2022 Annual Report to the School Community

School Name: Point Cook Prep - Year 9 College (4159)

- 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 01 May 2023 at 08:20 AM by Tracy Peters (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 23 May 2023 at 04:07 PM by Monia Choudhary (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

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

Point Cook P-9 College continues to embed the vision of 'Creating tomorrow today'. This vision is underpinned by the following guiding principles: Creativity and Innovation, Partnerships, Engagement, Sustainability, Individuality and Leadership. Point Cook Primary School was established in 1923 and is unique in that it was situated on Commonwealth land within an active RAAF base. The school was initially developed to provide education for the children of RAAF families living on the base but also accepted enrolments from local Werribee South residents.
Point Cook College opened in January 2010 as the re-location of Point Cook Primary school. Built under the Private Public Partnership model the college has many unique features including and state of the art teaching and learning spaces designed in collaboration with Dr Julia Atkin. Our state of the art facility provides the very best in contemporary educational design and promotes active student-centred learning through the creation of adaptable, functional spaces. Our buildings consist of General Learning and Teaching areas, a Learning Resource Centre/Library, full size indoor gymnasium/basketball court, performing arts/music room, spaces for food technology, design, arts, STEM/Technology centre, its very own wetlands, an Environmental Science room, a Stephanie Alexander Kitchen Garden and a community space managed by the YMCA. The College is in partnership with the YMCA for the provision of childcare facilities.
The College now operates under the Public Private Partnership Project. Under the model, the college has been financed, designed and constructed by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management.
The College is located at Ponsford Drive, Point Cook in the City of Wyndham. Programs cater for students in Prep to Year 9. The College Specialist programs include: Visual Arts, Performing Arts, LOTE Indonesian and Japanese, Food Technology, Stephanie Alexander Kitchen Garden, Health and Physical Education, inter-school sport carnivals, ICT and Year 8/9 elective program. The College also has an ongoing commitment to Environmental Sustainability Education and Studies of Asia.

Point Cook P-9 College is proud to offer a learning environment that is reflective of 21st Century design and is committed to providing our students with innovative teaching approaches. Our staff are caring passionate people who are committed to providing the best education for all our students. Our aim is to ensure we cater for not only the students academic success but also their wellbeing.

Teams of educators work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning. Our College provides access to an education that is seamless from Foundation right through to Year 9.

The curriculum and teaching strategies encourage our students to have high expectations of themselves. The curriculum at our College is developed using an inquiry approach, where students are encouraged to take an active role in investigating and responding to areas of personal interest. The Victorian Curriculum forms a basis for teacher planning and curriculum implementation. A range of extra-curricular opportunities are offered to students, from languages, clubs and sporting activities. Please enquire at the office for a description of programs and activities.
The Student Leadership system at Point Cook College provides students from all year levels with leadership training and skill developments, and there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on responsibility and have an input into the direction of the College. The wellbeing of our students and staff is of the utmost importance to us. The high calibre Student Wellbeing team, consists of Mental health Practitioners, Social Workers, ES- Integration aides. DOE SSSO staff provide support and guidance for our students, staff and families and work alongside our Wellbeing team. The college has been designed as a community hub and encourages community use and additional community facilities and programs through a partnership with the YMCA and Community Hubs Australia. The relationships between the staff, students, parents and the community is a fundamental strength of our College. Parent involvement and participation is actively encouraged and greatly valued.
The College has well established local and international networks and partnerships with other schools, early childhood and further education settings, community organisations, business and industry to support student outcomes and strengthen student pathways.

