2023 Annual Report to the School Community

School Name: Heathmont College (8816)

- 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 12 April 2024 at 03:33 PM by Kerryn Sandford (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 19 April 2024 at 09:07 AM by Amee Cooper (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

At Heathmont College, we empower our community to achieve their best and flourish in a changing, future-focused world. The values of Community, Compassion and Curiosity drive our approach to all that we do and to strive for improvement in learning and wellbeing for all members of our community.

Heathmont College is a co-educational, years 7 - 12 secondary school located in the suburb of Heathmont in the Maroondah network. In 2023, a total of 695 students were enrolled at the college, 316 female and 375 male.

6 percent of students had English as an additional language and 2 percent identified as Aboriginal or Torres Strait Islander.

Our staff consists of 61 teachers (several of them part-time) and 31 support staff (also several part-time). We employ three maintenance staff, four wellbeing staff, five administration staff and four principal class staff members.

The school's socio-economic profile continues to be listed as low - medium with our SFOE decreasing slightly from 2022, indicating that the school population is becoming more affluent

Our curriculum at Heathmont College reflects the Victorian Curriculum framework and we offer a wide range of VCE programs including the VCE-Vocational Major. We also have a Sports Academy program for aspiring athletes and offer a range of additional extracurricular programs in the Arts, Debating, Chess and STEM.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, learning at Heathmont College focused on 'Improving student learning, with an increased focus on numeracy' in line with a state-wide goal set by the department. We continued to implement the Tutor Learning Initiative (TLI), with the aim of reducing potential learning gaps experienced due to the impact of COVID over the previous 2 years. Our tutors ran small group sessions with students across all year levels, implemented the Quicksmart program for both Literacy and Numeracy and worked closely with teachers to align classroom and tutoring sessions, share high-impact teaching strategies, and discuss student progress. We implemented Developmental Rubrics across the college to support greater differentiation in order to meet the needs of all students and worked to improve our reporting processes. Our Literacy and Numeracy leaders gathered data and feedback from a wide range of sources to inform our Literacy and Numeracy Improvement Strategies.

Our NAPLAN data reflected the high quality of this work. 66% of Year 7 students were characterised as either Strong or Exceeding in Reading, higher than the state average and 59% of our Year 9 students were similarly categorised for Numeracy which was higher than the similar school's average. In addition, the number of students in the top three bands for reading was higher than both the state average and similar schools' average for Years 7 and 9 and for Numeracy in Year 7.

In 2023, our completion rate for the Victorian Senior Secondary Certificate was 97% which, again, was higher than both the State and Similar Schools averages. Whilst our Mean VCE Study Score was down on previous years and lower than our four-year average, 14 students were awarded the new VCE Vocational Major with 23% of Year 12 students undertaking at least one Vocational Education and Training (VET) unit of competence.

Wellbeing

Heathmont College prides itself on the high level of pastoral care we offer our students. In 2023, we continued to focus on supporting student wellbeing by working to 'mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable in line with the state-wide goal set by the department. We employ four specialist wellbeing staff members, 2 full-time social workers, a part-time Mental Health Practitioner (also a qualified social worker) and an additional full-time counselor funded through the School's Mental Health Fund.

To support student wellbeing, Heathmont College continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school. Our Wellbeing team planned and implemented student health and wellbeing days and we had external providers deliver programs on Consent education. The school also engaged with the School Wide Positive Behaviours program with a key team of student managers and leaders completing all modules and implementing this program across the school. The college has been awarded the Blue Award in recognition of its progress in this area.

In 2023, we saw an increase in the number of students who reported that they did not experience bullying. We implemented a peer mentoring program with senior students playing an active role in supporting younger students to develop healthy approaches to

managing conflict and other challenges. Peer mentors from Year 10 attended our Year 7 transition camp and supported students across the three days, continuing this support back at school in the yard and grounds.

