

2022 Annual Report to the School Community

School Name: Thomastown Secondary College (8383)



- 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 28 May 2023 at 06:25 PM by Leonie White (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 20 June 2023 at 07:01 AM by Stevan Kozmevski (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

School Context

Thomastown Secondary College has a unique and proud history. Designed in 1971 on a mini-school model with a strong focus on engagement and student voice, we have retained our core values while responding to the changing needs of our community and that of the broader society. Our motto "Individual Excellence" is embedded in our rich learning environment which values and supports diversity, excellence, and teamwork. We foster a spirit of mutual respect and support, where every student is expected to strive to reach their potential. Students are empowered to build a solid foundation for the future by participating in social, intellectual, sporting, and cultural activities. Our students are encouraged to participate in enrichment and extension programs. The College mission is to encourage students to develop strong social, emotional, and academic skills, essential for all citizens in this global world.

Thomastown Secondary College was founded on the understanding that effective schools are centred on the individual student as a learner and as a person. Vertically structured curriculum and distinct teaching teams in each of the 7-10 mini schools allow enrichment at all year levels and in all learning areas. Underpinning this belief is the unique Home Group structure which provides each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between student, Home Group teacher and parents and provides continuity and effective monitoring. A separate senior mini school encourages an adult approach to learning.

Thomastown Secondary College values are stated and displayed throughout the College under the heading "At Thomastown We". This document articulates a set of expectations, developed, and agreed to by all staff and students and applies equally to staff, students and families. We acknowledge that only where there is mutual respect and acceptance, self-regulation, reflection, and an attitude that strives for continual growth can we create an inclusive learning environment where all students and staff can continue to learn in a safe and supportive environment.

Of our 528 students, 268 are female and 270 are male. While 2% of our children identify as Aboriginal or Torres Strait Islander, 77% of our parents and 30% of our current students were also born overseas and 69% have English as their second language. The College currently offers 5 LOTE languages which are delivered in the flexible learning spaces of our Language Centre. This provides further opportunities to acknowledge and strengthen our sense of community while continuing to celebrate the richness of our cultural diversity. The Victorian School of Languages shares our facilities and offers additional language classes on Saturday morning. There is growing demand for a range of experiences beyond the classroom and being situated in the Thomastown Precinct provides easy access to TRAC, a modern recreation and aquatic complex adjacent to the College, the municipal library, Community House, and additional sporting facilities. This included the annual musical production, a strong interschool sports program, before and after-school fitness programs, a breakfast program supported by Food Bank, after school homework program as well as lunchtime dance and music lessons throughout the week. The gymnasium offered fitness programs both before and after school and there is very strong participation in the interschool sports program. This year saw a return of our extra-curriculum programs including the college musical production, interschool sport, Astronomy Nights, Celebration Day, Multicultural Day, before and after school fitness programs, our breakfast program and face to face meetings with parents and guardians as well as increased access to mentors and additional counsellors

The College has emerged from a two-year period dominated by lockdowns, long periods of remote learning typified by ongoing uncertainty as to the length of lockdowns or whether new lockdowns would be imposed. While the College community dealt effectively with these challenges, staff were required to adapt quickly and with little warning and no previous experience in preparing and presenting in the virtual classroom environment. Some 10 years ago the school moved away from computer classrooms, except in specialist areas such as the Arts, Science and Computer Programming. The savings on desktop computers, upgrades and replacements has allowed us to purchase and loan school laptops to every student. Choosing this approach rather than the 'Bring your own device' program means that all students have equal access, computers are returned over the long summer break for updates and maintenance which has the added advantages of being securely stored at a time when students should be in family social interaction. It is also the peak time for accidental damage. This allows technician to service every computer without disrupting class It also meant that when the Covid lockdown arrived unexpectedly, every child, regardless of their personal situation had equal access. Collegiality amongst staff was high and an elevated level of determination to continue with their studies was observed in many students. In 2022, following two years of these severe restrictions, emotional stress, and financial stress we saw an increase in Parent Satisfaction with the college and Staff Endorsement of Positive School Climate remained above that of the State. During 2022 the College was also invited to develop curriculum to meet the requirements brought about by the changes to the Victorian Certificate of

