

# 2023 Annual Report to the School Community

School Name: Sunbury College (8350)



- 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 30 April 2024 at 08:27 PM by Craig O'bree (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2024 at 12:51 PM by Robert Torcutti (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

Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning – where education matters, emotional, social, and physical wellbeing is nurtured, and pathways for all students are maximised. Our work together as a learning community is guided by the four key values: *Respect, Responsibility, Resilience and Endeavour*.

- We value ourselves, others, and our environment;
- are accountable for our actions;
- are strong, healthy, and successful;
- and constantly strive for excellence.

Sunbury College is one of three secondary schools within Sunbury and is located approximately 30 kilometres northwest of Melbourne. Enrolments have been steady over the last four years, resulting in the college having over 1050 students in 2023. The College continues to enjoy a strong connection with the local community. We pride ourselves on our commitment to '*knowing your child*' both academically and personally. The school's Pastoral Care programs foster authentic relationships between staff and students and between students from Years 7-12. Further to this, *the LP7 Program* (Year 7 Learning Program) enables a smooth transition from primary to secondary school and ensures our youngest students feel confident and safe as they embark on their secondary education.

Staffing in 2023 consisted of four Principal class (two full-time substantive, one part-time substantive and one full-time acting, making an Effective Full Time (EFT) fraction of 3.7), one hundred and seven Teachers (EFT 77.2) and twenty-eight Education Support Staff (EFT 25.7). The high expectations we have of our students also apply to our staff who are committed to the Sunbury College values and are continually challenged to develop their knowledge and skills. Working collaboratively on improvement strategies related to our school's goals is highly valued by all college staff.

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

### Learning

The *School Review* process in 2022, including completion of the *Pre-Review Self-Evaluation*, has provided an evaluation of the school's performance against the core elements of FISO 2.0. A focus on Teaching and Learning and Leadership in 2023 has strengthened the capacity of teachers and leaders to facilitate higher learning growth of all students across the school. We have focused on strengthening the capability of teachers to differentiate their practice, and providing an environment that further reflects the school values. This will be foundational for the success of strategies and actions in the future years of the *Schools Strategic Plan (SSP)* that will support the empowerment of students to be engaged partners in their learning.

A core goal of the SSP is to increase the rate of growth in student Literacy and Numeracy outcomes, especially at years 7 to 9. A focus of the school's *Annual Improvement Plan (AIP)* in 2023 was to enhance teacher ability to teach to point of need through the analysis of individual learning data and the implementation of appropriately challenging teaching and learning practices. The school also implemented specific programs to increase learning growth, including the *Independent Reading and Writing Programs* at year 7 – 9 and the *Tutor Learning Initiative*. While the semester 2 *English and Mathematics teacher judgement data* wasn't available at the time of writing this report, in Mathematics the percentage of students working at or above age expected standards in semester 1 has increased each year over the last four years. An example is the *Mathematics- Measurement and Geometry* data improving from 57% (2020), to 60% (2021), to 65% (2022), to 70% (2023). The other areas of Year 7 – 10 Mathematics- *Number and Algebra*, and *Statistics and Probability* have also shown similar year-on-year growth. A focus on the development and implementation of the year 7 and 8 Numeracy / Mathematics action plan in the 2024 AIP will further enhance Mathematics teaching and learning practice in this learning area.

The development of a research-based whole school Literacy policy and action plan in the 2024 AIP, along with other school wide initiatives to improve, will guide and enhance improvement in literacy levels of all students across the school. Our *VCE completion rates* have continued to be strong at 98.5% and above both Similar School and State averages, maintaining the high performance of the school from the previous year, while having more students enrolled in Year 12. *Year 12 Students exiting to positive destinations* also remains very high and well above Similar schools and the State average.

