

2023 Annual Report to the School Community

School Name: Yarra Hills Secondary College (8815)



- 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 24 April 2024 at 01:07 PM by Darren Trippett (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 29 April 2024 at 10:10 AM by Sonja Pawsey (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

Yarra Hills Secondary College is a multi-campus college of around 640 students in the outer eastern suburbs of Melbourne, with campuses in Mt Evelyn and Mooroolbark (inclusive of part-time) staff members, 47.4 Teaching & 28.2 Education Support, none of whom identify as Aboriginal or Torres Strait Islander. Greater community interest in recent years has led to consistent enrolments across the college at all year levels. Yarra Hills' students come from a diverse range of backgrounds, including a significant Hakha-Chin (Burmese/Myanmar) community, 23 Aboriginal or Torres Strait Islander students, as well as semi-rural students from the surrounding areas and neurodivergence, with a strong Support and Inclusion focus.

The two campuses are set up so as to provide dedicated educational precincts and Year 7 - 12 options on both sites.

The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and surrounding areas, including a Year 11 -12 VCE-VM (Vocational Major) precinct.

The Mooroolbark Campus is situated amongst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas, including Senior VCE & VCE-VM (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings.

Students from the Mount Evelyn Campus can progress to the Mooroolbark Campus to undertake their VCE Senior studies, with transport available between Mt Evelyn and Mooroolbark.

VISION: Yarra Hills Secondary College's vision is to be the school of choice for the local community, providing the highest quality educational experience in an inclusive environment

MISSION: Our mission is to provide opportunities, experiences and pathways that enable all students to reach their full potential while reinforcing their learning. We aim for all students to graduate from the school with a sense of pride, confidence and curiosity about the world around them, be respectful in their relationships, accept responsibility for their actions and be contributors to society

VALUES: Yarra Hills Secondary College has the following core values: RESPECT, ENDEAVOUR, ACHIEVEMENT & PRIDE All students and staff are expected to uphold these values in all interactions within and beyond the school community.

PROVISION AT YEARS 11 and 12: Yarra Hills has multiple pathways available for its students, including VCE, VETiS, VCE-VM (SBAT) and HSC. Yarra Hills is also widely recognised for its co-curricular programs, with students able to participate in a number of passion areas, such as the CUE Program, Sports, Outdoor Ed and Camps. These programs create opportunities for all students and allow them to develop all of their talents, both on and off campus, for overseas students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued:

- the Learning Specialist portfolios (assigned to experienced teachers in the areas of Literacy, Numeracy, Data Literacy, Student Engagement and Wellbeing)
- the appointment of Leading Teachers to the Directors of Teaching and Learning roles
- our Key Learning Area leaders model

This provided us with the opportunity to focus on the following initiatives and to progress us towards our strategic and annual learning and achievement goals:

- Our Professional Learning Communities - small groups of teachers focused on shared teaching and learning goals - continued, and evaluated through the Annual Review.
- Continued development and use of our 'Digital Data Wall', which brings together each student's NAPLAN, Bi-annual Progressive Achievement Test results; data on how they learn; Teacher observation data; Attendance; Achievement as evaluated against the Victorian Curriculum; and; individual student data to access and analyse data to establish students' 'point of need'. Through the collection and analysis of data, we enhanced our goal of knowledge of student learning and teaching and assessment to suit our students' needs.
- Providing staff with training and time to use the Digital Data Wall was pivotal to the establishment and development of differentiated learning programs. Examples of this were the end-of-year 'step-up' programs (Essentials for Years 10-11, Promotions for Years 7-9), in which staff used the data to tailor their classes.
- Data analysis was also vital in identifying Year 7-10 students showing little or no learning growth in English or Mathematics, for support with tracking two or more years below the expected learning level for support for support with the Middle Years Literacy and Numeracy Support Program.
- Teachers engaged with one-on-one coaching, including lesson observation, in-class support, team teaching and learning design.
- Our Years 7-10 Mathematics program was reviewed by a working group, and their proposals for change and reform were approved by the Board of Studies.

