

# 2023 Annual Report to the School Community

School Name: Point Cook Senior Secondary College (8847)



- 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 03 May 2024 at 11:47 AM by Shaun Sleep (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 10 May 2024 at 07:24 PM by Efie Moustaklis (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

At Point Cook Senior Secondary College, our vision is that students are supported at their point of need to achieve academic and social success. At our core we value respect, effort and responsibility and prioritise the intersection of wellbeing, learning and engagement. These values guide our actions and decisions, ensuring that every student feels supported and inspired to succeed. With a student body of 761 learners, we pride ourselves on being a close-knit educational community, fostering meaningful connections and providing personalized support to each student. Our school structure comprises three year levels: Year 10, Year 11, and Year 12, where students are encouraged to explore their passions, develop critical thinking skills, and prepare for their future endeavours through an individualized pathway planning process.

Our dedicated team comprises 60 teaching staff and 34 education support staff who are committed to providing high-quality education and support services to our students. Together, they create a dynamic learning environment that encourages innovation, collaboration, and excellence.

Point Cook Senior Secondary College is situated in the vibrant suburb of Point Cook, nestled in Melbourne's west. Our geographic location offers students access to a diverse range of learning opportunities, including proximity to various industries, cultural institutions, and recreational facilities.

Point Cook is renowned for its multicultural community, enriching our school environment with a tapestry of languages, traditions, and perspectives. We celebrate this diversity, fostering a welcoming and inclusive atmosphere where every student feels valued and respected.

Our community reflects a spectrum of socioeconomic backgrounds, presenting both challenges and opportunities for our students. Through targeted support programs and partnerships with local organizations, we strive to address inequities and provide equal opportunities for all students to thrive.

Point Cook Senior Secondary College is dedicated to nurturing the holistic development of every student, equipping them with the skills, knowledge, and values to succeed in an ever-changing world. We thank our school community for their ongoing support and partnership in realizing this vision.

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

### Learning

Throughout 2023 the school's main strategies for improving student learning was to improve the use of data and differentiation as outlined in the AIP. This was begun with detailed analysis of 2022 results which established a base line for 2023 classes but also further embedded staff use of data in a collaborative environment. The development of these strategies was evident in the agenda's for KLA meetings and Curriculum team meetings as well as through PLT work.

Results of the targeted work that has been completed has been very pleasing. While the VCE Median ATAR measure decreased slightly, the high proportion of positive student destinations indicated students were leaving PCSSC with a clear and beneficial future. Our year 11 results in unit 3 and 4 studies was exceptional, with a median study score of 31. At year 10 level we are achieving well above the state, similar schools and network schools for the proportion of students at or above the expected standard. Further analysis shows that we have been successful in supporting high ability students to move above the expected level as well as being significantly ahead of state and similar schools for achievement of equity funded students.

These results prepare us for future work towards achieving the learning goals and targets outlined in the School Strategic Plan.

### Wellbeing

2023 saw the school focus on the inextricable link between wellbeing and learning. Following an exhaustive investigation into emotional regulation frameworks; the school launched the Zones of Regulation with a focus on upskilling staff to teach students to self-regulate so that they are ready to learn. Zones of regulation are displayed in every classroom and are an embedded part of the school's professional development plan.

A major achievement was the opening of the Wellbeing Hub and Sensory Garden. The Wellbeing Hub is a safe space for the school community to go if needing respite or assistance. The hub also serves as the central office for the wellbeing team; consisting of the school's counsellor, youth worker and student engagement coordinator who work closely with the school's psychologist and

wellbeing AP. This space has been received exceptionally well by students and has been an essential tool in rollout of the zones of regulation. This is evidenced by the AToSS survey which reveals students feel they have increased confidence with their emotional regulation with 67% positive endorsement from students as compared with 61% in 2022.

Another notable achievement was the securement of Alternate Mental Health funding while our psychologist took a period of leave. This funding gave us access to a number of wellbeing programs for students in Tier 1, 2 and 3. These included: I CAN (a program to assist relationship building for neurodiverse students), Batyr@school (stress management) and Youth Mental Health First Aid.

Anecdotally, these programs have been well received by students and have also created a platform for dialogue between families and the school about positive mental health support. They have also informed the decision-making process around the best use of mental health funding which will roll out in 2024. The POS revealed significant increase in parents' overall school satisfaction with 83% reporting a positive endorsement in this domain; as compared with all secondary schools who have an average of 73% parent satisfaction. This can be partly attributed to the school's focus on student wellbeing and its undeniable impact on student learning outcomes.

