

2022 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).
- 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 26 April 2023 at 09:25 PM by John Roberts (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 12 May 2023 at 10:32 AM by Cyrus Tengra (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

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 2022, East Doncaster Secondary College had an enrolment of 1596 students. We have 157.8 equivalent fulltime staff, 4 Principal class members, 137 Teachers and 46 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 reflects 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, work and thrive as global community members is a key priority for our College.

The extreme circumstances created by the global pandemic of COVID-19 once again challenged our students, staff and all within our community in 2022. This was directly evident in significant absences of students and staff, especially in Semester 1. Yet again the continuity and consistency of our learning program, at all year levels, became an issue of concern and focus for the College leadership team during this period. Despite the challenges and uncertainty of the year, our students and staff yet again displayed a positive mindset and a highly resilient approach. Our teachers and support staff were committed to ensuring the learning and wellbeing of students was a clear priority in our practices and communications.

Once again in 2022, the school provided a rigorous and successful Tutor Learning Initiative that was built upon the successes of the program that was introduced in 2021, to ensure additional literacy and numeracy support was provided to students whose learning progress may have been impacted by the COVID lockdowns of 2020. This program will continue in 2023.

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 2022.

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 40 students in 2022.

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.

We continue to look for opportunities for students to pursue their passions and interests at East Doncaster Secondary College. In sport we continue to excel with team and individual success at State and National level. In our Performing Arts, our music program continues to flourish. 2022 saw a growth in the both the diversity and participation of our student clubs. There are many student leadership opportunities and growth of student voice has been an ongoing College goal. We continue to increase student access to decision-making and self-regulation as learners, improving their capacity to be contributing community and global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

East Doncaster Secondary College has 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 2022. Our students achieved a mean VCE study score of 33.8 and 17.1% of study scores at or above 40. 7 students received a perfect score of 50. The Dux of our College received an ATAR of 99.9. 58% of students achieved an ATAR above 80. 34% of students received an ATAR above 90. These results strongly reinforce 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 three COVID impacted years.

This was further reinforced with a 99% satisfactory completion rate for our VCE students and a 98% satisfactory completion of our VCAL students in 2022.

Our NAPLAN data indicates our students are strong performers in both Literacy and Numeracy. Our 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.

Trend data reflects that we consistently have high numbers of students testing in the top two bands at Year 7 in all NAPLAN assessed areas and the school continues to be challenged to meet the needs of the students working at the highest level. Our 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 2023.

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. Students experiencing learning challenges were offered a pathway to catch up and restore gaps in their learning. This was done through our Literacy and Numeracy Support program, the Tutor Learning Initiative, and the MYLNS program (Middle Years Literacy and Numeracy Support). Our high-ability students continued to be extended to achieve growth in their learning through the Student Excellence Program (including the Victorian High-Ability Program), the ALPHA program and numerous enrichment and extension opportunities.

As we continue to analyse all available student outcome data - our College is committed 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.

Wellbeing

East Doncaster Secondary College continues to recognise the dual relationship between student learning and wellbeing, as intrinsically linked. We are committed to providing 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, becoming involved in how curriculum is addressed and how student voice is valued and shapes the daily experience as a student at the College.

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 College's Wellbeing Centre (formally opened in March 2022) 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 plays a key role in assisting staff, students, and parents by working closely with our Sub-School Teams to ensure all students have ongoing access to multiple tiers of support.

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.

That 2022 data also displays a positive endorsement towards the issue on managing bullying that sits above the state benchmark but below that of similar schools.

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 2022, we continued to provide professional development for teachers in how best to seek pathways for enhanced student connections, relationship building and understanding of the College processes in such concerns. This will be an ongoing focus for 2023

In 2022 we continued the third 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.

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. Our average 2022 attendance rate for Year Levels 7-12 sits at 90%. Whilst this is a decline from the data of previous years, it does sit within the context of an academic year that saw significant student absences due both to COVID-19 and the mandated restrictions that were in place during the early months of 2022. On an overall basis, our student attendance rates reflect 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 20.1 days, once again reflects a sizeable increase from current trend data (for the afore-mentioned reasons) but remains below the similar school average of 21.4 days and well below the state average of 27.7 days.

