

2022 Annual Report to the School Community

School Name: Kurunjang Secondary College (8718)



- 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 11:55 AM by John Mitsinikos (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 24 March 2023 at 03:33 PM by Craig Matthews (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 to 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 Years 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 for 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 is 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 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

Kurunjang Secondary College opened in 1986 and is in the township of Melton, thirty-five kilometres west of Melbourne. It is a coeducational secondary college with a student population of 940 students in 2022. Kurunjang's Years 7 to 10 curriculum is based on the Victorian Curriculum (VicCurric) and at Years 11 and 12 the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) programs are available from Year 11. We pride ourselves on being a well organised and professionally managed school that is strategic in its thinking, planning, and implementation of curriculum programs.

Kurunjang Secondary College's vision is to achieve success for our community through respect, responsibility, and collaboration. We have also adopted the three values of Respect, Achievement and Responsibility to guide our community. Our Mission is to be an exemplary and inclusive learning community fostering achievement and growth in learning. Using 21st Century approaches, we provide students with the means to achieve their potential and we challenge our students to grow academically, socially, culturally, and emotionally. Collaboration and positive relationships are at the core of all our work.

As a community, our shared vision is to achieve success for our community through respect, responsibility, and collaboration. Our agreed set of values allow all members of the college community to demonstrate the values of Respect, Achievement and Responsibility. We meet the needs of students in each year level and area through a positive attitude, knowing each student well and having a comprehensive and engaging curriculum program. Our motto of 'Learn, Grow, Achieve Together' underpins the way we collaborate with all members of our community. All teachers at Kurunjang Secondary College actively work to develop their professional capacity to provide the best possible learning experience for our students.

The demographics of the Shire of Melton are reflected in our cohort. Melton is a low socioeconomic area which is evident in our school community. The college received equity funding for more than half of its students in 2021. Melton is also a growing community, and this is reflected in the school's student population, which has increased from 708 in 2014 to 940 in 2022. The Student Family Occupation and Education Index has been consistent close to 0.6 since 2017 (0.6041) to 2022 (0.5959). However, our families Language Background other than English (LBOTE) has increased from 23% to 27% within this same period.

Our college has numerous students in Out of Home Care, EAL students, students from Aboriginal/Torres Strait Island backgrounds, and students in our Program for Students with Disabilities (PSD). Our numbers, particularly in EAL, have grown over the last five years. According to the "My School" website 88% of our students come from the two lowest socio-economic quartiles with 61% in the lowest quarter. In 2022, 50% of students are in receipt for the Camps, Sports, and Excursion Funding. These figures present a picture of considerable economic and social disadvantage for many of our students and influence where and how we place resources to best influence student achievement.

In February of 2022, the Leadership Team of the college consisted of a principal, 7 Assistant Principals and 5 Leading Teachers and Learning Specialists, Learning Area Leaders, Student Management and Student Support Leaders. Our Leadership Team leads and oversees the implementation of our AIP with a focus on our FISO priorities. The college had 74.5 Teaching Staff as well as 40.0 EFT non-teaching staff to support its programs. Currently we have no staff who identify as Aboriginal and Torres Strait Islanders.

In 2022, the college community completed the first year of its Strategic Plan. The college has an agreed learning framework in place as well as a focus on expanding the AVID strategies school wide through professional development and collaboration. The priority of improving Literacy, Numeracy and VCE/VCAL outcomes has continued with attention placed on consistency and high expectations continued although the challenges the college faced as a consequence of Covid-19 did have an impact on the improvement strategies.

At a wider community level, Kurunjang Secondary College worked cooperatively with other schools and educational providers within the Melton district to ensure that the educational needs of all students were met by the provision of a range of educational pathways. We are the lead school of the Western Edge VET Cluster; we also provided students with alternative educational settings and reengagement settings such as CaLM, FLIP and Djerriwarrah Community VCAL.

The College's intent in 2022 was to complete the first year of its new SSP. The 2021 School Review's recommended goals and key

directions for the next School Strategic Plan (SSP) from 2022 and onwards at its core, the emphasis is on continued improvement on the gains of the last plan in student outcomes and student engagement in a safe and inclusive environment for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

COVID -19 continued to affect many schools and we were no different. Our students, staff and community responded well considering the impact on student and staff attendance at the college.