In 2023, we also implemented strategies to support staff wellbeing and 'Sense of Belonging'. Our Principal attended the Strengthening Principal Preparation In Koorie Education (SPPIKE) program and implemented many of the strategies from this program with staff across the second half of the year. This along with other initiatives designed to support staff connection and wellbeing led to a significant increase in our Staff Opinion Data across all categories with the most significant improvement observed in measures of School Climate and School Leadership with the overall rating for School Climate jumping to 56% from 45% in 2022, and staff rating of School Leadership increasing to 70% from 52% and rated well above both the State (59%) and Similar Schools (58%) averages. The college has now exceeded all of the Staff Opinion Survey targets set in the Strategic Plan Review in 2022. In 2024, our focus will be to bring what we have learned through this process to support our students with all staff working to enhance a 'Sense of Belonging' for students across all classrooms.

Engagement

Heathmont College placed great emphasis on continuity of learning and attendance throughout the 2023 school year. We employed a whole-school approach to monitoring absences, with year level leaders, House leaders and classroom teachers checking in with students and contacting home if there were concerns. Year level leaders also shared best practice for monitoring attendance in team meetings, including unexplained absences, ongoing absences and punctuality nd all teaching staff engaged in Professional Learning Communities focused on strategies to improve student attendance. As a result, our school's average attendance rate remains high. Our average number of absence days in 2023 was 27.3 lower than both the similar schools (29.0) and state (28.4) averages.

In 2023, our 'Nourish' breakfast program continued to grow with many students regularly attending before school for a cup of Milo and a cheese toastie. Due to the success of this program, it will run five days a week in 2024.

Heathmont College continued our focus on student transitions in 2023. The school transition program supported students as they entered secondary school. The careers and pathways team worked closely with students across Years 9-12, providing relevant and consistent advice and information about pathways, tertiary courses and careers tailored to the individual interests and needs of students. Our 2023 Year 7-10 retention rate of 77.7% is above similar school and state averages, reflecting the success of these initiatives.

To further promote student engagement, Heathmont College prioritised the running of student clubs, including gaming, STEM and debating. This was supported with the opening of our new Performing Arts Centre which is a custom built centre for Theatre Studies, Drama and Instrumental Music and will enable the college to host its future productions on site.

Other highlights from the school year

In 2023, Heathmont College held many camps, excursions and events including the Year 7 Transition camp, a Year 8 adventure camp, a Year 10 Central Australia tour, and a student leadership development camp (multi year level). We held year 10 and 11 formal events and a formal Year 12 Valedictory evening. Students also engaged in programs such as the School for Student Leadership, and the Maroondah City Council 'Student Wellbeing Action Team' camp and program.

Financial performance

While the school recorded a deficit in 2023, Heathmont College continues to be financially secure.

Last year, the school continued to significantly invest in infrastructure development, including upgrades to student bathroom facilities, air conditioning in the Library, widespread painting and repairs across classrooms and additional planting of trees and other plants to enhance the campus. Our new Performing Arts Centre was opened complete with a new kitchen area that has been utilised as a distribution point for our Foodbank items as well as a student-led facility to support the heating up of student lunches. Funding has been allocated towards the visual and audio fit-out of the Performing Arts Centre in 2024.

Across 2022 and 2023, fundraising events have supported the college to install a 'yarning circle' meeting area adjacent to our Indigenous sculpture and garden. This installation will be designed by Simone Thomson who engineered the existing sculpture and garden. We have also raised funds to be used to redevelop the outdoor basketball courts to replace the existing retaining wall and to provide for more student seating in this area. These works will be completed in 2024.

The overall staffing FTE has increased slightly, to staff further tutors and specialists in literacy and numeracy and to support a trial Flexible Learning Options programs to begin in 2024.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at
https://www.heathmont.vic.edu.au/

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 695 students were enrolled at this school in 2023, 316 female and 375 male.

