

2023 Annual Report to the School Community

School Name: Mill Park Secondary College (8775)



- 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 28 March 2024 at 10:18 AM by Tim Natoli (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 07 May 2024 at 11:29 AM by Randa Rafiq (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

Mill Park Secondary College's vision is to work in partnership with students, families and the community to maximise academic, social and emotional growth. Achievement and growth are supported through excellence in teaching and learning and building positive relationships. The school community works within an agreed set of school values: Respect, Responsibility, Achievement, and Enjoyment.

The school is a large, multi-campus secondary college with campuses located in Mill Park and Epping. At the close of 2023 the school had an enrolment of 1107 students and approximately 121 teachers (full time equivalent). Approximately one in four students at the school are born outside Australia and more than a third of the school's students have a language other than English nominated as the main language spoken by the family at home. Many of these students make up the 40 that are in the EAL (English as an Additional Language) program across the college. Enrolments include a significant number of refugees, and 31 Koorie and Torres Strait Islander students.

In 2023 the school's program for International Students increased in its enrolment from approximately 18 students (2022) to 30 students. The majority of these students come from Vietnam, and this continues to be a growing market for the school. In 2023 the College Principal attended an International Student Recruitment tour to Vietnam as part of a group on behalf of the Department's International Education Division. The school's English Language Centre recommenced operation in 2023.

As 2023 was the first full year of its new School Strategic Plan, the school realigned and expanded its Leadership Team to better fit its core priorities. These positions included increased curriculum leadership and an increase of time for leaders to support student engagement. This restructuring continued across 2023 with a further round of new positions being advertised in the latter half of the year in the areas of Disability and Inclusion, and Student Voice, Student Agency and Pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

A key priority of the 2023 Annual Implementation Plan was to review the school's curriculum to ensure that it is meeting the needs of the students. 2023 saw a significant amount of work across the school to review curriculum structures and content (Years 7 - 10), and to ensure that the requirements of the Victorian Curriculum were met and were clearly documented. This saw the introduction of Health at Years 7 - 9 and further restructure of the Year 10 Curriculum for 2024. These changes have left the school with a curriculum for students that is more coherent, progressive and flexible in its options to meet the needs of our students.

A second area of improvement is in the area of Numeracy and Mathematics. The performance data shows a decline in both numeracy achievement and growth levels between the years 7 - 9. The school was able to appoint a Numeracy Leader at both Campuses, and these staff along with others formed a Maths Improvement Team and engaged in significant professional learning across the year. The school also continued its direction of moving away from the self-directed 'Maths Pathways Program' at Year 9 and introducing a more explicit, teacher directed model of Mathematics teaching. The feedback from both staff and students in regard to this change continues to be positive and in 2024 this shift will be finalised, incorporating Year 7 and Year 8. Unfortunately, the NAPLAN reporting datasets is not continuous between 2022 and 2023, however, this will be monitored closely for improvement going forwards. Pleasingly there was a significant improvement in senior Mathematics with the median VCE study score in General Maths rising to 27. This reflected a general pattern with the median VCE all studies score rising to 26.

The school's performance in literacy and English at the junior years continue to be relatively strong. At the senior years some growth is shown in 2023, with a small increase in the VCE English median score, however, there is more work to be completed in this area. The school invested significantly in professional learning for the Year 12 English team across 2023, working with a consultant, to provide teacher workshops, curriculum review and introducing masterclasses for students. This has led to growing confidence in the team, and clarity of purpose in terms of the next steps for improvement in 2024.

Wellbeing

In 2023 the school continued to respond to the challenge of supporting student wellbeing where the lingering impacts of covid related disruptions were still being experienced. The school expanded the size of its Student Wellbeing Team to increase support for students, but also increased the number of proactive and preventative programs across the curriculum. This included the introduction of Man Cave and Flourish Girl programs at Year 8, and Elephant Education at Years 10 and 11.

Wellbeing Ambassadors (student leaders) were introduced across the college and provided with a two-day training camp at the

beginning of the year. These students engaged in advocacy and awareness raising activities around a range of wellbeing related issues across the year and this initiative will continue in 2024.