### Wellbeing

The school's wellbeing focus in the 2023 AIP was to deepen the capacity of leaders and teachers to provide an environment that reflects the school values and that enables effective learning and wellbeing. This was undertaken through several actions, including:

- Planning, developing, and implementing a renewed and enhanced focus on the *SWPBS* framework and classroom management practices across the school.
- Developing and implementing structures to embed *Teen Mental Health First Aid (TMHFA) Training* for all students at Year 10 and the *Youth Mental Health First Aid (YMHFA) Training* program for staff.
- Implementing strategies to develop cultural understanding across the school, including cultural events such as the first *Japanese sister school visit* to our school since 2019.
- Implementation of programs across the school that will enhance student engagement and mental, physical, and social wellbeing. This included existing and additional opportunities for camps, excursions, pastoral care programs, and brunch, lunch, and afterschool activities.

2023 was the second year of the new Engagement Structure, moving from a vertical house-based structure to a horizontal structure where students wellbeing and engagement support is overseen by Year Level Coordinators and Leading Teachers within Sub schools. The school's data on *Management of Bullying* has improved from 40.6% (2022) to 44.6% (2023) with the school aiming to further improve this data in 2024 and align with other *Student Attitudes to School Survey (AToSS)* wellbeing factors, such as students *Not Experiencing Bullying* which has improved to 87% positive responses and above the State average (86%). The school's data of *Sense of Connectedness* remained similar to the 2022 value and below similar schools and our school's four-year trend. This area continues to be an important focus for the school in both the short and longer term with the schools SSP focusing on student voice and agency in coming years. The parent opinion survey percentile rankings at 75.0%, continued to be positive and above the State average of 73.1%.

## Engagement

The school VCE, VCE Vocational Major, and VET programs offer an extensive breadth of options for students in Years 10, 11, and 12 and provide engaging learning options that support students in preparing for future careers and pathways. The *Student Exiting to further studies or full-time employment* data continues to be a strength of the school, with 94.2% of our students exiting to further studies or full-time employment, above similar schools (88.5%) and the State average (89.5%). We have a well-resourced careers and Pathways team that includes a VET, Careers and Pathways Coordinator, Careers and Pathways Counsellor, and a Work Experience Coordinator that provide targeted programs and advice to students of all year levels.

Our *Student Retention* rates (77.1%) continue to be above similar schools (75.5%) and the State average (72.6%) and reflects a higher percentage of Year 7 to 10 students staying at our school, rather than transferring to another school.

The *Average Number of Student Absence Days* increased to 33.6 days per year and is above similar schools (31.5 days) and State average (28.4 days). Decreasing both approved and unapproved absences is a core focus of our school in this SSP. We are looking at both immediate and longer-term strategies to decrease absenteeism. The school has had its first full year of implementation of the re-engagement program called *Game Changers*, aimed at improving the engagement and learning of Year 8 and 9 students who are beginning to disengage from schooling. The initial data from the program is promising, with students within this intensive program significantly increasing attendance. We have also reviewed and improved structures that lead to improved student attendance, including the processes our Sub schools use to monitor and communicate attendance concerns to families. These processes complement our whole school strategic focus on increasing engagement through student voice and agency.

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## Financial performance

In 2023 the College completed the year with a net operating surplus of \$1,100,949, which includes a carryover surplus from the 2022 school year of \$432,996. The surplus has been allocated to student learning, wellbeing, and engagement initiatives inline with the SSP. In 2023, the College received equity funding of \$551,140, and this was used in various ways to support student learning and wellbeing. This included:

- Implementation of structures to embed *TMHFA Training* at year 10 and the *YMHFA Training* program for all staff.
- Implementation strategies to develop cultural understanding across the school.
- Implementation of programs across the school that will enhance student engagement and mental, physical, and social wellbeing.

The school has implemented the *Tutor Learning Initiative* for a third year and this cost was funded by the Department of Education, who has committed to the program for the 2024 school year. The cash component of the SRP has been used to support student outcomes through the provision of a wide variety of resources across all teaching and non-teaching areas. The school has been

successful in securing grants for building works to improve accessibility across the school and new student and staff toilet blocks. A continued focus in 2024 will be on providing improved passive and active playground areas for students.