6 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
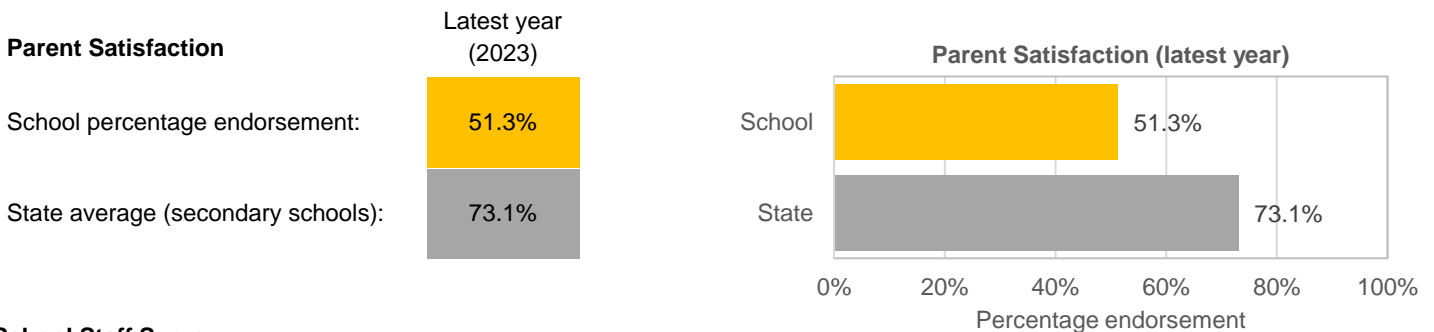
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.
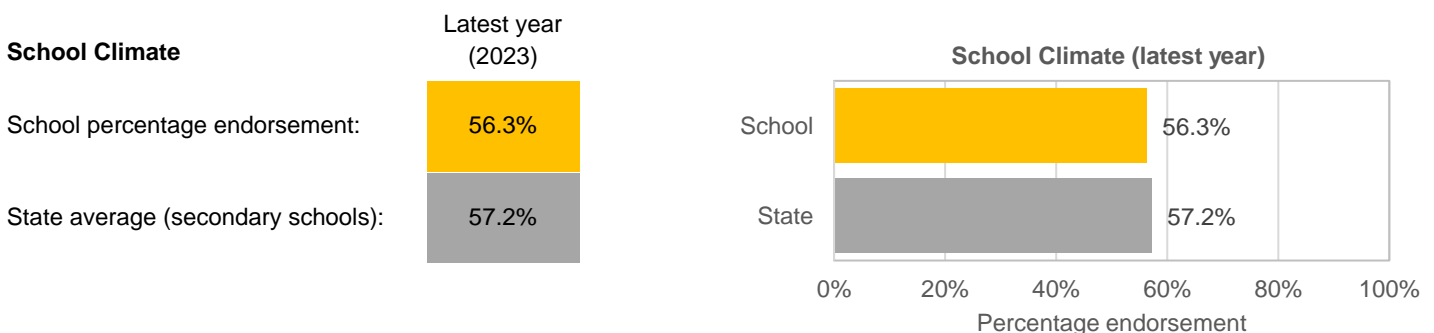
Parent Satisfaction	Latest year (2023)
School percentage endorsement:	51.3%
State average (secondary schools):	73.1%

Parent Satisfaction (latest year)

School	51.3%
State	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:	56.3%
State average (secondary schools):	57.2%

School Climate (latest year)

School	56.3%
State	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: 91.6%

Similar Schools average: 76.1%

State average: 75.5%

English (latest year)
Years 7 to 10

School	91.6%
Similar Schools	76.1%
State	75.5%

0%   20%   40%   60%   80%   100%

Percentage of students at or above age expected level
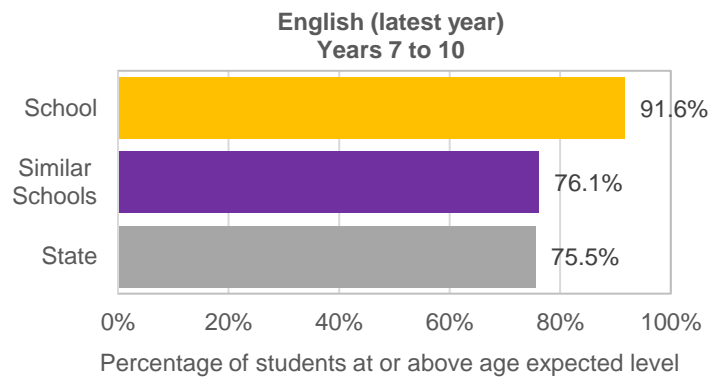
Mathematics
Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards: 80.6%

