

# 2023 Annual Report to the School Community

School Name: Gisborne Secondary College (7857)



- 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 04:31 PM by Sarah Rose (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 29 April 2024 at 07:51 AM by Nick Hughes (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

Gisborne Secondary College is a large, single campus Year 7-12 school, situated in the Macedon Ranges, approximately 50kms north-west of Melbourne. The vision for our College is to provide the widest possible positive, personal and academic experience for all students; to value each student as an individual; to encourage students to develop interests both inside and outside the classroom; to provide students with a safe, secure and supportive environment. Our values are Respect, Achievement, Innovation and Diversity. We have 102 equivalent full-time staff, with three Principal Class officers, 75 equivalent full-time teachers and 27 education support staff. 2023 was a year of Leadership stability for the College with all members of the leadership team continuing in their substantive roles in 2023.

The majority of our students continue their studies at University or TAFE after completing Year 12, while almost all others access suitable pathways via apprenticeships or meaningful employment. A total of 1065 students were enrolled at this school in 2023, 508 female and 557 male. 1 percent of students had English as an additional language, and 2 percent were Aboriginal or Torres Strait Islander. In 2023, the College continued to work towards achieving the goals and targets as set out in our School Strategic Plan: to achieve improvement in student learning growth across the whole curriculum, in particular literacy and numeracy, and VCE study scores; to develop our students social, emotional and academic engagement; and to build a collaborative, accountable learning community culture.

In 2023 our agreed Instructional model, LEARN, has been fully embedded across the school. The LEARN model integrates high impact teaching strategies, to ensure consistent, high quality instruction in every classroom. We were focussed on building the capacity of individual teachers and teams to analyse and use assessment data in professional learning teams, utilising the professional learning community (PLC) inquiry cycle to support teacher collaboration and professional development. Our Teaching and Learning Leader works to support our faculty leaders in the development of a guaranteed and viable curriculum, that maintains a strong focus on student engagement.

The College has Junior (7-9) and Senior (10-12) sub-school structure; each sub-school is overseen by an Assistant Principal and two Leading Teachers – Student engagement and wellbeing, and curriculum and programs. We have a Wellbeing Leader who oversees a well resourced wellbeing team, including a full-time mental health practitioner. Our Inclusion team, lead by a Leading Teacher, supports students utilising a tiered intervention approach and works to build teacher capacity to provide appropriate instruction within the classroom. In the Senior School, we made the full transition into the new Senior School Certificate, VCE-VM. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Our SFOE is low-medium, which indicates low-medium levels of socio-educational disadvantage.

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

### Learning

Whilst we are unable to compare NAPLAN results to previous years, we saw some pleasing NAPLAN results in 2023. The percentage of students exceeding or strong at Year 7, was higher than similar schools and the state in 'reading,' and 'grammar and punctuation', whilst 'writing' was higher than the state average, and only 1 percentage point below similar schools. At Year 9, the number of students in the Strong or Exceeding proficiency level in NAPLAN 'numeracy' sat over 2 percentage points higher than Similar schools and the State average at 65.1%, while 'Reading' sat marginally below the State average at 59.4%.

In 2023, we worked to continue implementing our whole-school Numeracy and Literacy programs, respectively named STEPS, and LEAP. STEPS was rolled out across all Year 7 and 8 classes, and LEAP at Year 8. These programs were lead by our faculty leaders and Learning Specialist's in Literacy and Numeracy, and actively supported by all faculty members, utilising a range of data sources to inform practice. Conducting an internal review of both programs has highlighted increases in both student and teacher engagement, and we look forward to tracking growth in these areas as we continue to embed the programs.

At VCE we fully implemented the new Senior Secondary Certificate VCE-VM, and achieved a school completion rate of 97%, sitting just above the state and similar school's averages of 96.6% and 96.3% respectively. Our mean VCE study score sat at 26.73, disappointingly a slight decrease from 27.49 in 2022. Additionally, we saw a VET units of competency completion rate of 52% in 2023. We will be working on improving this data throughout 2024 and beyond, beginning with our course counselling and VET enrolment processes, to ensure that students are selecting the appropriate programs that are aligned to their future pathways.

