

# 2023 Annual Report to the School Community

School Name: Box Hill Senior Secondary College (7050)



- 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 March 2024 at 10:40 AM by Warren Dawson (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 05 April 2024 at 01:10 PM by Jo Parker (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

Our vision at Box Hill Senior Secondary College is to develop a community of learners where our students and teachers inspire each other to achieve their maximum potential in a safe and supportive environment. Box Hill Senior Secondary College achieves its mission of preparing our senior students for their transition into further learning, employment and life as global citizens through quality teaching programs. Box Hill Senior Secondary College is committed to providing quality educational programs, embedded with high expectations, commitment and effort to ensure academic progress and achievement over time, linked to successful future pathways for all of our students. Box Hill Senior Secondary College values guide our students and instill the essence of what makes us unique.

Our core values or the 4R's are: Respect, Resilience, Responsibility and Relationships

Located in Mont Albert North, our purpose at Box Hill Senior Secondary College is to provide high quality individual educational programs that cater for all students to maximise their potential and the future pathways opportunities available to them. Our DET School Review in 2023 supported the College objective of offering high quality programs and a range of pathway options to meet the needs of the community. Our College goals for the current strategic plan focus on the key areas of students outcomes linked to improved achievement, engagement and well-being. These areas are central to achieving our stated purpose.

Given that we had our DET Strategic Plan Review in March 2023, the focus for the year was on the following learning and well-being goals:

Our Learning Goal will be to improve instructional practice, planning and curriculum across the College, including the establishment of a Mathematics Improvement Plan.

Our Well-being Goal will be to improve overall engagement, confidence and resilience of all students.

The DET Strategic Review was a comprehensive and supportive opportunity to evaluate the progress that had been made throughout the more challenging elements of the pandemic but also set new targets for overall academic achievement, improved operations and well-being throughout the course of 2023 and beyond. The Review was a highly positive undertaking, with all staff being given the opportunity to participate and provide feedback as part of the Review process. Despite some of the challenges experienced over time, there was a sense of positive progress and an acknowledgement of the work done to begin to turn the school around. New four year targets linked to performance, engagement and building a new school culture were also part of the work done throughout the Review period.

It should be noted however, that the College struggled to employ an adequate number of teaching staff throughout the course of the year, which did have significant teaching and learning and well-being impacts on students, particularly at Years 9 and 10, due to the widening staffing crisis across Victoria and beyond.

The workforce composition consisted of 1 Executive Principal class member, 1 Assistant Principal, 2 x 0.5 Assistant/Principals, 1 x Leading Teachers, 1 Learning Specialist, 25 teaching staff and 11 ES staff for a total of 36 staff overall. The school also employed 8-10 casual staff as coaches within the Sport Academy program. A total of 386 students were enrolled at this school in 2023, which also included 6 international students at Census last year. This was a continuation of the recent improvement in enrolments, indicating some positive signs of re-growth across the College. Some fluctuations in general and international enrolments would occur throughout 2023, due to on-going staffing shortfalls and absence, which also impacted on student attendance, particularly at Years 9 and 10.

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

### Learning

In 2023 the College focused on continuing our overall improvement of teaching and learning outcomes, including general curriculum documentation, greater consistency regarding the use of the pedagogical model (LEARN Model) and improved professional judgements, linked to relevant curriculum standards across all areas of the College curriculum program. This task was certainly made more difficult due to staffing shortages that occurred across the year, impacting more significantly at Years 9 and 10. In general terms, 81.3% of our students at Years 9 and 10 were at or above the age expected standards for English, in comparison to the State average of 75.5%. This is indicative of the focus on Literacy across the College curriculum, particularly within English given that we had established a College Literacy Plan in 2022. At Years 9 and 10, 70.5% of students were at or above the expected age standards, which is also above the State average of 68.2%. Given that a Maths Improvement plan was being developed by relevant staff in 2023, we would expect and hope that this area of improvement continues to grow in 2024 and beyond, with a view to also improving VCE outcomes as well.

NAPLAN results demonstrated a range of performance indicators with Reading at 75.0%, for students in the Strong or Exceeding categories, which was above the State average of 60%. In Numeracy results were again strong, with a rating of 71.4% of students in the Strong or Exceeding categories, compared to the State average of 59.9%. Both the reading and Numeracy results demonstrated an improvement from 2022, in line with some of our overall areas of focus.