## Engagement

Student engagement is a priority for our school and at the core of all facets of what we do. We excel in fostering a vibrant and dynamic learning environment where students feel excited to learn. The school's focus on differentiation has meant greater concentration on ensuring every student feels valued, can access learning at their point of need and achieve social and academic success. This is evidenced by the school's AtoSS data which shows a steady comparison with similar schools and state in the areas of cognitive and social engagement.

The school's outstanding SRC is also an essential element to the school's commitment to student engagement. With over twenty SRC members across three-year levels, the SRC has led a number of events to celebrate culture, diversity and mental health. This includes: NAIDOC week, Harmony week, R U OK Day and The Big Freeze. Senior SRC members meet fortnightly with the Principal class team to activate student voice and drive positive change within the school.

The school's focus on social and cognitive engagement is reinforced by the school's wellbeing team and student engagement coordinator. A strengthened approach to student wellbeing referrals, the creation of Safe Spaces, the Wellbeing Hub and Sensory Garden have been important in supporting Tier 2 and 3 students to remain engaged in school. The physical spaces provide respite for students experiencing stress or anxiety and the introduction of an emotional regulation framework has meant students are better equipped to deal with feelings that contribute to truancy and have tools to assist them to return to class in a 'ready to learn' state. 2023 attendance data shows a decrease in the number of students with 20+ days absence across the year; this is ahead of the state and in line with similar schools. Similarly, the number of average absence days is relative to the similar school's group and ahead of state which recorded a significant increase in the number of average absence days from 2022 to 2023.

Finally, the school's commitment to a robust careers program with individualised pathway plans has been a cornerstone of student engagement at the school. Students receive an individualised pathway plan, immersive work-experience and access to an annual Careers Expo. In addition to that, the careers team work closely with the wellbeing team to ensure vulnerable students receive additional support to secure a pathway of their choice. The Panorama Report reveals VCE and VCAL completion at 95% and 100% respectively. Additionally, Year 12s with a positive exit destination is recorded at 81% in comparison to similar schools at 62%. This is well above the state average and demonstrative of the school's ability to engage students in a positive pathway beyond Point Cook Senior Secondary College.

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## Financial performance

Point Cook Senior's financial operations for the year 2023 resulted in a net operating surplus. The College continued to operate wisely, ensuring all financial commitments were met while planning for opportunities to improve our students' outcomes and ensuring school returns to surplus after being in deficit since Covid. The funds were invested in projects such as ICT upgrades, building and grounds (outdoor area for students), addition of wellbeing hub with a great emphasis on student wellbeing, strengthening our infrastructure and to improve learning environments for the students and staff.

Point Cook Senior is in a very strong financial position. The College believes in Kaizen, the never ending quest for small, incremental improvements in quality, technology, processes, culture and productivity, which reflects in a pre-emptive and planned approach to financial, asset and facilities management.

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



# 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 761 students were enrolled at this school in 2023, 334 female and 426 male.

34 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).

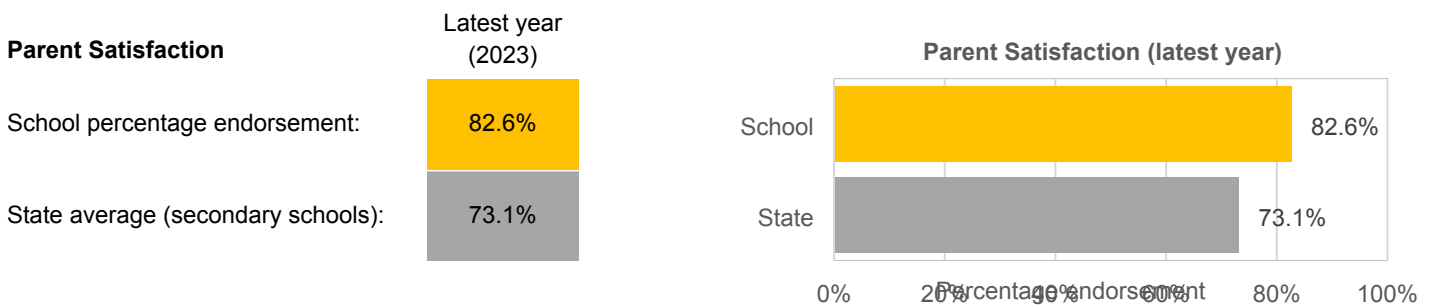
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