In 2022, the College focussed on settling students back in to face to face learning, after 2 years of interrupted learning. The focus was on building student and teacher stamina with a particular emphasis on Well-Being for all community members. Our staff needed to become creative with their planning to ensure students were engaged in their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Point Cook College there was a significant focus on supporting students to be ready to learn and rebuild learning stamina after 2 years of being in and out of remote learning and reestablishing behaviour and teaching and learning expectations. The Tutor Learning Initiative provided an opportunity for students across the college to catch up on their learning. There were some positive results with students making variable progress and students feeling supported in catching up on their learning. The TLI Program saw 304 students attend the program with an emphasis on Numeracy.
Another area of focus was on coaching, to build the capacity of all staff in meeting the learning needs of students. Prep - 4 teachers worked to refresh the college approach to word study to begin to develop a consistent approach to teaching spelling, grammar and handwriting. Incorporating student voice through Explore was another focus, where teachers unpacked the cycle of inquiry and how student voice and agency fits into this learning approach. Prep - 4 staff worked on developing consistency in reporting through collaboration on semester writing and report moderations. In 5-9 leaders and teachers worked collaboratively towards a common goal of realigning as a Sub School to plan, implement and deliver teaching and learning programs that respond to the needs of the cohort data (academic and engagement). Specific foci included - targeted learning tasks in reading, differentiation in senior math classes and the development of the 7-9 elective program. The College has continued to use Google Classroom as an online platform for learning in the 5-9 Sub School. This allows for all students and families to access learning remotely for varying reasons such as consolidation of learning, home learning and study. The senior High Achievers Program continued with a Year 7 and Year 8 class as well as a Year 9 HAP english class. In Semester 1, students completed cycles of learning goals and achievements for each curriculum area they were learning in - this was presented in the form of a Continuous Report.
All students in Years 3, 5, 7 & 9 completed NAPLAN using the online platform during a two-week window in May, with all students also receiving two Academic Reports at the end of each semester. Our Year 7 students performed better than state in Reading and Numeracy along with our Year 9s performing better than state in reading.
Year 7-9 students all received a Progress Report in Term 1 and Term 3 to provide them and families with an update on their effort and behaviour for each session. In 2022, the college continued to embed the SWPBS Token Trade in initiative with staff and student tokens being regularly rewarded and traded in.

Wellbeing

During 2022, the college really focused on building connections and relationships with staff and students. This looked like lots of impromptu chats and staff using Yard Duty time as a time to get to know students. Our Staffroom was often bustling with lots of conversations between staff - anything from family life to work life.
It was important for us as a staff to relay our College expectations and ensure we facilitated to students how this looks at PCC and what their responsibilities were as students. Across the year we had a number of wellbeing concerns, where as a staff we needed to work together to share strategies on processes and allow each other to vent and seek support for each of us to help our students in many wellbeing facets. Our Wellbeing team continued to work with School Support Staff and external agencies to provide support and understanding to each situation - putting the student at the centre and offering strategies to improve the learning and wellbeing of our students.
Our message and focus to staff was to support and re-engage students to be back into the classroom and build their stamina for learning. We found it difficult at times to support the Wellbeing of students without a Wellbeing team - and worked hard to recruit over the Christmas break.

Engagement

The College has made some positive growth and change during 2022. The introduction of PLC Professional Learning has ignited enthusiasm across the College as we started to experiment with running a PLC Cycle. Staff are developing their capacity to use data and analyse this data more effectively to refine their teaching practice. We have been able to maintain our focus to stick to our assessment schedule and unpack the data as cohorts and as classrooms.
Our students in Years 7-9 have had access to many programs to support social, emotional growth and development. We have successfully formed partnership with CASEA and implemented this program into our P-4 year levels. This has allowed us to up skill staff and continue the program in 2023.
We have built strong community links with Community Hubs Australia (Breakfast Club/English language classes/Playgroup sessions), Food Bank, Western United Soccer Club, Werribee Football Club, Huddle, Flip My Ride and Life Changers. These connections have all had a positive impact on our students well-being, allowing students to access some of these programs and services outside of school.
We have been successful in running our first College Colour Run, and welcoming the return of Assemblies, Swimming programs, Excursion/Incursions and Camps throughout 2022. Although it has been a busy year, our students and families have welcomed these programs and we have had high participation amongst all year levels.

Our Attitudes to School Survey data shows 86% of students in years 4-9 feel a sense of inclusion across the college. Our AToSS data tells us that from 2021 to 2022 there has been an increase in students feeling they have an advocate at school. The AToSS data also shows that our Years 7-9 students have a strong sense of connectedness to the college outperforming similar schools and the state There has also been an improvement in Student Voice and Agency with an 8% increase.