In 2023 the Victorian Senior Secondary Certificate school completion rate was 95.1%, which was slightly down on the school's four year average of 96.6% and the overall State completion rate of 96.6%. Potentially these results could be explained by the challenges faced by students undertaking VET courses in 2023. The school did experience issues with providers, which it attempted to address throughout the course of 2023. The overall completion rate of 59% for students undertaking VET has led to the College offering more VET courses on-site, so that we can better support students in 2024 and beyond. In 2023, only 24% of students undertook a VET subject, indicating some of the difficulties experienced by students in terms of accessing courses but also being supported effectively. However, the VCE Mean did again increase to 26.3, which is the highest Mean result recorded by the College in well over a decade. This is indicative in the raising of expectations for all students and staff but also providing improved support for students to choose appropriate pathways and courses.

## Wellbeing

In 2023, the school has faced a raise of challenges which have affected the overall well-being results for the College. With a significant staff turn-over, a number of student support areas suffered to deliver consistent support to students throughout 2023, leading to a change in the staffing profile for 2024. The student Sense of Connectedness data was recorded at 38.6%, which is significantly lower than the four year College average of 65.2% and the State average of 45.3%. The Student Attitudes to School - Management of Bullying results for 2023 at 29.3% also demonstrated a sharp decline in comparison to the four year College average of 57.4% and the State average of 46%. This has led to a revamp of the well-being and general student management structures for 2024, with additional Sub-School staff being added, along with a revamped Sub-School structure which has seen the removal of the Student Services Model, into a more compact Year Level structure to better support students. A student Leadership position of responsibility was established to ensure that student elections were held before the end of 2023, with a view to raising student leader profiles, while also improving active student voice and agency. The College has also instituted a new and more formal College Assembly framework to better acknowledge student progress and achievement. To also better address some of the concerns regarding students connectedness, a revamped beginning to the new school was designed so that students and staff could focus on building rapport and the establishment of improved relationships, expectations and communications with students and their families. Plans for camps and potential school tours have also been implemented for 2024 and beyond to provide additional engagement and learning opportunities for all students.

## Engagement

In 2023, Student Engagement was deeply affected by on-going staffing issues throughout 2023. Student attendance rates declined significantly, with the school average number of absence days being 48.1, which was a negative increase from the four year College absence of 32.4 days and the State average of 28.4 days. Attendance certainly at Years 9 and 10 was more dramatically affected by the periods of staff absence, given it was taking approximately 2-3 months to secure full time replacement teachers. As a result, the staffing was more heavily invested in for 2024, at an earlier than usual stage, to ensure that staffing shortfalls were limited. The increasing absence of students also has meant that the Advocacy Program was reviewed and has been changed into the GEM Program (Gratitude, Empathy & Mindfulness) for 2024. This weekly program of support has been significantly changed and explicitly linked to the Resilience Project curriculum, in order to better support student needs where possible. The focus on building relationships, using a prescribed curriculum and associated activities has been a deliberate outcome of the engagement challenges of 2023.

Student Retention Rates from Years 7-10 were not included for the first time last year, given there are no students entering the school, at Years 7 and 8 since 2019. It should be noted however, that general enrolments at Years 9 and 10 for 2024 are lower than expected due to the challenges related to staffing and general engagement in 2023, which is being rectified in due course for 2024. Student Exits to further studies or full time employment was at 86.8% (latest year 2022), which was slightly lower than the four year College average of 87.7% and the State average of 89%. Potentially the on-going impact of the pandemic and reduced options for some students may be a factor for the exits but there is also a need to re-look at improved supports, linked to the re-structuring of Sub-School staffing and improved communications in 2024 to all students and their families. Improved course counseling and general support for students at Years 11 and 12 in particular, is also needed so that students are better informed regarding their chosen pathway options.

