

2023 Annual Report to the School Community

School Name: Highvale Secondary College (7918)



- 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 15 March 2024 at 02:36 PM by Evan Miller (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 18 March 2024 at 08:44 PM by Ashwin Bindu (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)
- 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').

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

School context

Highvale Secondary College has a culture which aims to empower students to be active, motivated and independent learners, working co-operatively and individually in order to prepare them for a digital and changing society. The schools values of Respect, Responsibility, Resilience, Integrity and Excellence are central to our school culture and is embedded in all elements of the school. Highvale Secondary College is located in Glen Waverley on a large flat parcel of land allowing easy mobility throughout the grounds. In 2019, the school completed a major refurbishment creating modern teaching spaces, well set up for teaching and learning. The schools SFOE index is 0.1905 which is classed as low. Highvale has a total population of 1190 students (including International Students). The College is a registered provider of the International Student program, currently with 52 international students from a number of different countries. The school has 110.4 equivalent full-time staff: 3 Principal class, 83.8 teaching staff and 23.6 education support staff.

Our educational philosophy is that students are individuals with differing learning needs. This philosophy is reflected by the student-centred vertical curriculum structure, where individual student placement into classes is based on student choice, previous experience, ability and interest rather than chronological age. We actively promote academic excellence with an emphasis on acceleration, enrichment, student leadership and promotion of positive self-esteem.

Music is an important feature of the College, providing opportunities for our students to be involved in vibrant junior and senior bands, music ensembles and major music performances. Over 2023, a number of live music performances were held enabling our school community to further connect with our school, giving our students the chance to perform in front of an authentic audience.

The school also had over 70 students perform in the North East Victoria Region 'Fire and Ice' Concert at Hamer Hall.

The college also offers a range of other opportunities for students including, sporting opportunities, clubs, school camps at Years 7, 11 and 12, and international experiences with 13 students attending the NASA space camp in 2023 after the school partnered with 4 other locals schools in organising the camp.

Progress towards strategic goals, student outcomes and student engagement

Learning

Highvale Secondary College's NAPLAN results continue to be outstanding in all elements; consistently well above the state average and above similar schools' average. Teacher judgements have improved, however still show some discrepancies between teachers' assessment of student performance and NAPLAN and PAT testing performance. This continues to be an area of focus in the future to better align these judgements.

Our VCE mean study score was 29 and we saw a 97.2% completion rate for VCE.

Professional learning for all staff in 2023 focussed on the Professional Learning Communities (PLC) model. Staff undertook action research on team-based inquiry questions linked explicitly to their teaching and classes. Staff engaged in professional learning aligned to 'Student Voice and Agency', 'High Impact Teaching Strategies'(HITS) and 'Differentiation'. This professional learning formed the basis for PLC inquiry questions. Through this process, staff were able to focus their expertise on effective teaching, targeted to the needs of our students as identified in the AIP.

Staff also engaged in professional learning on data analysis and continuing to build their capacity to use data to inform their teaching practice. This gave staff the skills to analyse their classes and specific subgroups in their classes to target teaching to the point of need of that group. Through these processes staff continue to build their teaching capacity and better address the needs of each cohort, year level or group of students.

The school appointed MYLNS and TLI teaching staff to support students who were identified as requiring extra support. Through these interventions students received small group and individual support in Numeracy and Literacy. English and Math after school tutoring continued to be supplied for all students in Years 7-10 alongside our after-school tutor program for VCE students. Students were provided access to Edrolo in VCE classes to assist with learning and revision of concepts across many subjects. These supports allowed a wraparound approach to our students.

Staff also worked through the revised college instructional model. Moving to begin a greater focus on the 'we do it' and 'You do it together' elements of classroom teaching. This aligned with a greater focus on student voice and agency, stimulating learning, self-regulation and goal setting as well as teacher concern as highlighted as a point of required focus through our Attitudes to School survey data and in our AIP.

Wellbeing

Highvale Secondary College has strong processes in place to ensure the health and well-being of our students.