Other highlights from the school year

The College was committed to providing students with as many extra curricula activities as possible throughout the year, as students had missed so many due to lockdowns. Students from Prep - Year 9 all had the opportunity to participate in the College's camp program. Our Preps participated in a Prep Breakfast, 1/2s participated in a Sleepover at the college, 3/4s attended Lady Northcote to build their resilience skills, 5/6s attended a 6 day camp to Canberra, Year 7s attend Camp Manyung in Mt Eliza, Year 8s attend a 5 day Snow Camp at Falls Creek and the Year 9s participated in a City Experience Camp. All camps ran at capacity which was a positive.
Prep Breakfast had 100 students attend.
1/2 Camp had 222 students attend.
3/4 Camp had 204 students attend.
5/6 had 159 students attend.
80 students attended Year 7 Camp.
67 students attended Year 8 Snow Camp
59 students attended Year 9 Melbourne City Camp
For the first time in many years we were able to provide families with the opportunity to participate in a P-2 and 5/6 Swimming Program. The college provided swimming 551 free swimming lessons for our students in P-2 and 5/6.

We also have embedded our High Achievers Program and Athlete Development Program for students in Years 7-9.
We were able to end the school year with a Christmas Concert- PCC Celebrates that was very well attended by our parent community with lots of positive feedback for our parent community.

Financial performance

Throughout 2022, Point Cook P-9 College managed both the Student Resource Package (SRP) Funding and Other Locally Raised funds in a fiscally responsible manner consistent with Department policies and College Council approvals with the focus of Improving Student Learning Outcomes.
Our funding for 2022 was $15,041,808. This can be broken down further into $13,849,321 of credit and $1,192,487 of Cash.

Other State or Commonwealth Grants we received in 2022: Community Hubs Australia, Sporting Schools Grant, Bridging the Digital Divide, Overseas Fee-Paying Students (International Students) & CSEF – Camps, Sports & Excursions Funding.

We completed a credit to cash transfer of $400,000. This is targeted to the Multipurpose Sports Outdoor Covered Play Area that will be completed 2023/2024. Based on our surplus from 2021 we have contributed $98,664 to the Tutor Learning Program for 2022. At the 31st of December 2022 we are in a credit surplus of $1,207061 and a cash surplus of $1,520,771.07. This Surplus will be carried forward into 2023 to further support the provision of quality programs at Point Cook P9 College.
To summarise all funds received from the Department, or raised by the college, 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, College Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at www.pcc.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 1404 students were enrolled at this school in 2022, 669 female and 735 male.

51 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.

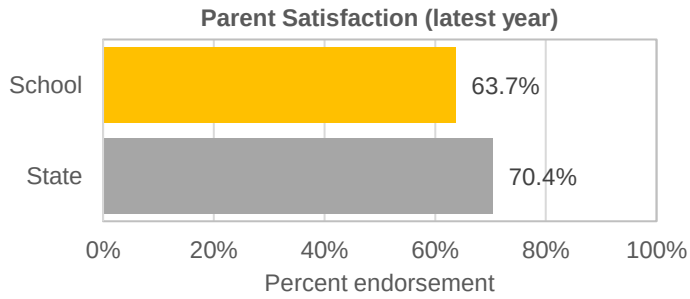
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	63.7%
State average (P-12 schools):	70.4%



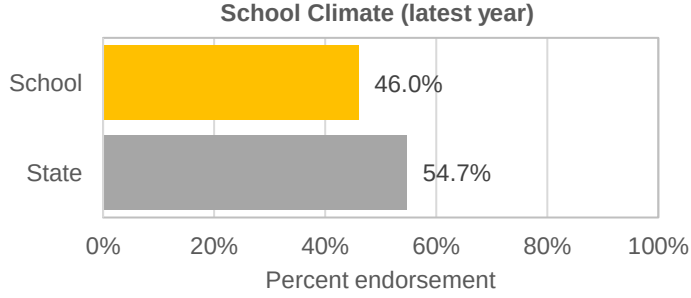
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	46.0%
State average (P-12 schools):	54.7%