Reading and Numeracy Results in Year 9 NAPLAN in 2022 were below previous years, and somehow comparable to similar schools. Teacher judgements in English show that our students are below those at similar schools. In Mathematics, Teacher judgements show that our students are also below similar schools. The Kurunjang Literacy Program in 2022 showed significant improvement for our Year 7, 8 and 9 students when assessed with effect size gains way above expectations. VCE results were below those from previous year and demonstrate that they have been impacted by Covid-19. The outcomes achieved by students involved in our Program for Students with Disabilities (PSD) progress was also comparable to similar schools.

The focus on teaching and learning practices continued to be at the forefront of our professional learning. Most teachers at the college are AVID trained teachers using the Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) as well as High Impact Teaching Strategies (HITS) in their classes. The analysis of data supported teachers and leaders to focus on specific improvement measures across the college. Teachers continued to work in Professional Learning Teams (PLTs) with consultants and coaches available to improve their lesson planning and delivery.

In 2022 we continued to focus and further improve our student learning outcomes through the following initiatives and strategies:

- VCE Improvement Plan consolidated with actions which included an analysis of VCE data that supports the development of action plans for individual teachers and school based processes.
- Professional Learning Teams (PLTs) meeting regularly to help focus on the documentation and delivery of lessons using the ELF template, formative assessment practices and both the WICOR and HITS strategies. Teachers will continue to work in teams underpinned by the DuFours Principles with a focus on improving writing across all year levels.
- Regular monitoring and support for staff in the delivery of the Literacy Program across Years 7, 8 and 9.
- Numeracy teams to continue to meet and work on curriculum documentation and an effective and consistent learning approach in year 7 to 10 classes.
- The use of a range of data from our assessments to inform teacher practice.

Wellbeing

Student retention at the college has shown over a 4-year period that it is now below like schools. We continue our work to further improve these results through various initiatives that help build better connections with the students and other members of the college community and with the introduction of our Vertical Teams. The implementation of SWPB framework will continue to further support the improvement of student learning confidence.

In the last four years, the college has developed a large team to support its students. An Assistant Principal was appointed with the responsibility of leading, overseeing, and managing the work of the college's Student Support Services staff. Presently, this team includes a Student Wellbeing Officer, Social Worker, Chaplain, School Health Nurse, Multi- Cultural Aides, PSD Coordinator, and Careers. We continued our strong partnership with the Doctors in School Program. In 2022 both a psychologist as well as a provisional psychologist joined the team.

The sustained focus on pathway counselling has helped with the positive trend of students continuing with further education and full-time employment after Year 12. The percentage of our students entering university increased over the last few years with those attending the university of their first choice. The expansion of AVID electives into a whole school initiative has improved students' general attitude to their learning and building their aspirations. The continued focus on supporting and monitoring the Year 12 students within the Senior School Team and through mentoring, structured tutorials and guest speakers, has helped frame the importance of study and work habits.

We continued to develop stronger links in the wider community, including long-term connections with primary schools to strengthen our Year 6 to Year 7 transition programs even under the challenges of Covid-19.

Engagement

COVID – 19 deeply affected many schools in a multitude of areas, we saw some of these effects in engagement. Our focus on improving attendance over the past few years has continued. Our Attendance Policy always is still a focus for the College and programs specifically targeting strategies to better support our students to attend are in place. A high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In future, our PLCs will focus on opportunities to continue building student agency in the classroom.

To support student engagement during the transition back to onsite learning, our school's Student Success program specifically targeted strategies to better support our student's engagement and wellbeing.

Parent survey participation results were similar to last year's and generally show an improvement over the past four years. The Student Attitudes to School Survey was completed and focus groups of students were formed to further deepen our insight into their responses. This feedback was incorporated in the formation of the new AIP.

Our staff have continued using the Ready to Learn protocols, to support all students in being well prepared, punctual, and showing a positive attitude. The work on developing engaging lessons through the ELF and WICOR strategies has seen a shift in improved participation of our students across each year level. Data analysis and specific actions to help improve differentiation in the classes, have been the work of PLTs. The use of technology during the lockdown period showed how effective technology can be in aiding differentiation.

For the last few years the college has been using the School Wide Positive Behaviour (SWPB) framework and has introduced the agreed School Wide Positive Behaviour Matrix to guide its implementation. Our SWPB framework in 2022 enabled us to further embed our matrix for both students and staff.