## Financial performance

In 2023 the College recorded a financial surplus, mainly due to staffing shortages that occurred throughout 2023. The credit surplus will be used to offset staffing costs in 2024, to ensure that the College does not suffer from the prolonged staffing absences which have occurred in 2023, which has had a significant impact on student engagement and the overall enrolments for the College in 2024. The SRP did grow last year due to having the highest level of enrolments since 2018 and this was reflected in the general spending and expenditure throughout the year. The College continued to attempt to address the long list of planned maintenance actions, given the aging infrastructure within the school. Much of this work has been constrained due to large deficits incurred over many years, leaving many areas not maintained over time. Camps and excursions did show an improvement, with the easing of general restrictions but the cost of living pressures meant that actual numbers attending were smaller than what we had initially thought. We were still able to run, for the first time in over four years, a Sports Academy trip to the National Championships in Queensland as an extra-curricular component to the program of activities which was pleasing. In general terms, the College was able to raise \$758,071 in locally raised funds, most of which are related to the extra-curricular and non-compulsory Sports Academy program. The interest in the program continues to grow, despite a lack of facilities which has been raised previously. We are continuing to explore potential partnerships with local stakeholders to develop further facilities into the future, to better support our programs which also includes our Trade Training wing as this area is under-utilised currently. We have been working with Region however, to continue to look at adding further industry training programs to better support BHSSC and local area students, which will continue into 2024.

**For more detailed information regarding our school please visit our website at**  
<https://www.bhssc.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 386 students were enrolled at this school in 2023, 137 female and 248 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).

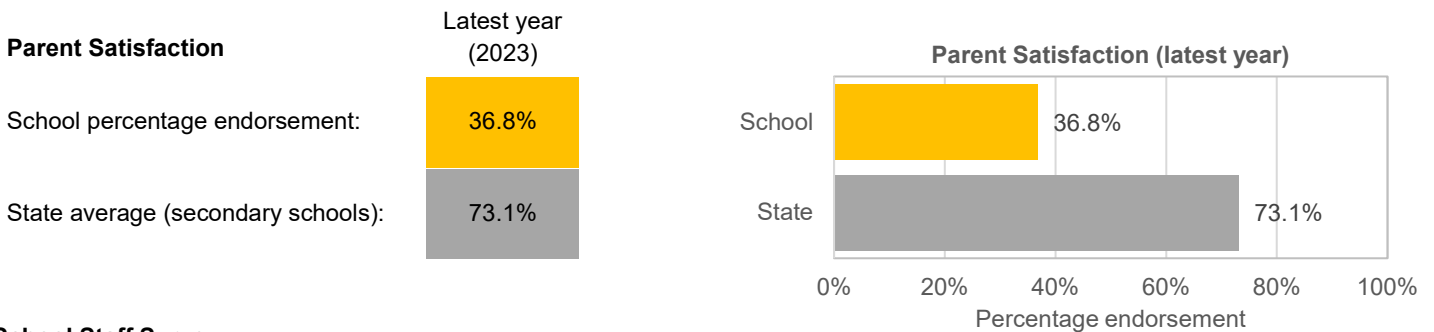
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