As was the case in the previous COVID impacted years, 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 encountered difficulty due to prolonged absences.

Student retention rates for Years 7-12 continue to be significantly above the State average 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, transition to high quality educational pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course counselling, 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. More than 98% of our senior school students progress directly to tertiary studies or full-time employment. From our 2022 VCE cohort, over 100% of our graduating Year 12 students transitioned to tertiary studies at Universities or TAFE.

Other highlights from the school year

2022 presented another year of significant challenge to our College and our community but also witnessed several elements of College life that we were able to reflect upon and celebrate.

It was very pleasing, following years of interrupted College activity due to COVID-19 and remote learning, we were able to reintroduce many of the foundational and symbolic experiences that are central to our students' school life. We were delighted to see the return of onsite music concerts, performing and visual arts celebrations. Many of our ensembles performed at our own concerts as well as competed in a range of competitions across the state. After a two-year absence, we warmly welcomed back the '*The Show Must Go On!*' - our student talent showcase filled with comedy, dance, vocal and instrumental performances. Yet again we were able to resume with our full complement of Outdoor Education experiences for students in Years 10-12, and many learning area and year level off site excursions. Our Year 7, 8 and 11 Camp program was once again able to proceed. The commitment of our students and staff to interschool sport was as equally strong, with many teams reaching State Finals. Students also participated in Model UN opportunities as well as the Alpine School for Student Leadership where four Year 9 students spent eight weeks at the newly opened Don Valley Campus. Our Year 11 and 12 Formals were outstanding successes, as was our Valedictory Dinner where we hosted over 500 students, families and staff. These events culminated in a return of the whole school Presentation Night at New Hope Church in December where we acknowledged and celebrated the achievements of our students to a sold-out auditorium.

In 2022 we have continued to improve our facilities. In March we were delighted that the Mayor of Manningham Council, Michelle Kleinert, joined us for a brief ceremony to officially open our Wellbeing Centre – the Philip Gardner Wellbeing Centre. With its central location to all students and staff, this Centre will house our dedicated and professional wellbeing team, who provide a variety of supports to students and their families. The 'Wellbeing Hub' - a central feature of the facility will also be used to deliver a variety of positive mental health promotion programs and other initiatives, including our weekly Breakfast Club, PRIDE Club and our Student Leadership venue. Our hope is that the Philip Gardner Wellbeing Centre will be the 'heart' of our school – both geographically and symbolically. We match this belief with a desire to provide *all* students with a safe, supportive, connected environment so that they can develop to the best versions of themselves.

In August, we were privileged to be able to host former Australian of the Year, Rosie Batty, for an important conversation about Respectful Relationships. Rosie delivered a keynote address before joining a panel of other special guests onstage in the

Performing Arts Centre for an informative, interactive session to discuss all things 'respectful relationships,' and how parents/carers can have these important conversations with their children on these and related matters.

Financial performance

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 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 continued to ensure that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and teaching spaces and a continual improvement in our responsiveness to families across the community.

The easing of COVID restrictions during 2022 saw increased student participation in camps and excursions, with a corresponding increase in expenditure (although these events are essentially budget neutral). The return to onsite learning for the full year also saw an increase in expenditure on consumables, used to support the delivery of teaching and learning programs. Staff absences due to COVID contributed to higher expenditure on Casual Relief Teachers, which was also exacerbated by broader worker shortages.

The International Student Program, although severely impacted by the COVID pandemic, continues to have a positive impact on the school's financial performance, with enrolments expected to once again increase in 2023 and beyond.

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 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 1596 students were enrolled at this school in 2022, 732 female and 864 male.

48 percent of students had English as an additional language and NDP 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).