Similar Schools average: 67.7%

State average: 68.2%
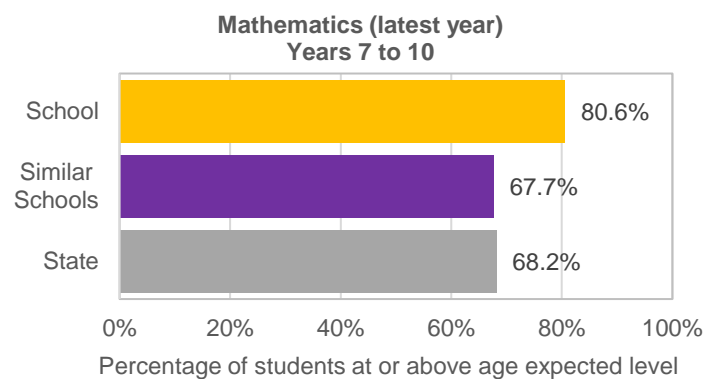
Mathematics (latest year)
Years 7 to 10

School	80.6%
Similar Schools	67.7%
State	68.2%

0%   20%   40%   60%   80%   100%

Percentage of students at or above age expected level

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.

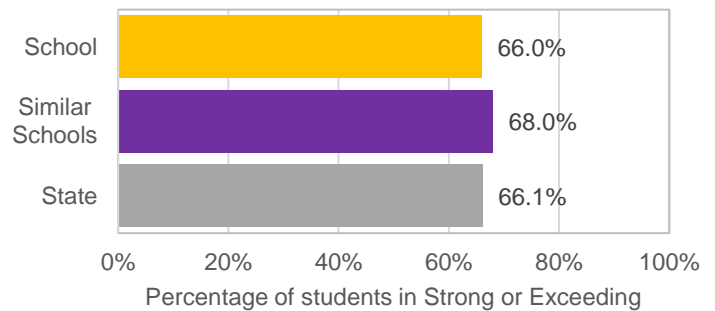| **Reading Year 7**	Latest year (2023)
School percentage of students in Strong or Exceeding:	66.0%
Similar Schools average:	68.0%
State average:	66.1%

NAPLAN Reading (latest year) Year 7

School	66.0%
Similar Schools	68.0%
State	66.1%

Percentage of students in Strong or Exceeding

Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	57.3%
Similar Schools average:	60.8%
State average:	60.0%

NAPLAN Reading (latest year) Year 9

School	57.3%
Similar Schools	60.8%
State	60.0%

Percentage of students in Strong or Exceeding
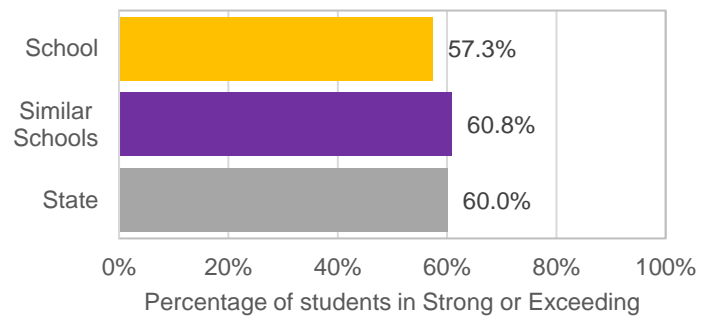
Numeracy Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	57.0%
Similar Schools average:	62.9%
State average:	62.9%