Education, as well as the Victorian Certificate of Applied Learning. The College offers a range of pathways including VCE, and VET together with the flexibility to combine these with an extended workplace learning experience. The flexibility and community support for our senior program has meant we have never offered VCAL but have provided all the opportunities in a unique integrated program. Students chose from a wide range of VET studies offered by local secondary colleges and TAFE Colleges and combines these VCE and Vet studies with a weekly hands-on experience in the workplace during Year 11 and for a block of time for the same purpose in Yr. 12. The Victorian Government has made the decision to phase out VCAL starting in 2023 and replacing it with an alternative program. From 2023 students will have greater flexibility in how they access their Victorian Certificate of Education.

Progress towards strategic goals, student outcomes and student engagement

Learning

Thomastown Secondary College has always been focused on the individual, providing each student with their own mentor and family contact from Years 7-10 and then, a senior mentor through the final two years of secondary college. Parental satisfaction and staff endorsement is above that of the State.

It is acknowledged that a key contributing factor in securing a successful pathways is the provision of relevant and flexible pathways within a supportive social and academic framework. Thomastown Secondary College data on the percentage of students who remain at school through to Year 10 is above that of the State and the percentage of students who go on to further studies or full-time employment is also higher than that of the State despite the College's high SFO (0.07760) and SFOE(0.6290) and students struggling to close the gap in certain curriculum areas before Year 9.

For some students, Covid has increased their determined to achieve a higher score and so increase their post-school options. Equally notable, are those students who understand the impact that restricted immigration has had on the selection criteria for tertiary entrance and are choosing not to sit final exams removing a stress that can impact negatively on the engagement with learning, allowing them to concentrate more on their love of learning. The number of tertiary institutions now taking students without ATAR scores and the increased availability of employment opportunities with improved remuneration is also influencing student long term planning. However, they also understand that these windows of opportunity will not remain open indefinitely.

While classes were delivered during remote learning in 2020 and 2021 with very little variation to onsite programs, EAL students have struggled even more without the support of tutors working in tandem with classroom teachers. Students in Year 8 and Year 9 also struggled with several mathematical concepts. Teachers are aware of this and continue to focus on remediation where necessary. Absence of the 2020 NAPLAN data both for Year 7 and Year 9 students creates its own set of unique challenges when trying to closely map the changes in achievement level between 2021 and 2022 and while the outcomes in Reading at Year 7 and Year 9 are understandable, the outcome for Mathematics for the same cohort is concerning. While Year 7 reading has remained consistent with the previous year, Year 9 reading has improved. However, both Year 7 and Year 9 Mathematic results indicate a need for even greater intervention. Discussion with feeder schools on ways to improve numeracy outcomes is critical. This data appears to tell us that both primary and secondary students experienced similar barriers in understanding mathematical concepts delivered through the virtual classroom. Our college has a very strong team of staff in addition to classroom teachers who provide support and advice to our PSD students. In 2022 three students supported by the PSD team completed their VCE. Two have enrolled in TAFE and one is continuing with the employer who provided him with a work placement during his final year. These students all worked part-time while completing VCE and VET.

Wellbeing

Through a wholistic approach to wellbeing we continue to support both students and their extended families. With each student's having one key teacher responsible for their social, emotional, and academic growth it is easier to be aware of each student's needs as well as family expectations, and both available support, and additional support needed. Each team of Home Group teachers is led by a Leading Teacher and is supported by the wellbeing and pathway teams.