Wellbeing

We have continued our focus on student wellbeing. The Wellbeing team, consisting of our College Wellbeing Leader, Mental Health Practitioner, Wellbeing Coordinator, Senior School Wellbeing Coordinator and Chaplain, have provided supports to students' wellbeing and mental health, e.g. A wellbeing booking system on the Yarra Hills platform has allowed students to access trained wellbeing staff members at the click of a button via education emails. Further to these supports, student wellbeing captains across both campuses have continued to support the leading of wellbeing initiatives. The Wellbeing Hub created a safe place for students to check-in, have access to wellbeing programs/activities and enjoy a free breakfast at the Wellbeing Hub. Examples of these include:

- Year 8 and 9 Man Cave Program, facilitating healthy masculinity for boys and gender diverse students
- Year 9 Flourish program, for teenage girls and gender diverse students to build self-awareness, self-confidence and social connectedness
- ThinkUKnow Cybersafety program from Victoria Police (Years 7-9)
- PRISM (weekly club for LGBTQIA+ students and allies)
- SRC Wellbeing and Diversity student focus group
- Pat Cronin Foundation presentation to Year 9 and 12 students (Towards Punch and education on safe behaviour)

A dedicated Strategic Planning Team developed a wellbeing events calendar to celebrate and acknowledge key dates throughout the year. We celebrated Mental Health Week and Wear it Purple Day. We also ran multiple fundraisers, contributing to the Good Friday Appeal, MND's 'Big Freeze' and the Cancer Council. We encourage all students to participate in, enhancing connectedness.

Engagement

We are forming a strong connection with the Department of Education's School-Wide Positive Behaviour Support (SWPBS) framework. This framework focuses on supporting positive behaviours while improving social, emotional, behavioural and academic outcomes for children and young people. The main focus is to have happy, healthy and engaged students.

We continued the role of Student Voice and Agency Learning Specialist. This position works together with the School-Wide Positive Behaviour Support framework to support positive behaviours through Compass reward points and student assembly presentations. Working with our Student Representative Council, Peer Support and Student Voice, we focus on decision-making with student learning, with student voice being a key driver inside and outside the classroom contributing to a positive environment. We have engaged our students through:

- Transition Programs like Year 7 Making Connections Day and Year 10 Transition Explorations Day
- Celebrating Year 10 Careers Week and Work Experience Week
- Year 9 City Experience Program
- Focusing on key areas for improvement on AtoSS (e.g. connectedness to school)
- Running College-wide programs and events to engage students, e.g. Multicultural Day and Student Leadership Conferences
- Fitness program at lunchtimes
- Writing Extension & Art Extension Programs

A combined focus on promoting positive learning environments, while following up on all absences with families each day, saw us have a strong connection with our students and families.

Other highlights from the school year

Music program: We have a widely acclaimed Instrumental Music program, led by our Director of Instrumental Music, Mr Richard O'Toole. Mr O'Toole regularly asked to assess and judge international instrumental music events. His passion, experience and knowledge provides an inspirational environment for our students.

Outdoor Ed program: Yarra Hills has an incredibly well resourced Outdoor Education Program, including the school owning two mini buses, a range of equipment. This enables the school to offer extensive outdoor education opportunities and experiences within and outside the core curriculum.

Tribute to Broadway school production: Yarra Hills' Performing Arts program also provides theatrical opportunities with our College Production and a matinee performance for local Primary Schools.

Yarra Hills Community Art Show: Each year, Yarra Hills Secondary College runs a 'Community Art Show' at the Mt Evelyn Campus, which is open to all within and beyond the Yarra Hills community. Local Primary School students are also able to showcase the work they have produced with the school. The event included the Member for Evelyn, Bridget Vallance MP, as well as other dignitaries.

Collaborative Indigenous Strategy: Yarra Hills Secondary College is a core member of the Lilydale & Yarra Valley Education Plan Group, which focuses on supporting Indigenous students and staff.

support those indigenous members of the college community. Recent highlights to this include the development on both campuses of significant Yarning Circles and events running through the Yarra Ranges Tech School - Lilydale.

Financial performance

With careful financial planning and management, we had a surplus cash budget of \$1,094,299.15 in 2023. The surplus carried over from 2022, additional funding to improve facilities, teaching, and learning. We also employed additional staff members to support the diverse needs of students and excursions. We had a total staffing cost deficit of \$637,530, with a recovery of \$346,137 in term three and \$291,387 in term four from the 2022 community's continued support of the college programs is acknowledged, and most camps and excursions were fully self-funded. New camp fa

For more detailed information regarding our school please visit our website at <http://www.yarra-hills.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 667 students were enrolled at this school in 2023, 298 female and 369 male.

8 percent of students had English as an additional language and 3 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).