NAPLAN Numeracy (latest year) Year 7

School	57.0%
Similar Schools	62.9%
State	62.9%

Percentage of students in Strong or Exceeding
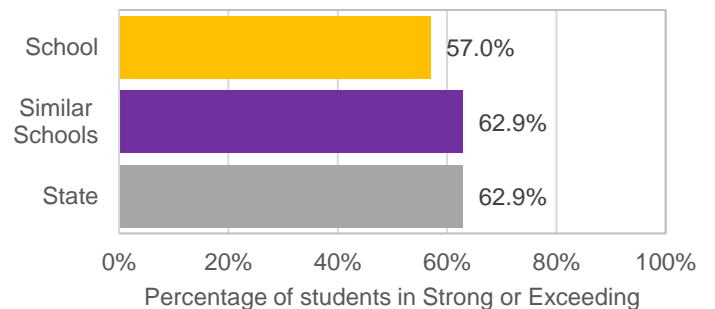
Numeracy Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	59.1%
Similar Schools average:	57.8%
State average:	59.9%

NAPLAN Numeracy (latest year) Year 9
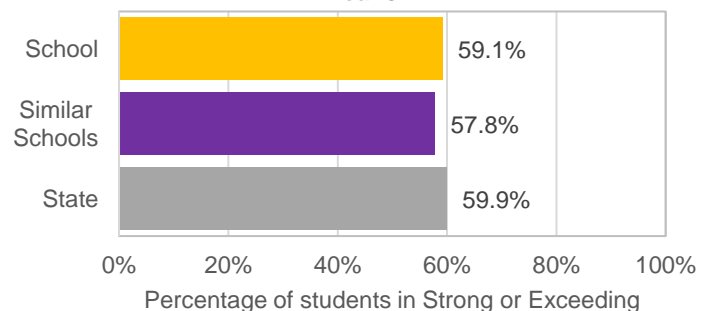
School	59.1%
Similar Schools	57.8%
State	59.9%

Percentage of students in Strong or Exceeding

LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

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

**Reading
Year 7**

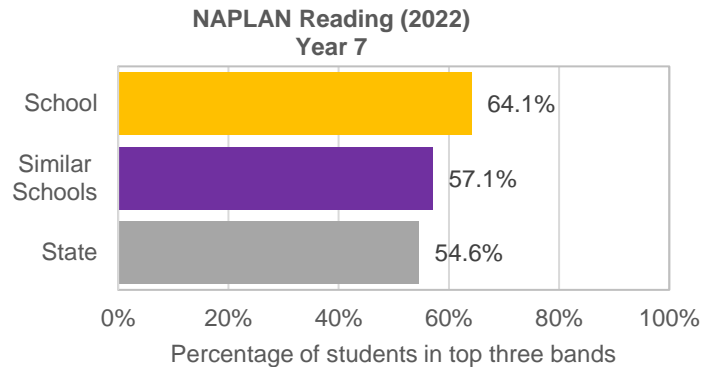|	Latest year (2022)
School percentage of students in the top three bands:	64.1%
Similar Schools average:	57.1%
State average:	54.6%

**NAPLAN Reading (2022)
Year 7**

School	64.1%
Similar Schools	57.1%
State	54.6%

Percentage of students in top three bands

**Reading
Year 9**

	Latest year (2022)
School percentage of students in the top three bands:	49.0%
Similar Schools average:	47.1%
State average:	47.2%

**NAPLAN Reading (2022)
Year 9**

School	49.0%
Similar Schools	47.1%
State	47.2%

Percentage of students in top three bands
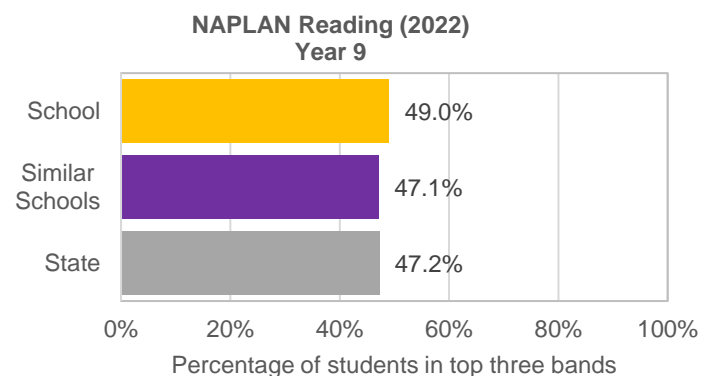
**Numeracy
Year 7**