The Student Leadership Program and Student Voice continued to be emphasised and expanded, with more students involved in several programs and several ceremonial events implemented. Our after-school homework support program, Study Hall, has continued to support students in their learning and has helped them with their organization and study habits.

In 2022, we continued to support our students, by:

- Continuing to embed and support the four House Teams with leadership positions in place. Each team was allocated further resources; with more time allowances given to coordinators to support proactive approaches to student engagement and management.
- Implementing positive approaches to building student behaviours according to our agreed values.
- Expanding the Student Voice program by adding more student leaders into our committees.
- Continuing to coach individual teachers to further develop a collaborative and positive learning environment using effective and high impact teaching strategies.
- Documenting plans using the ELF template and WICOR and HITS strategies. All teachers will receive feedback and support through their teams in meetings and classroom observations.
- Enhancing the use of COMPASS to support more accurate attendance data given to parents, students, and staff to help monitor and partner improvement in this area.
- Consolidating the Student Success Program by using WICOR strategies for all Years 7 and 8 students. We continued with Study Hall, Master Classes, and planned tutor sessions for all students.

Other highlights from the school year

Celebrations at Kurunjang SC have become a fundamental component of building our culture. The college does take every opportunity it can to celebrate its many successes.

To highlight our focus, I wish to outline in detail some of our major celebrations that occurred in Term 4.

During our annual Term 4 College celebrations, many the Kurunjang SC community attended and took part in the celebratory events the college hosted. The festivities started with our Music Concert on the 15th of November, followed by the Year 12 Valedictory Celebration on the Wednesday 17th of November, and by the wonderful WEC VET awards on the

22nd of November. Our celebration concluded with our Awards night event on the where close to 400 students, staff, and parents on Thursday 8 December 2022.

Music Concert - The music teachers, as well as approximately 75 of our wonderful music students who performed at a concert highlighting their many skills should be congratulated. The concert was full of talent, energy, and vitality. The Music Concert contained a diversity of pieces and instruments, as well as highlighting collaboration within our own bands, orchestras, and choirs.

The Year 12 Valedictory Dinner was an outstanding success with close to 420 people attending TABCORP Park. Congratulations to the Senior school Leaders for the outstanding success of the night. This event was also well supported by the Kurunjang SC staff, as we had over 30 staff attend the evening which was noted by the year 12 Captains who came over to thank me on the Class of 2022's behalf. All had a very enjoyable night.

The WEC VET Awards were also an enormous success. With Kurunjang SC being the lead school of the WEC, we hosted and organized the WEC Awards evening at TABCORP Park. Overall, during this evening, many awards were given to our students. The evening brought together over 300 guests: students, parents, and family; both industry and university partners; as well as school representatives to celebrate students' success from the fourteen WEC VET programs which was truly delightful. I congratulate all staff over the 9 schools for contributing to the success of this special evening for our students and families.

Our Awards ceremony was also an outstanding success with many of our students being recognized for their outstanding contributions to the college.

The willingness of all the school community to continue supporting our students I know is appreciated by the school, the staff and in particular the students.

Financial performance

The college is in a sound financial position at the end of the 2022 school year.

Of the financial position achieved, most of it is reserved for renovations to current facilities and for the funding of it Master Plan of facilities as we plan for the future.

The college did receive equity funding for more than half of its students in 2022. This money was spent in recruiting additional staff and providing additional time for the necessary work in supporting students to occur; as well as providing a variety of support programs and additional help in many forms over the year, both within the classroom and outside.

This position and the financial commitments that have been made, indicate that the college is in a strong position to support all of the improvement initiatives that have been identified in both its new Strategic Plan and the corresponding 2023 Annual Implementation Plan.

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 940 students were enrolled at this school in 2022, 459 females and 481 males.

