

# 2023 Annual Report to the School Community

School Name: Parkdale Secondary College (8225)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 05:01 PM by Michael Tuck (Principal)

- This 2023 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 06 May 2024 at 06:52 PM by Steve Galjar (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school 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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Parkdale SC is a zoned college, located in the bayside suburb of Mordialloc. Established 60 years ago, this co-educational secondary college has a proud tradition of providing quality public education for the students in the community. Enrolments at the school have stabilised after a period of growth and the consequential reduction in size of the enrolment boundary. Student enrolment for 2023 was 1668 comprising 956 male (57%), 708 female (43%).

In 2023 there were 121.7 Full Time Equivalent (FTE) teaching staff comprising 143 staff members and 36.3 FTE ES staff comprising 48 staff members.

Within the College population there are a range of students with diverse backgrounds including those in 2023 with:

- 32.0 disabilities (PSD funded) students across levels one to five.
- Students from a non-English speaking background comprise approximately 11% of students
- International students enrolments were 26 students in 2023. This was a modest increase on 2022 with demand predicted to rise at a more rapid rate in 2024.
- There are also many high performing Maths/Science, Sporting and Performing Arts students.

We provide quality educational programs for all ability levels. We expect every student to finish their schooling at Parkdale SC having worked towards our motto "Pergo et Perago", Strive and Achieve. The College vision - "challenging our school community to strive and achieve" and values - Respect, Resilience, Integrity, Aspiration and Empathy underpin College operations, interactions, structures and programs. They work with and support the classroom expectations exuded by the Parkdale Principles – 5Ps – Punctuality, Preparation, Purpose, Participation and Probity. The school provides comprehensive and diverse range of programs.

In Years 7 and 8, students experience a broad curriculum based on the Vic Curriculum. Year 9 is a transition year, with students undertaking learning area based units four days a week and the CONNECT program on a Wednesday. The CONNECT program is inquiry based and aims to build research, problem solving and life skills. In Year 10, students begin their pathway programs which include Year10/VCE; VCE/VET and Applied Learning/VCAL/VET. The Challenge Program in Year 10 links to CONNECT and the VCE Wednesday program.

All students at the College have access to a range of extra-curricular and enrichment learning programs. These include the Arts Enrichment Program (AEP) in Music and Dance; the Elite Sports Program (ESP) in AFL, Soccer, Basketball, Netball, and Golf; the Science, Technology and Engineering program (STEP) with the themes of dissections, Formula 1, robotics and forensic science and the Writing Innovation Program (WIP) program. These programs operate outside school hours, are voluntary and there are a number of specialist coaches and staff involved. Over a third of the school student enrolment is involved at any one time, demonstrating high levels of student engagement.

The College is committed to developing strong community links and partnerships at the local, national and international levels in order to extend the range of opportunities for students and to provide the most stimulating and dynamic learning environment. Local community links include feeder primary schools, local Rotary Clubs, the Mordialloc Community Centre, Vocational Education and Training providers and employers. Internationally the College has enjoyed a 23 year sister school relationship with Osaka Nishi School in Japan. Osaka Nishi was a part of an amalgamation of four schools in the same prefecture into one school Owa High School. In 2023 our sister school relationship continued with Owa High School, with students visiting on a short stay arrangement. This was a highly valuable cultural exchange and one which we look forward to continuing in the future.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 there was a significant focus on the embedding of the Parkdale Secondary College Instructional Model and documenting curriculum in the agreed Instructional Sequence template. This work is a long-term investment in improving the teaching and learning across the college. The Curriculum Library SharePoint page was created to ensure consistent documents and resources were available to all teachers.

Given that the format of NAPLAN was fully moved online in 2022 there has been changes to the way achievement data has been reported. This makes commentary more difficult as there is little comparative data for the Year 9 cohort of note.

Year 9 Numeracy is a priority area and showed the number of students in Strong or Exceeding at Year 9 is well below similar schools but above state average, with the Year 7 data well above state average and on par with similar schools. Numeracy will continue to be a priority area for work to ensure the 2023 Year 7 cohort maintain their strong outcomes. Year 9 Reading similarly indicate that results are below similar schools but above state average. Given this data there will be a focus on supporting this

cohort more specifically throughout their year 10 year.