**For more detailed information regarding our school please visit our website at  
<https://www.sunburysc.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 1066 students were enrolled at this school in 2023, 563 female and 502 male.

2 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).

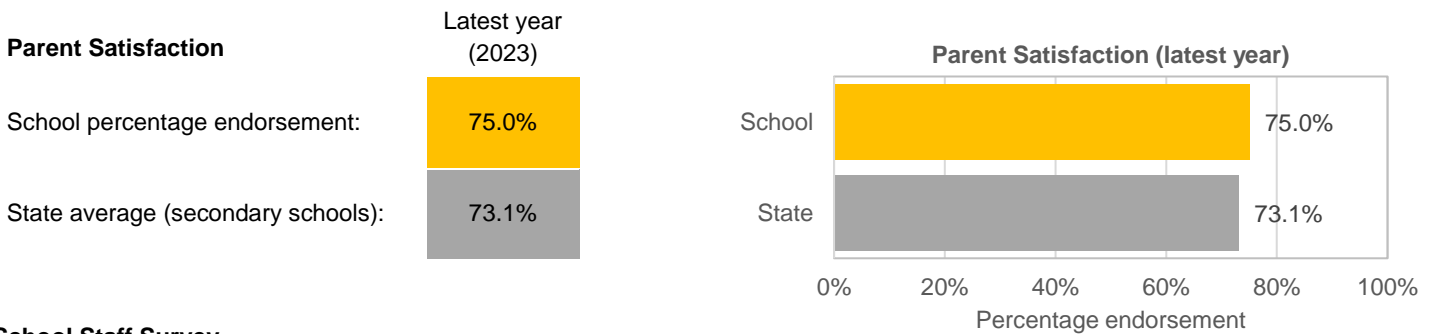
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

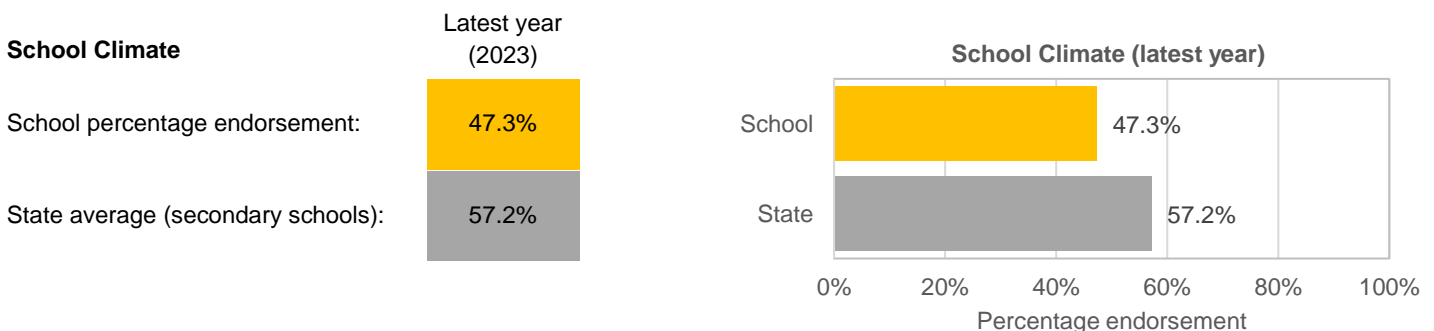


### School Staff Survey

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:

Similar Schools average:

State average:

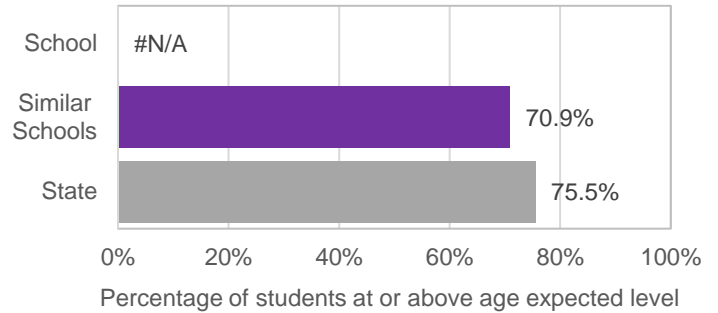
Latest year  
(2023)