## Wellbeing

Our focus and commitment on student wellbeing has been reinforced by the introduction of FISO 2.0 with wellbeing as a core outcome.

In 2023, we formally began implementing the School Wide Positive Behaviour (SWPBS) Framework, as well as a range of initiatives to build student wellbeing and resilience. Despite pleasing results through this work on internal measures, we did not see improvement in a range of measures within our Student Attitudes to school data, including 'Sense of Connectedness' which sat at 29.4% (below the 4-year average of 36.1%) and Management of Bullying, sitting at 33.1% in 2023 (below the 4-year average of 38.5%). More broadly our Student Attitudes to School survey across Year 7-12 demonstrates steady improvement over the last 3 years of positive endorsement of Individual social and emotional wellbeing in 'life satisfaction' and resilience, with associated decreases in negative endorsement.

We continued our support of our First Nations community, with all staff completing CUST (Community understanding and safety training) in 2023, as well as expanding our Koorie support program with additional resources. We worked with regional Koorie Support staff to implement the findings from our cultural audit in 2022. Further work is continuing to embed First Nations perspectives into curriculum planning and programs, with the intent of building cultural safety, a culture of belonging for our First Nation students, and to close the learning attainment gap.

We continue to implement the Respectful Relationships program through an embedded curriculum in the Health and Physical Education faculty, and run a range of whole school initiatives such as Pride Crew, IDAHOBIT Day and Wear it Purple Day and NAIDOC week recognition.

We engaged with the I-CAN network to mentor students with ASD, and provided whole school Professional Learning for staff on ASD and neurodiversity more broadly. Additionally, we engaged students with a range of programs designed to support and promote their wellbeing, such as equine therapy, the Blue Edge program (with Victoria Police), and an MMA program. We have high levels of student engagement and parent support of these programs, and continue to work to build strong community partnerships to support and broaden the opportunities available for students.

## Engagement

Our Student absence rates showed a decline in 2023 from our 4 year average of 25.0 absence days per student to 26.9 days per year in 2023. This however was below similar schools at 29.1 and the state average at 28.4. In 2023, we developed a new position of student attendance officer, as well as the development of new processes and procedures to monitor attendance, and provide support to students with attendance concerns.

As a school we regularly communicate the importance of school attendance to parents and students, and implement of a range of wellbeing initiatives to enable the college to strengthen student and family attitudes to attendance. Our student exits (percentage of students going on to further studies or full-time employment) was 95% sitting almost 5% above the similar schools average. We continue to work on developing our career education program for students across the whole school, and the importance of positive pathways and transitions.

We were very pleased with our student retention rate which saw the percentage of students retained from Year 7 to Year 10 above both the similar schools and state average in 2023 at 80%. As a school servicing a regional area, we work to build student connection and engagement throughout our whole school community, implementing strategies such as our Year 6-7 transition program, which supports this cohort of students to positively begin their secondary schooling. Additionally, our community and values education program at Year 7/8/10-12 (Connect) and Year 9 RAID is based on our school values of respect, achievement, innovation and diversity, and includes a range of community engagement and cross-curricular activities for students. Careers and pathways programs at years 10-12 help our students make decisions about future careers and life beyond school. In 2023 we developed and prepared for a return to our Mentor program in 2024, to further support student connection and engagement.

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## Other highlights from the school year

In 2023, Gisborne Secondary College had much to be proud of. Despite ongoing staffing challenges, we were able to get back to 'business as usual' as much as possible, and provide a range of engaging and enriching opportunities for our students. Our annual school production of Freaky Friday was a resounding success, and we were so proud of several students who competed in national cross country events as well as other sporting accolades, and our first ever Indigenous school captain was awarded one of 6 Macedon Ranges Youth Awards in 2023.