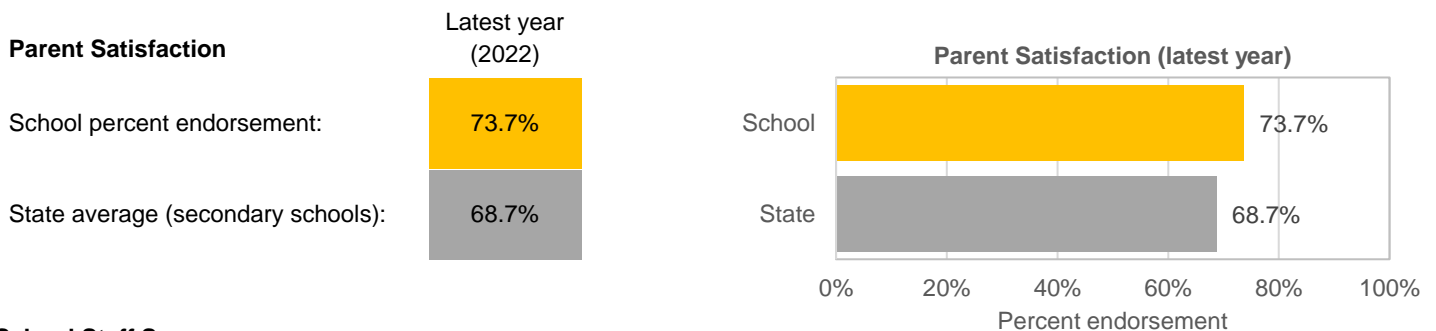
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

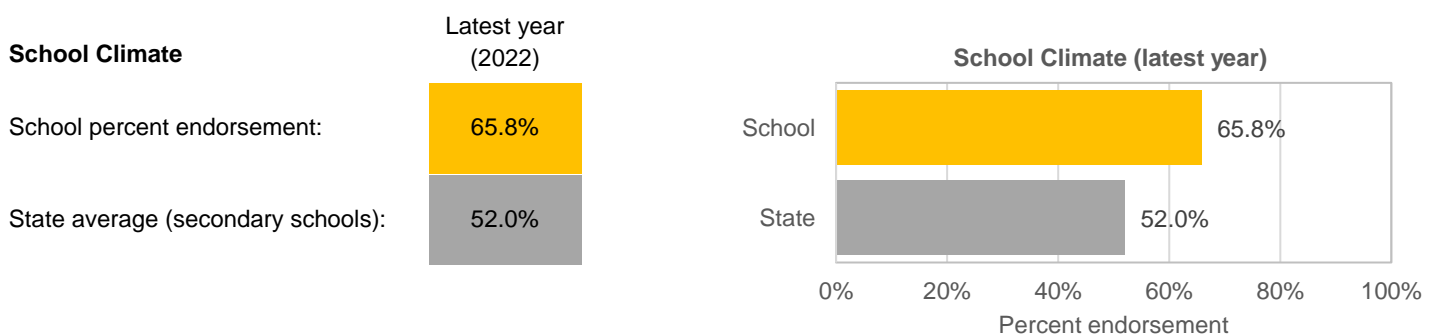


School Staff Survey

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:

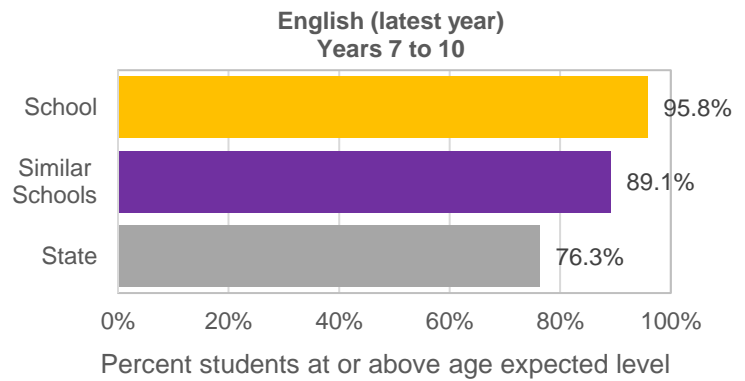
95.8%

Similar Schools average:

89.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

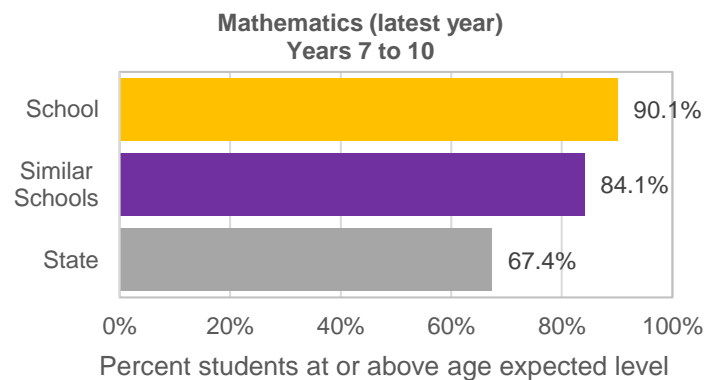
90.1%

Similar Schools average:

84.1%

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.