NDA

70.9%

75.5%

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



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

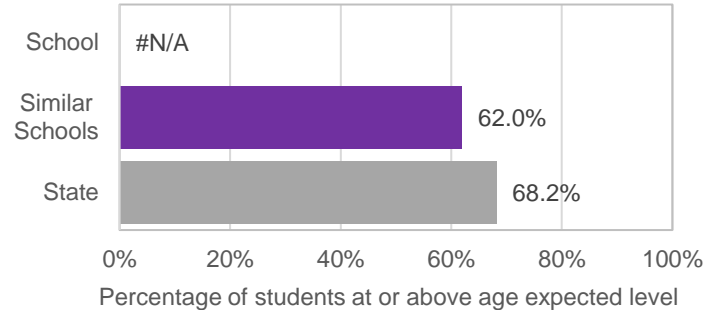
Latest year  
(2023)

NDA

62.0%

68.2%

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





## LEARNING (continued)

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

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

51.9%

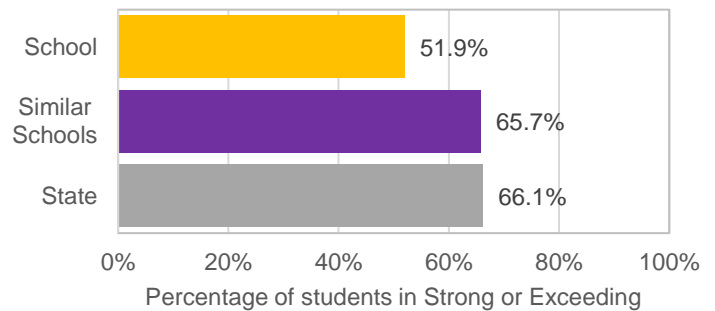
Similar Schools average:

65.7%

State average:

66.1%

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



#### Reading Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

53.9%

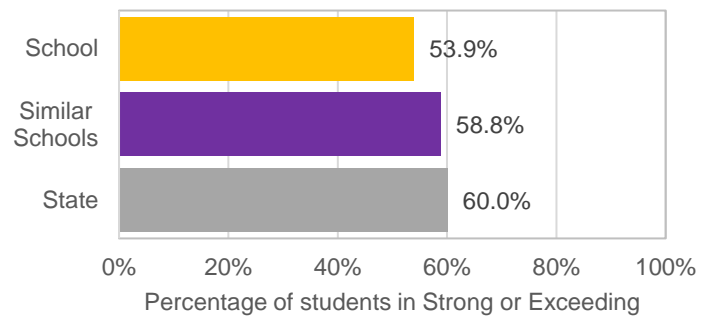
Similar Schools average:

58.8%

State average:

60.0%

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



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

52.3%

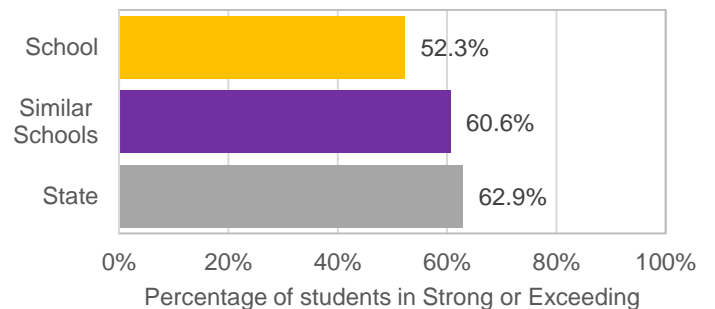
Similar Schools average:

60.6%

State average:

62.9%

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



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

48.4%

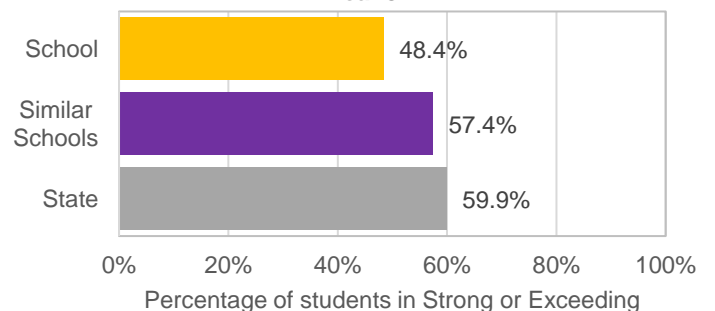
Similar Schools average:

57.4%

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:

44.4%

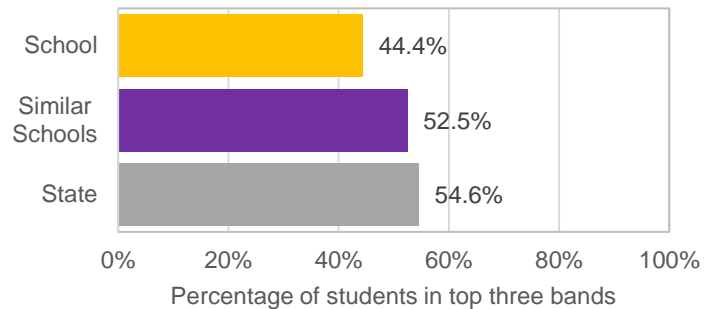
Similar Schools average:

52.5%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

40.6%

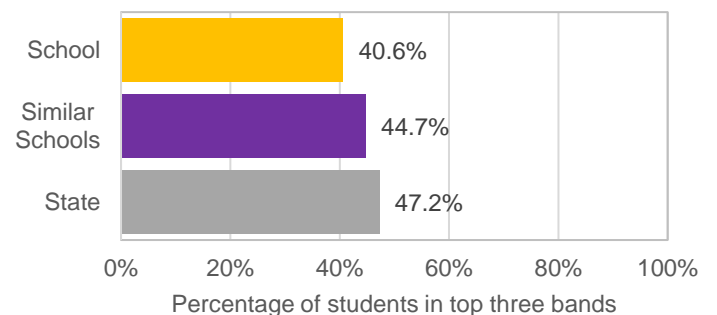
Similar Schools average:

44.7%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

39.9%

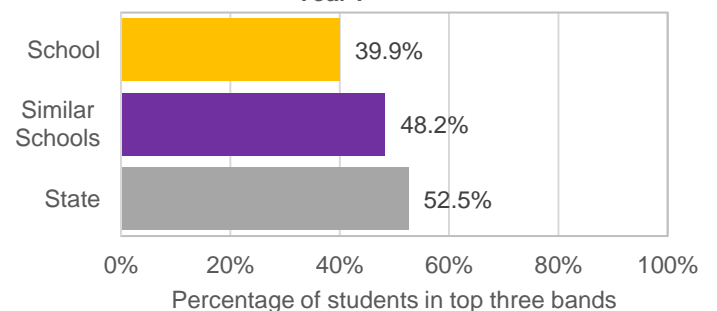
Similar Schools average:

48.2%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

31.4%

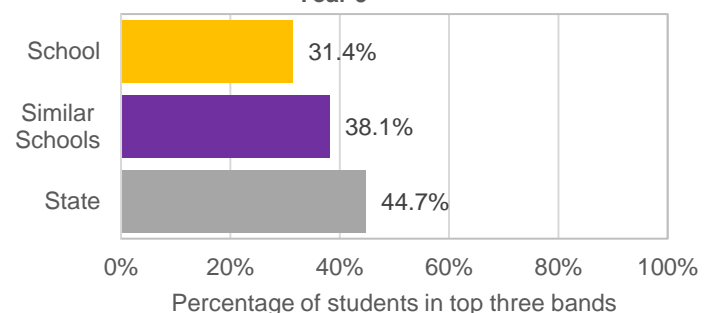
Similar Schools average:

38.1%

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

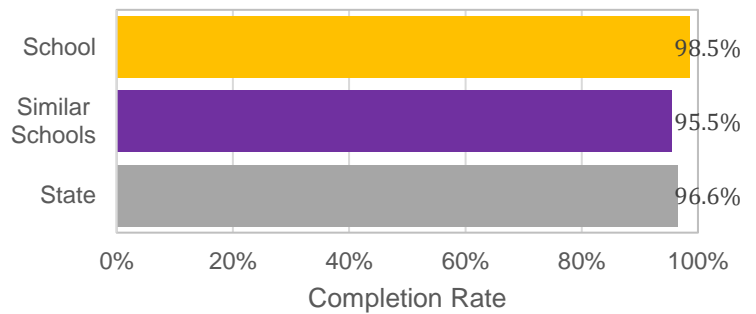
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.5%	96.5%
Similar Schools completion rate:	95.5%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.8

Number of students awarded the VCE Vocational Major

35

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:

28%

Percentage VET units of competence satisfactorily completed in 2023:

77%

## WELLBEING

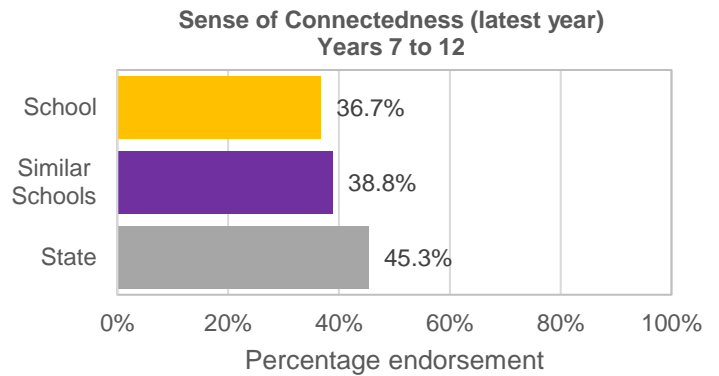
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	36.7%	44.2%
Similar Schools average:	38.8%	44.3%
State average:	45.3%	49.9%

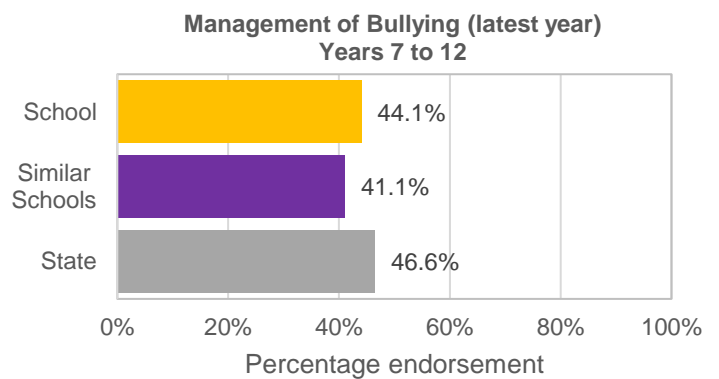


### Student Attitudes to School – Management of Bullying

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:	44.1%	48.4%
Similar Schools average:	41.1%	46.5%
State average:	46.6%	51.0%



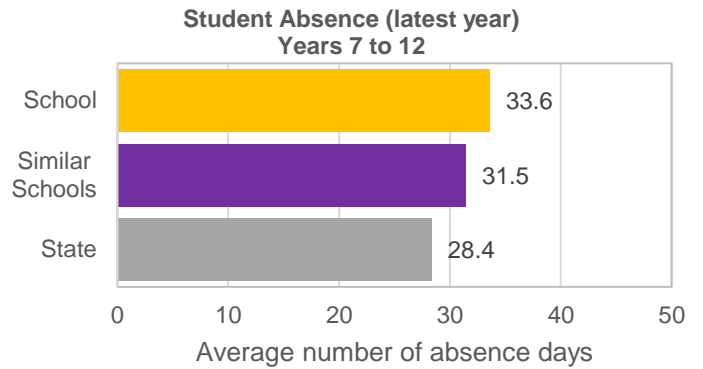
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	33.6	27.2
Similar Schools average:	31.5	25.5
State average:	28.4	23.8