In addition to the benefits of the Australian Business Community Network, Middle and Senior years Pathway, support is provided through an extended work experience program for Year 10 students while a two-week pathways exploration program for Years 7-9 is run in-house during the last two weeks of Term 2. This allows professionals and tradespeople from all areas to share their knowledge and provide hands on experience for all Year 7-9 students. A range of wellbeing discussions are facilitated by the wellbeing professionals and a select number of excursions experience which support these topics are integrated into the program. Student leaders are selected at all levels and meet weekly at a mini school level and once a week at a school level. They take responsibility for raising both areas of concern and making practical suggestions for improvement. They provide positive feedback on programs

received positively by students and constructive feedback where necessary. They provide input to the student report to school council, are responsible for convening assemblies in the mini schools and the Student Representative Council is responsible for the organisation and presentation of the College Assembly.

Engagement

The College works with several external organisations to equip our students with essential skills to build confidence in the future and resolute in their endeavours to attain their goals. The Australian Business Community Network, works continuously with the college, providing numerous inspiring programs and experiences. The College recognises how extremely fortunate we are to have this support and access to so many talented leaders. Currently our students can participate in interviews and skill training with senior staff from KPMG, Future Thinkers training with Microsoft, and leadership programs Hewison, FujiFilm, Minter Ellison, Acceptive, Vanguard and Optus

The impact this has on young people's view of the possibilities post-secondary college is extraordinary. The growth in confidence and increased drive to achieve stronger outcome is easy to map. It would be exciting to see these opportunities made available to more schools. I have no doubt that early and constant exposure to these exciting opportunities is reflected in our exceptional pathways data.

Data on our parental support for the Colleges remains above that of the State while staff support is lower this year but still strong. The 2021 survey reflected the appreciation staff felt for the support available through those very difficult 2020/2021 lockdown years, however the impact on families and staff, the exit from the profession by so many and the financial difficulties facing many families is now a constant discussion and area of concern for our staff. It is not only the ever-increasing demands on staff but also their concern for their students' families and the apparent inability of wellbeing agencies, despite the increase spending on staff in these areas to support students. While this explains the cause it continues to result in an ever increasing demands on school staff.

I am informed that our attendance data is tracking well compared with local primary schools and this helps explain that some of our absences are coming from families with all students absent, often older students to look after younger students. This helps to explain the broader picture but does not reduce the concern or the long-term effects on wellbeing not only immediately but long-term widening the gap between these students and the rest of the cohort. Our data on days absent is a concern to us even though we know this is skewed by the fact, that in 2022 we saw an increasing number of families returning to their family visits back to their counties of origin to visit family. There remains a small number of families struggling to return to a routine that supports regular attendance and learning at school. Together, with the support agencies, we continue to work closely with these families, however we understand this will be a long-term process.

Financial performance

Thomastown Secondary College ensures the efficient allocation of resources to optimise the achievement, engagement, and wellbeing of all students. The College prioritises professional development of our teaching staff to ensure their continual learning can best support the goals as stated in the current Strategic Plan. Despite the limited access to trades and major building projects, the College continues to support families with suitable learning resources, make significant improvements to both internal and external recreating facilities as well as modification to the student toilet blocks. These are in need of a major upgrades. Built in the 1970s they are no longer fit for purpose. Through acquired and expended grants from Active Schools we have purchased equipment and provided access to fitness training before and after school and we have also made improvement to our classroom environments by finally installing efficient heating/cooling. Equity funding is expended on programs and additional support for families focusing on significant disadvantage and as noted, those impacted by the flow on effects of Covid.

We have major projects on our planning list and look forward to working closely with VSBA to establish a responsible and agreed planning document. Being the only secondary school in the area that has not attracted Major Maintenance funding, we look forward to removing the remaining asbestos dust under the Science wing so that the facilities may reflect the talent and ambitions of both our staff and students to work and learn in 21st Century facilities. We are in a position to contribute to do this and are very willing to do so when it is deemed to be our turn.

For more detailed information regarding our school please visit our website at



Department
of Education

Thomastown Secondary College

www.thomassc.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 538 students were enrolled at this school in 2022, 268 female and 270 male.

69 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).