One key highlight of our ongoing work is the School Wide Positive Behaviour Support Framework (SWPBS) which is underpinned by our college values of Respect, Resilience, Responsibility Excellence, and Integrity. Key work undertaken in 2023, further developed teacher understanding and capacity around positive classroom behaviour and engagement practices.

Our school has agreed school student management and well-being routines. All teachers regularly use COMPASS Chronicle to record student behaviours both positive and negative and data is collected by the SWPBS team to identify areas of focus. Heads of School and our Year Level Coordinators identify at-risk students and follow school wellbeing procedures to ensure our students receive targeted support in a timely manner. All staff were provided with professional learning focusing on the Safe Minds NIP Framework (Notice, Inquire, Plan)

A strong focus on green chronicles (positive Compass posts) recognising students exhibiting our school values in a positive way has shifted the staff focus from negatively responding to unwanted behaviours with discipline, to positively responding to desired behaviours with praise or even rewards. It has also provided more consistency among staff, but also continuity for students as they progress throughout the school.

Through Focus Groups and year level assemblies, students participate in targeted proactive and preventative activities that aim to inform and instil positive skills to build their resilience including workshops with The Man Cave, Tomorrow Women and Elephant Education.

There has been an increase in the number of clubs available for students to join along with an increase in the number of students participating in our clubs. The clubs offered in 2023 included our Dungeons and Dragons club, Anime club, Robotics club, Drama club, Homework club, Chess club and the Creative Writing club. We will continue develop our clubs in 2024 based on student voice and interests.

We have a strong proactive approach to mental health and wellbeing. This is underpinned by our Wellbeing team consisting of a full-time Student Wellbeing Coordinator, Mental Health Practitioner and School Psychologist. The team is based in our Wellbeing Centre, which provides a safe space for students when they require support. In 2023, this team followed a PLC cycle to further investigate and understand our students' responses to the Attitudes to School Survey, specifically in relation to teacher concern. The team collected further data through student forums and staff efficacy in dealing with the mental health of students. Professional learning in regard to neuro-diverse students was undertaken in response to the data collected and we will continue to build staff capacity to build positive relationships with all students through undertaking Youth Mental Health First Aid training for all staff and creating a school-wide positive language framework.

Engagement

The percentage of students with 20 or more days absence was 28% across the whole school which was significantly lower than median for all Victorian government schools. The attendance rate for each year level was as follows, Year 7 - 91.6%, Year 8 - 90.3%, Year 9 - 90.1%, Year 10 - 90.4%, Year 11 - 91.6% and Year 12 - 89%.

Student attendance is recorded for each lesson by class teachers using the online information management system, Compass. Attendance is also monitored by Year Level Coordinators and our Heads of Sub School. Parents are able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday.

Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health concerns. The Student Wellbeing Team co-ordinate a program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate.

The percentage of students who remain at Highvale Secondary College from Year 7 through to Year 10 is slightly higher than the median for all Victorian government schools. Our pathways program at Highvale includes careers and course counselling for all junior and senior school students. Careers education is embedded into our Focus Group program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways.

Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest. The goal of our transition and pathways at Highvale Secondary College is to ensure all students secure an education, training or employment pathway beyond their time at Highvale. Extensive work was undertaken in 2023 to engage our community in understanding the VCE Vocational Major (VM) pathway, which saw our first VCE VM class to be run in 2024.

Financial performance

For the year ending 31 December 2023, the Highvale Secondary College credit budget reflects a total expenditure of \$11,655,025 on staffing.

The cash budget reflects a total revenue of \$5,478,200 and a total expenditure of \$5,640,122 for the calendar year. This indicates a net cash deficit of \$161,922 in 2023.

In 2023, the College spent \$379,385 on Capital items which included the installation of air conditioning to all classrooms along with a major upgrade to the substation providing power to the school.

The College has a School Council Canteen Licence in place with an external provider. In 2023, the College received \$26,496 in Canteen Licence fees.

The College received \$368,738 in revenue from overseas fee-paying students (International Student Program).

In 2023 the College received Department Grants for the following items in addition to regular annual funding.

