

2023 Annual Report to the School Community

School Name: Koonung Secondary College (7954)



- 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 19 April 2024 at 04:33 PM by Andrew Mcneil (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 28 April 2024 at 01:47 PM by Martina Johnson (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

Koonung Secondary College is a co-educational state school, located in the City of Whitehorse, in the Eastern suburbs of Melbourne. The College has exceptional transport links to both the CBD of Melbourne, as well as to Box Hill and Doncaster. The College is situated on a large site, with excellent sporting facilities adjacent to parkland and sports grounds. The school was founded in 1964. College buildings include the original, light timber construction core building with 28 relocatable classrooms. Some of the original buildings have been modified to create a Senior Study Centre, Wellbeing Hub, and a Science and Food Technology centre. Other facilities include a theatre, basketball stadium, and library complex. The College is currently managing a Capital Works Program which has provided new classrooms for the Middle Years Centre, an Auditorium and Administration and will see the completion further classroom spaces to accommodate classroom learning for all Year 7, 8 and 9 students in modern, comfortable 21st Century learning spaces.

A total of 1151 students were enrolled at this school in 2023, 465 female and 681 males. 28 percent of students had English as an additional language and 1% students are Aboriginal or Torres Strait Islander. There are 103 full-time staff members at the College. Enrolments have been steadily increasing over the past five years. We are a proudly diverse community and include an active and vibrant International Student Program with a cap of 80 students. Koonung Secondary College's vision is to develop young people with a strong sense of self-awareness, community and global consciousness and the capacity to achieve their academic and social potential. We recognise the importance of providing our community with the skills, capabilities, and knowledge to build a harmonious, prosperous, and sustainable future through the provision of a challenging and engaging teaching and learning program. We strive to build strong community relationships and intend to be progressive, optimistic, and collaborative in our endeavours. Our students are encouraged to lead and contribute to the decision making that occurs at the College within the academic and co-curricular program. Our school values of excellence, endeavour, respect, resilience, collaboration, and creativity are the core values that underpin our relationships, actions, and culture at the College. These values guide the expectations and dialogue for our interactions within the School Wide Positive Behaviours framework. At Koonung Secondary College, we believe if our students and staff strive to uphold these values, they will be well placed to be active and empowered global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

Koonung Secondary College continues to see its students achieve well above state average and above similar schools at both NAPLAN and in the VCE. NAPLAN, together with PAT Testing and Teacher judgements are used to identify the learning needs of our students in the key learning areas of Literacy and Numeracy. The College has identified that at both Year 7 and Year 9, many students are either Strong or Exceeding (based on the 2023 NAPLAN reporting proficiency levels) with over 80% of students entering the College in Year 7 either Strong or Exceeding in Reading and Numeracy. This supports teams of teachers working together as part of a professional learning community in collaboratively planning point of need learning to cater and extend students in the top two proficiency levels, as well as students who need support at and below expected level. Core to this work has been the focus in staff professional learning in using data to identify the learning needs of every student and developing differentiated curriculum to challenge and extend every student.

Koonung Secondary College is exceptionally proud of the achievements of its students in the VCE. In 2023, the median score of all Koonung students in the VCE was 32, with 10% of all study scores above 40 and over 26% of students achieving an ATAR above 90. In 2023, the College introduced the VCE Vocational Major program together with the Headstart Apprenticeship and Traineeships program. To support all learners in the College, an assessment schedule was established and students in need of intervention identified, and support allocated in class. This saw 95 students provided with additional Literacy support, 60 students provided with additional Numeracy support, 16 Year 7 students provided with Quicksmart Literacy support and 16 Year 7 students provided with Quicksmart Numeracy support. Koonung Secondary College was able to maintain the TLI program in 2023 with the focus in Semester 2 to be to improve the Mathematics outcomes of students in Year 7 and 8.

Support for students achieving above expected levels saw 96 Year 7 and 8 students participate in 10-week extension course in Mathematics and English as part of the Victorian High Ability Program and 26 Year 9 students involved in a Year 9 Mathematics extension program. A partnership was developed with a network school for a full day Master class program in addition to the VHAP program for these students. A further 15 students were involved in learning from the Victorian Challenge and Enrichment Series. Planning was initiated in developing further extension opportunities for students in 2024 through a Maths High Ability Program and

developing connections to providers such as Emerging Sciences Victoria and the Centre for Higher Education Studies. To support in class differentiation, staff professional learning focused on using data to identify point of need instruction for all students and staff then working collaboratively in developing high quality, point of need curriculum and engaging assessment tasks.

