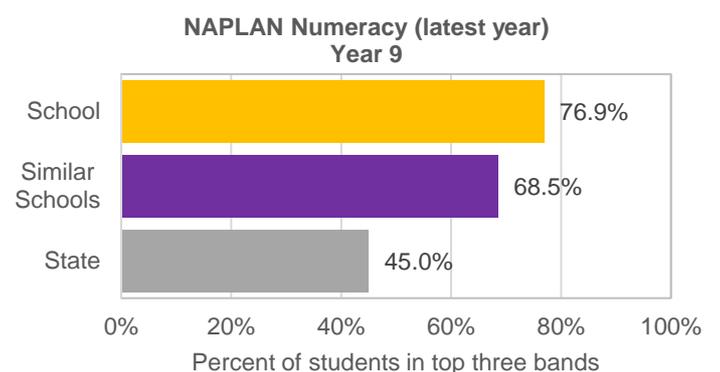
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.9%	85.6%
Similar Schools average:	77.7%	78.2%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.9%	73.6%
Similar Schools average:	68.5%	69.8%
State average:	45.0%	46.8%



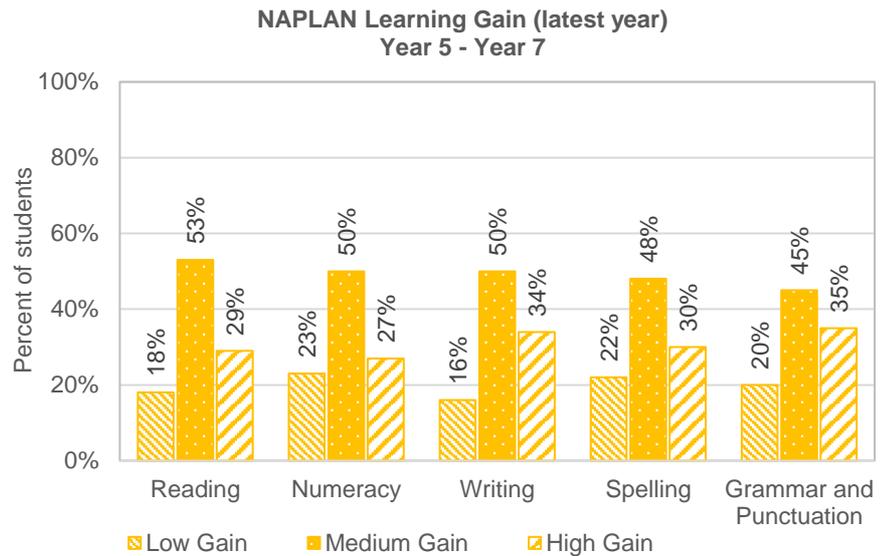
**ACHIEVEMENT (continued)**

**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'.

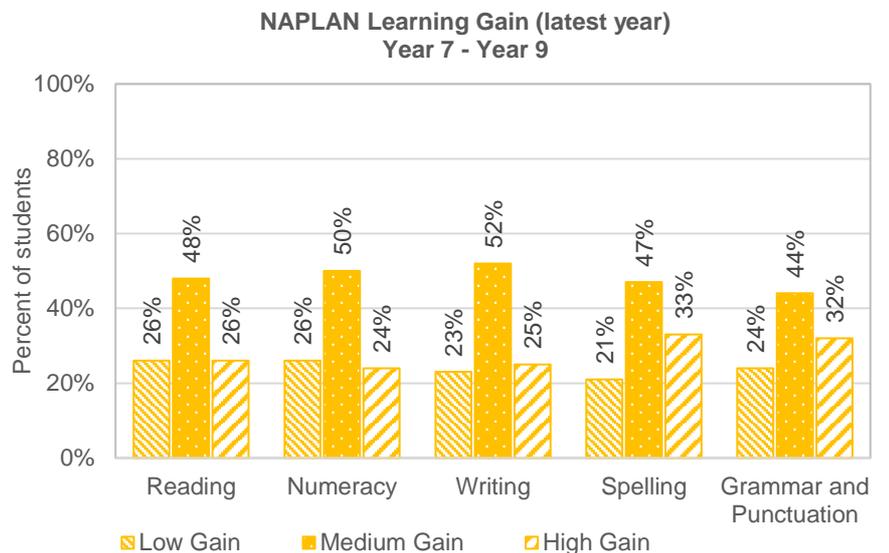
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	53%	29%	30%
Numeracy:	23%	50%	27%	30%
Writing:	16%	50%	34%	30%
Spelling:	22%	48%	30%	29%
Grammar and Punctuation:	20%	45%	35%	30%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	48%	26%	29%
Numeracy:	26%	50%	24%	29%
Writing:	23%	52%	25%	30%
Spelling:	21%	47%	33%	32%
Grammar and Punctuation:	24%	44%	32%	29%