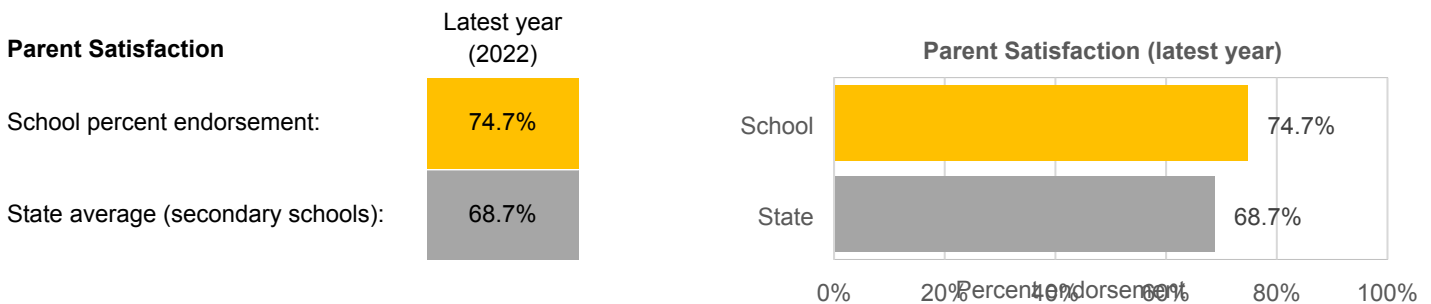
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

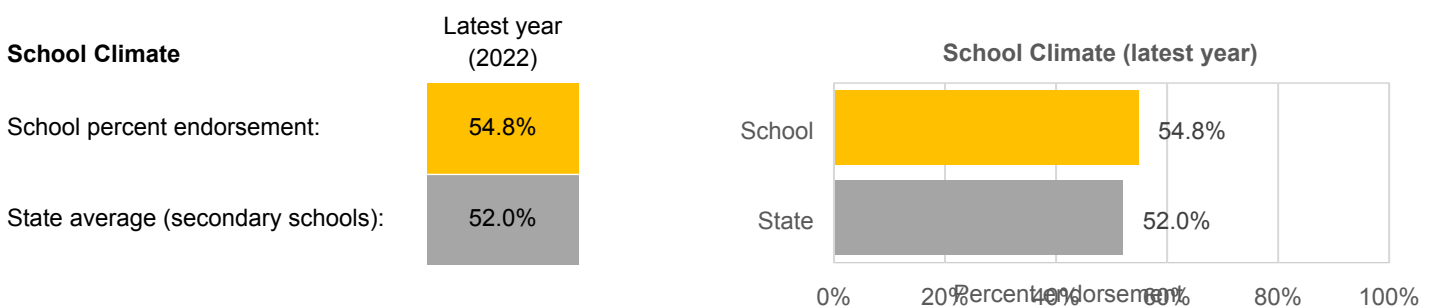


School Staff Survey

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:

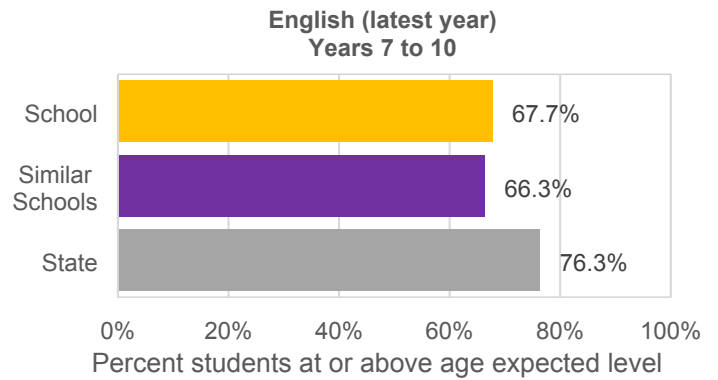
67.7%

Similar Schools average:

66.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

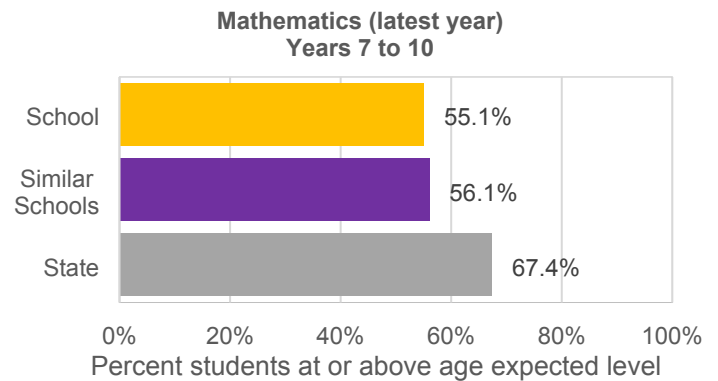
55.1%

Similar Schools average:

56.1%

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.

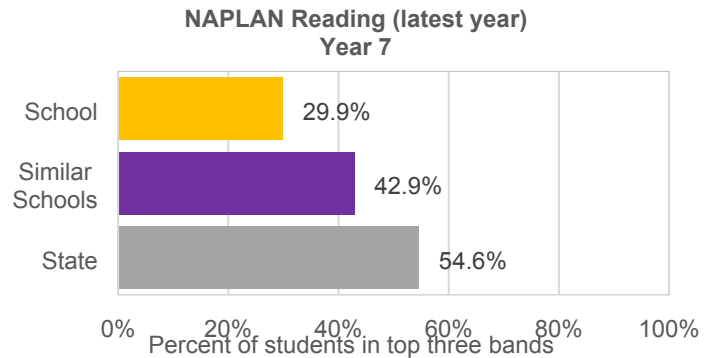
NAPLAN

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.

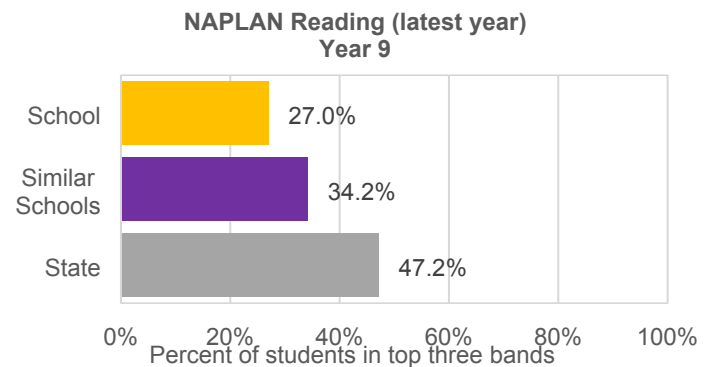
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.9%	34.9%
Similar Schools average:	42.9%	42.6%
State average:	54.6%	55.3%



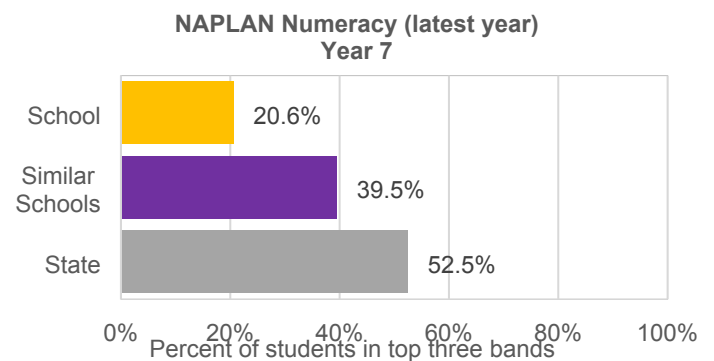
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.0%	29.1%
Similar Schools average:	34.2%	33.2%
State average:	47.2%	46.0%