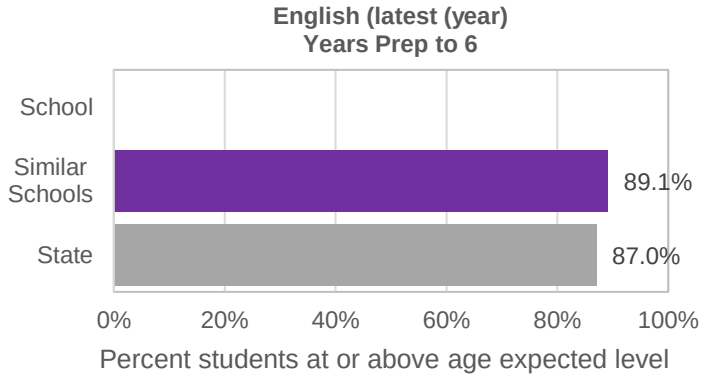
LEARNING

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.***

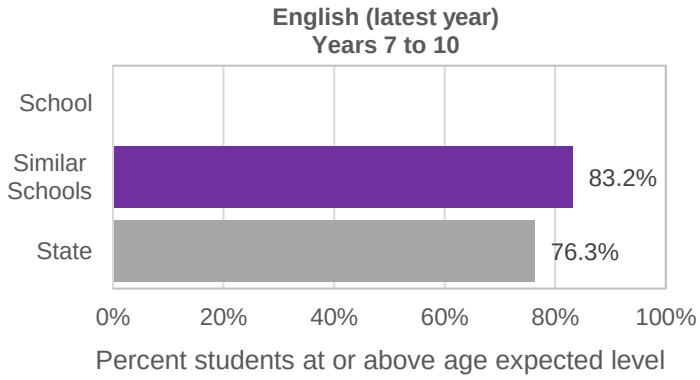
Teacher Judgement of student achievement

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

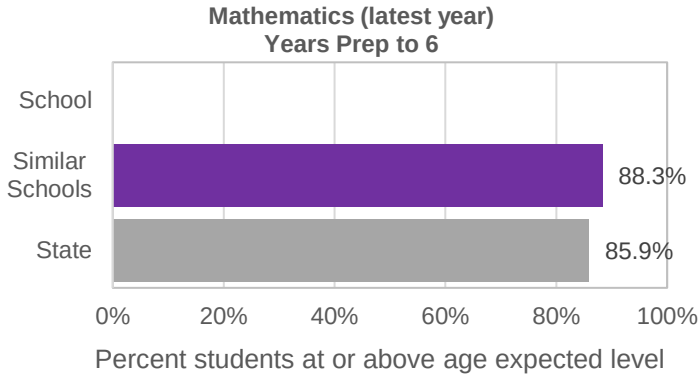
English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	NDA
Similar Schools average:	89.1%
State average:	87.0%



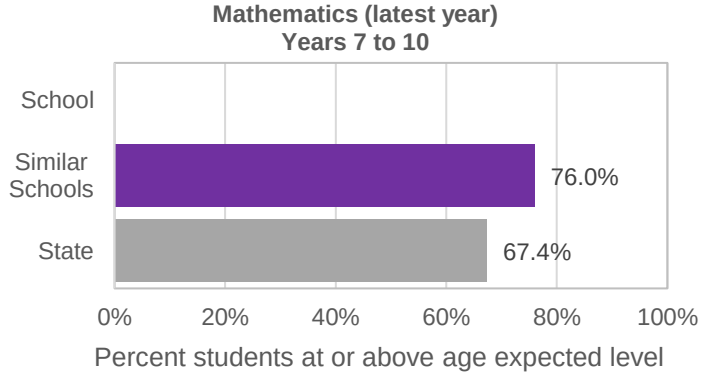
English **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	NDA
Similar Schools average:	83.2%
State average:	76.3%



Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	NDA
Similar Schools average:	88.3%
State average:	85.9%



Mathematics **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	NDA
Similar Schools average:	76.0%
State average:	67.4%



LEARNING (continued)

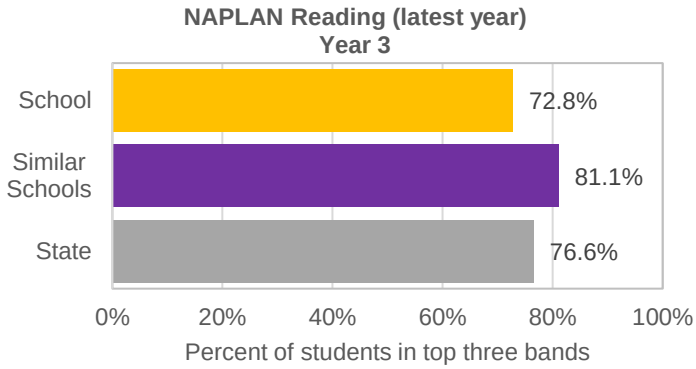
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