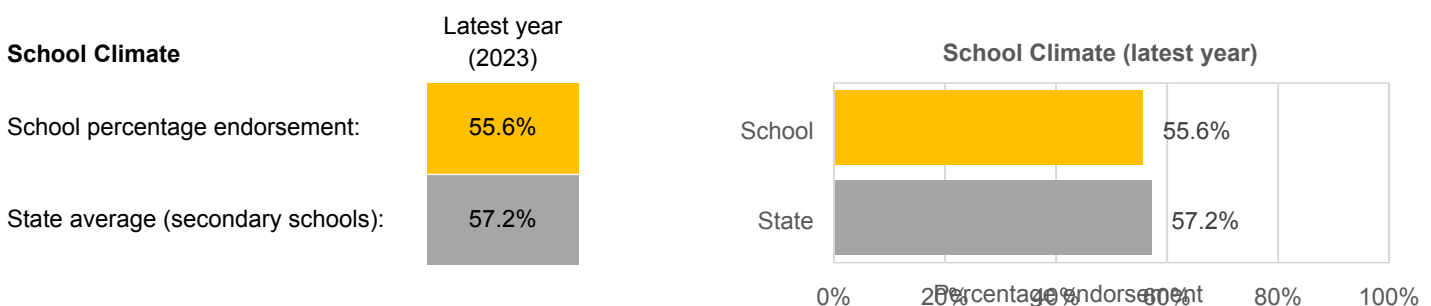


### School Staff Survey

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:

91.0%

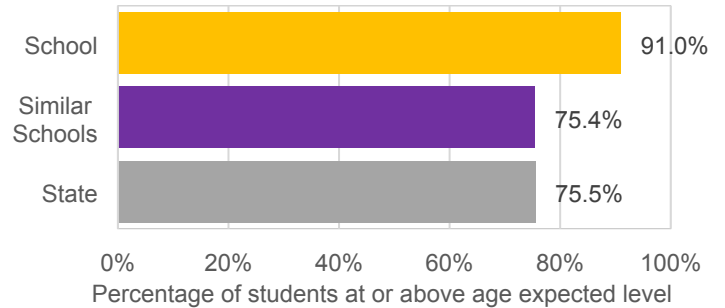
Similar Schools average:

75.4%

State average:

75.5%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2023)

School percentage of students at or above age expected standards:

83.4%

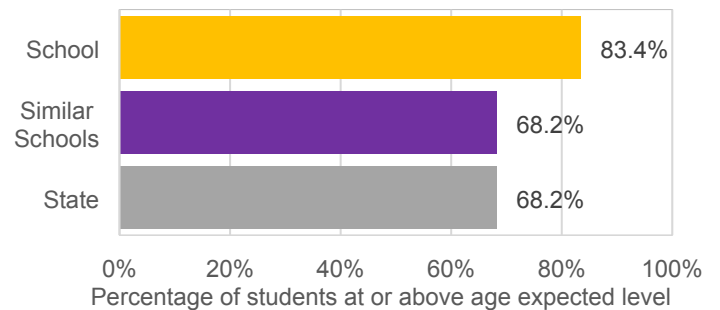
Similar Schools average:

68.2%

State average:

68.2%

#### Mathematics (latest year) Years 7 to 10





**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.

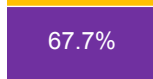
**Reading  
Year 7**

Latest year  
(2023)

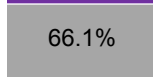
School percentage of students in Strong or Exceeding:



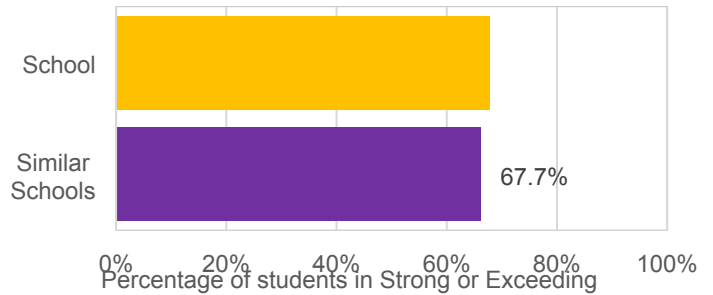
Similar Schools average:



State average:



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



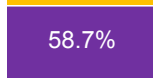
**Reading  
Year 9**

Latest year  
(2023)

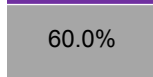
School percentage of students in Strong or Exceeding:



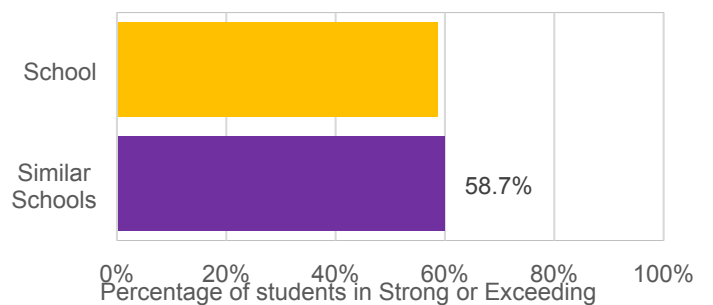
Similar Schools average:



State average:



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



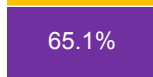
**Numeracy  
Year 7**

Latest year  
(2023)

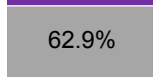
School percentage of students in Strong or Exceeding:



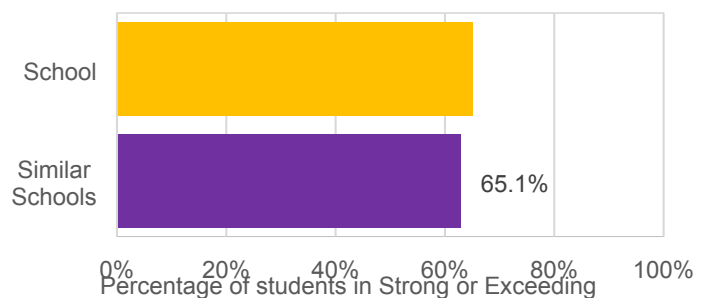
Similar Schools average:



State average:



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



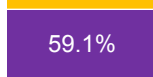
**Numeracy  
Year 9**

Latest year  
(2023)

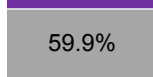
School percentage of students in Strong or Exceeding:



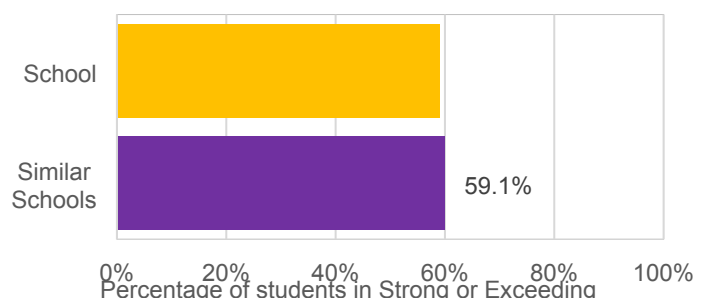
Similar Schools average:



State average:



**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:

NDA

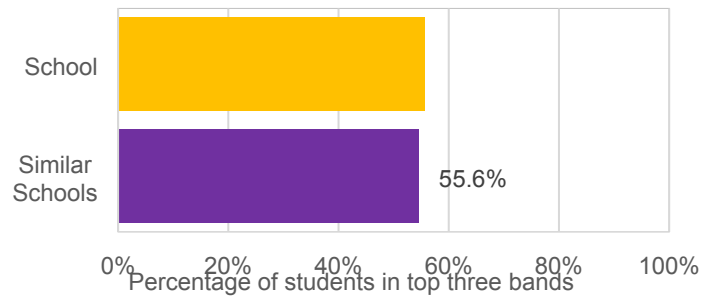
Similar Schools average:

55.6%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

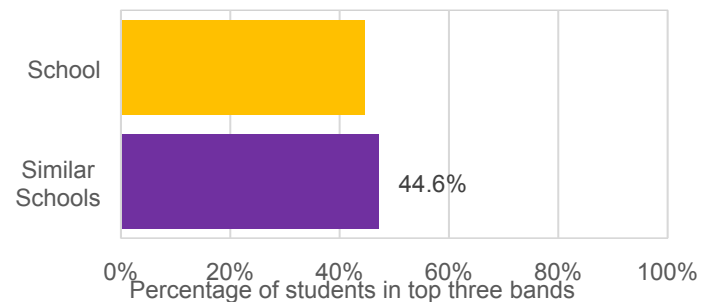
Similar Schools average:

44.6%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

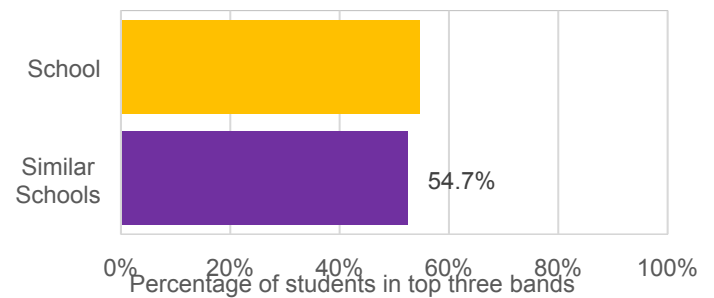
Similar Schools average:

54.7%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

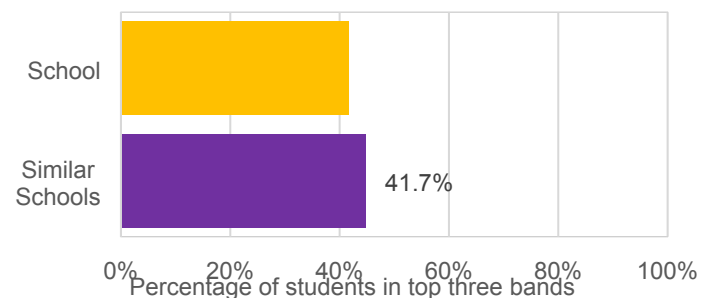
Similar Schools average:

41.7%

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

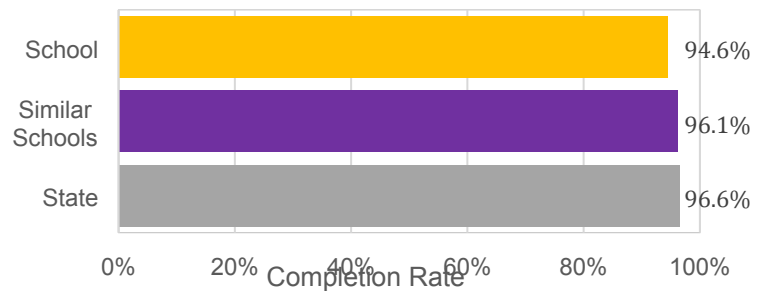
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	94.6%	95.3%
Similar Schools completion rate:	96.1%	96.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.0

Number of students awarded the VCE Vocational Major

54

Number of students awarded the Victorian Pathways Certificate

NDP

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

28%

Percentage VET units of competence satisfactorily completed in 2023:

85%

## WELLBEING

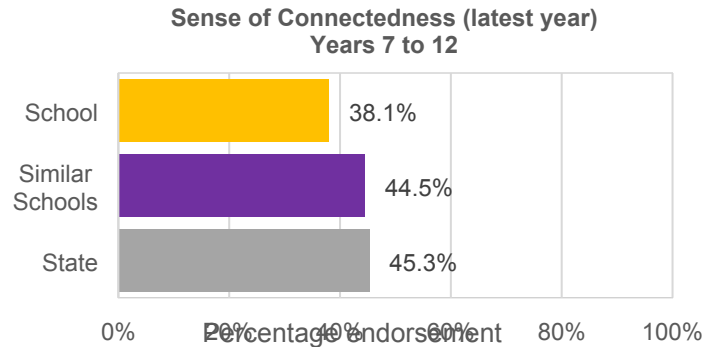
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	38.1%	46.7%
Similar Schools average:	44.5%	49.7%
State average:	45.3%	49.9%

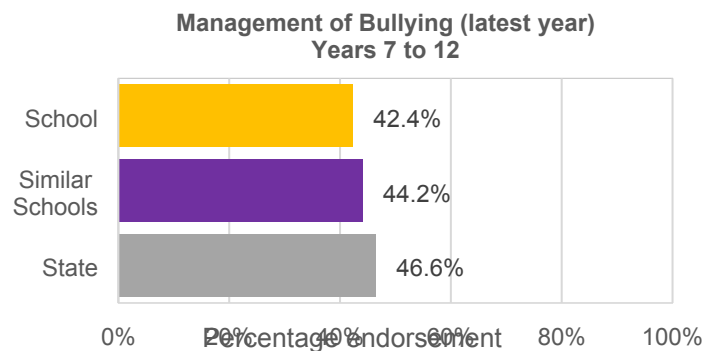


### Student Attitudes to School – Management of Bullying

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:	42.4%	49.5%
Similar Schools average:	44.2%	49.6%
State average:	46.6%	51.0%