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

Overall Socio-Economic Profile

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

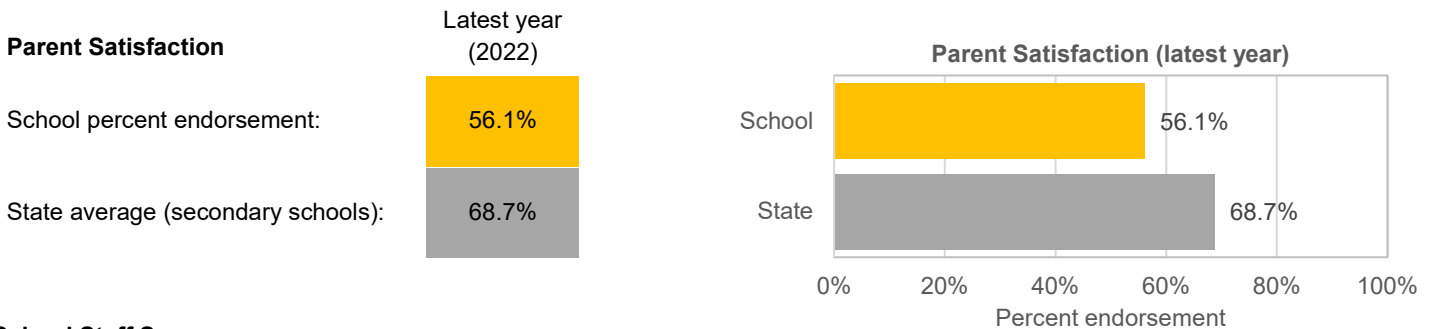
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium, and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High.

Parent Satisfaction Summary

The percentage 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.

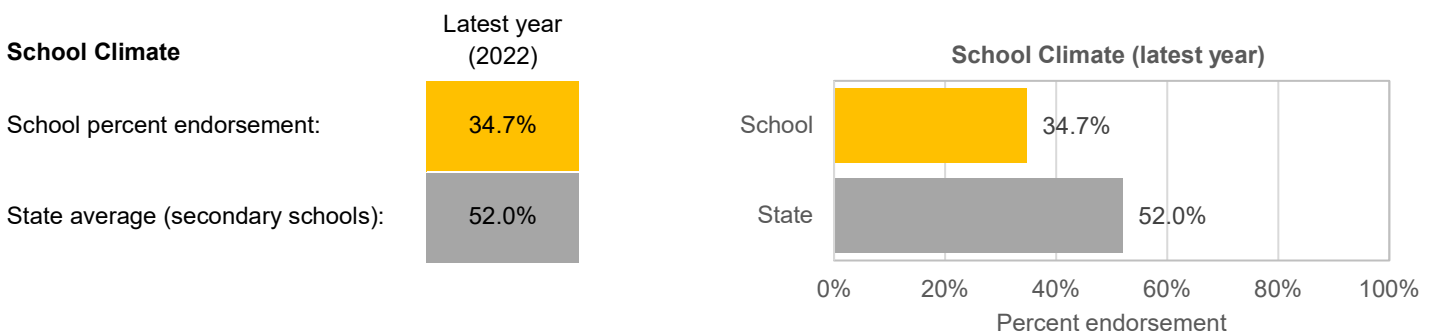


School Staff Survey

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

Percent endorsement indicates the percentage 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, considering 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:

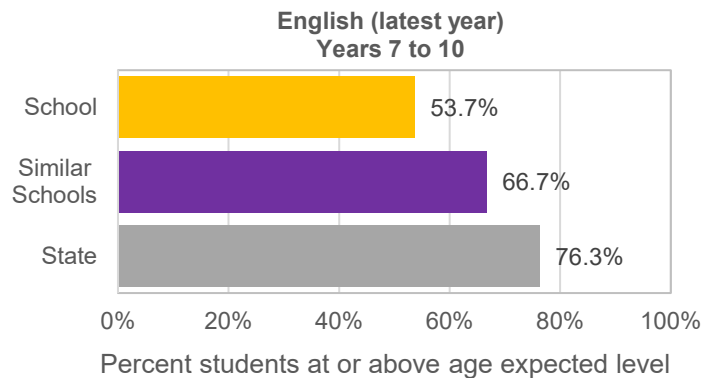
53.7%

Similar Schools average:

66.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

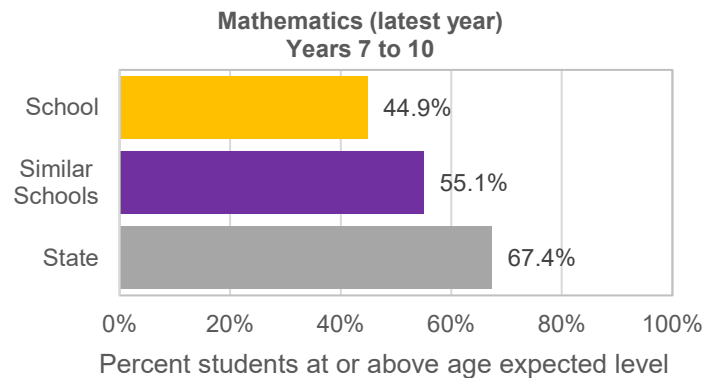
44.9%

Similar Schools average:

55.1%

State average:

67.4%



LEARNING (continued)

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

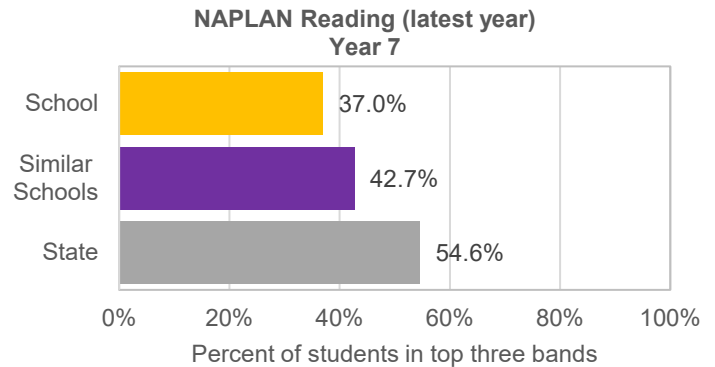
NAPLAN

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.

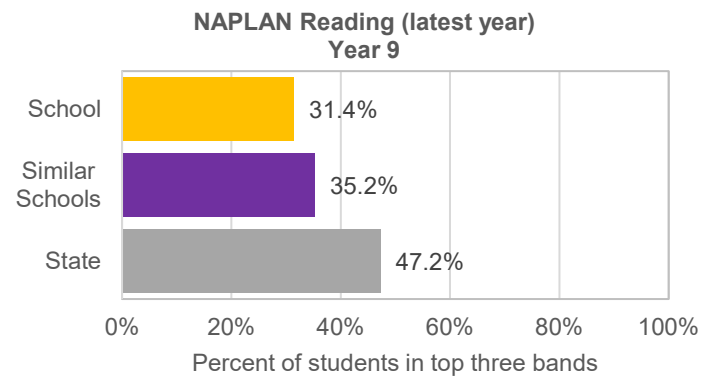
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.0%	36.3%
Similar Schools average:	42.7%	43.6%
State average:	54.6%	55.3%



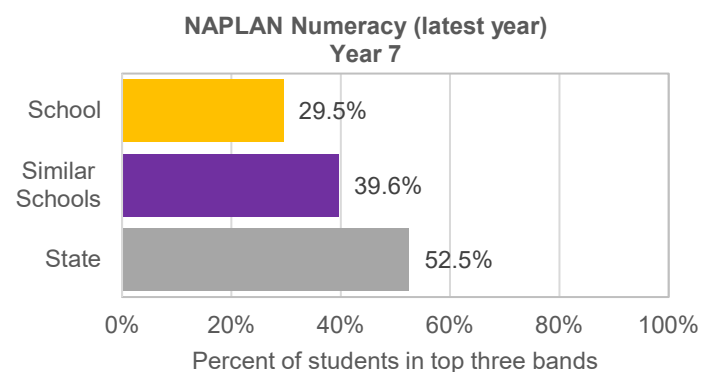
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.4%	31.7%
Similar Schools average:	35.2%	34.0%
State average:	47.2%	46.0%



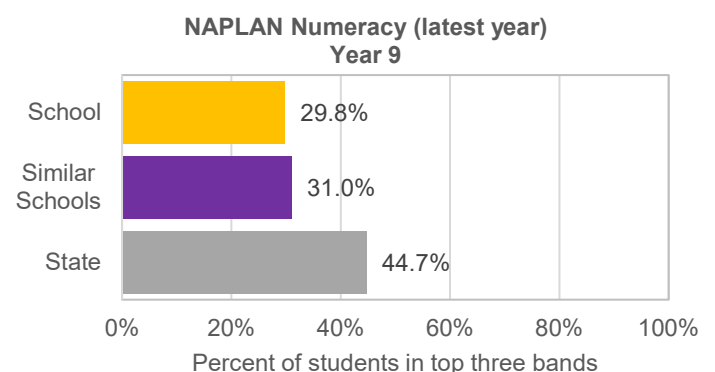
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.5%	33.9%
Similar Schools average:	39.6%	42.2%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.8%	24.4%
Similar Schools average:	31.0%	31.8%
State average:	44.7%	45.6%