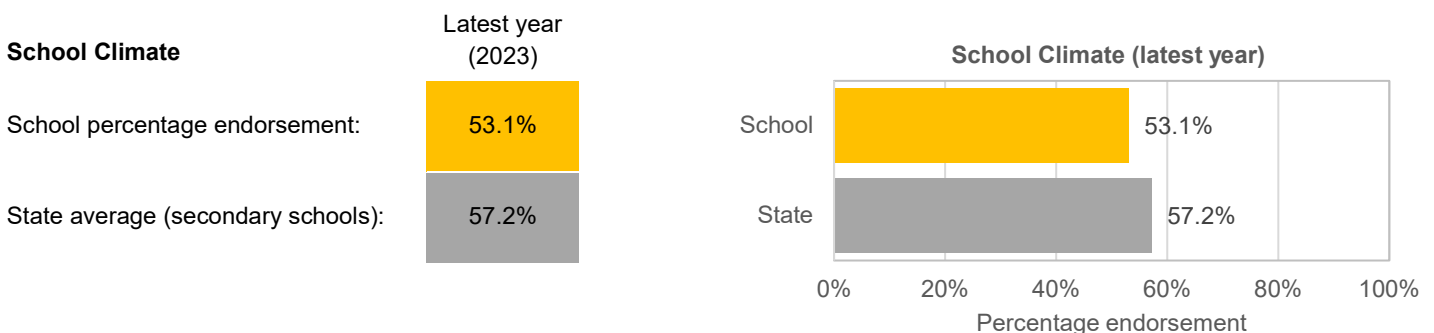


### School Staff Survey

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

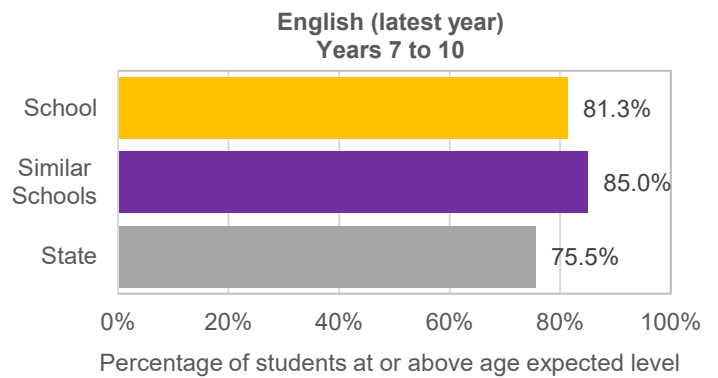
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

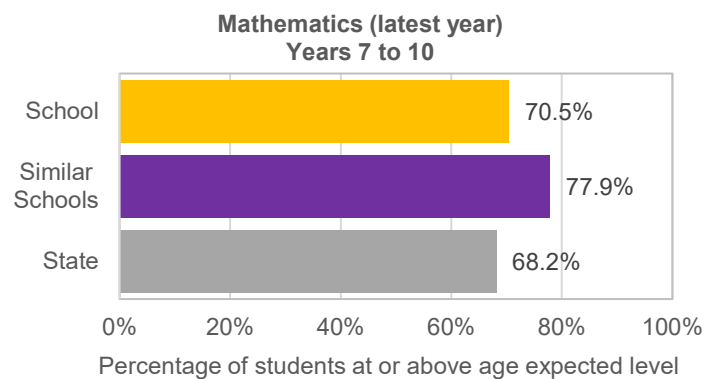
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	81.3%
Similar Schools average:	85.0%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	70.5%
Similar Schools average:	77.9%
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:

NDA

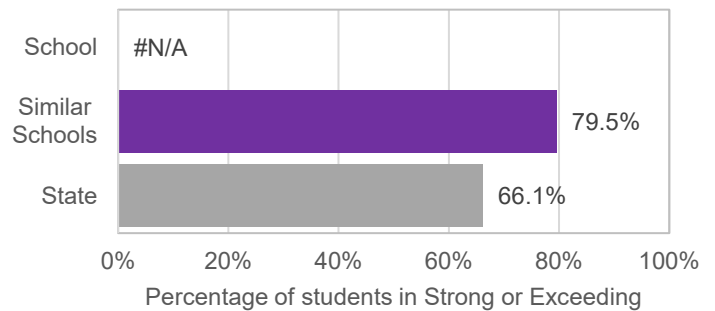
Similar Schools average:

79.5%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

75.0%

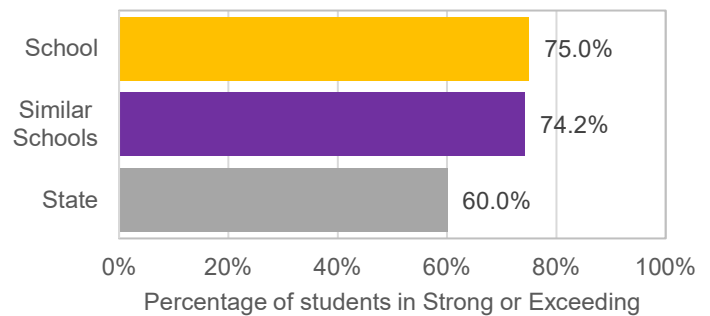
Similar Schools average:

74.2%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

NDA

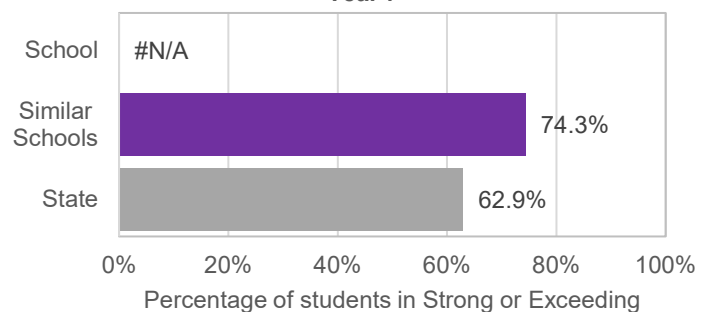
Similar Schools average:

74.3%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

71.4%

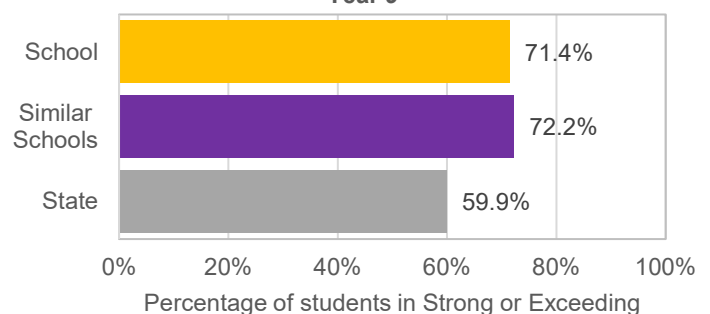
Similar Schools average:

72.2%

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:

NDA

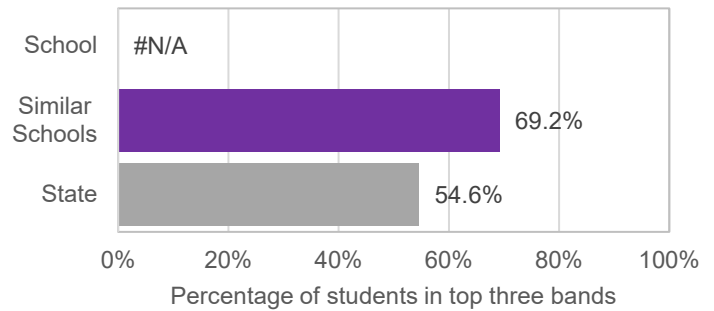
Similar Schools average:

69.2%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

25.6%

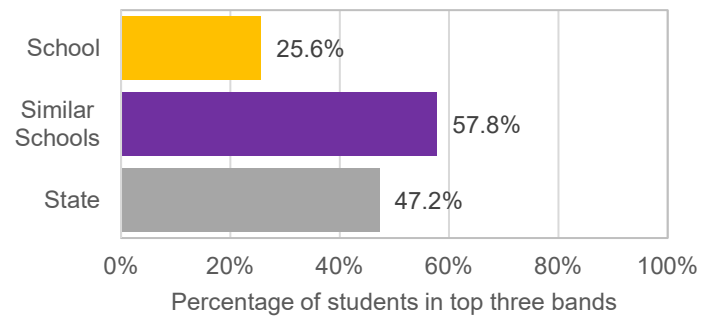
Similar Schools average:

57.8%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

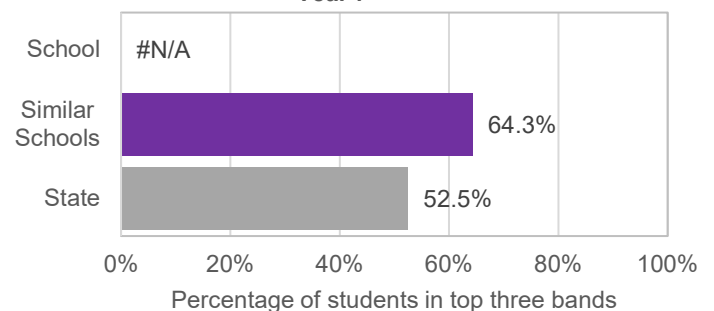
Similar Schools average:

64.3%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

42.4%

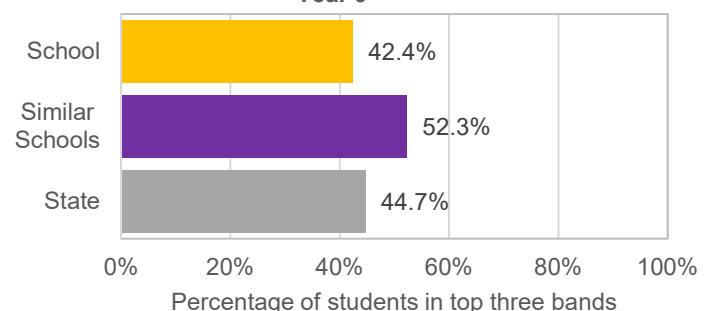
Similar Schools average:

52.3%

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

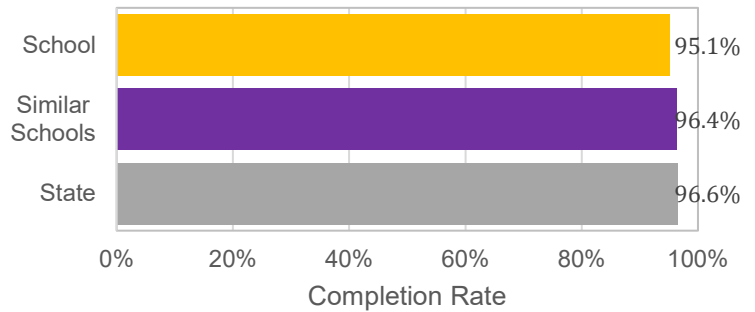
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.1%	96.6%
Similar Schools completion rate:	96.4%	96.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.3

Number of students awarded the VCE Vocational Major

14

Number of students awarded the Victorian Pathways Certificate

NDA

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

24%

Percentage VET units of competence satisfactorily completed in 2023:

59%

## WELLBEING

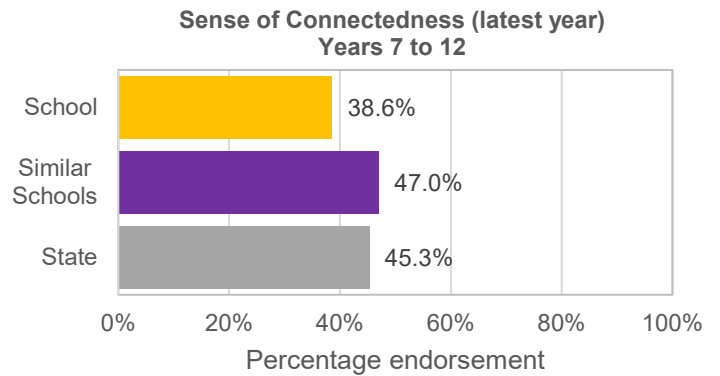
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	38.6%	65.2%
Similar Schools average:	47.0%	51.9%
State average:	45.3%	49.9%

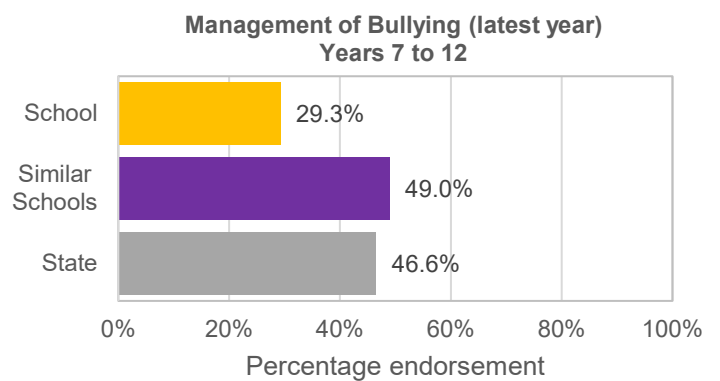


### Student Attitudes to School – Management of Bullying

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:	29.3%	57.4%
Similar Schools average:	49.0%	53.3%
State average:	46.6%	51.0%



## ENGAGEMENT

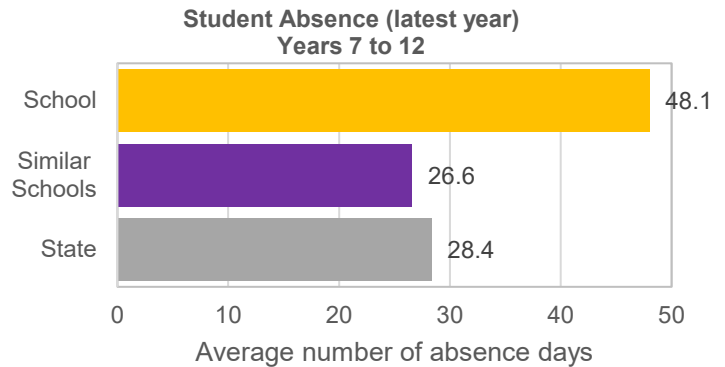
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	48.1	32.4
Similar Schools average:	26.6	21.7
State average:	28.4	23.8