We increased the number of whole school assemblies run at the college, as a mechanism to highlight student achievement and bring our school community together. We continued to activate student voice in this space, by empowering our student leaders to

take ownership of planning and running these whole school events. Our Year 12 School Captains developed and implemented the inaugural 'Legacy Projects' in which they each developed a project designed to leave the school in a better place than in which they found it.

Our new Strategic Plan supported our work in developing a more strategic focus in 2023, and the capacity for all staff to work collaboratively to achieve the goals and targets set for improved student learning and wellbeing. We look forward to continuing this work in 2024 and building on the great work undertaken in 2023.

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## Financial performance

As at 31/12/23 we had a bank balance of \$1,620,745. Of this, \$200,000 was money from the VSBA for furniture for the Junior School. \$600,000 was being kept aside for a managed deficit in our SRP.

Targeted funding initiatives totalling \$231,685 were carried over for expenditure in 2024. \$18,000 was set aside for repayment of the Solar loan to DET. The operating reserve was \$424,344, \$70,000 was attributed to pre payment of the Japan tour and the balance was for planned building/ground works.

Of the Targeted initiatives the following amounts of the cash budget were attributed to funding:

\$24,536 - VCE revision lectures

\$6,841 of the Mental Health Fund

\$65,190 of MYLNS

\$21,670 of Student Excellence

The SRP credit budget was in deficit \$580,355.

# 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 1071 students were enrolled at this school in 2023, 544 female and 526 male.

1 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

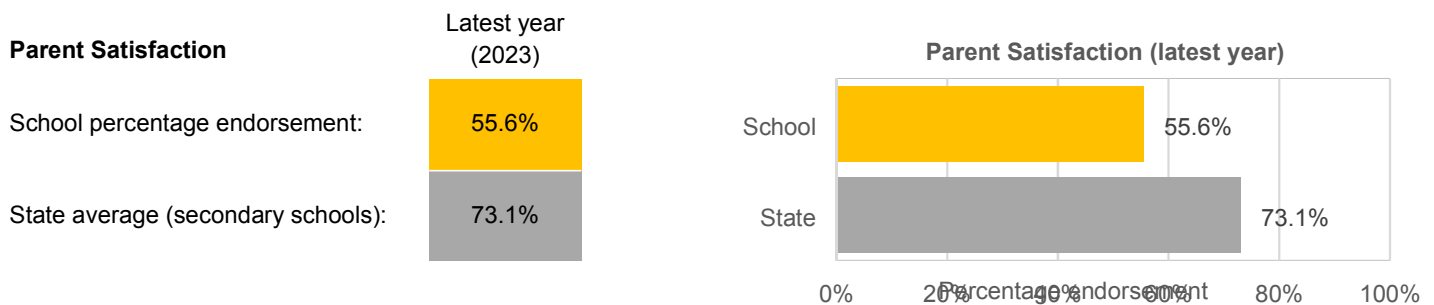
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