LEARNING (continued)

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

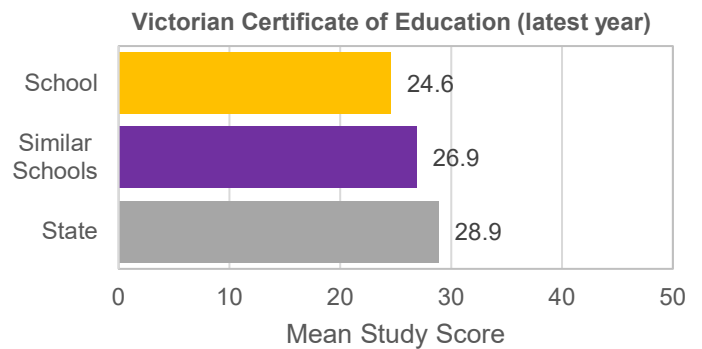
Victorian Certificate of Education (VCE)

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	24.6	25.5
Similar Schools average:	26.9	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

87%

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

44%

VET units of competence satisfactorily completed in 2022:

71%

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

74%

WELLBEING

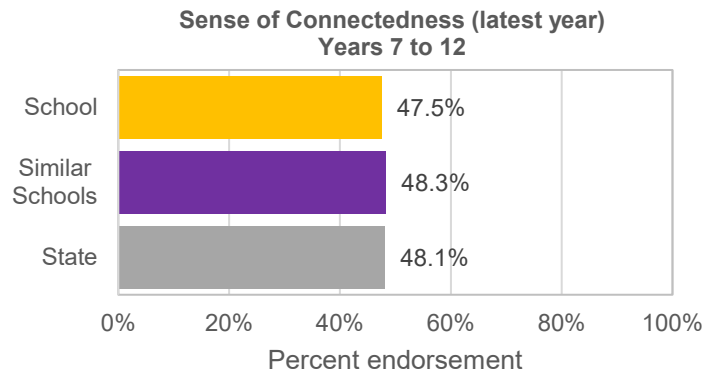
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, considering the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	47.5%	44.9%
Similar Schools average:	48.3%	51.8%
State average:	48.1%	52.5%

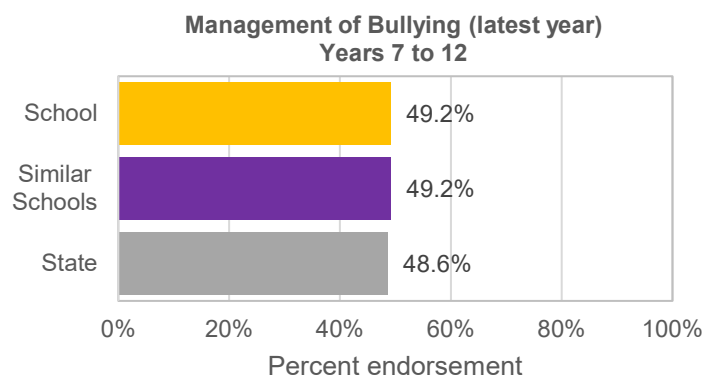


Student Attitudes to School – Management of Bullying

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:	49.2%	46.4%
Similar Schools average:	49.2%	52.9%
State average:	48.6%	54.0%



ENGAGEMENT

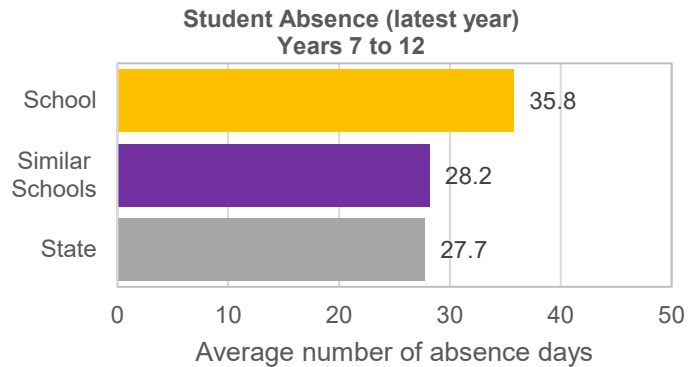
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, considering the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	35.8	28.2
Similar Schools average:	28.2	23.1
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.