Teacher judgements in Year 7-10 English were on par with similar schools and significantly above the state average for students at or above age expected standards. In Mathematics the result showed teacher judgements were 10% lower for the school against similar schools but still well above the state average.

The VCE results continued the trend of being above the similar schools average and state average in 2023 and over the four year average. There was a 99% successful completion of VCE. Our mean study score of 29.5 was slightly down from our previous years of 30, however we also had an increased number of students complete the mainstream scored VCE, with a slightly lower percentage of students in the VCE Vocational Major pathway which may be a contributing factor.

Students supported through the Program for Students with a Disability (PSD)/Disability Inclusions all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. In 2023 we concentrated on particular aspects of the instructional model (differentiation, checking for understanding etc) as part of our Strategic Plan Goal to maximise the achievement and learning growth of every student. This also encompassed the DE Priority - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. In addition we continued to provide the Tutor Learning Initiative (TLI).

## Wellbeing

The plan was to review, assess and refocus the whole school approach to wellbeing and create a common understanding. This process was completed. As part of this teachers incorporated evidence based practices to support social/emotional learning in classes and in planning units of work.

Through the year, work was done to strengthen relationships with regional and external support agencies to continue to assist us to provide the best possible care for our students. The sense of connectedness to school for students in Years 7-12 showed an increase against the four year average where the 2023 result was above this average. This percentage was now exactly on par with the similar schools and marginally higher than the state average. Given these results it was pleasing that our school result for 2023 improved against the downward result for similar schools and the four year average. In the Management of Bullying category our result for 2023 was above similar schools and the state average. It was still below in the four year average but it was pleasing that it was moving in a positive direction.

## Engagement

Attendance rates were fairly static on 2022 results, but down on 4-year average. Although still better than the state average we have fallen behind the similar schools' average. Attendance data is still affected by COVID related extended absences as well as families taking holidays during term time. There are a small number of students with significant absenteeism, which also impacts on the overall average. To address the attendance issues our regular processes to follow up attendance were reinstated. Tutor teachers would be the initial follow up. If required Year level Coordinators would then be involved. This could then escalate to the Team Leader of the year level. At times it was necessary to involve the wellbeing team to assist a student to improve their attendance. Additional measures to track absenteeism have been introduced including the use of Compass Pulse and regular monitoring at Wellbeing Executive. A focus on attendance and ensuring clear communication with parents/carers will a priority for 2024.

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## Other highlights from the school year

The completion of the Junior Learning Centre, central courtyard and outdoor hardcourts were a significant highlight of 2023. The Junior Learning Centre houses year 7 and 8 students, staff including the assistant principal, student management team, administration staff and teachers along with learning technology, locker bays and toilets. This has ensured our junior school students and staff have a modern facility that supports the safe and orderly environment required to maximise student learning. The central courtyard area has become the heart of the school, providing outdoor seating, trees and open spaces for lunchtime activities and other school events. The outdoor hardcourts are a vital addition to allow students active play areas during breaks and outdoor sports facilities for use in PE, Sport and the Elite Sports Pathway.

Interschool sport success continued with the sport program allowing many students the opportunity to play and represent the college. It is not always about winning but the participation and playing with classmates is so important to life at school for many students. We were able to celebrate the Senior Girls AFL team winning a state title along with many other teams making state finals and winning at regional levels. There were also a number of individual students who competed and won events in the State finals in swimming, athletics and cross country. We also had one student who had participated in our ESP AFL program drafted into the AFL, a significant individual achievement.

In the arts, the schools first musical since COVID was held. All Shook Up was a huge success, with sell out performances and an opportunity to showcase student talent in a professional performance. The school Art Show went from strength to strength, hosting an estimated 700 guests. Our Parky Does series was also reinstated with Parky Does The Piano Man. Academically, VCE results continued to be strong and the College Dux for the year received an impressive ATAR of 99.6, the highest in our region. Additionally, three perfect study scores of 50 were achieved by students at Parkdale.