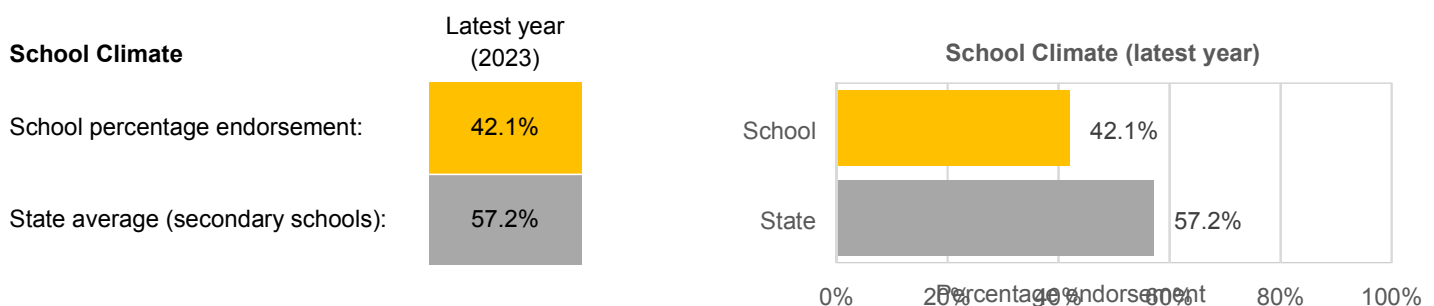


### School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year  
(2023)

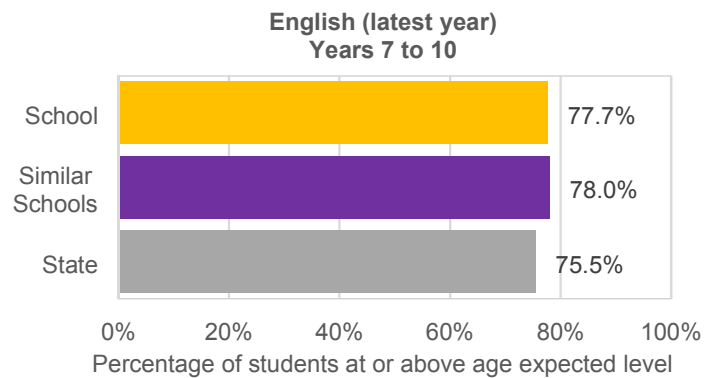
77.7%

Similar Schools average:

78.0%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

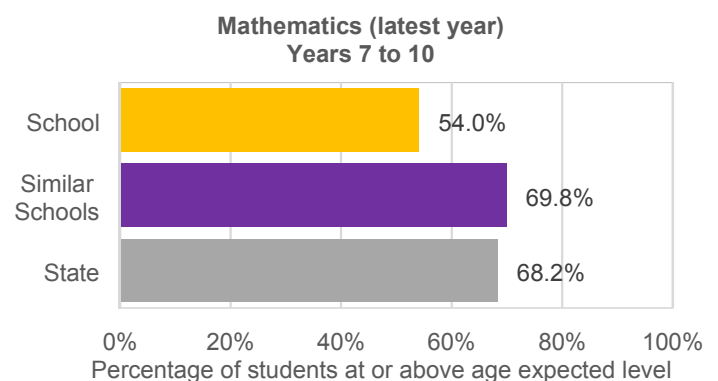
54.0%

Similar Schools average:

69.8%

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:

71.0%

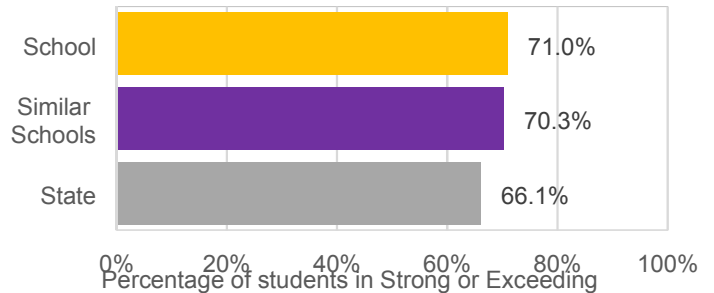
Similar Schools average:

70.3%

State average:

66.1%

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



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.4%

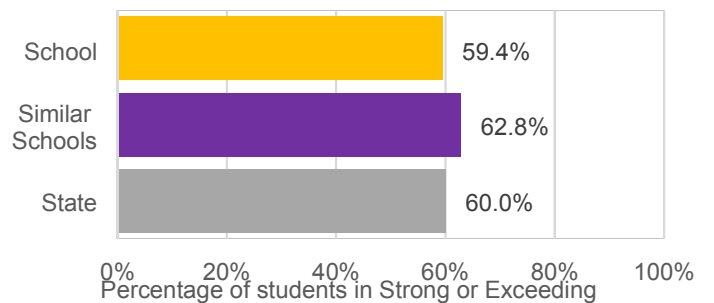
Similar Schools average:

62.8%

State average:

60.0%

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



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.1%

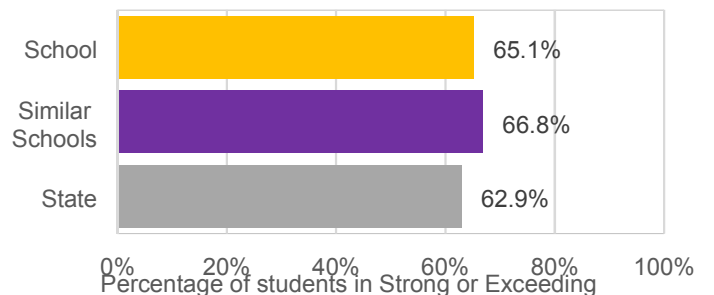
Similar Schools average:

66.8%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

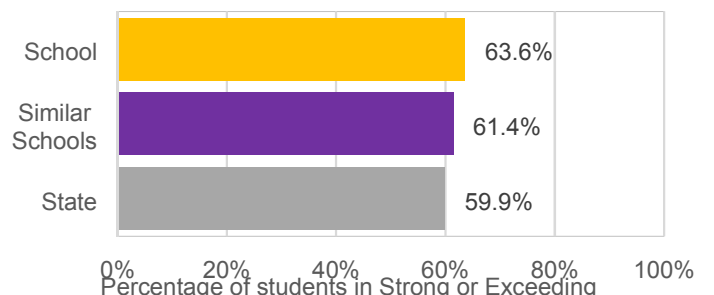
Similar Schools average:

61.4%

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:

55.2%

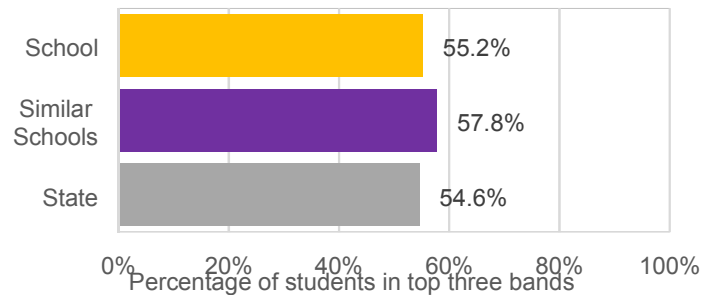
Similar Schools average:

57.8%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

44.8%

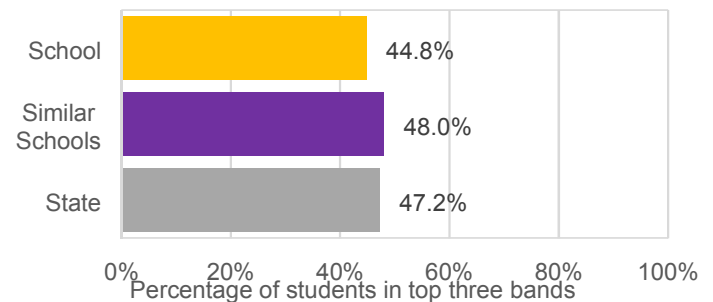
Similar Schools average:

48.0%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

65.8%

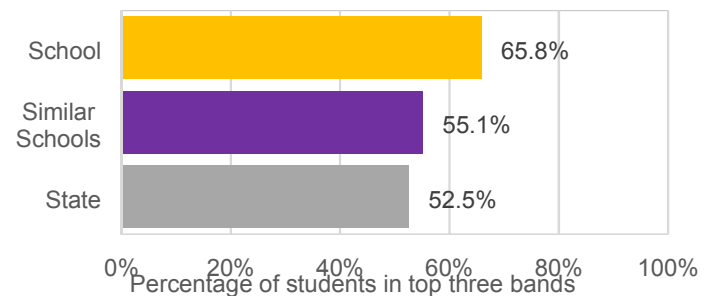
Similar Schools average:

55.1%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

38.6%

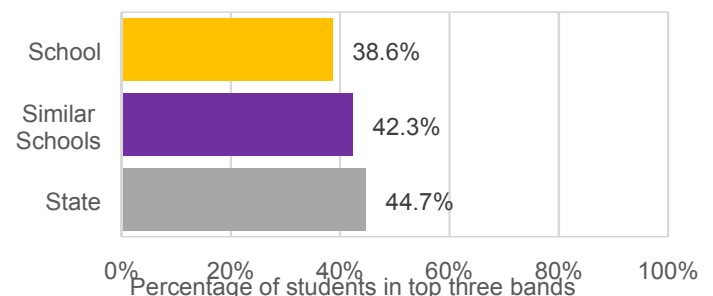
Similar Schools average:

42.3%

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

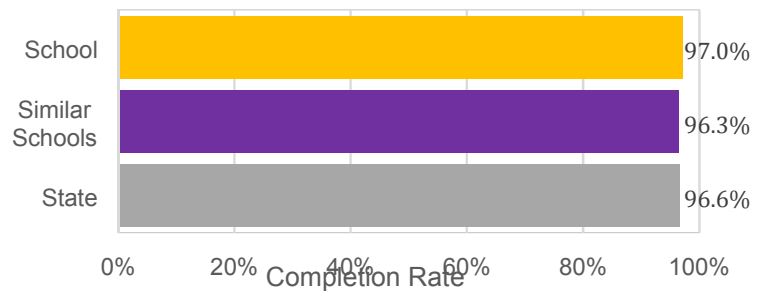
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.0%	97.7%
Similar Schools completion rate:	96.3%	97.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.5

Number of students awarded the VCE Vocational Major

17

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:

56%

Percentage VET units of competence satisfactorily completed in 2023:

52%

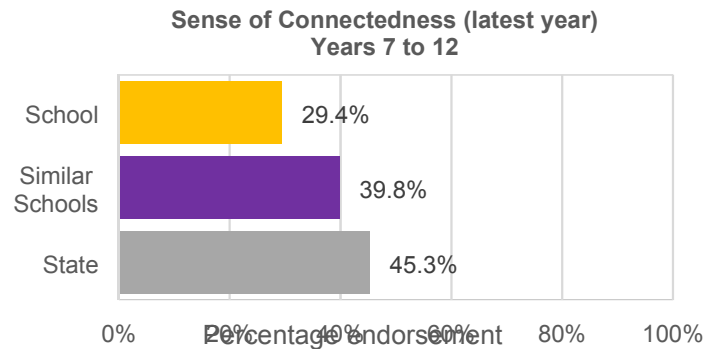
## WELLBEING

**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).

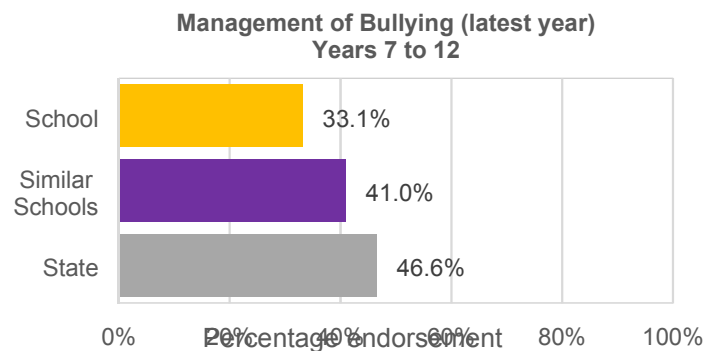
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	29.4%	36.1%
Similar Schools average:	39.8%	45.2%
State average:	45.3%	49.9%



### 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:	33.1%	38.5%
Similar Schools average:	41.0%	46.1%
State average:	46.6%	51.0%



## ENGAGEMENT

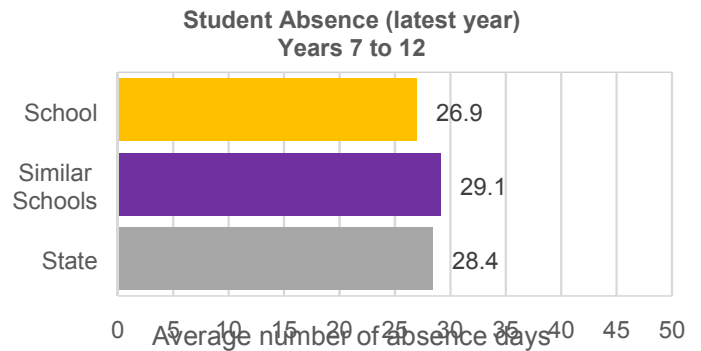
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.9	25.0
Similar Schools average:	29.1	23.7
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.