Wellbeing

Koonung Secondary College has embraced the School Wide Positive Behaviours Supports program as a key aspect of its approach to improving the wellbeing of all members of the Koonung College community. Ongoing SWPBS team meetings and staff Professional Learning support the whole staff to collaboratively develop and implement approaches to building student capacity in their social and emotional learning. In 2023, Koonung extended its Positive Classroom subject to include Year 8 to ensure both a continuation and integration of the SWPBS program and build on the key learnings from the Healthy Minds program.

In 2023, as part of their transition from Middle School to Senior School, all Year 9 students completed a program in Peer Support training and the Senior Youth Mental Health First Training. This training for all Year 9 students builds on the College's practice of Youth Mental Health First Aid training for staff and is designed to equip students with the skills to support whole college well-being. The Peer Support training enables our Year 10 students to work with Year 7 students in the Positive Classroom program. Student leadership provides many opportunities for students in the senior school to mentor students in the Middle school. The Think Fast program was launched by our Year 12 leaders as a natural adjunct to the Quicksmart Literacy and Numeracy program which is delivered by trained student instructors. The Think Fast program is a peer tutoring and support program which runs each week for the Middle Years students.

In 2023, the Department of Education released the High Impact Well-being Strategies as part of its Victorian Teaching and Learning model. These high impact strategies form a key component of staff professional learning and as part of practice and delivery in classrooms and across the College. In 2023, the College opened its new Wellbeing Space, funded under an Inclusive school grant, for use. This new space provides delivery of a three dedicated counselling rooms and a chill out space to enable students to self-regulate, practice relaxation strategies, and utilize mindfulness techniques to support their return to the classroom.

Building connections for students to their peers, programs and staff is a core focus of the work undertaken at Koonung. To support this, an extensive array of lunchtime activities and clubs provides all students with the opportunity to engage with like-minded peers and supports their connection to the College. Clubs and lunchtime activities include sporting clubs (e.g. Futsal, Table Tennis, Chess) interest areas (Cultural clubs, Gardening, Virtual Reality and STEM, Art, Drama and Music) or connections (Think Fast tutoring, Wellbeing Club, Equality Collective).

Engagement

Student attendance is the key indicator for student engagement. Attendance at Koonung Secondary College is excellent. In 2023, the whole college attendance continued to be higher than both all Victorian schools and similar schools. Koonung Secondary College has a clear and supportive attendance policy which is supported through the two sub-schools within the College. Each sub school, the Middle School at Years 7,8 and 9, and Senior School at Years 10,11 and 12, operates with a dedicated Administrator for each sub school with the responsibility to build relationships with students and families and implement the College's Attendance Policy. It is clear that it is not OK to be away, and, through the use of the Compass learning management system and the Sub-School Administrator, support is provided to ensure high levels of attendance. Supporting the attendance procedures of the school are a focus on creating an effective learning environment for all and the development of points of connection for students to the College.

The College provides a wide range of extra-curriculum activities to build connections and relationships. These include; the annual College production (2023-Seussical the Musical), Instrumental Music opportunities with a focus on increased ensembles; the lunch time Clubs program, a Homework Club, Talent quest, the annual Koonung Day event, House Activities and Carnivals, Leadership opportunities for all, including the Student Representative Council and the introduction of a student led and operated homework and mentoring club. Student agency and voice are extremely important components of the culture of the College. The College is particularly proud of its Year 9 Live Life program. The Live Life program is a year long program where students complete four modules across the year: Self, Life, Community and Group. In 'Self', students organize student led excursions, 'Life' involves key life skills such as banking, tax etc, 'Community' involves a term long placement with a community group and 'Group' involves an individual project that benefits a community group.

To further support student engagement, in 2023 the College created a new leadership position in the school for a Student Engagement Programs Leader. This role is to continue to build engagement programs and approaches for the whole college, specific cohorts and for individual students. An example of this is the Raise Student Mentoring program that saw 20 students engaged in a mentoring program with community members across 2023.