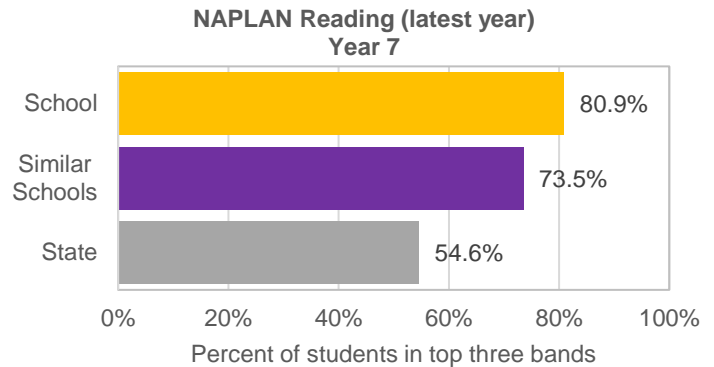
NAPLAN

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.

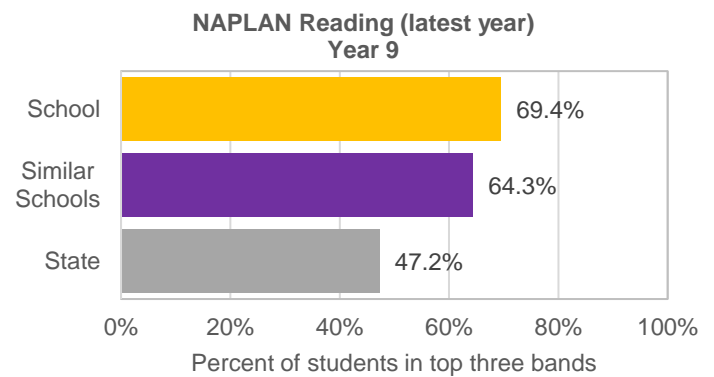
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.9%	80.5%
Similar Schools average:	73.5%	74.2%
State average:	54.6%	55.3%



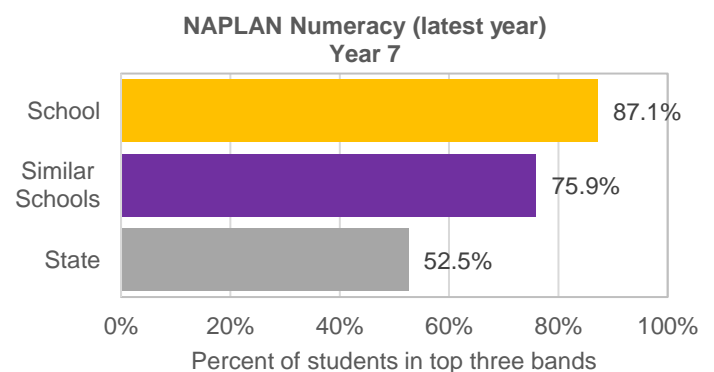
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.4%	66.3%
Similar Schools average:	64.3%	63.4%
State average:	47.2%	46.0%



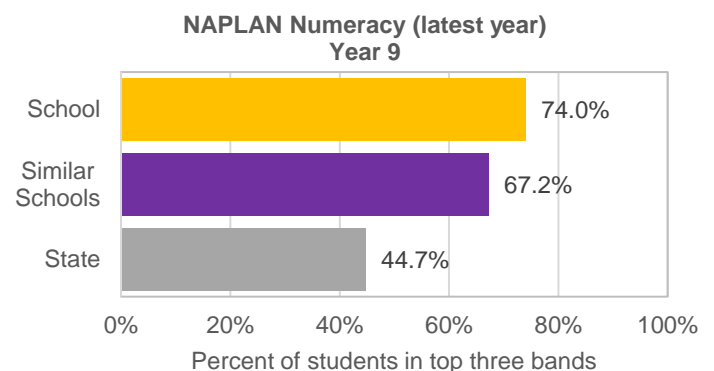
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.1%	86.7%
Similar Schools average:	75.9%	77.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.0%	74.2%
Similar Schools average:	67.2%	67.8%
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.*