	Latest year (2022)
School percentage of students in the top three bands:	60.2%
Similar Schools average:	52.0%
State average:	52.5%

**NAPLAN Numeracy (2022)
Year 7**

School	60.2%
Similar Schools	52.0%
State	52.5%

Percentage of students in top three bands
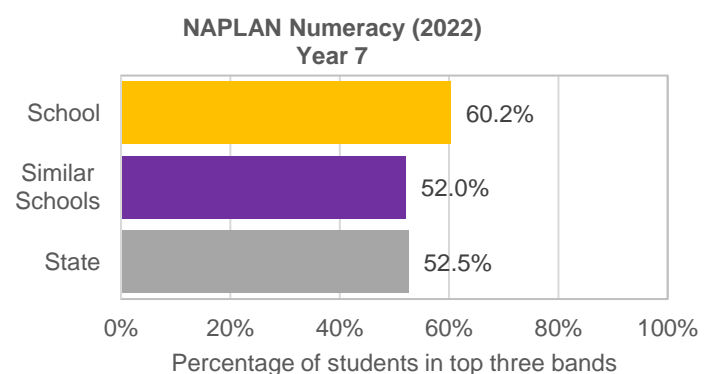
**Numeracy
Year 9**

	Latest year (2022)
School percentage of students in the top three bands:	32.6%
Similar Schools average:	40.2%
State average:	44.7%
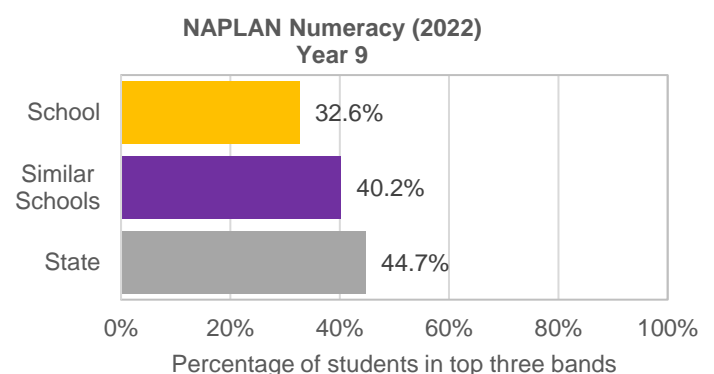
**NAPLAN Numeracy (2022)
Year 9**

School	32.6%
Similar Schools	40.2%
State	44.7%

Percentage of students in top three bands

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:	97.3%	97.8%
Similar Schools completion rate:	95.5%	96.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)

School	97.3%
Similar Schools	95.5%
State	96.6%

Completion Rate
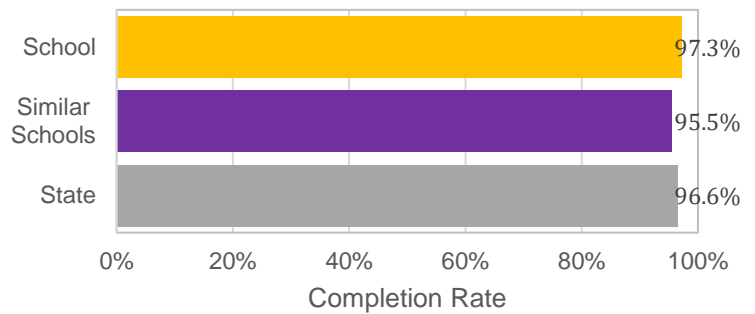
Mean study score from all VCE subjects:	24.5
Number of students awarded the VCE Vocational Major	14
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	23%
Percentage VET units of competence satisfactorily completed in 2023:	82%