Financial performance

The Student Resource Package income stream further increased in 2023 due to the College's growing enrolments. The number of international students enrolled at the College increased to 43 in 2023 due to the re-opening of international borders following COVID-19. Salaries to operate this program form part of the Student Resource Package expenditure line. Locally raised funds from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for the XJS Chinese School (which operates a campus on our site) and Junior Engineers improved in 2023, reflecting strong connections with our wider community. The overall staffing FTE increased slightly in order to staff further tutors and specialists in literacy and numeracy. In 2023, the College continued to invest significantly in infrastructure development and refurbishment, including both minor and major capital works. The College has funded the refurbishment of the theatre amenities and extensive new perimeter fencing was installed. This expenditure is reflected under the Miscellaneous Expense category of the statement of financial performance. College Council has approved several minor and major improvement projects for 2024: these commitments are reflected in the financial commitments section of the statement of financial position. The total funds available to the school at the end of 2023 and its overall financial position remains strong.

For more detailed information regarding our school please visit our website at
<https://www.koonung.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 1151 students were enrolled at this school in 2023, 465 female and 681 male.

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

Overall Socio-Economic Profile

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

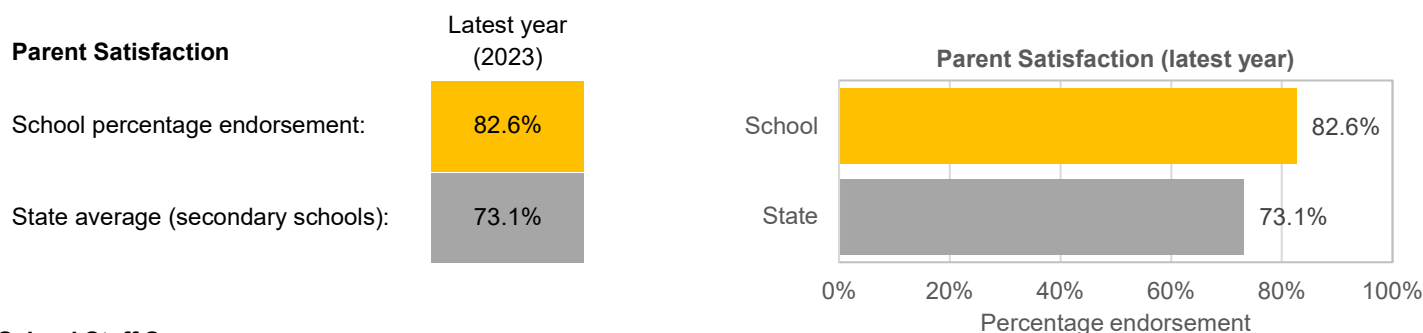
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