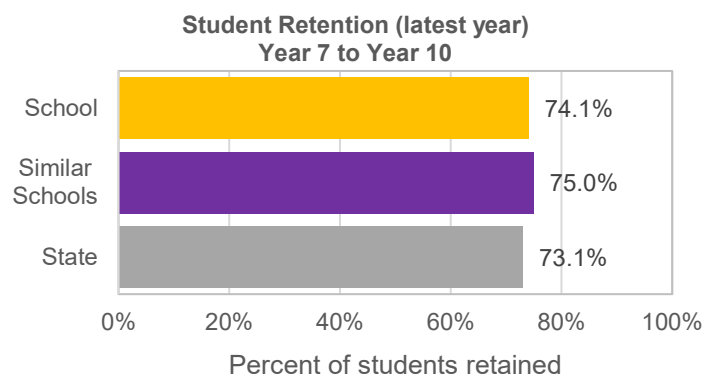
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	81%	80%	82%	83%	86%

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:	74.1%	75.2%
Similar Schools average:	75.0%	73.8%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

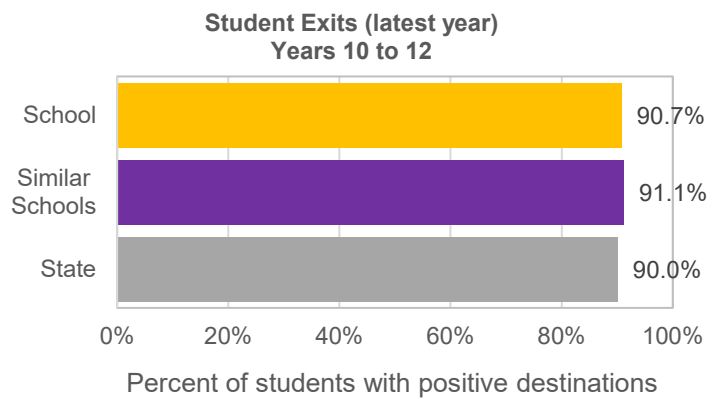
Students exiting to further studies or full-time employment.

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:	90.7%	84.8%
Similar Schools average:	91.1%	89.7%
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	\$14,009,750
Government Provided DET Grants	\$2,379,149
Government Grants Commonwealth	\$7,883
Government Grants State	\$13,293
Revenue Other	\$309,421
Locally Raised Funds	\$184,140
Capital Grants	\$0
Total Operating Revenue	\$16,903,636

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,731,894
Equity (Catch Up)	\$163,389
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,895,282

Expenditure	Actual
Student Resource Package ²	\$11,548,335
Adjustments	\$0
Books & Publications	\$7,636
Camps/Excursions/Activities	\$101,734
Communication Costs	\$18,085
Consumables	\$291,732
Miscellaneous Expense ³	\$250,599
Professional Development	\$53,097
Equipment/Maintenance/Hire	\$173,430
Property Services	\$186,281
Salaries & Allowances ⁴	\$263,926
Support Services	\$493,813
Trading & Fundraising	\$50,289
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$280
Utilities	\$98,776
Total Operating Expenditure	\$13,538,074
Net Operating Surplus/-Deficit	\$3,365,562
Asset Acquisitions	\$64,807

- (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 25 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 refer to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,926,077
Official Account	\$22,820
Other Accounts	\$0
Total Funds Available	\$2,948,898

Financial Commitments	Actual
Operating Reserve	\$307,446
Other Recurrent Expenditure	\$2,344
Provision Accounts	\$0
Funds Received in Advance	\$411,702
School Based Programs	\$87,705
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$79,827
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,120
Capital - Buildings/Grounds < 12 months	\$1,948,808
Maintenance - Buildings/Grounds < 12 months	\$95,944
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,948,898

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.