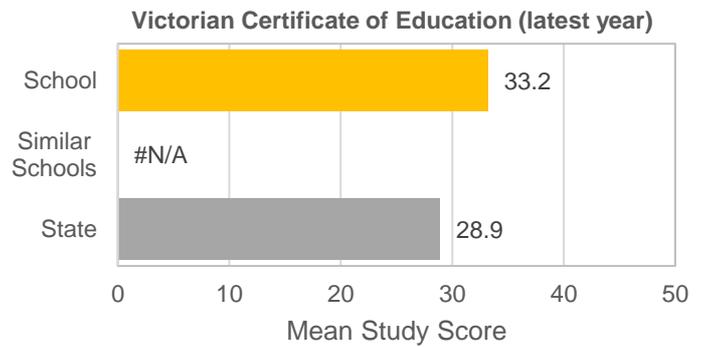
## ACHIEVEMENT (continued)

### 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	33.2	32.5
Similar Schools average:	30.7	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021\*:



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



\* 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.

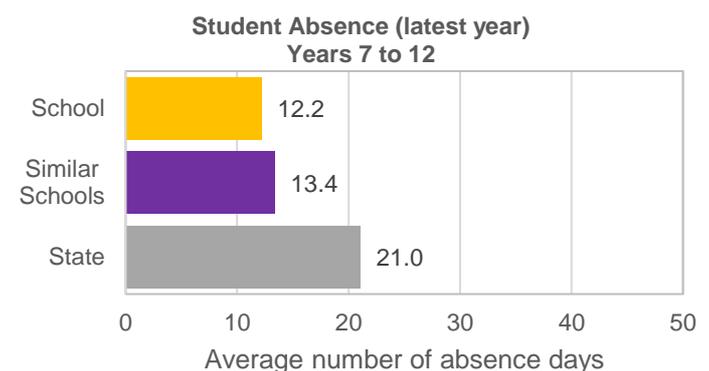
## ENGAGEMENT

**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:	12.2	12.9
Similar Schools average:	13.4	13.6
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

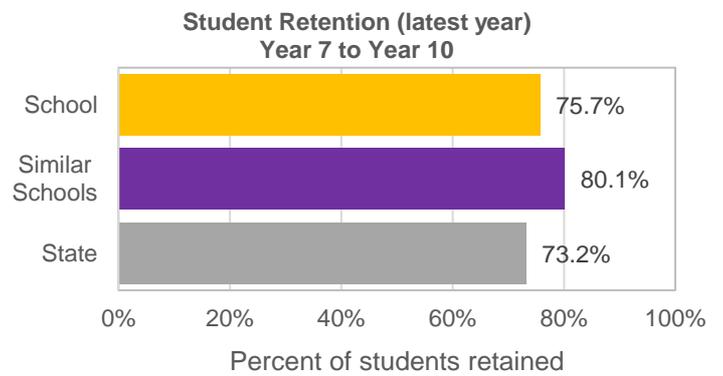
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	94%	92%	92%	96%	96%

**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:	75.7%	76.7%
Similar Schools average:	80.1%	78.2%
State average:	73.2%	72.9%



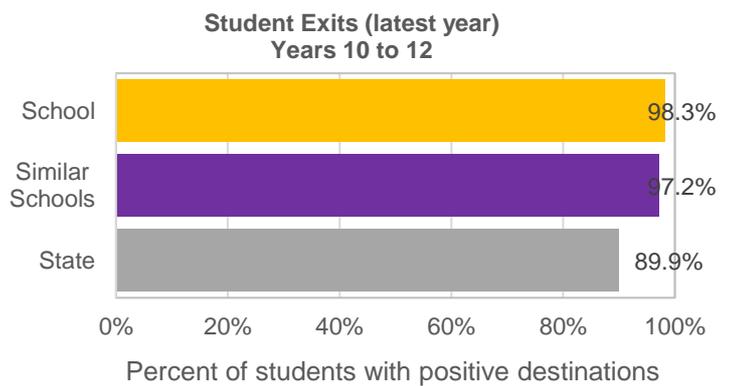
**Students exiting to further studies or full-time employment**