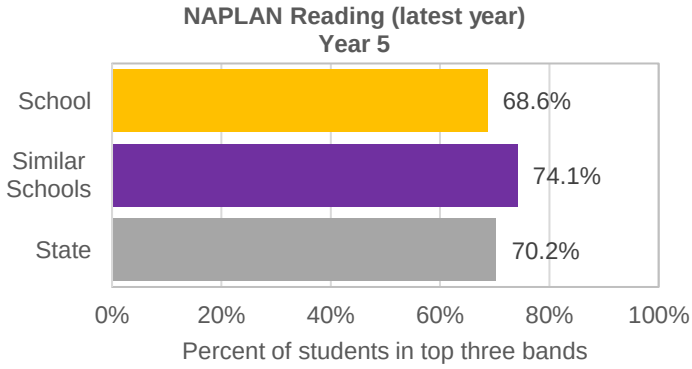
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

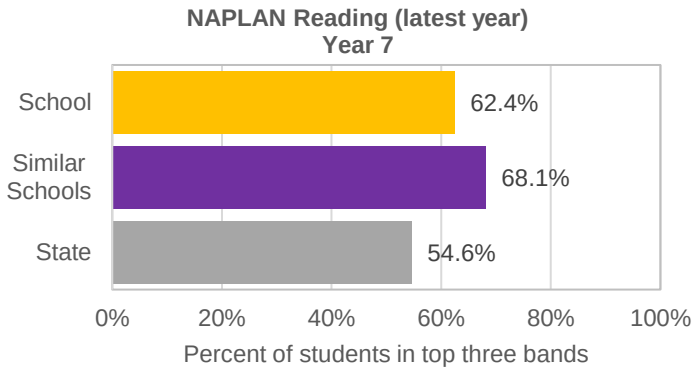
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	72.8%	73.7%
Similar Schools average:	81.1%	81.0%
State average:	76.6%	76.6%



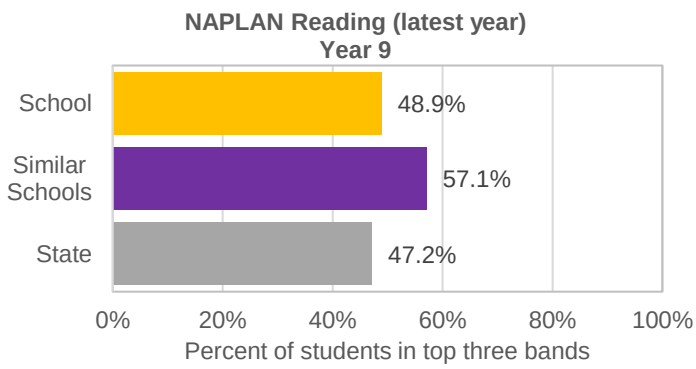
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	67.5%
Similar Schools average:	74.1%	73.5%
State average:	70.2%	69.5%



Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	62.4%	58.3%
Similar Schools average:	68.1%	67.8%
State average:	54.6%	55.3%



Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	44.2%
Similar Schools average:	57.1%	56.2%
State average:	47.2%	46.0%

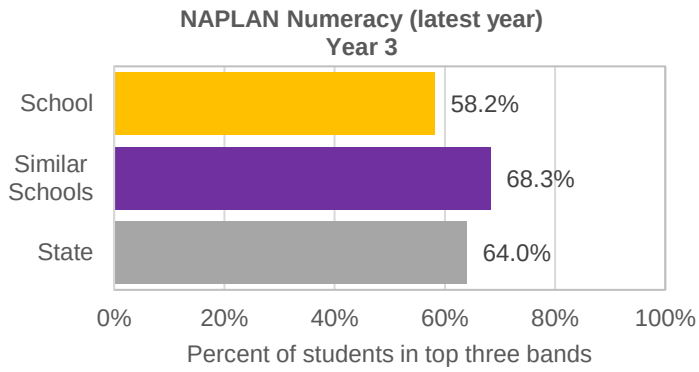


LEARNING (continued)

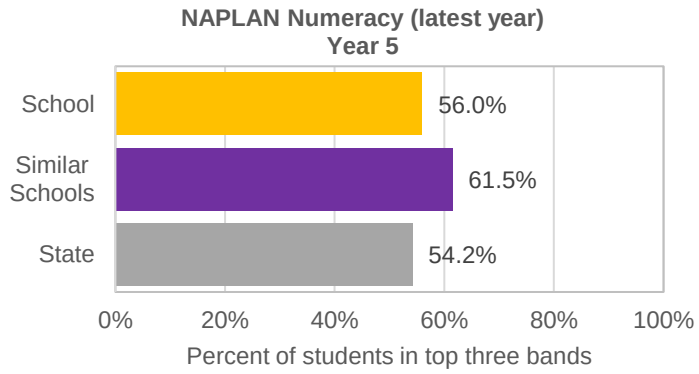
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN (continued)