In general, the performance data in the area of student wellbeing declined from 2022 to 2023. The school was pleased to see a significant uptake in the participation rates in school surveys in 2023, so we can be confident that the data represents an accurate sample. An increased focus on student voice will occur in 2024 to better understand where improvement can be gained in this area.

Engagement

In 2023 engagement remained a key priority for the school. At a whole school level staff engaged in professional learning in the Berry Street Education Model (BSEM). This is a significant investment and will be finalised in 2024. Concrete strategies and structures were introduced in 2023 to support the implementation of this model in practice and this will continue to be a core strategy for improvement in School Strategic Plan. The school had a focus on ensuring a positive and productive learning environment in all classes and the structures assisted in supporting improvement in this area.

A number of programs were introduced to support students identified as either disengaged or at risk of disengaging from school. This included the creation of a Hands-on Learning program at the college, Young Mens Program, and Prevent with Heart amongst others. The school utilised alternative settings and also worked closely with Department of Education Regional staff to support our most at risk students with individualised planning, monitoring and review.

Attendance has emerged as an area of significant concern with a decline in attendance rates between 2022 and 2023. In 2023 the school introduced an Outreach and Engagement Coordinator to work with students with significant attendance issues. This program will be reviewed and expanded in 2024 as there is still a cohort of students enrolled at the school who are not attending regularly and are challenging to reach and re-engage. With the introduction of Compass in 2023, a focus was placed on punctuality to class (lateness) and a whole school approach saw significant gains in reducing this. It is hoped that Compass data can be used effectively in 2024 to better monitor attendance more generally and provide effective interventions in this area.

Other highlights from the school year

Overall, 2023 was a very busy year for the college. It saw significant change for staff in terms of new programs and structures and while these changes sometimes created challenges, overall, there were many positives for the school community.

The introduction of Compass to centralise a wide range of school functions and operations went smoothly and has had a positive impact. In 2024 this will continue to expand with the introduction of Teaching and Learning modules to support a stronger home / school partnership.

Our co-curricular offering continued to expand with growth sports programs including the introduction of an after-school Soccer Squad and Basketball Squad.

Our Music, Dance, and Arts programs also grew during 2023. Our college Production, and Song and Dance Night continued to be highlights and it was exciting to see our new Performing Arts Centre emerge from the ground as its construction commenced across the year.

Financial performance

The financial summary for Mill Park Secondary College year ended 2023 concluded with an overall operating deficit of -\$1,642,210. Mill Park Secondary College contributed \$1.5 million towards the Performing Arts Centre. The College incurred additional staffing costs to support the achievement and educational outcomes of students.

During 2023, the College received \$346,722 in fees for the International Students Program. These funds have been directed to cover staff costs for the program, with the surplus going into the school's consolidated revenue.

The College claimed School's Targeted Funding \$5,680 for VET materials reimbursement, \$762 for ES Relief and \$951 for CRT relief for Professional Development.

Mental Health Funds were received from DET and the College has used this funding to provide additional wellbeing support to students (staffing), and also to purchase and train a connection therapy dog.

Expenditure in 'property services' was undertaken for general maintenance, building works, and annual services.

A core focus across 2023 has been to improve and refurbish college facilities. To support this School Council approved a number of projects across the College in 2023 and commenced the implementation of a plan to refurbish the classrooms at the Middle Years Campus including painting, carpeting and replacing furniture. The Engagement Hub at Middle Years has been completed, along

with the renovation of nine classrooms on the Middle Years Campus. Upgrades to sporting facilities has occurred with basketball rings and backboards replaced across the college.

At Senior Campus a Common Room has been created for students, and the Year Level Co-ordinator's Office and Student Wellbeing Hub have both been refurbished, creating more welcoming spaces for students and staff. A mural project was completed at the Senior Campus appearing on the front of the Student Welfare building with the assistance of an Indigenous artist.