- A Federal Government grant, the Student Wellbeing Boost, of \$34,845 that will be expended in 2024 on gym equipment to create a fitness centre adjacent our main gymnasium.
- The final Planned Maintenance Program instalment for the rolling facilities evaluation program of \$16,150. This contributed to asphaltting, concreting, painting and electrical works throughout the grounds.

The financial position of the college on the 31st December 2023 was as follows:

- Total funds available in all bank accounts: \$3,151,320
- Total future financial commitments: \$2,794,290. These funds include savings towards further major capital projects including an extension to the library as a part of the College masterplan.

The College's strong financial position is a reflection of the ongoing support by our school community and the commitment and dedication of our College Council members.

In the 2024 cash budget, the College School Council have committed funds to the purchase and installation of a modular 4 building, the synthetic resurfacing of two tennis courts and the architectural designs for a permanent covered structure over the outdoor basketball courts.

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 1119 students were enrolled at this school in 2023, 507 female and 612 male.

43 percent of students had English as an additional language and NDP 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.

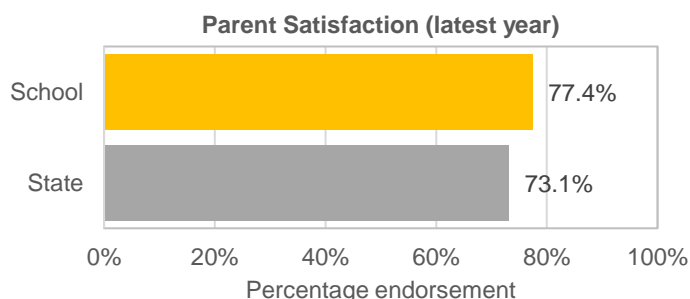
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	77.4%
State average (secondary schools):	73.1%



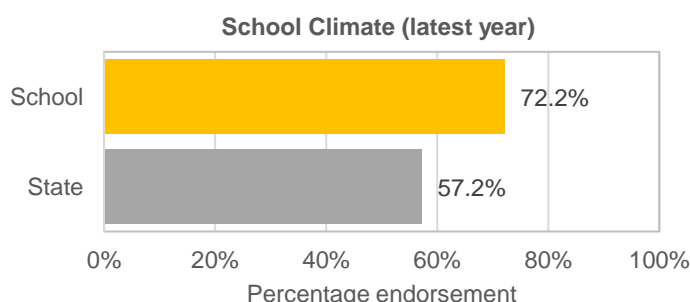
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	72.2%
State average (secondary schools):	57.2%



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:

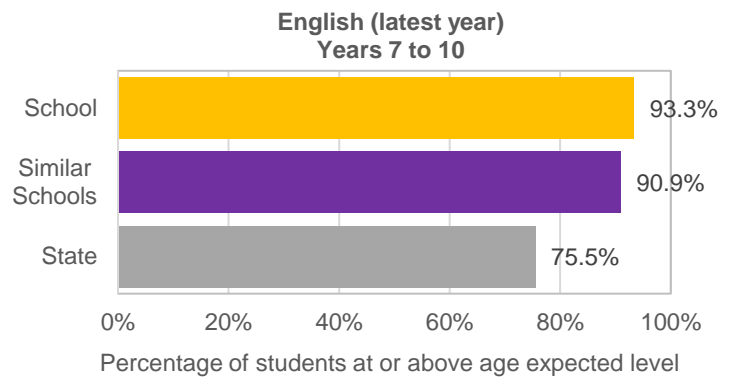
93.3%

Similar Schools average:

90.9%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

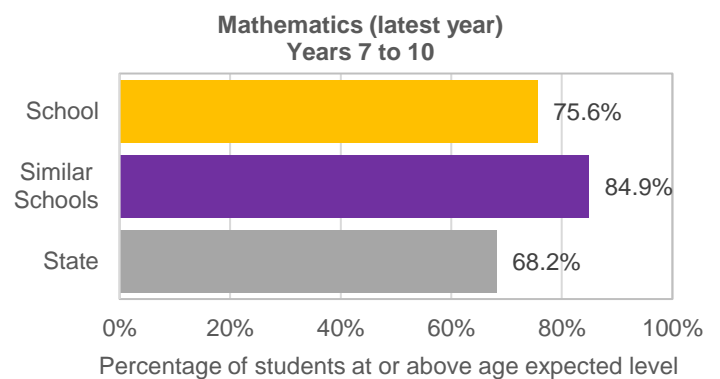
75.6%

Similar Schools average:

84.9%

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:

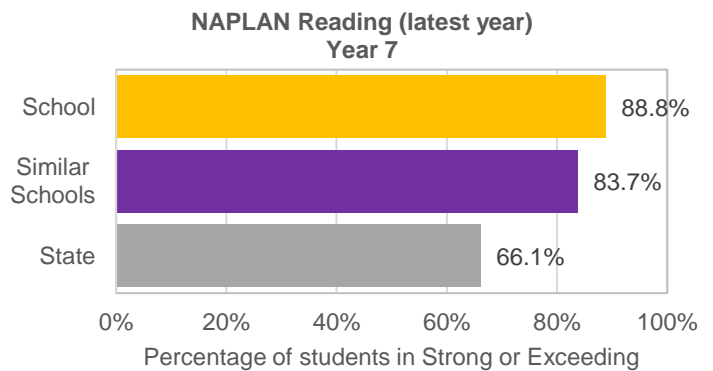
88.8%

Similar Schools average:

83.7%

State average:

66.1%



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

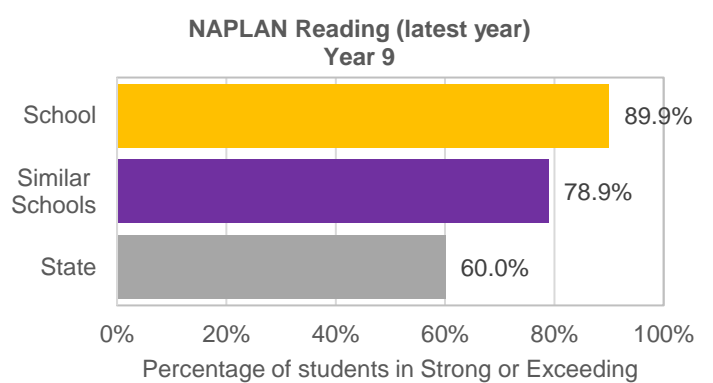
89.9%

Similar Schools average:

78.9%

State average:

60.0%



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

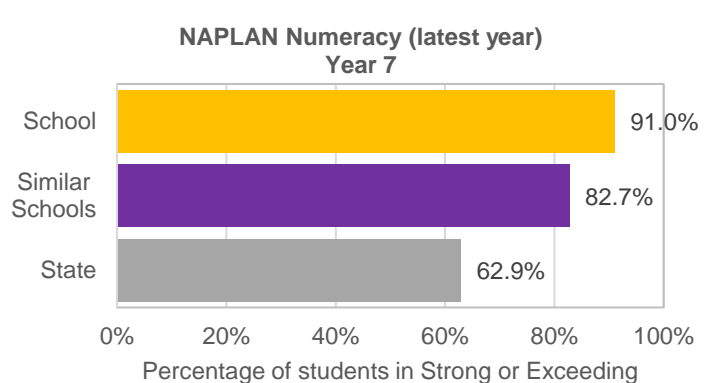
91.0%

Similar Schools average:

82.7%

State average:

62.9%



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

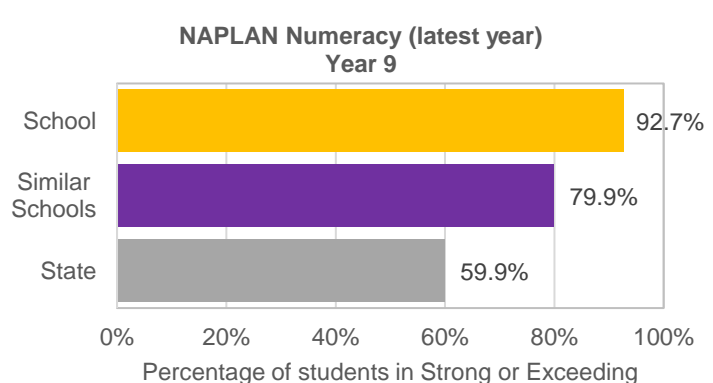
92.7%

Similar Schools average:

79.9%

State average:

59.9%



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:

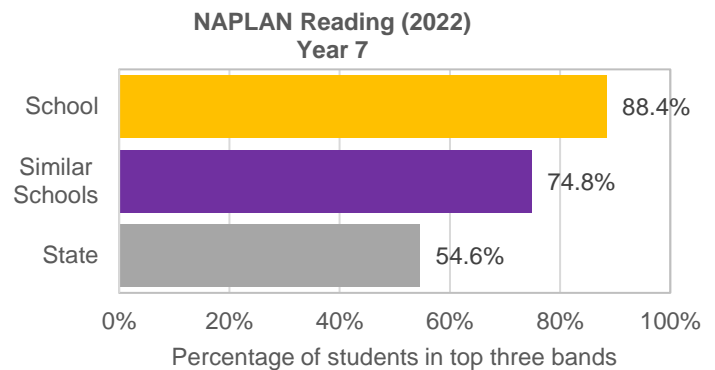
88.4%

Similar Schools average:

74.8%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

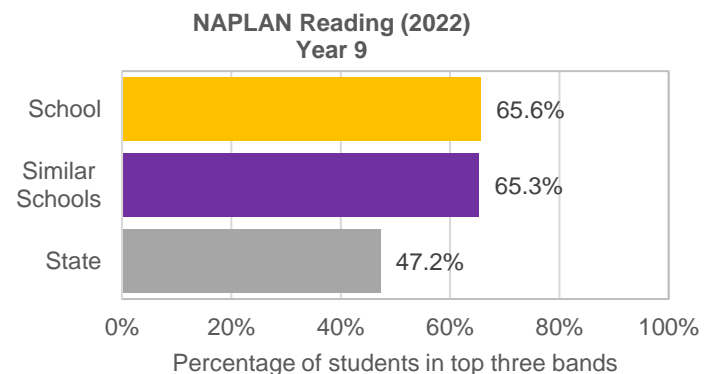
65.6%

Similar Schools average:

65.3%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

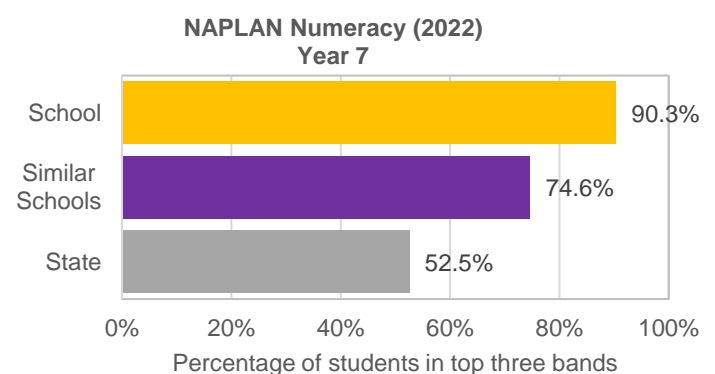
90.3%

Similar Schools average:

74.6%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

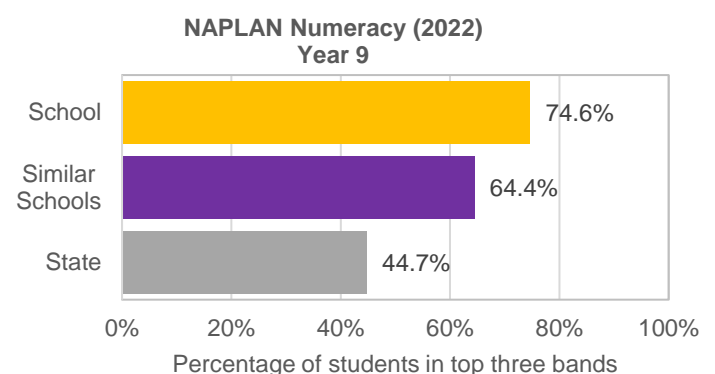
74.6%

Similar Schools average:

64.4%

State average:

44.7%



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

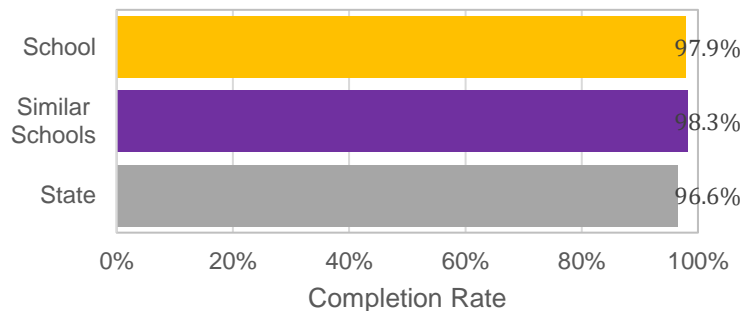
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.9%	98.4%
Similar Schools completion rate:	98.3%	98.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.9

Number of students awarded the VCE Vocational Major

NDA

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:

5%

Percentage VET units of competence satisfactorily completed in 2023:

98%

WELLBEING

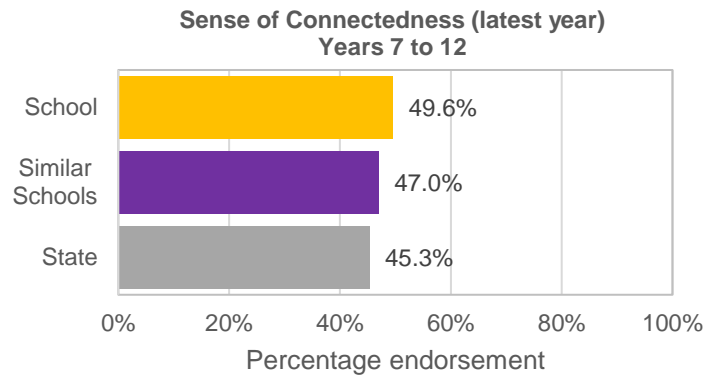
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	49.6%	47.3%
Similar Schools average:	47.0%	51.6%
State average:	45.3%	49.9%

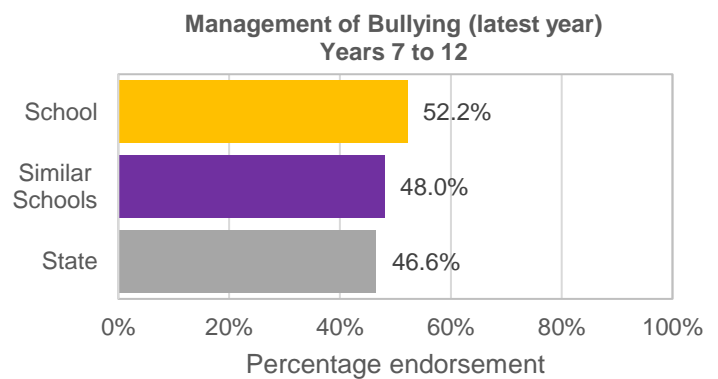


Student Attitudes to School – Management of Bullying

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:	52.2%	51.2%
Similar Schools average:	48.0%	52.5%
State average:	46.6%	51.0%



ENGAGEMENT

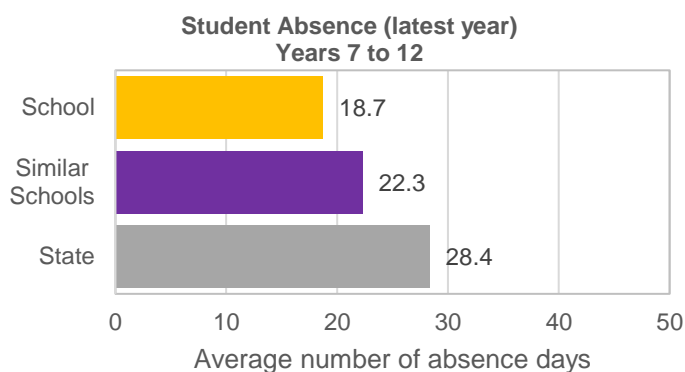
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.7	15.7
Similar Schools average:	22.3	18.0
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.