WELLBEING

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:	32.5%	40.4%
Similar Schools average:	38.8%	44.1%
State average:	45.3%	49.9%

Sense of Connectedness (latest year) Years 7 to 12

- School: 32.5%
- Similar Schools: 38.8%
- State: 45.3%
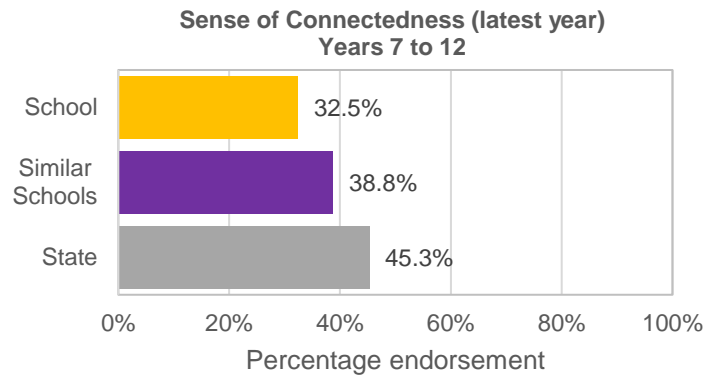
Student Attitudes to School – Management of Bullying

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:	34.4%	40.2%
Similar Schools average:	40.9%	46.1%
State average:	46.6%	51.0%

Management of Bullying (latest year) Years 7 to 12

- School: 34.4%
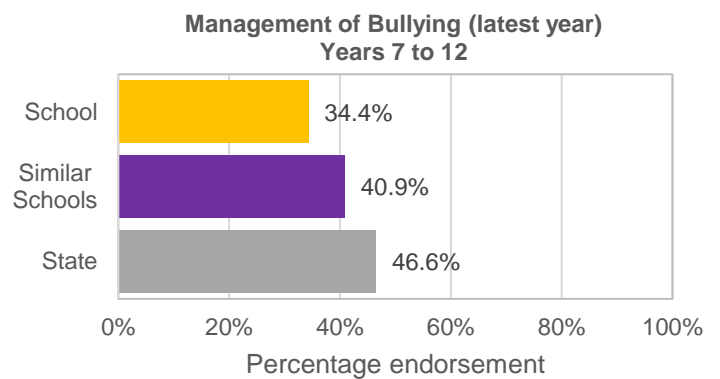- Similar Schools: 40.9%
- State: 46.6%

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:	27.3	21.0
Similar Schools average:	29.0	24.4
State average:	28.4	23.8

Student Absence (latest year) Years 7 to 12

School	27.3
Similar Schools	29.0
State	28.4
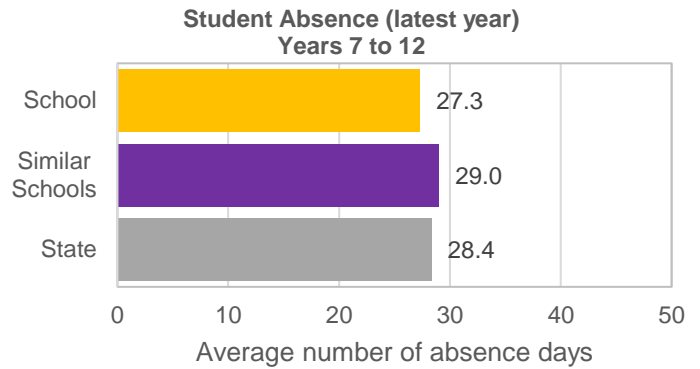
Attendance Rate (latest year)

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%	85%	80%	85%	90%	92%

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:	77.7%	79.5%
Similar Schools average:	74.4%	75.1%
State average:	72.6%	73.8%