An architect was commissioned and a quantity surveyor for design and consultation works for the refurbishment of the Music Department. Initially this was to be included in the scope of the Performing Arts Centre but had to be cut due to budget constraints.

College Equity funding has been used to increase the staffing profile to provide additional support for students. This includes running additional classes, but also through providing additional student support and coordination positions. This funding has also been used to enhance staff capacity via coaching and professional learning, and to provide 1:1 tutoring and support for students.

The Bank Accounts were managed effectively, interest earned, commission, and other locally raised funds were used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while working to provide a productive learning environment for all students.

For more detailed information regarding our school please visit our website at
<https://www.millparksc.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 1107 students were enrolled at this school in 2023, 550 female and 555 male.

37 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).

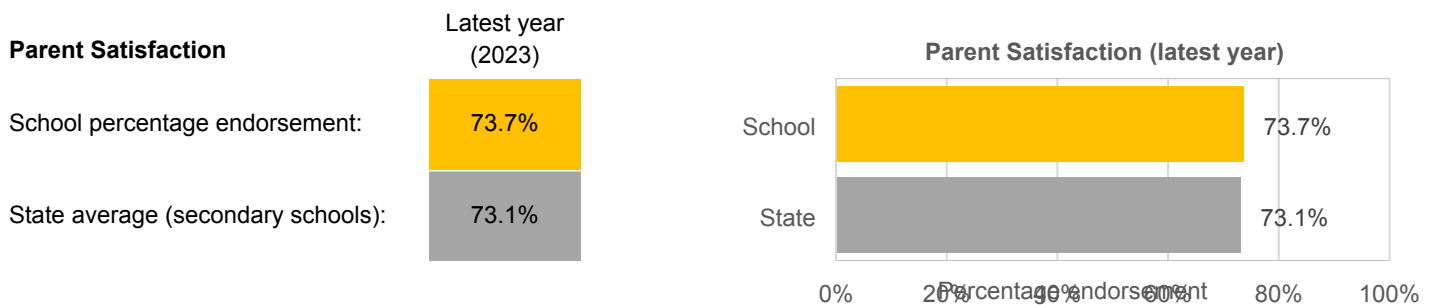
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

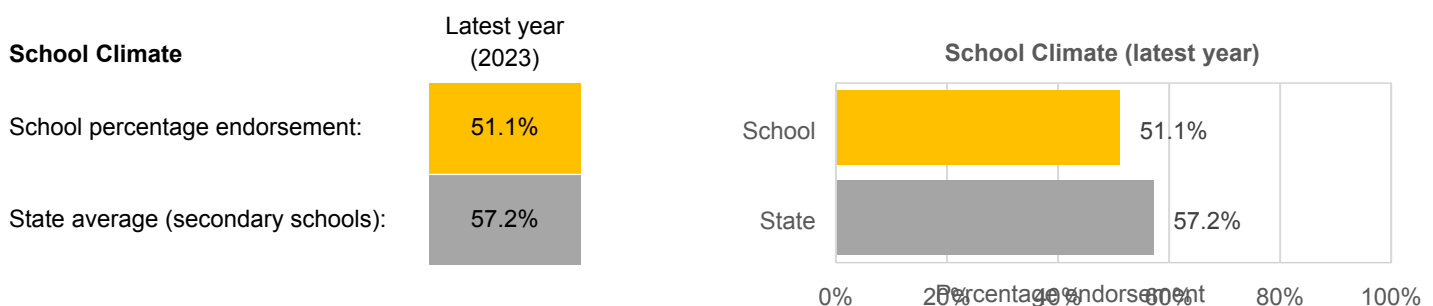


School Staff Survey

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

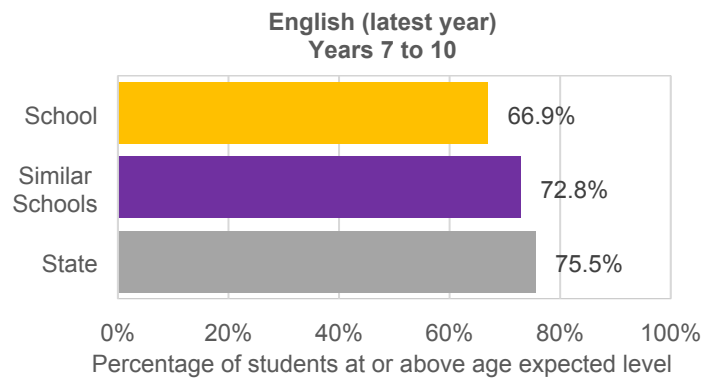
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