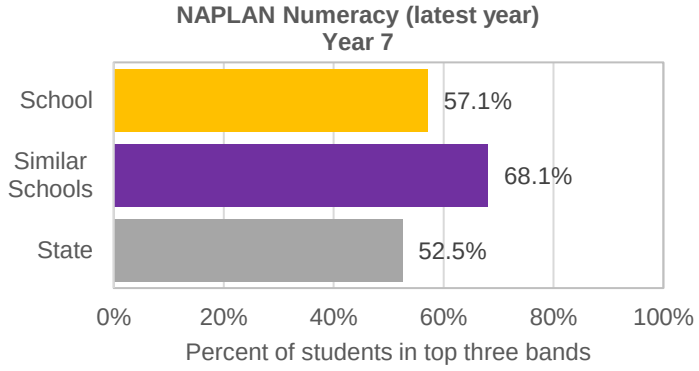
Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	58.2%	65.7%
Similar Schools average:	68.3%	70.8%
State average:	64.0%	66.6%



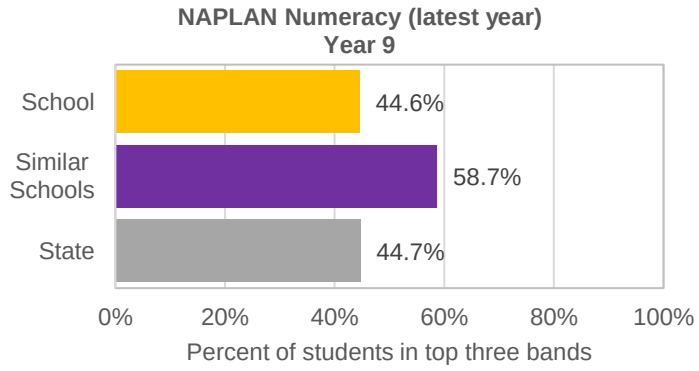
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	56.0%	58.7%
Similar Schools average:	61.5%	65.2%
State average:	54.2%	58.8%



Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	54.7%
Similar Schools average:	68.1%	68.5%
State average:	52.5%	54.8%



Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	44.6%	42.8%
Similar Schools average:	58.7%	58.8%
State average:	44.7%	45.6%



LEARNING (continued)

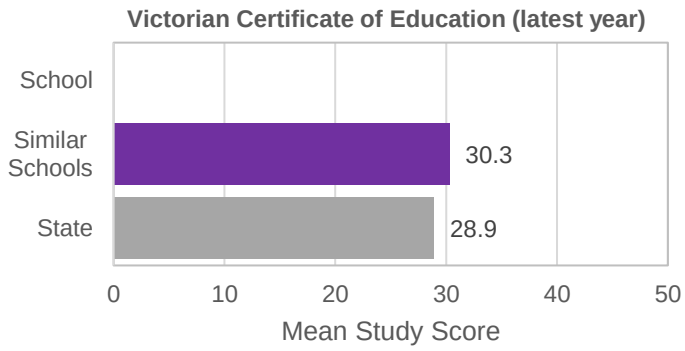
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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	NDA	NDA
Similar Schools average:	30.3	30.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:	NDA
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2022:	NDA
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	NDA