### Attendance Rate (latest year)

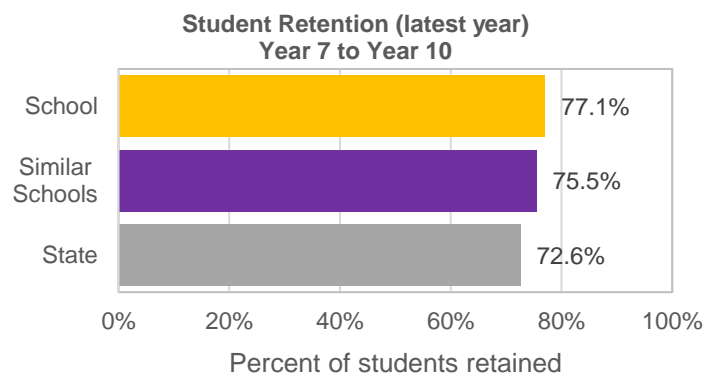
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	81%	79%	81%	86%	89%

### Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	77.1%	79.7%
Similar Schools average:	75.5%	77.2%
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.

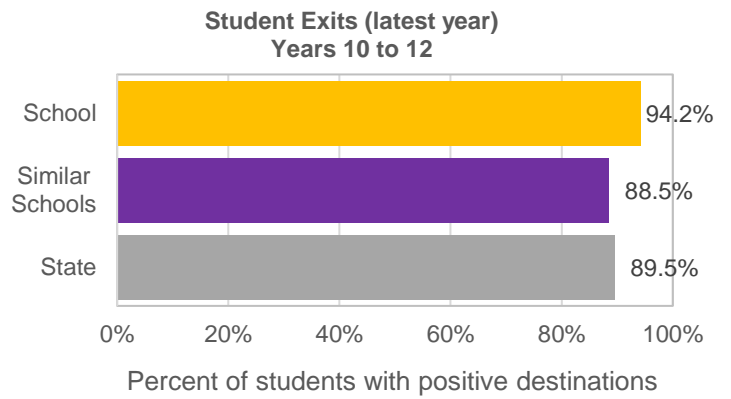
### Students exiting to further studies or full-time employment

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%	94.9%
Similar Schools average:	88.5%	87.9%
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	\$12,633,430
Government Provided DET Grants	\$1,763,088
Government Grants Commonwealth	\$24,163
Government Grants State	\$2,114
Revenue Other	\$209,594
Locally Raised Funds	\$555,501
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,187,889</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$455,059
Equity (Catch Up)	\$96,081
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$551,140</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,939,872
Adjustments	\$0
Books & Publications	\$5,915
Camps/Excursions/Activities	\$289,098
Communication Costs	\$15,552
Consumables	\$369,219
Miscellaneous Expense <sup>3</sup>	\$116,606
Professional Development	\$71,100
Equipment/Maintenance/Hire	\$170,775
Property Services	\$317,664
Salaries & Allowances <sup>4</sup>	\$330,593
Support Services	\$307,861
Trading & Fundraising	\$50,779
Motor Vehicle Expenses	\$141
Travel & Subsistence	\$0
Utilities	\$101,733
<b>Total Operating Expenditure</b>	<b>\$14,086,910</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,100,979</b>
<b>Asset Acquisitions</b>	<b>\$176,053</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	\$1,405,070
Official Account	\$58,310
Other Accounts	\$5,315
<b>Total Funds Available</b>	<b>\$1,468,695</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$310,059
Other Recurrent Expenditure	\$18,335
Provision Accounts	\$0
Funds Received in Advance	\$184,030
School Based Programs	\$437,948
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,087
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,180
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$284,355
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,264,995</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.*