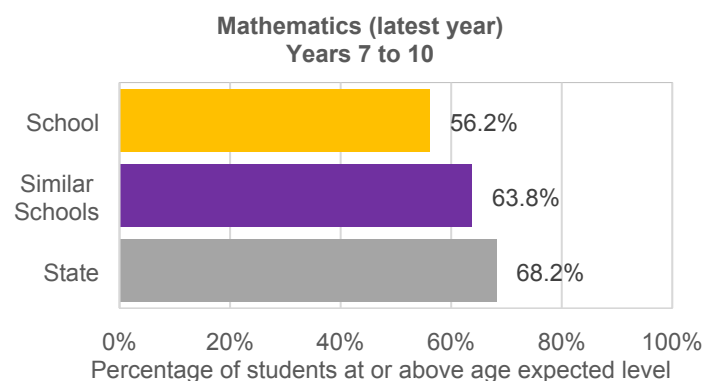
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 66.9% |
| Similar Schools average: | 72.8% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 56.2% |
| Similar Schools average: | 63.8% |
| State average: | 68.2% |



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.2%

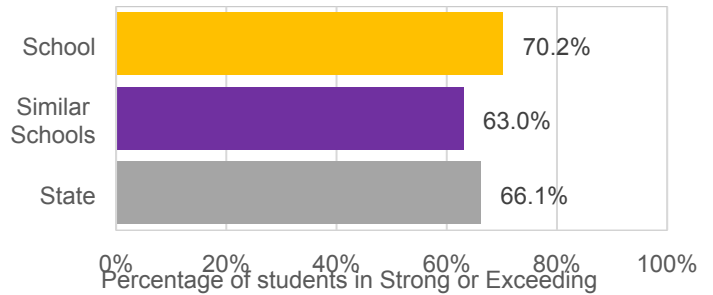
Similar Schools average:

63.0%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.5%

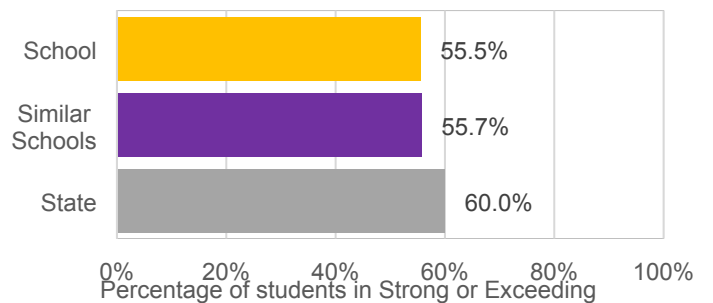
Similar Schools average:

55.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.0%

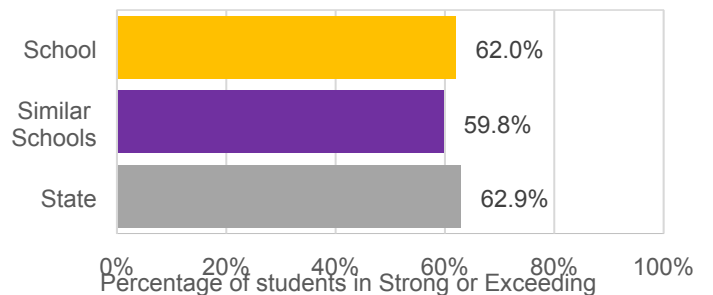
Similar Schools average:

59.8%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

50.3%

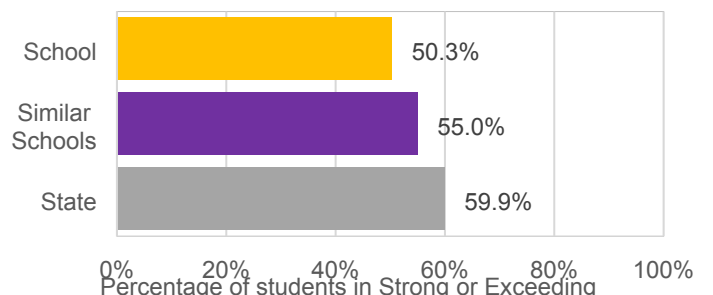
Similar Schools average:

55.0%

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:

56.0%

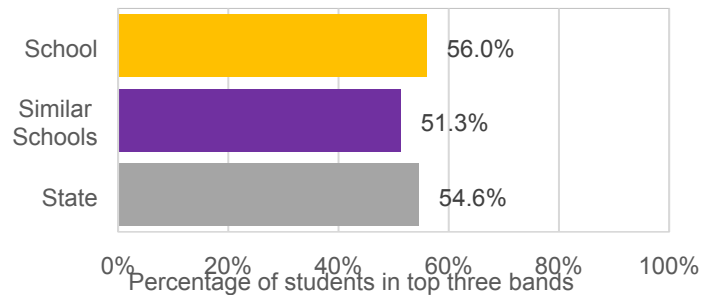
Similar Schools average:

51.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

45.5%

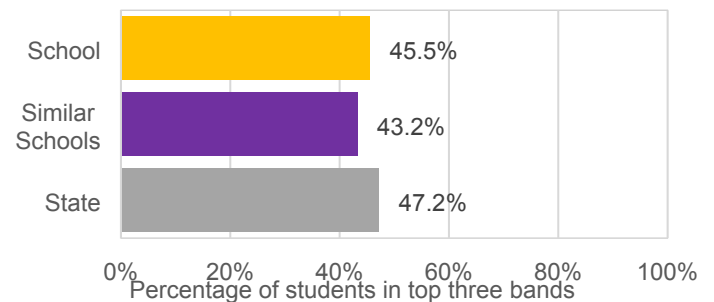
Similar Schools average:

43.2%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

61.6%

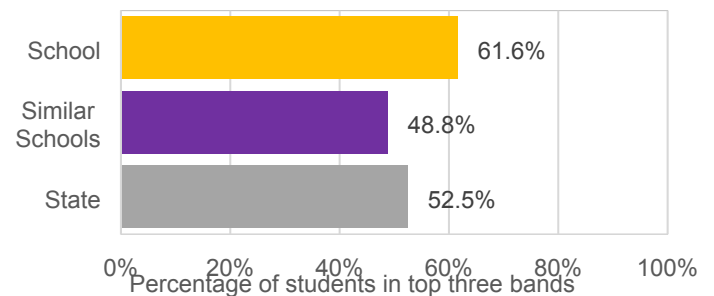
Similar Schools average:

48.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

35.2%

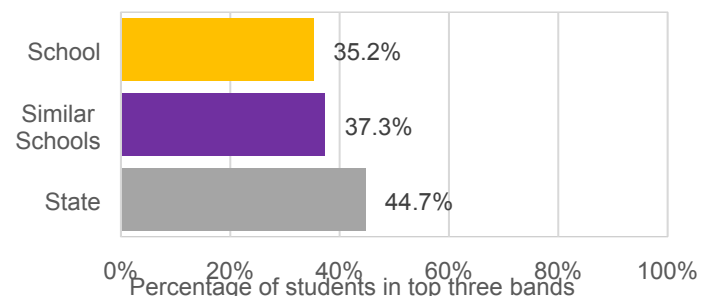
Similar Schools average:

37.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

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

Victorian Senior Secondary Certificate

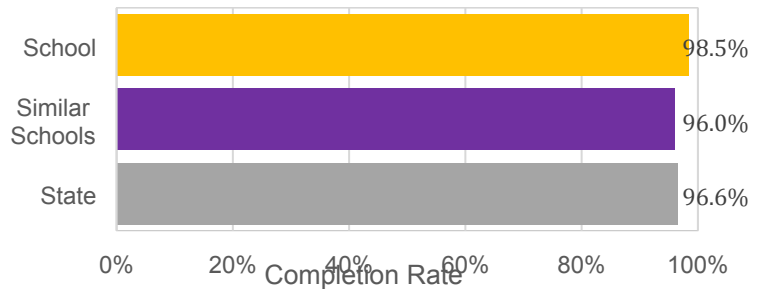
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

| | Latest year (2023) | 4-year average |
|----------------------------------|--------------------|----------------|
| School completion rate: | 98.5% | 96.6% |
| Similar Schools completion rate: | 96.0% | 96.9% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.9

Number of students awarded the VCE Vocational Major

9

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:

22%

Percentage VET units of competence satisfactorily completed in 2023:

73%

WELLBEING

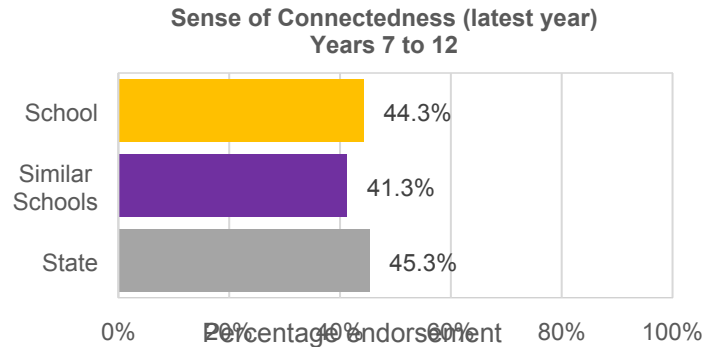
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 44.3% | 50.4% |
| Similar Schools average: | 41.3% | 46.5% |
| State average: | 45.3% | 49.9% |

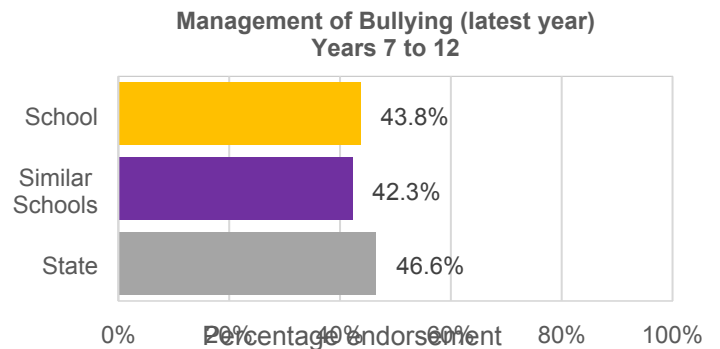


Student Attitudes to School – Management of Bullying

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: | 43.8% | 50.0% |
| Similar Schools average: | 42.3% | 47.6% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

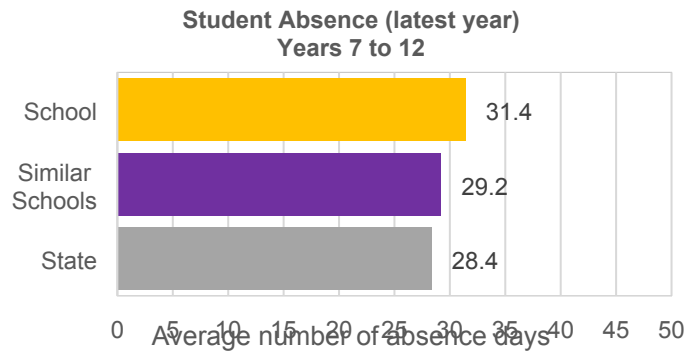
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 31.4 | 25.0 |
| Similar Schools average: | 29.2 | 24.6 |
| 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.