Student Retention (latest year) Year 7 to Year 10

School	77.7%
Similar Schools	74.4%
State	72.6%
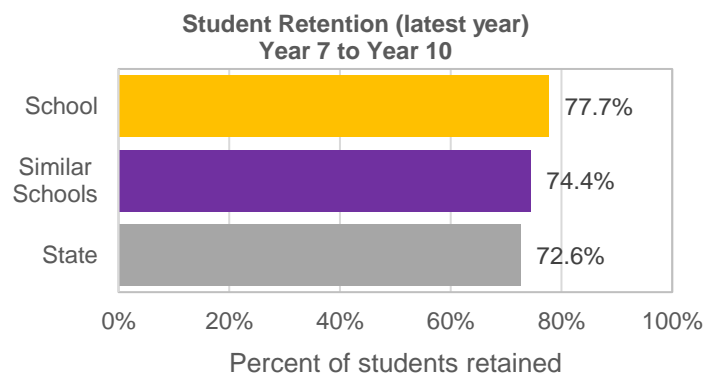
ENGAGEMENT (continued)

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.*
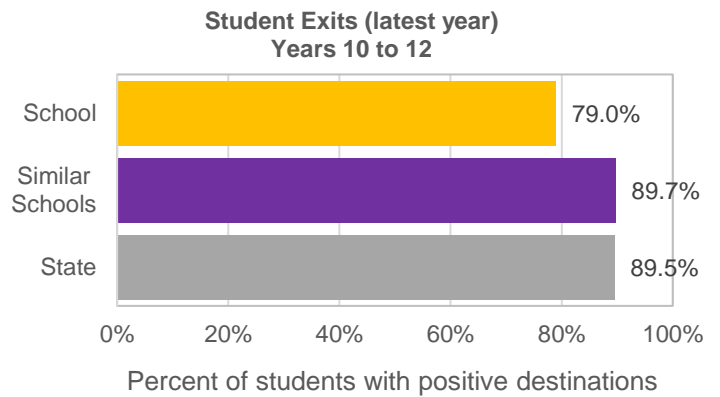
Students exiting to further studies or full-time employment

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:	79.0%	90.0%
Similar Schools average:	89.7%	89.9%
State average:	89.5%	89.5%

Student Exits (latest year)
Years 10 to 12

School	79.0%
Similar Schools	89.7%
State	89.5%

Percent of students with positive destinations

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$8,295,093
Government Provided DET Grants	$922,905
Government Grants Commonwealth	$17,864
Government Grants State	$40,854
Revenue Other	$110,628
Locally Raised Funds	$421,789
Capital Grants	$0
Total Operating Revenue	**$9,809,131**

Equity [1]	Actual
Equity (Social Disadvantage)	$147,560
Equity (Catch Up)	$41,263
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$188,824**

Expenditure	Actual
Student Resource Package [2]	$8,740,017
Adjustments	$0
Books & Publications	$19,729
Camps/Excursions/Activities	$253,849
Communication Costs	$36,361
Consumables	$138,993
Miscellaneous Expense [3]	$73,500
Professional Development	$41,916
Equipment/Maintenance/Hire	$150,890
Property Services	$280,684
Salaries & Allowances [4]	$19,844
Support Services	$629,771
Trading & Fundraising	$11,284
Motor Vehicle Expenses	$0
Travel & Subsistence	$2,993
Utilities	$74,703
Total Operating Expenditure	**$10,474,533**
Net Operating Surplus/-Deficit	**($665,402)**
Asset Acquisitions	**$0**

(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

Funds available	Actual
High Yield Investment Account	$1,493,388
Official Account	$127,800
Other Accounts	$12,096
Total Funds Available	**$1,633,284**

Financial Commitments	Actual
Operating Reserve	$242,983
Other Recurrent Expenditure	$760
Provision Accounts	$0
Funds Received in Advance	$128,419
School Based Programs	$431,830
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$568,077
Asset/Equipment Replacement < 12 months	$90,000
Capital - Buildings/Grounds < 12 months	$160,000
Maintenance - Buildings/Grounds < 12 months	$250,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,872,070**

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.