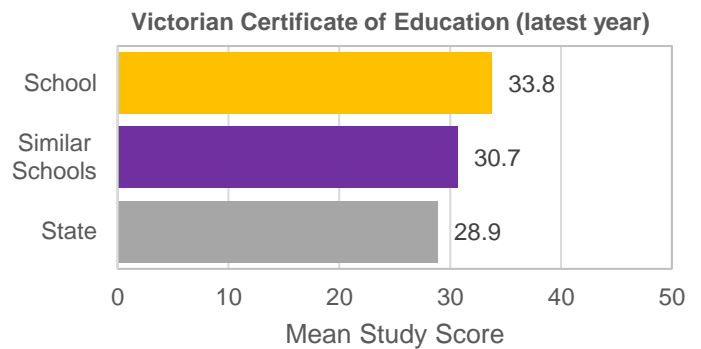
Victorian Certificate of Education (VCE)

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	33.8	33.0
Similar Schools average:	30.7	30.9
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:

15%

VET units of competence satisfactorily completed in 2022:

90%

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

98%

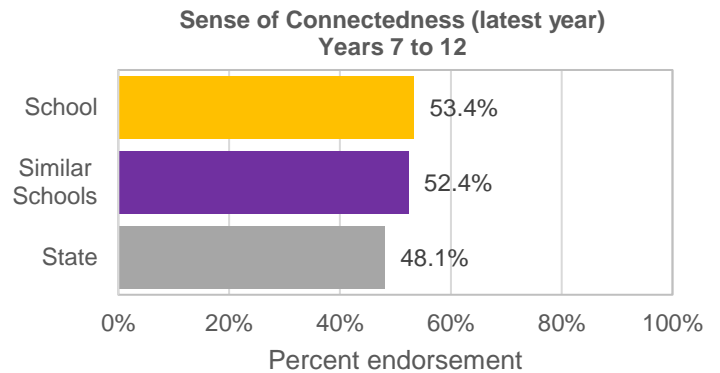
WELLBEING

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).

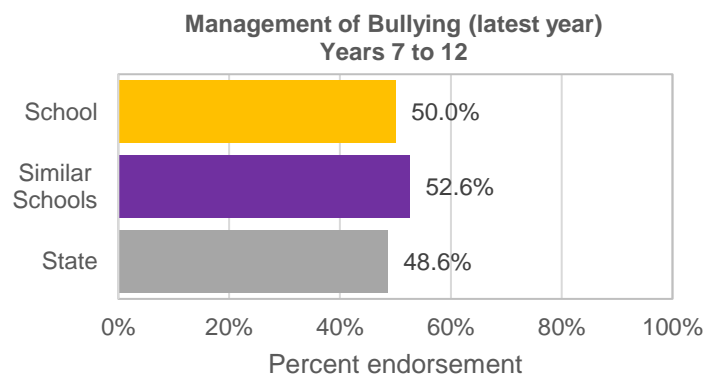
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	53.4%	54.7%
Similar Schools average:	52.4%	56.5%
State average:	48.1%	52.5%



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:	50.0%	53.2%
Similar Schools average:	52.6%	57.8%
State average:	48.6%	54.0%



ENGAGEMENT

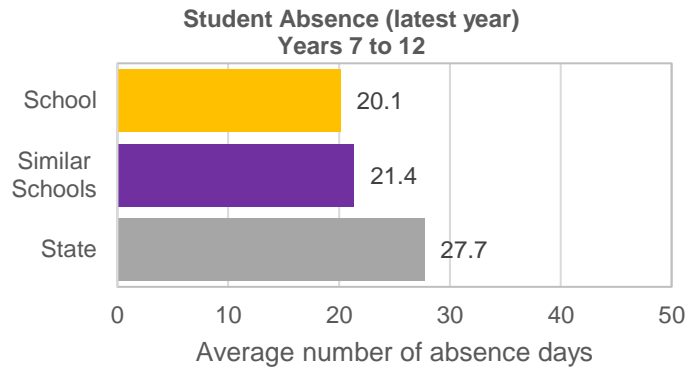
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.1	14.8
Similar Schools average:	21.4	15.8
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.