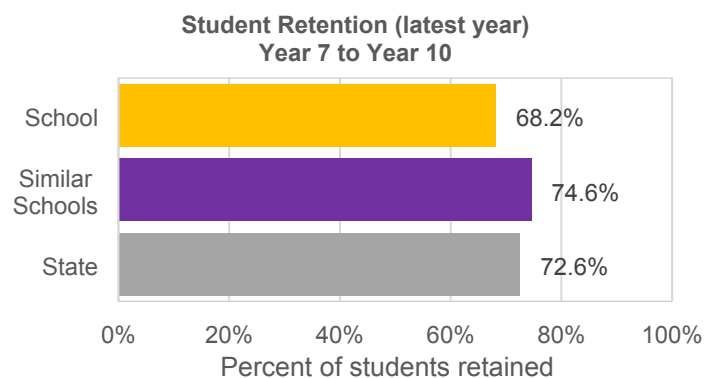
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 86% | 83% | 82% | 83% | 83% | 88% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 68.2% | 72.9% |
| Similar Schools average: | 74.6% | 75.8% |
| 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.

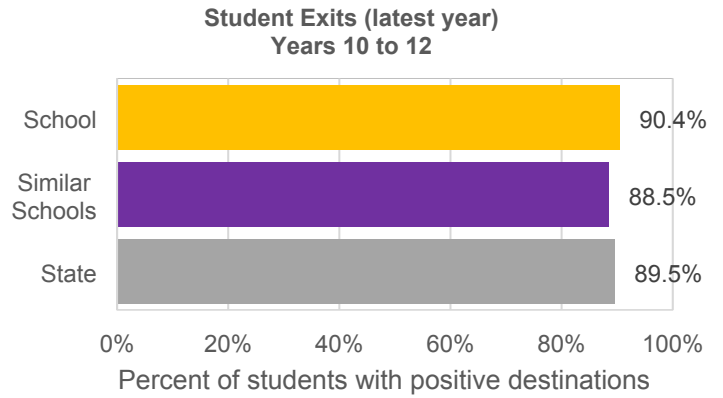
Students exiting to further studies or full-time employment

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: | 90.4% | 88.5% |
| Similar Schools average: | 88.5% | 88.4% |
| 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 | \$13,426,758 |
| Government Provided DET Grants | \$2,503,278 |
| Government Grants Commonwealth | \$7,364 |
| Government Grants State | \$0 |
| Revenue Other | \$185,351 |
| Locally Raised Funds | \$568,414 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$16,691,166 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$650,960 |
| Equity (Catch Up) | \$76,529 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$727,488 |

| Expenditure | Actual |
|---------------------------------------|----------------------|
| Student Resource Package ² | \$13,875,633 |
| Adjustments | \$0 |
| Books & Publications | \$26,810 |
| Camps/Excursions/Activities | \$201,277 |
| Communication Costs | \$37,444 |
| Consumables | \$376,925 |
| Miscellaneous Expense ³ | \$1,750,368 |
| Professional Development | \$89,261 |
| Equipment/Maintenance/Hire | \$405,830 |
| Property Services | \$355,706 |
| Salaries & Allowances ⁴ | \$543,636 |
| Support Services | \$440,231 |
| Trading & Fundraising | \$19,892 |
| Motor Vehicle Expenses | \$5,315 |
| Travel & Subsistence | \$5,562 |
| Utilities | \$199,485 |
| Total Operating Expenditure | \$18,333,376 |
| Net Operating Surplus/-Deficit | (\$1,642,210) |
| Asset Acquisitions | \$12,080 |

- (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 | \$4,051,942 |
| Official Account | \$29,228 |
| Other Accounts | \$0 |
| Total Funds Available | \$4,081,170 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$692,446 |
| Other Recurrent Expenditure | \$12,732 |
| Provision Accounts | \$13,000 |
| Funds Received in Advance | \$215,148 |
| School Based Programs | \$1,250,104 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$33,566 |
| Repayable to the Department | \$591,936 |
| Asset/Equipment Replacement < 12 months | \$209,762 |
| Capital - Buildings/Grounds < 12 months | \$416,856 |
| Maintenance - Buildings/Grounds < 12 months | \$722,379 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$4,157,930 |

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.