## ENGAGEMENT

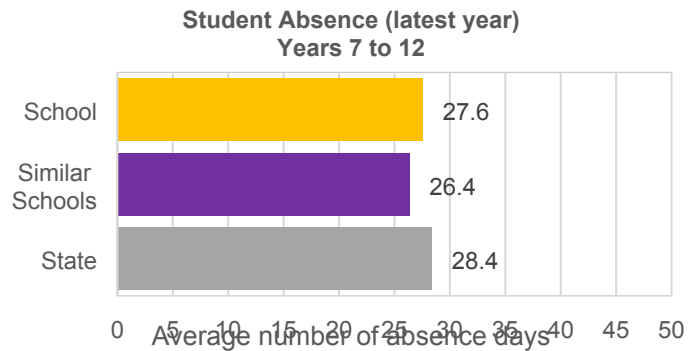
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.6	23.6
Similar Schools average:	26.4	22.4
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.

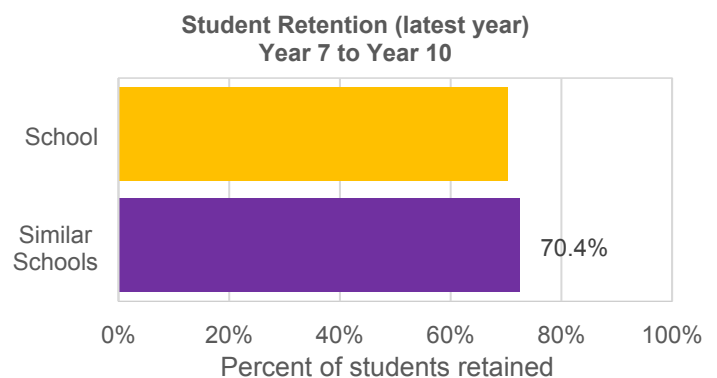
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	NDA	NDA	NDA	85%	87%	86%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	70.4%	71.8%
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.

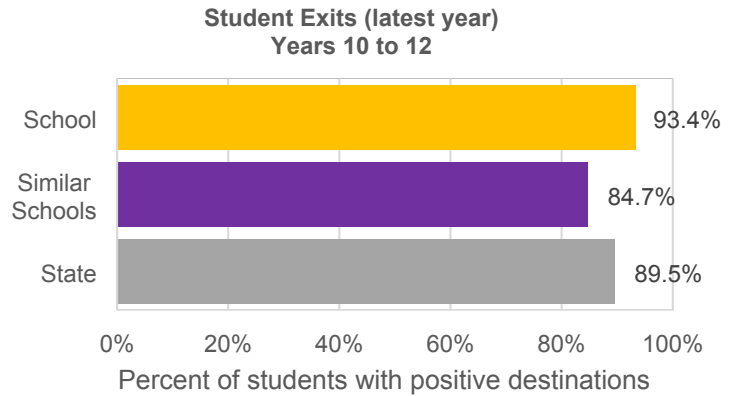
### Students exiting to further studies or full-time employment

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:	93.4%	88.6%
Similar Schools average:	84.7%	84.6%
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	\$8,828,114
Government Provided DET Grants	\$1,671,935
Government Grants Commonwealth	\$14,683
Government Grants State	\$2,000
Revenue Other	\$217,381
Locally Raised Funds	\$416,675
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,150,788</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$264,740
Equity (Catch Up)	\$79,168
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$343,907</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,727,838
Adjustments	\$0
Books & Publications	\$2,737
Camps/Excursions/Activities	\$106,767
Communication Costs	\$17,746
Consumables	\$231,743
Miscellaneous Expense <sup>3</sup>	\$101,479
Professional Development	\$56,840
Equipment/Maintenance/Hire	\$92,289
Property Services	\$267,965
Salaries & Allowances <sup>4</sup>	\$107,623
Support Services	\$811,905
Trading & Fundraising	\$1,611
Motor Vehicle Expenses	\$5,137
Travel & Subsistence	\$0
Utilities	\$95,082
<b>Total Operating Expenditure</b>	<b>\$10,626,763</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$524,025</b>
<b>Asset Acquisitions</b>	<b>\$40,656</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	\$3,393,435
Official Account	\$32,211
Other Accounts	\$6,298
<b>Total Funds Available</b>	<b>\$3,431,944</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$285,107
Other Recurrent Expenditure	\$26,802
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,239,611
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,716
Capital - Buildings/Grounds < 12 months	\$42,350
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$916,138
Capital - Buildings/Grounds > 12 months	\$5,167
Maintenance - Buildings/Grounds > 12 months	\$187,160
<b>Total Financial Commitments</b>	<b>\$3,717,051</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.*