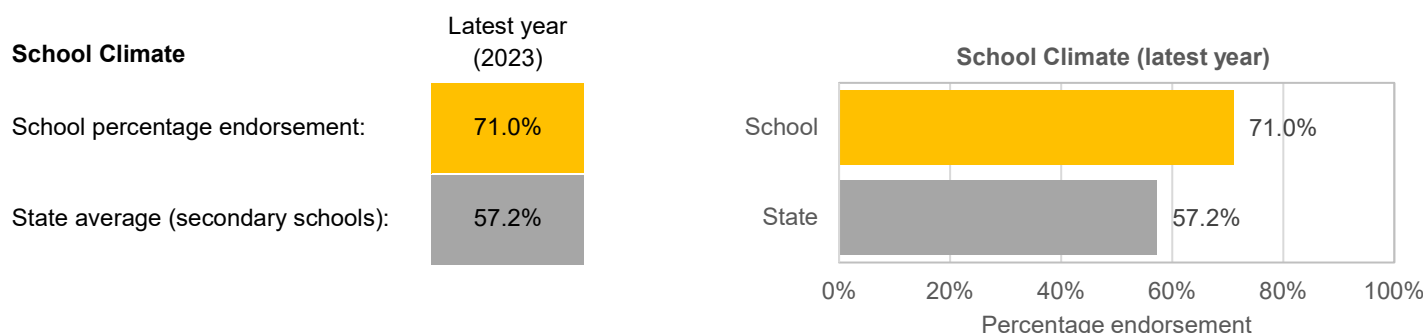


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

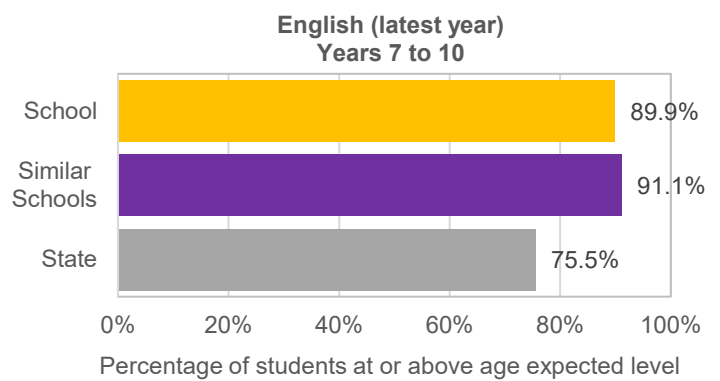
89.9%

Similar Schools average:

91.1%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

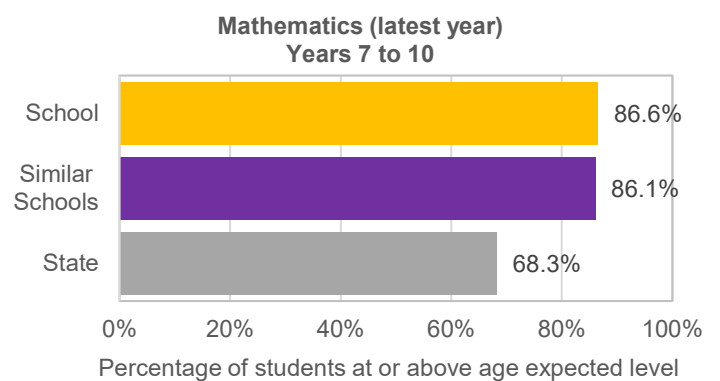
86.6%

Similar Schools average:

86.1%

State average:

68.3%



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:

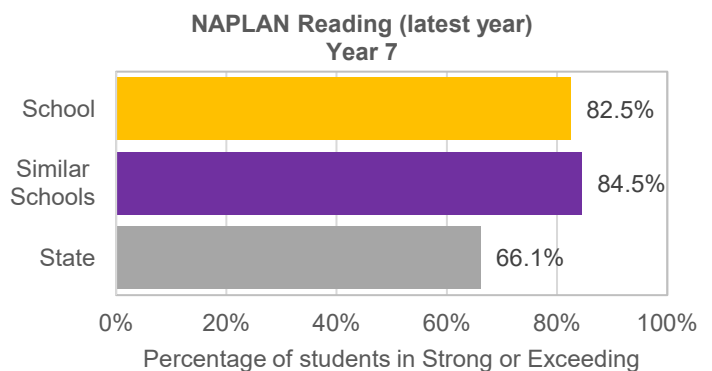
82.5%

Similar Schools average:

84.5%

State average:

66.1%



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

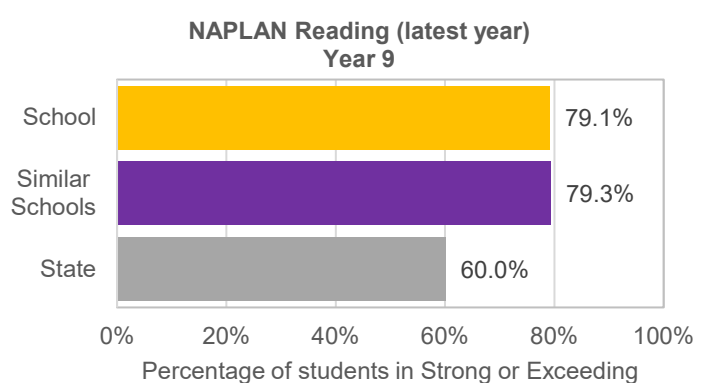
79.1%

Similar Schools average:

79.3%

State average:

60.0%



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

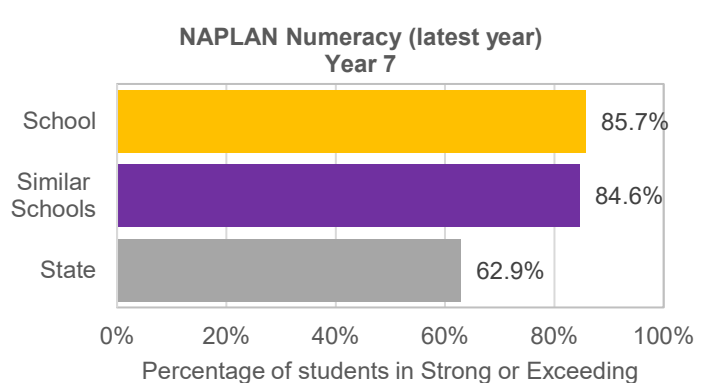
85.7%

Similar Schools average:

84.6%

State average:

62.9%



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

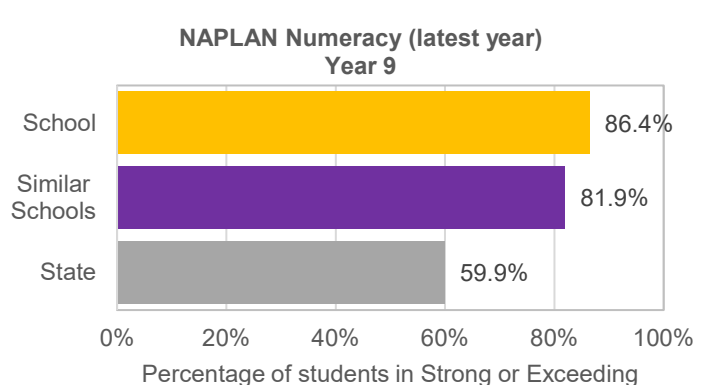
86.4%

Similar Schools average:

81.9%

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:

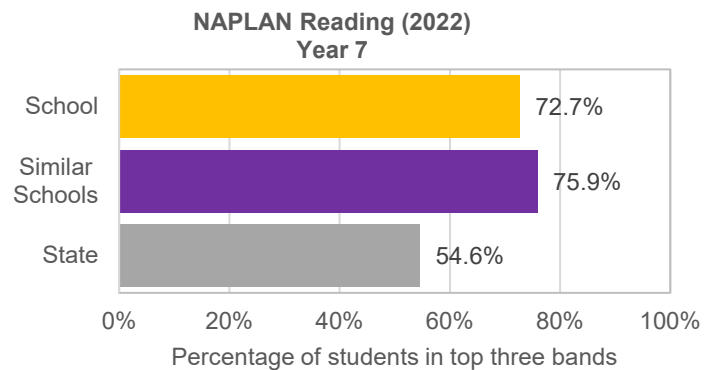
72.7%

Similar Schools average:

75.9%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

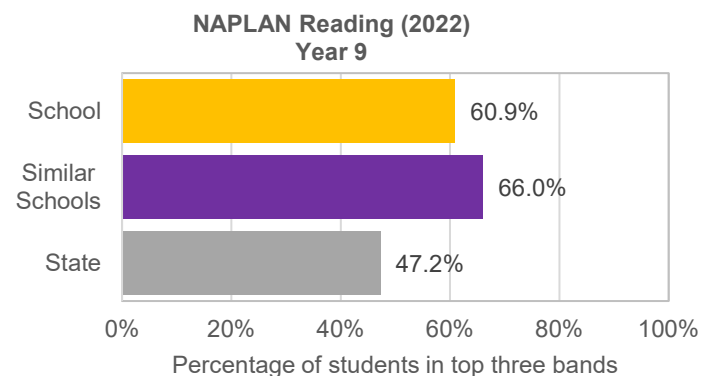
60.9%

Similar Schools average:

66.0%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

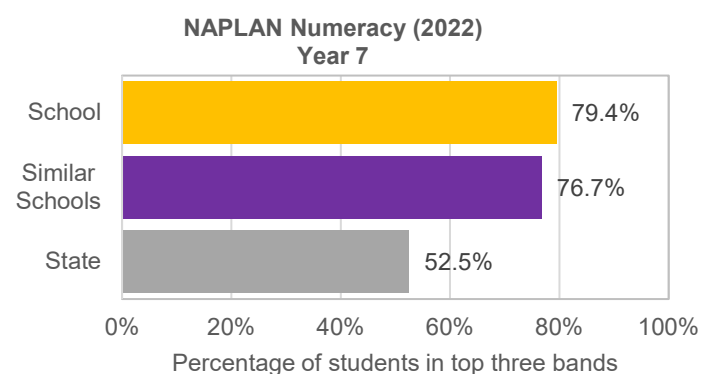
79.4%

Similar Schools average:

76.7%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

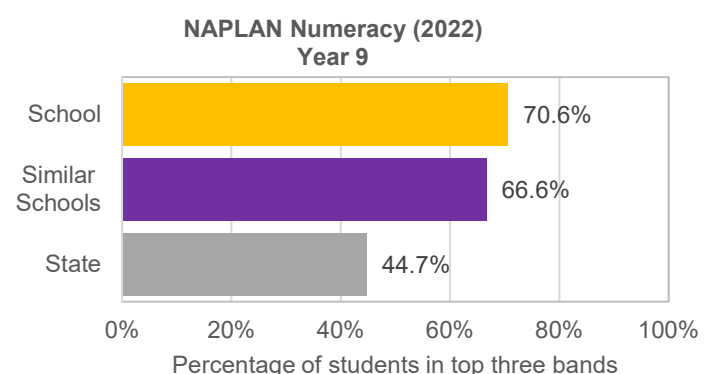
70.6%

Similar Schools average:

66.6%

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

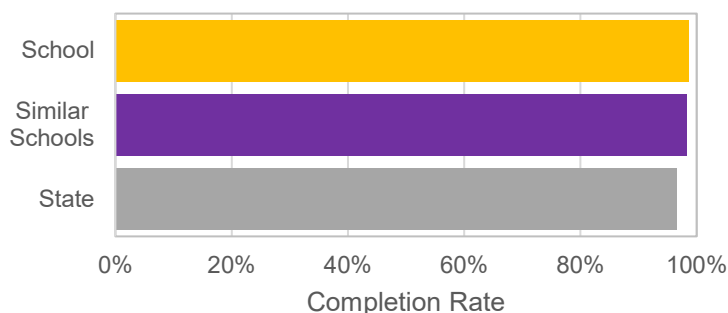
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.4%	99.1%
Similar Schools completion rate:	98.1%	98.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.3

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDP

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

12%

Percentage VET units of competence satisfactorily completed in 2023:

88%

WELLBEING

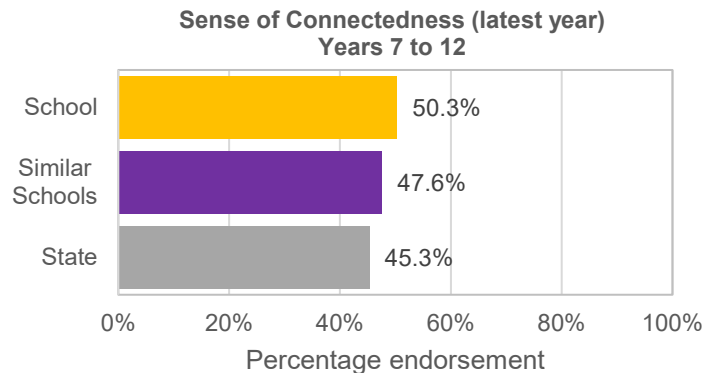
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	50.3%	52.4%
Similar Schools average:	47.6%	52.2%
State average:	45.3%	49.9%

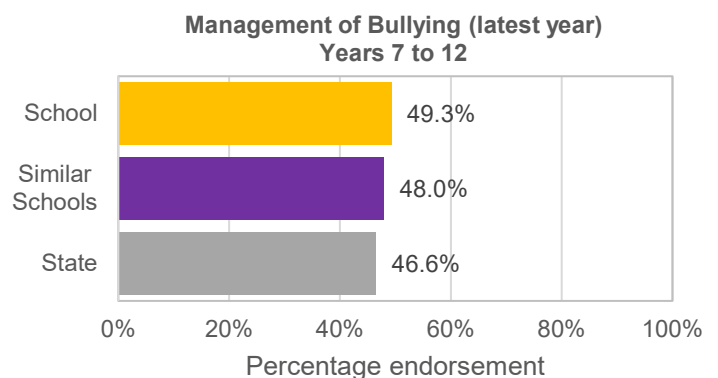


Student Attitudes to School – Management of Bullying

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:	49.3%	53.9%
Similar Schools average:	48.0%	52.8%
State average:	46.6%	51.0%