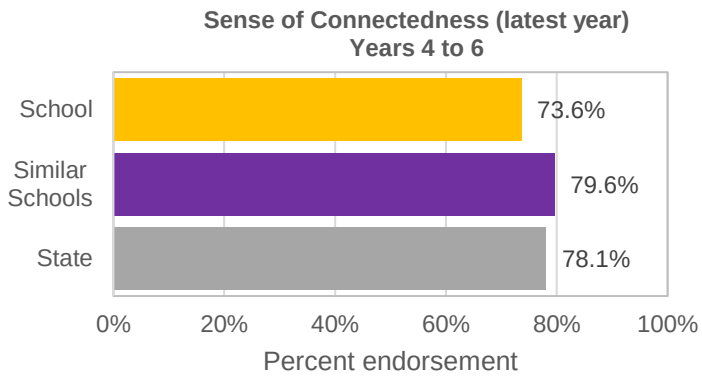
WELLBEING

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.***

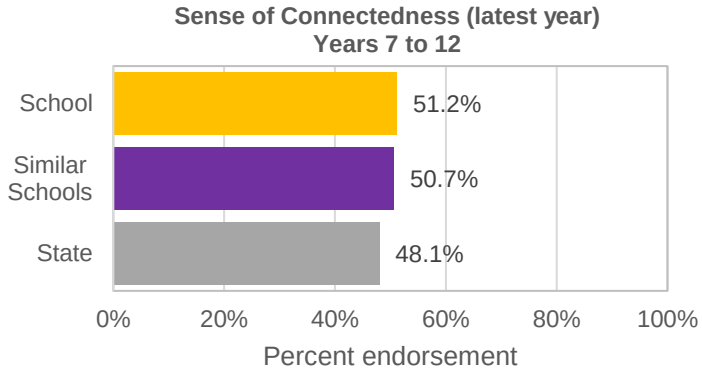
Student Attitudes to School – Sense of Connectedness

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 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	73.6%	75.9%
Similar Schools average:	79.6%	81.4%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	51.2%	51.5%
Similar Schools average:	50.7%	53.8%
State average:	48.1%	52.5%

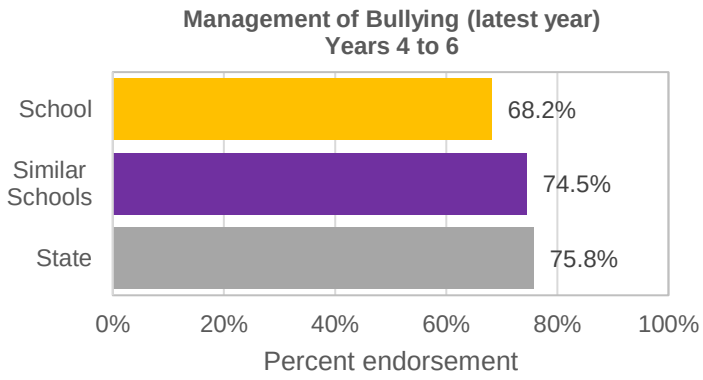


WELLBEING (continued)

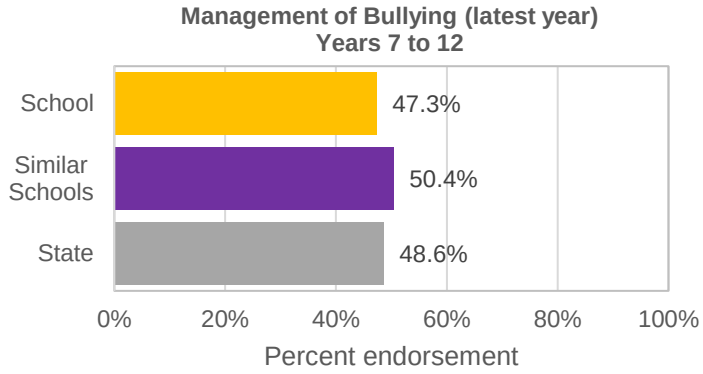
Student Attitudes to School – Management of Bullying

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 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	68.2%	70.5%
Similar Schools average:	74.5%	77.6%
State average:	75.8%	78.3%



Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	47.3%	47.8%
Similar Schools average:	50.4%	54.6%
State average:	48.6%	54.0%