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## Financial performance

Overall, the school's financial position continues to be strong with a healthy surplus due to considerable planning and effective management of available resources over the past few years. There have been a slight decrease in student numbers across all levels. When coupled with the better management of our student numbers in classes this has meant a significantly more efficient staffing model has been able to be achieved. Equity funding was directed towards the provision of the school based numeracy, literacy and wellbeing support.

A large portion of the surplus is committed to Building and Grounds projects throughout the school. This includes the re-establishment of the grounds after the completion of the building upgrade (\$9.6 million - classrooms, first aid centre, hardcourts), the upgrading of classrooms that will remain, in particular E Block, refurbishment of the C Block toilets, landscaping and student areas of the school outside the scope of the current capital works, the set up of the Whole School Literacy and Numeracy programs and other projects that will enable the school to adequately resource the desired outcomes as outlined in the Strategic Plan.

Through prudent and fiscally responsible budgeting we have also been setting aside funds to replace large assets at the end of their life span. As an example this expenditure enabled us to replace ovens in the food technology area and information technology hardware that were at end of life along with numerous air conditioning units, refreshing paint across the W-Wing, E-Wing, and Administration.

The reduction in parent financial contributions (approximately 33% collection rate) is an ongoing challenge to the financial position of the college. The impact of this has yet to be fully realised due to the savings we were able to realise across the past 3 years.

Pressures on existing programs will be an issue in upcoming years and responsible fiscal management will be required to ensure vital student services and programs are maintained. The potential impact of this is that programs and services will be cut which will be detrimental to the learning and wellbeing outcomes of our students.

**For more detailed information regarding our school please visit our website at**  
<https://www.parkdalesc.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 1668 students were enrolled at this school in 2023, 708 female and 956 male.

11 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

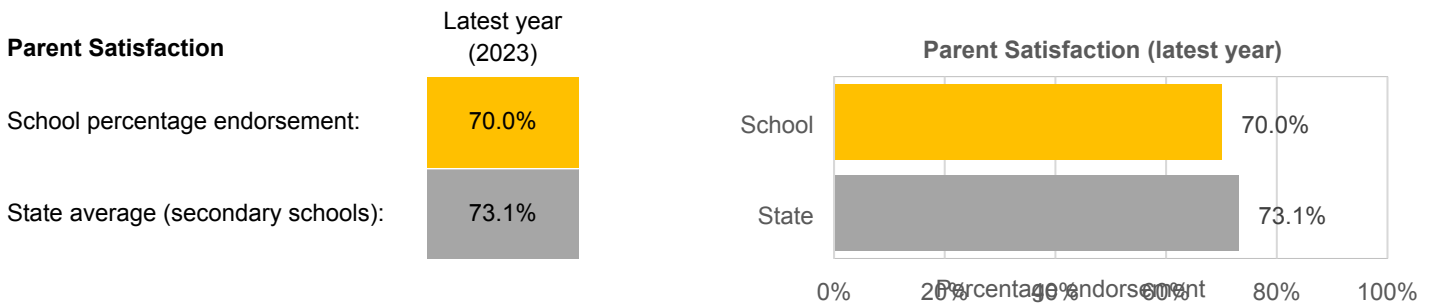
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