ENGAGEMENT

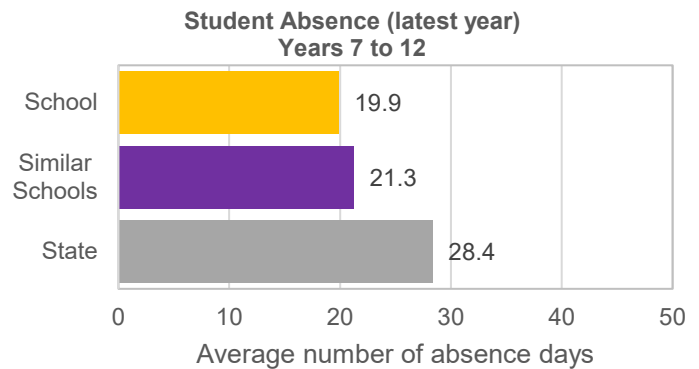
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.9	14.9
Similar Schools average:	21.3	17.2
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.

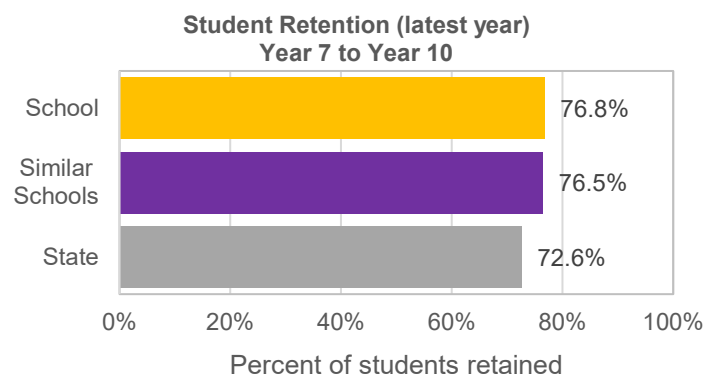
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	90%	88%	89%	90%	92%

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:	76.8%	80.4%
Similar Schools average:	76.5%	78.0%
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:

94.2% 95.1%

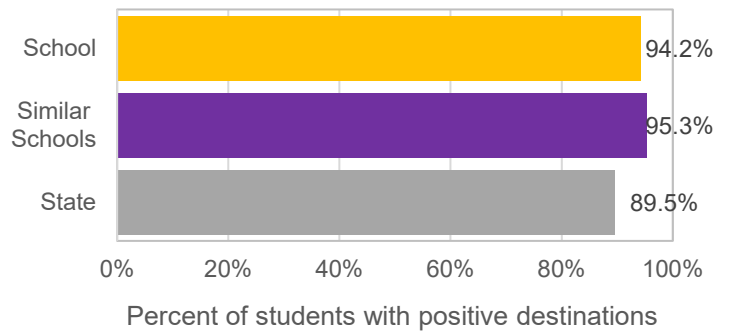
Similar Schools average:

95.3% 96.1%

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	\$12,484,552
Government Provided DET Grants	\$1,966,891
Government Grants Commonwealth	\$28,558
Government Grants State	\$0
Revenue Other	\$204,652
Locally Raised Funds	\$1,404,076
Capital Grants	\$0
Total Operating Revenue	\$16,088,728

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,656
Equity (Catch Up)	\$19,913
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$81,569

Expenditure	Actual
Student Resource Package ²	\$12,572,636
Adjustments	\$0
Books & Publications	\$15,041
Camps/Excursions/Activities	\$286,215
Communication Costs	\$13,225
Consumables	\$234,987
Miscellaneous Expense ³	\$341,160
Professional Development	\$45,036
Equipment/Maintenance/Hire	\$193,014
Property Services	\$331,641
Salaries & Allowances ⁴	\$378,213
Support Services	\$405,005
Trading & Fundraising	\$48,131
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$22
Utilities	\$119,177
Total Operating Expenditure	\$14,983,504
Net Operating Surplus/-Deficit	\$1,105,225
Asset Acquisitions	\$133,768

- (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 Mar 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	\$3,892,647
Official Account	\$73,417
Other Accounts	\$622,185
Total Funds Available	\$4,588,249

Financial Commitments	Actual
Operating Reserve	\$359,597
Other Recurrent Expenditure	\$1,989
Provision Accounts	\$5,340
Funds Received in Advance	\$128,000
School Based Programs	\$1,904,552
Beneficiary/Memorial Accounts	\$607,612
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,442
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$356,908
Capital - Buildings/Grounds < 12 months	\$600,000
Maintenance - Buildings/Grounds < 12 months	\$761,560
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,065,000

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.