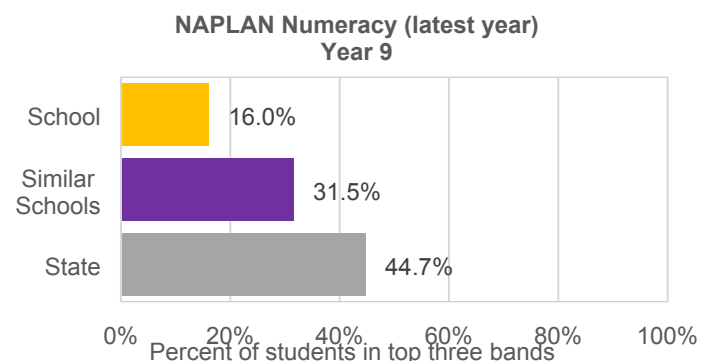
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.6%	28.0%
Similar Schools average:	39.5%	41.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.0%	22.5%
Similar Schools average:	31.5%	31.5%
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)

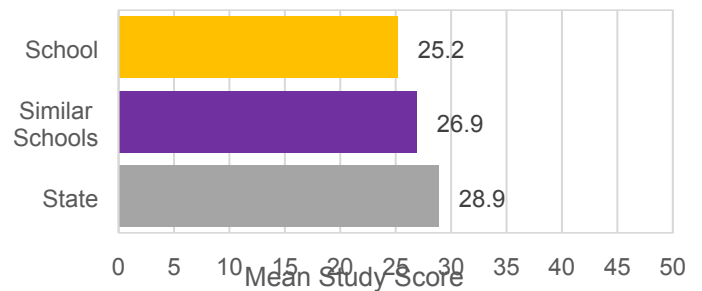
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	25.2	25.4
Similar Schools average:	26.9	27.0
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

88%

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

12%

VET units of competence satisfactorily completed in 2022:

52%

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

NDA

WELLBEING

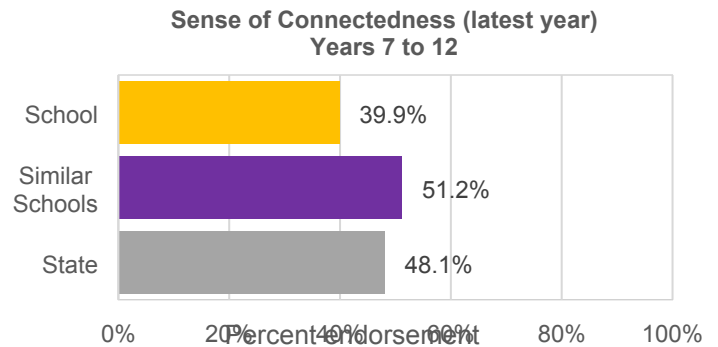
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	39.9%	42.9%
Similar Schools average:	51.2%	54.8%
State average:	48.1%	52.5%

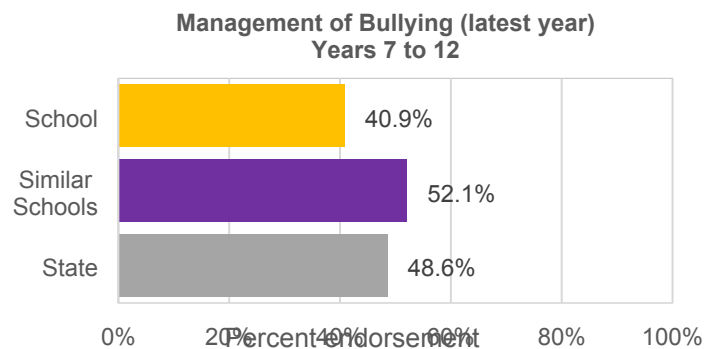


Student Attitudes to School – Management of Bullying

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:	40.9%	43.1%
Similar Schools average:	52.1%	56.0%
State average:	48.6%	54.0%



ENGAGEMENT

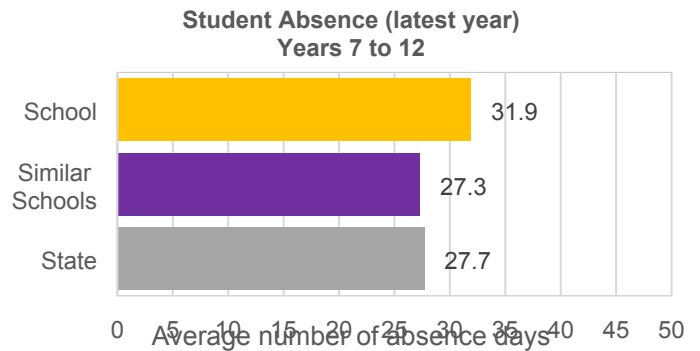
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.9	25.0
Similar Schools average:	27.3	22.1
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.