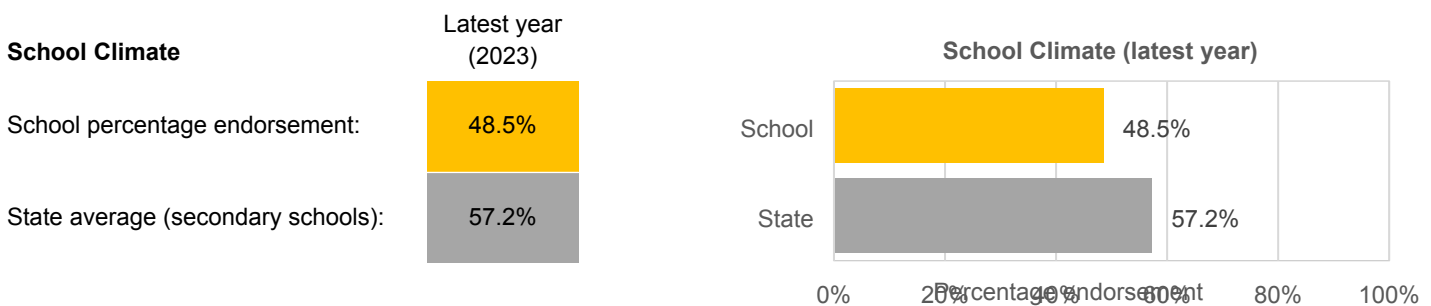


### School Staff Survey

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

Percentage 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

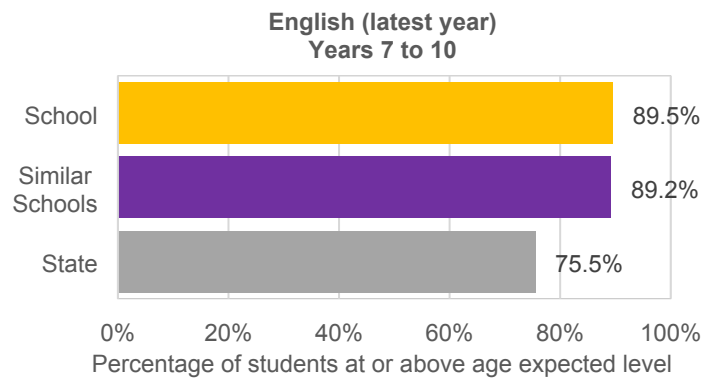
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

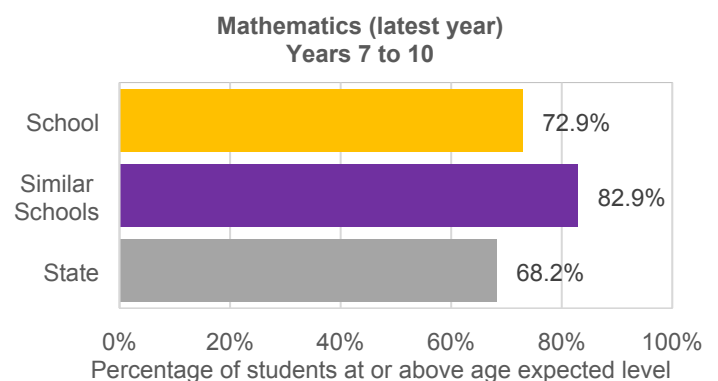
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	89.2%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	72.9%
Similar Schools average:	82.9%
State average:	68.2%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.4%

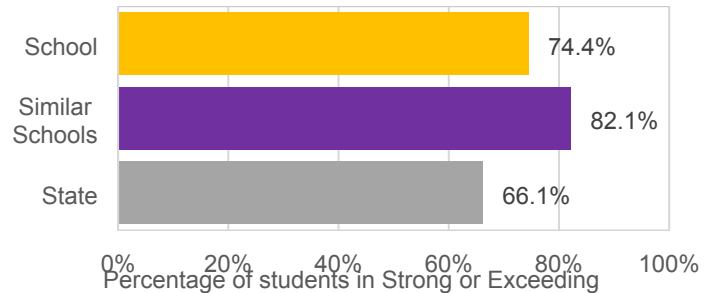
Similar Schools average:

82.1%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.2%

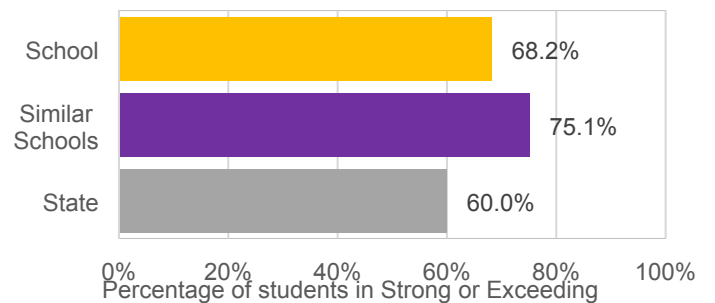
Similar Schools average:

75.1%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.5%

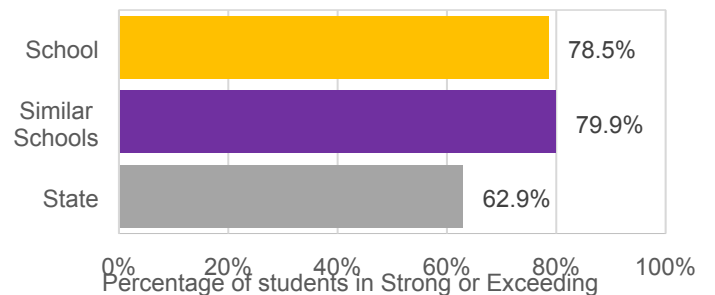
Similar Schools average:

79.9%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.2%

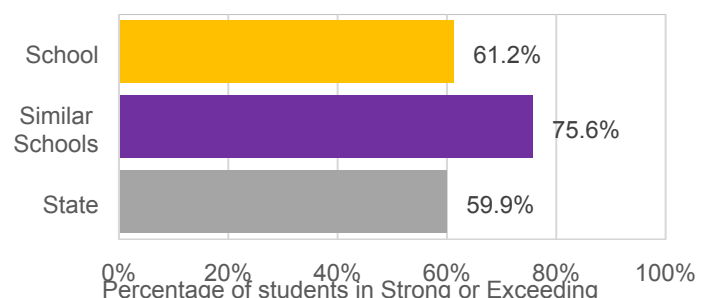
Similar Schools average:

75.6%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



**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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

64.8%

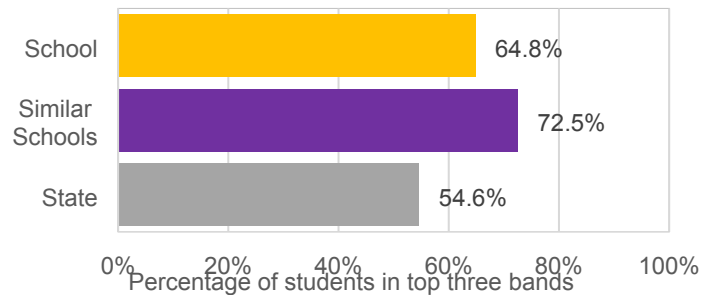
Similar Schools average:

72.5%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

48.2%

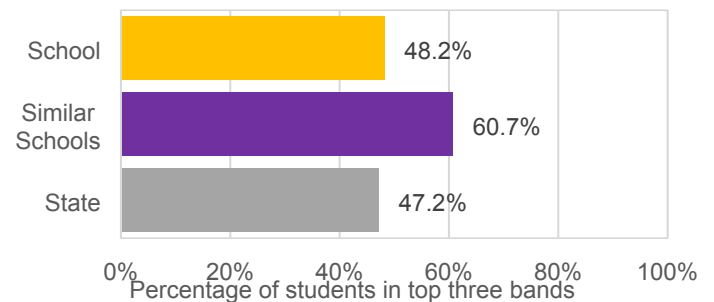
Similar Schools average:

60.7%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

64.0%

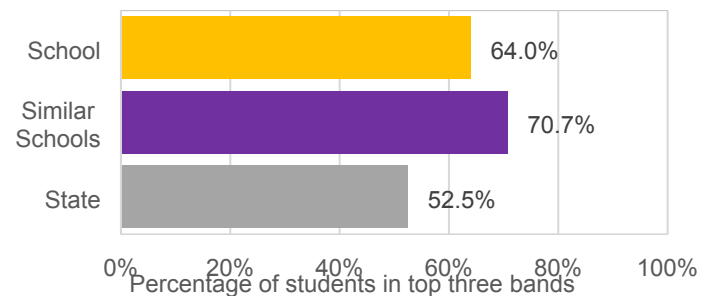
Similar Schools average:

70.7%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

55.3%

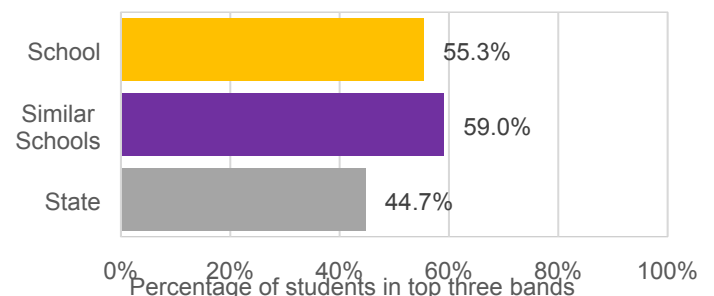
Similar Schools average:

59.0%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## 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 Senior Secondary Certificate

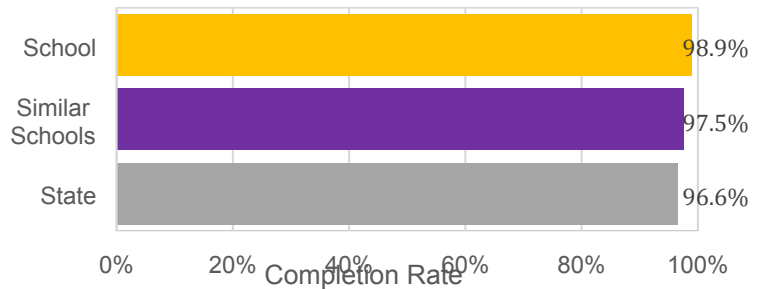
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.9%	98.4%
Similar Schools completion rate:	97.5%	97.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.5

Number of students awarded the VCE Vocational Major

39

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

31%

Percentage VET units of competence satisfactorily completed in 2023:

93%

## WELLBEING

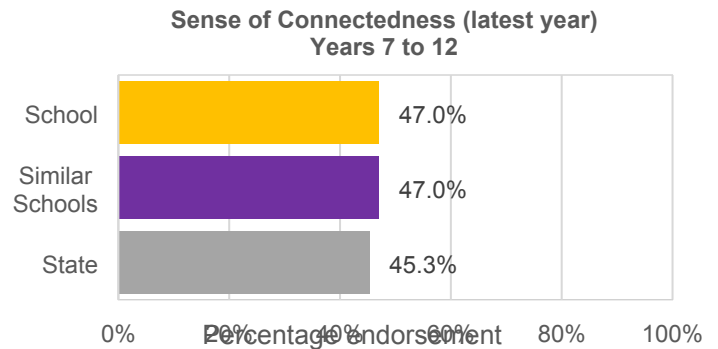
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	47.0%	45.9%
Similar Schools average:	47.0%	51.1%
State average:	45.3%	49.9%

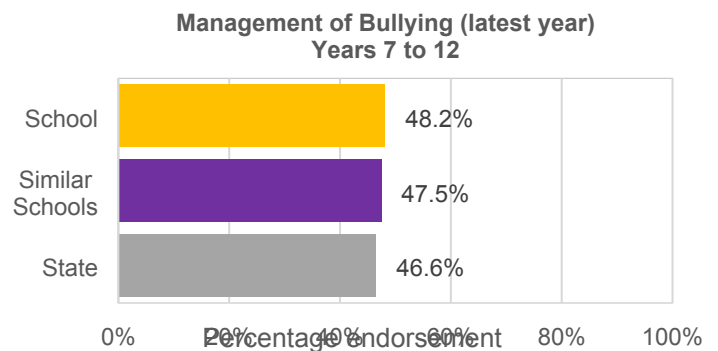


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	48.2%	48.6%
Similar Schools average:	47.5%	51.6%
State average:	46.6%	51.0%



## ENGAGEMENT

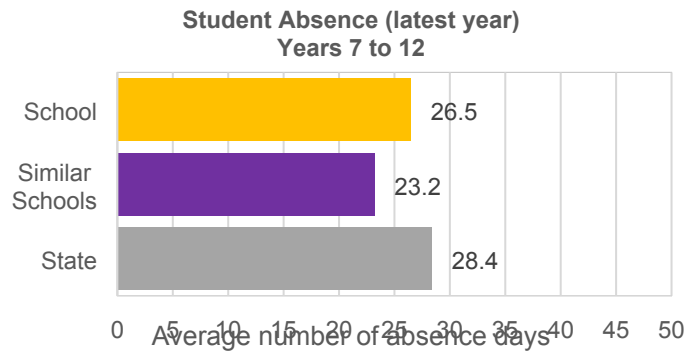
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	26.5	20.1
Similar Schools average:	23.2	18.8
State average:	28.4	23.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