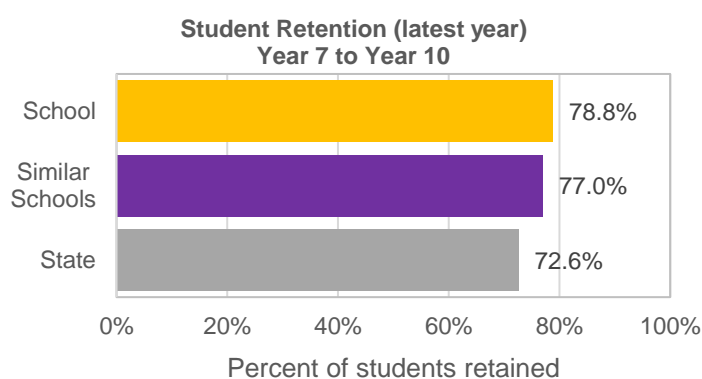
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	92%	90%	90%	90%	92%	89%

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 (2023)	4-year average
School percent of students retained:	78.8%	74.3%
Similar Schools average:	77.0%	79.0%
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:

99.4% 98.5%

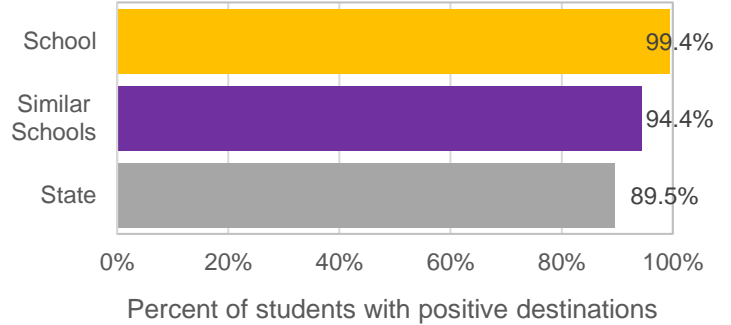
Similar Schools average:

94.4% 95.1%

State average:

89.5% 89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,999,264
Government Provided DET Grants	\$1,520,696
Government Grants Commonwealth	\$17,580
Government Grants State	\$1,760
Revenue Other	\$138,728
Locally Raised Funds	\$1,402,210
Capital Grants	\$0
Total Operating Revenue	\$15,080,238

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,133
Equity (Catch Up)	\$8,876
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,010

Expenditure	Actual
Student Resource Package ²	\$11,610,681
Adjustments	\$0
Books & Publications	\$2,569
Camps/Excursions/Activities	\$293,359
Communication Costs	\$35,165
Consumables	\$332,802
Miscellaneous Expense ³	\$75,368
Professional Development	\$64,987
Equipment/Maintenance/Hire	\$369,527
Property Services	\$131,365
Salaries & Allowances ⁴	\$713,513
Support Services	\$318,726
Trading & Fundraising	\$233,328
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$989
Utilities	\$113,781
Total Operating Expenditure	\$14,296,159
Net Operating Surplus/-Deficit	\$784,079
Asset Acquisitions	\$379,385

- (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 19 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

Funds available	Actual
High Yield Investment Account	\$2,679,261
Official Account	\$36,766
Other Accounts	\$445,586
Total Funds Available	\$3,161,613

Financial Commitments	Actual
Operating Reserve	\$428,364
Other Recurrent Expenditure	\$2,563
Provision Accounts	\$15,000
Funds Received in Advance	\$579,207
School Based Programs	\$11,087
Beneficiary/Memorial Accounts	\$15,667
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	\$565,848
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$334,979
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$269,939
Total Financial Commitments	\$3,222,654

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.