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:	98.3%	98.4%
Similar Schools average:	97.2%	97.0%
State average:	89.9%	89.2%



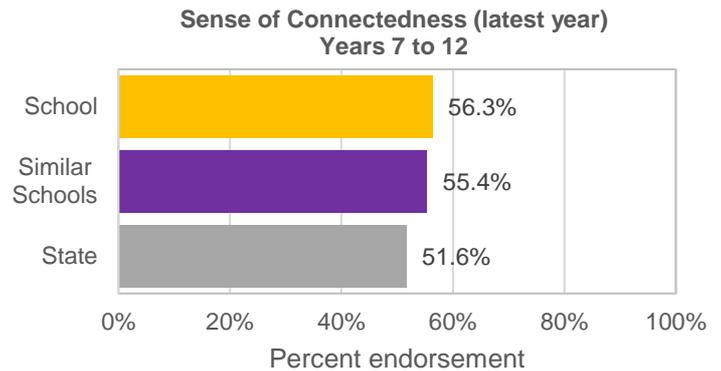
## WELLBEING

**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:	56.3%	55.3%
Similar Schools average:	55.4%	58.5%
State average:	51.6%	54.5%

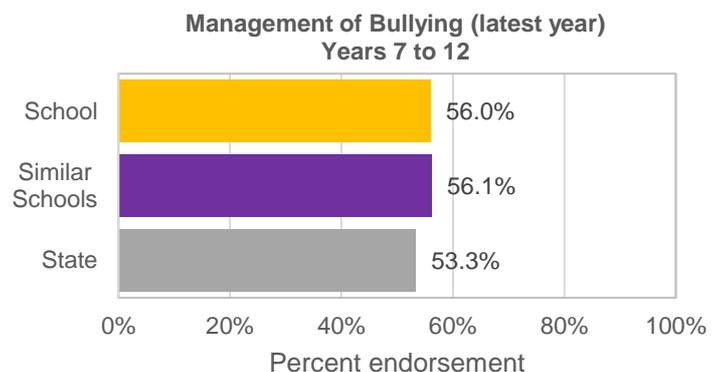


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	56.0%	54.5%
Similar Schools average:	56.1%	59.8%
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	\$15,672,649
Government Provided DET Grants	\$1,661,695
Government Grants Commonwealth	\$12,042
Government Grants State	\$18,750
Revenue Other	\$103,150
Locally Raised Funds	\$1,685,700
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,153,986</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$80,910
Equity (Catch Up)	\$21,727
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$102,637</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,511,425
Adjustments	\$0
Books & Publications	\$16,456
Camps/Excursions/Activities	\$334,976
Communication Costs	\$47,409
Consumables	\$376,902
Miscellaneous Expense <sup>3</sup>	\$1,059,014
Professional Development	\$94,916
Equipment/Maintenance/Hire	\$237,117
Property Services	\$304,320
Salaries & Allowances <sup>4</sup>	\$416,022
Support Services	\$391,772
Trading & Fundraising	\$18,245
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$390
Utilities	\$122,621
<b>Total Operating Expenditure</b>	<b>\$19,931,585</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$777,599)</b>
<b>Asset Acquisitions</b>	<b>\$11,836</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,247,125
Official Account	\$168,191
Other Accounts	\$256,754
<b>Total Funds Available</b>	<b>\$1,672,070</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$532,589
Other Recurrent Expenditure	\$15
Provision Accounts	\$1,753
Funds Received in Advance	\$164,327
School Based Programs	\$2,127,245
Beneficiary/Memorial Accounts	\$94,126
Cooperative Bank Account	\$136,266
Funds for Committees/Shared Arrangements	\$106,632
Repayable to the Department	\$214,765
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$230,000
Maintenance - Buildings/Grounds < 12 months	\$213,106
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,820,824</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.*