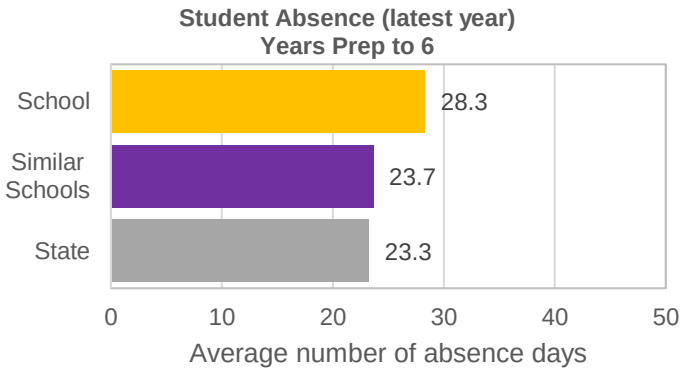
ENGAGEMENT

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

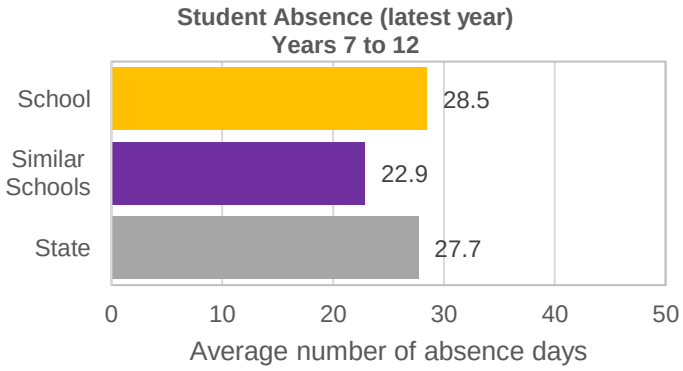
Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	28.3	19.7
Similar Schools average:	23.7	16.9
State average:	23.3	17.0



Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	28.5	25.9
Similar Schools average:	22.9	17.6
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	84%	85%	85%	87%	87%	87%

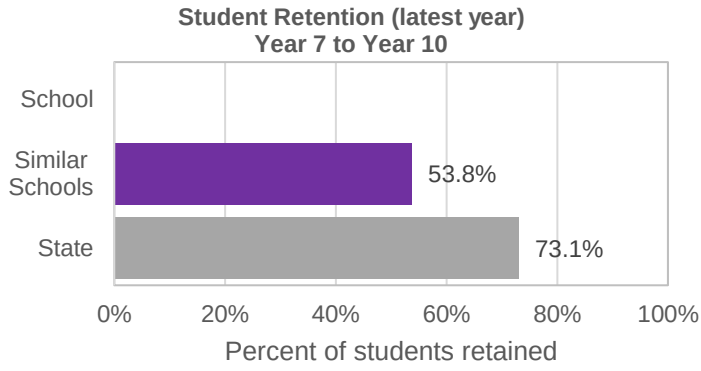
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	90%	84%	82%	NDA	NDA	NDA

ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	53.8%	54.9%
State average:	73.1%	73.0%

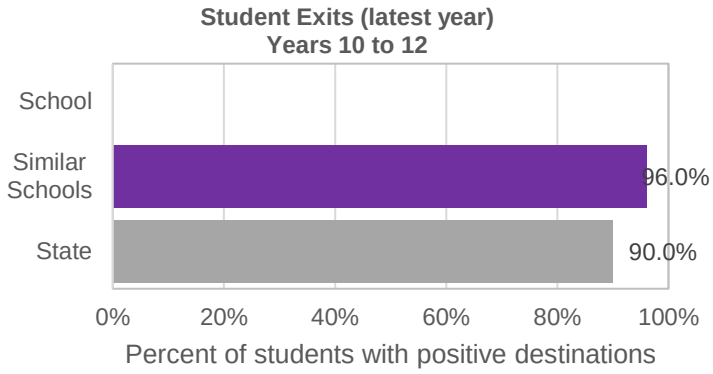


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	96.0%	97.0%
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	$13,573,281
Government Provided DET Grants	$1,696,137
Government Grants Commonwealth	$9,668
Government Grants State	$32,997
Revenue Other	$121,493
Locally Raised Funds	$709,829
Capital Grants	$19,232
Total Operating Revenue	**$16,162,637**

Equity [1]	Actual
Equity (Social Disadvantage)	$157,328
Equity (Catch Up)	$40,052
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$197,380**

Expenditure	Actual
Student Resource Package [2]	$12,315,655
Adjustments	$0
Books & Publications	$21,099
Camps/Excursions/Activities	$521,469
Communication Costs	$43,183
Consumables	$301,713
Miscellaneous Expense [3]	$154,755
Professional Development	$50,078
Equipment/Maintenance/Hire	$161,557
Property Services	$290,593
Salaries & Allowances [4]	$86,464
Support Services	$734,349
Trading & Fundraising	$22,185
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$134,200
Total Operating Expenditure	**$14,837,300**
Net Operating Surplus/-Deficit	**$1,306,104**
Asset Acquisitions	**$44,556**

(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	$1,506,539
Official Account	$14,257
Other Accounts	$0
Total Funds Available	**$1,520,796**

Financial Commitments	Actual
Operating Reserve	$372,129
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$26,575
School Based Programs	$251,779
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$801,232
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,451,716**

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.