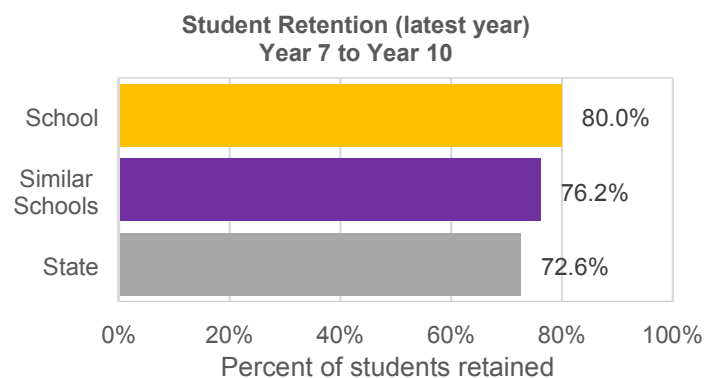
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	84%	84%	88%	88%	88%

### 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:	80.0%	81.6%
Similar Schools average:	76.2%	78.5%
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.

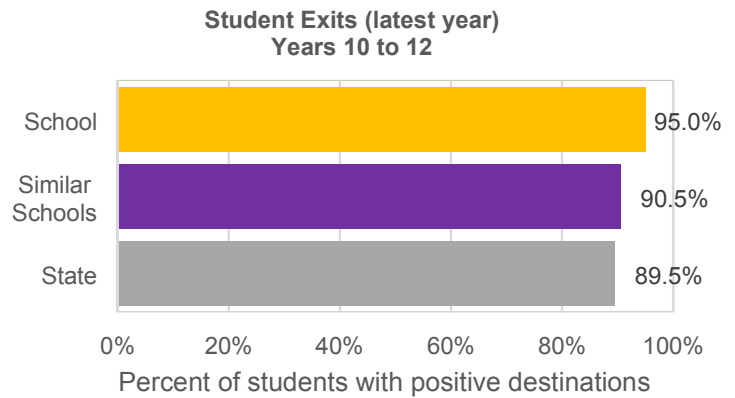
### Students exiting to further studies or full-time employment

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:	95.0%	91.9%
Similar Schools average:	90.5%	90.7%
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	\$12,893,856
Government Provided DET Grants	\$2,031,212
Government Grants Commonwealth	\$21,582
Government Grants State	\$54,505
Revenue Other	\$94,125
Locally Raised Funds	\$820,081
Capital Grants	\$147,228
<b>Total Operating Revenue</b>	<b>\$16,062,589</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$125,858
Equity (Catch Up)	\$68,374
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$194,232</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,381,114
Adjustments	\$0
Books & Publications	\$7,251
Camps/Excursions/Activities	\$558,330
Communication Costs	\$13,544
Consumables	\$228,541
Miscellaneous Expense <sup>3</sup>	\$54,441
Professional Development	\$33,457
Equipment/Maintenance/Hire	\$232,937
Property Services	\$394,413
Salaries & Allowances <sup>4</sup>	\$665,119
Support Services	\$327,978
Trading & Fundraising	\$21,225
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$141,111
<b>Total Operating Expenditure</b>	<b>\$16,059,461</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$144,100)</b>
<b>Asset Acquisitions</b>	<b>\$60,641</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	\$1,477,875
Official Account	\$121,430
Other Accounts	\$21,442
<b>Total Funds Available</b>	<b>\$1,620,746</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$424,345
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$100,000
School Based Programs	\$728,685
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$18,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$85,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,476,830</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.*