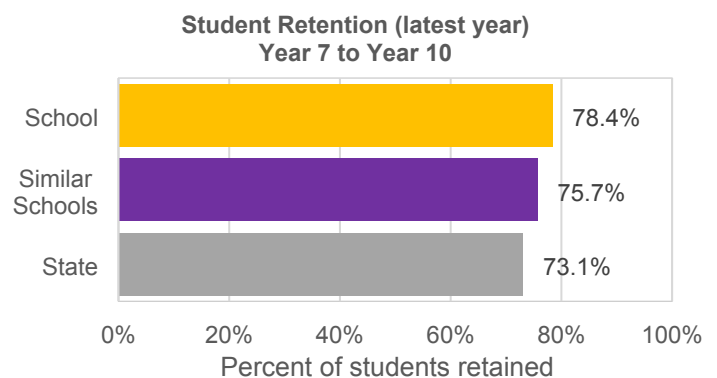
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	82%	79%	82%	90%	89%

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:	78.4%	72.5%
Similar Schools average:	75.7%	74.2%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

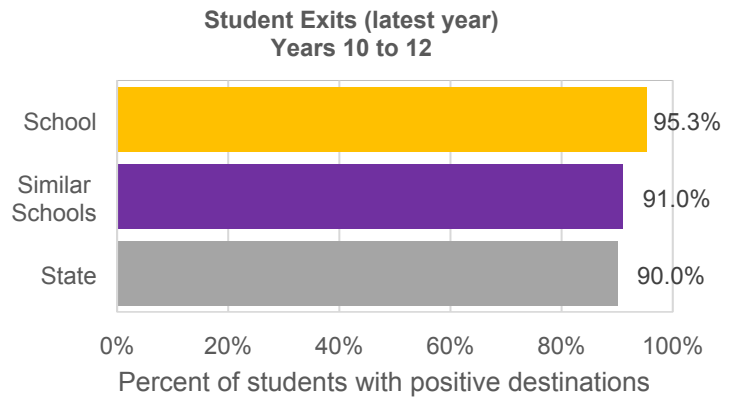
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	95.3%	95.2%
Similar Schools average:	91.0%	90.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,517,335
Government Provided DET Grants	\$1,776,262
Government Grants Commonwealth	\$9,800
Government Grants State	\$268
Revenue Other	\$77,463
Locally Raised Funds	\$155,800
Capital Grants	\$0
Total Operating Revenue	\$9,536,928

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,498,639
Equity (Catch Up)	\$81,400
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,580,039

Expenditure	Actual
Student Resource Package ²	\$7,362,871
Adjustments	\$0
Books & Publications	\$4,004
Camps/Excursions/Activities	\$133,907
Communication Costs	\$22,273
Consumables	\$199,253
Miscellaneous Expense ³	\$20,163
Professional Development	\$18,970
Equipment/Maintenance/Hire	\$116,985
Property Services	\$247,559
Salaries & Allowances ⁴	\$113,325
Support Services	\$172,636
Trading & Fundraising	\$33,729
Motor Vehicle Expenses	\$501
Travel & Subsistence	\$0
Utilities	\$111,844
Total Operating Expenditure	\$8,558,020
Net Operating Surplus/-Deficit	\$978,908
Asset Acquisitions	\$24,858

- (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	\$5,263,316
Official Account	\$84,297
Other Accounts	\$0
Total Funds Available	\$5,347,613

Financial Commitments	Actual
Operating Reserve	\$161,881
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
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	\$161,881

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.