### Attendance Rate (latest year)

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

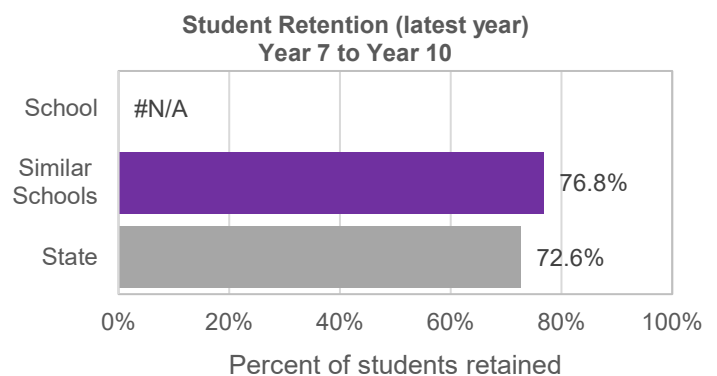
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	NDA	NDA	70%	73%	78%	82%

### 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:	NDA	29.2%
Similar Schools average:	76.8%	77.7%
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.

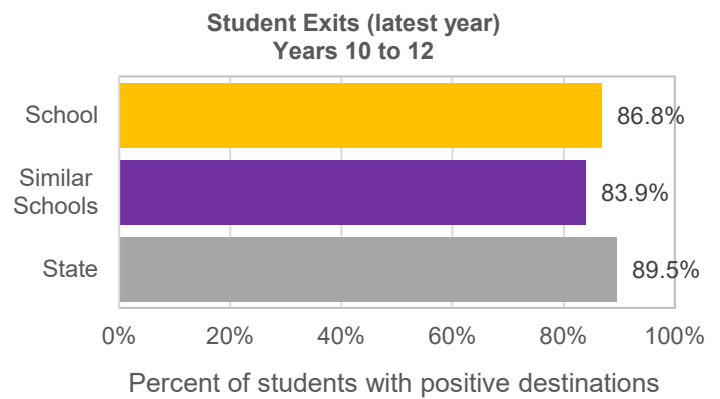
### Students exiting to further studies or full-time employment

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:	86.8%	87.7%
Similar Schools average:	83.9%	83.7%
State average:	89.5%	89.5%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,581,279
Government Provided DET Grants	\$850,214
Government Grants Commonwealth	\$3,156
Government Grants State	\$0
Revenue Other	\$27,428
Locally Raised Funds	\$758,071
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,220,150</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,295
Equity (Catch Up)	\$38,624
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,919</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,370,274
Adjustments	\$0
Books & Publications	\$2,118
Camps/Excursions/Activities	\$146,566
Communication Costs	\$18,529
Consumables	\$129,500
Miscellaneous Expense <sup>3</sup>	\$68,741
Professional Development	\$22,338
Equipment/Maintenance/Hire	\$179,997
Property Services	\$208,238
Salaries & Allowances <sup>4</sup>	\$315,059
Support Services	\$526,107
Trading & Fundraising	\$72,212
Motor Vehicle Expenses	\$2,063
Travel & Subsistence	\$0
Utilities	\$76,613
<b>Total Operating Expenditure</b>	<b>\$6,138,353</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$81,797</b>
<b>Asset Acquisitions</b>	<b>\$11,475</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 19 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	\$251,706
Official Account	\$53,036
Other Accounts	\$65,825
<b>Total Funds Available</b>	<b>\$370,566</b>

Financial Commitments	Actual
Operating Reserve	\$267,510
Other Recurrent Expenditure	\$5,586
Provision Accounts	\$2,500
Funds Received in Advance	\$22,986
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$9,272
Cooperative Bank Account	\$56,553
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,823
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$367,230</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.*