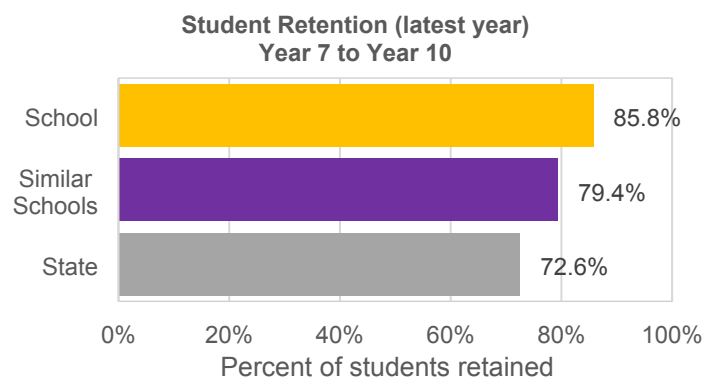
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	84%	86%	86%	87%	88%

### 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 (2023)	4-year average
School percent of students retained:	85.8%	84.9%
Similar Schools average:	79.4%	81.4%
State average:	72.6%	73.8%



## 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.

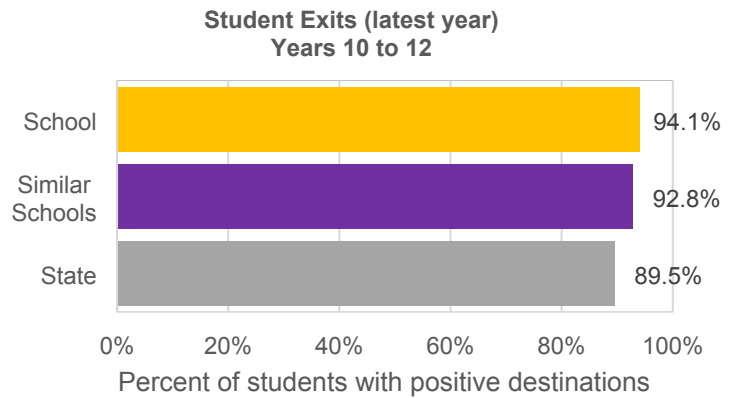
### Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	94.1%	97.0%
Similar Schools average:	92.8%	94.5%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$18,262,694
Government Provided DET Grants	\$2,168,915
Government Grants Commonwealth	\$27,543
Government Grants State	\$2,500
Revenue Other	\$195,784
Locally Raised Funds	\$1,781,695
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,439,131</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$95,294
Equity (Catch Up)	\$65,493
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$160,787</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$17,482,120
Adjustments	\$0
Books & Publications	\$20,952
Camps/Excursions/Activities	\$955,488
Communication Costs	\$26,381
Consumables	\$874,293
Miscellaneous Expense <sup>3</sup>	\$74,272
Professional Development	\$48,716
Equipment/Maintenance/Hire	\$119,708
Property Services	\$602,619
Salaries & Allowances <sup>4</sup>	\$850,886
Support Services	\$458,259
Trading & Fundraising	\$21,917
Motor Vehicle Expenses	\$4,649
Travel & Subsistence	\$19,480
Utilities	\$176,603
<b>Total Operating Expenditure</b>	<b>\$21,736,345</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$702,786</b>
<b>Asset Acquisitions</b>	<b>\$320,732</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,863,860
Official Account	\$35,835
Other Accounts	\$50,421
<b>Total Funds Available</b>	<b>\$3,950,116</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$627,281
Other Recurrent Expenditure	\$5,765
Provision Accounts	\$0
Funds Received in Advance	\$64,467
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,980
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$850,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$35,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,608,493</b>

*All funds received from the Department of Education, 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.*