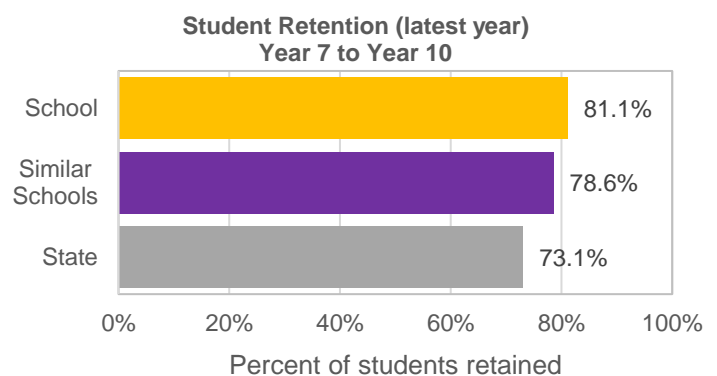
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	88%	87%	90%	92%	93%

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 (2022)	4-year average
School percent of students retained:	81.1%	78.5%
Similar Schools average:	78.6%	78.3%
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.

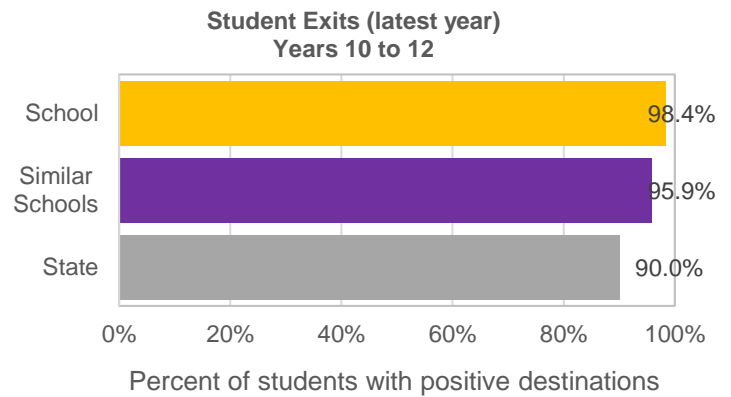
Students exiting to further studies or full-time employment

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:	98.4%	98.2%
Similar Schools average:	95.9%	96.2%
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	\$16,832,161
Government Provided DET Grants	\$1,854,191
Government Grants Commonwealth	\$7,020
Government Grants State	\$27,930
Revenue Other	\$56,311
Locally Raised Funds	\$1,899,135
Capital Grants	\$0
Total Operating Revenue	\$20,676,749

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,222
Equity (Catch Up)	\$21,675
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$97,897

Expenditure	Actual
Student Resource Package ²	\$17,556,745
Adjustments	\$0
Books & Publications	\$19,433
Camps/Excursions/Activities	\$566,495
Communication Costs	\$28,802
Consumables	\$360,293
Miscellaneous Expense ³	\$244,192
Professional Development	\$66,589
Equipment/Maintenance/Hire	\$193,887
Property Services	\$282,886
Salaries & Allowances ⁴	\$635,052
Support Services	\$535,171
Trading & Fundraising	\$50,523
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$14,507
Utilities	\$146,045
Total Operating Expenditure	\$20,700,620
Net Operating Surplus/-Deficit	(\$23,871)
Asset Acquisitions	\$334,119

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,544,071
Official Account	\$157,226
Other Accounts	\$301,996
Total Funds Available	\$2,003,293

Financial Commitments	Actual
Operating Reserve	\$488,273
Other Recurrent Expenditure	\$13,196
Provision Accounts	\$7,591
Funds Received in Advance	\$433,931
School Based Programs	\$3,888,154
Beneficiary/Memorial Accounts	\$25,799
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,623
Repayable to the Department	\$158,465
Asset/Equipment Replacement < 12 months	\$17,877
Capital - Buildings/Grounds < 12 months	\$467,000
Maintenance - Buildings/Grounds < 12 months	\$701,620
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$6,212,531

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.