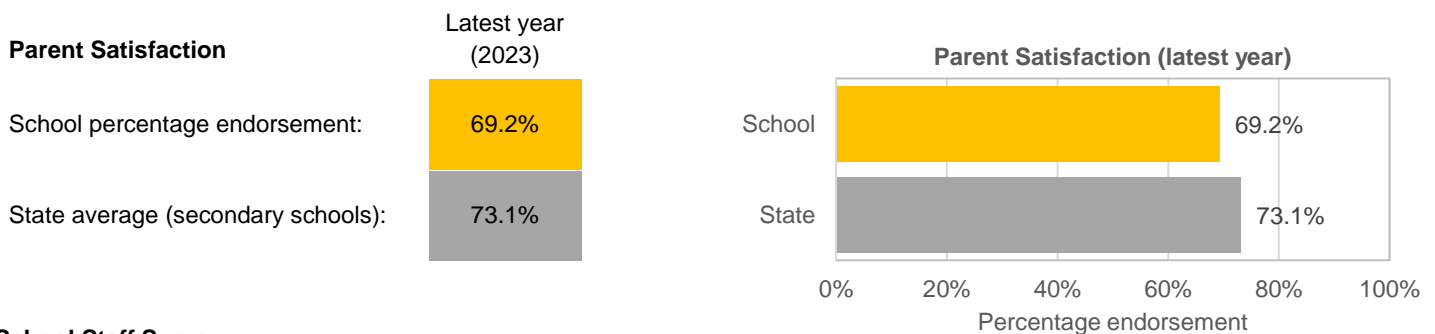
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

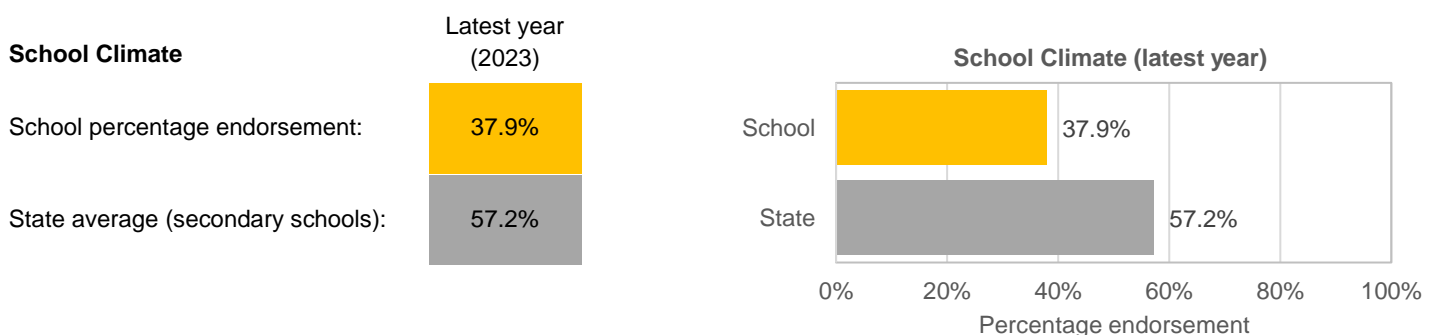


School Staff Survey

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:

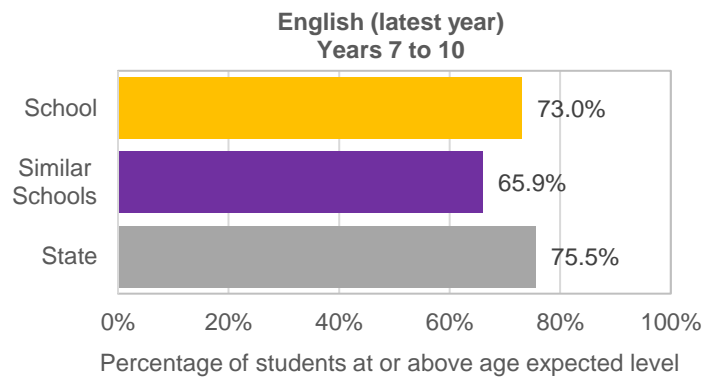
73.0%

Similar Schools average:

65.9%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

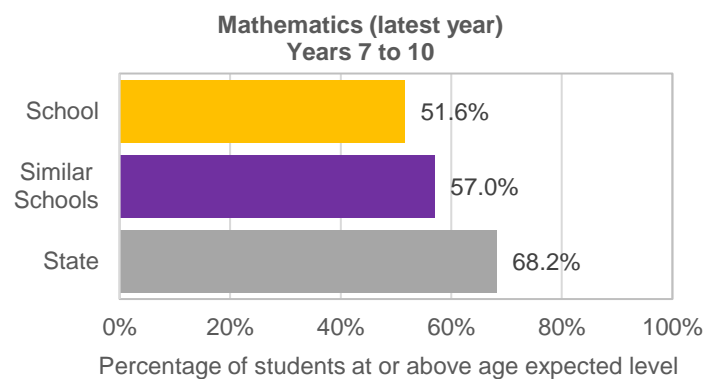
51.6%

Similar Schools average:

57.0%

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:

49.4%

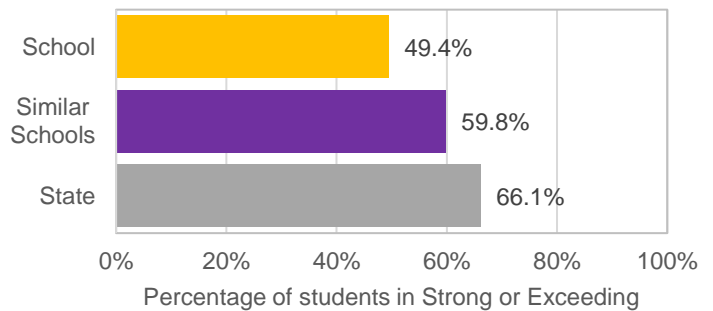
Similar Schools average:

59.8%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

63.2%

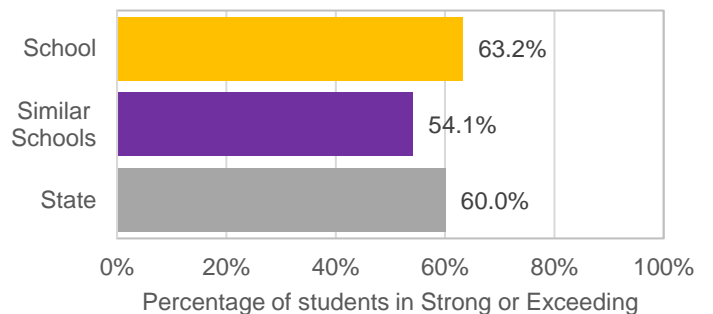
Similar Schools average:

54.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

50.6%

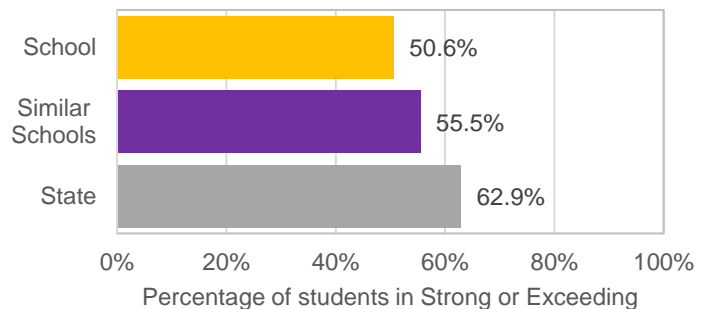
Similar Schools average:

55.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

46.7%

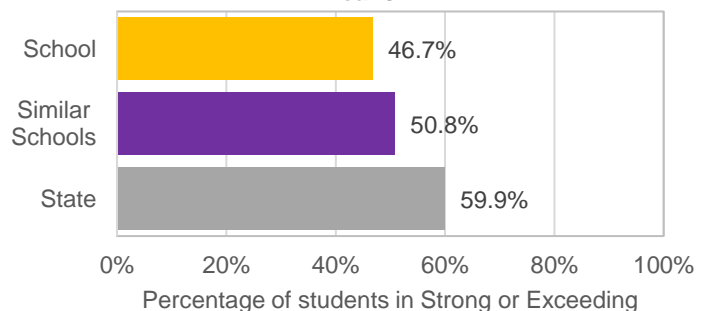
Similar Schools average:

50.8%

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:

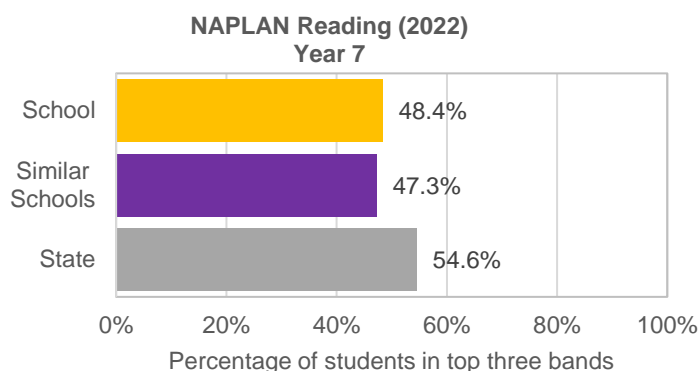
48.4%

Similar Schools average:

47.3%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

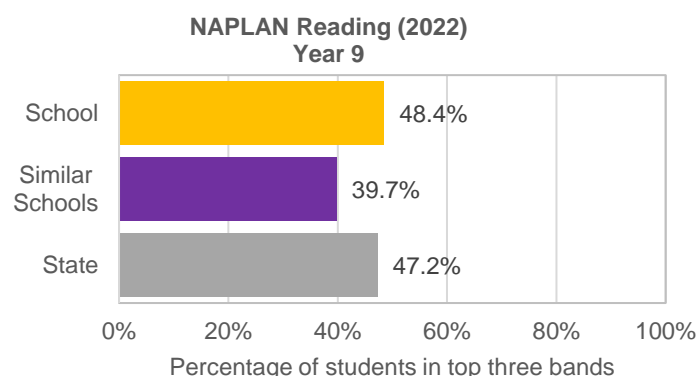
48.4%

Similar Schools average:

39.7%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

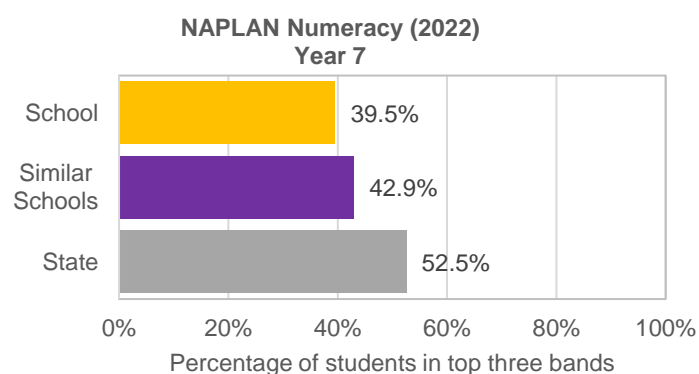
39.5%

Similar Schools average:

42.9%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

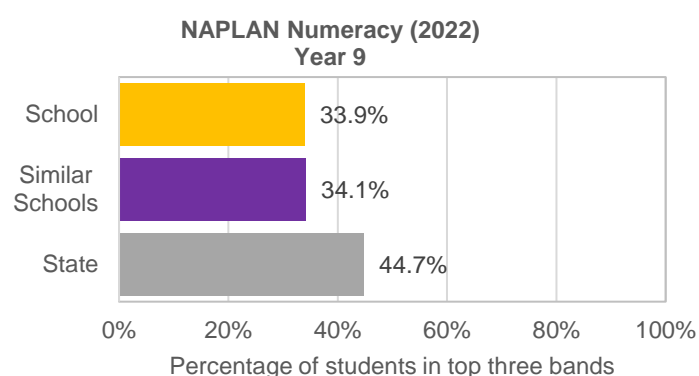
33.9%

Similar Schools average:

34.1%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

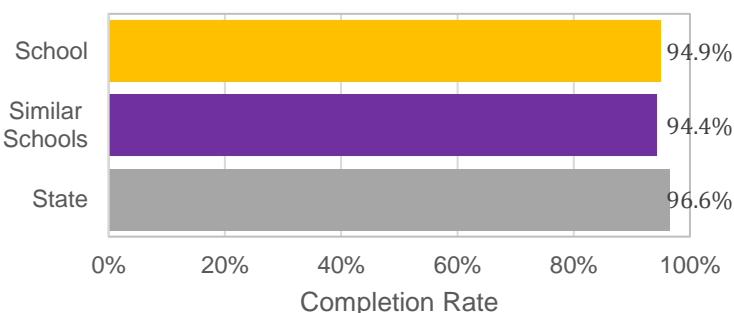
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.9%	97.0%
Similar Schools completion rate:	94.4%	95.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.8

Number of students awarded the VCE Vocational Major

18

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:

39%

Percentage VET units of competence satisfactorily completed in 2023:

84%

WELLBEING

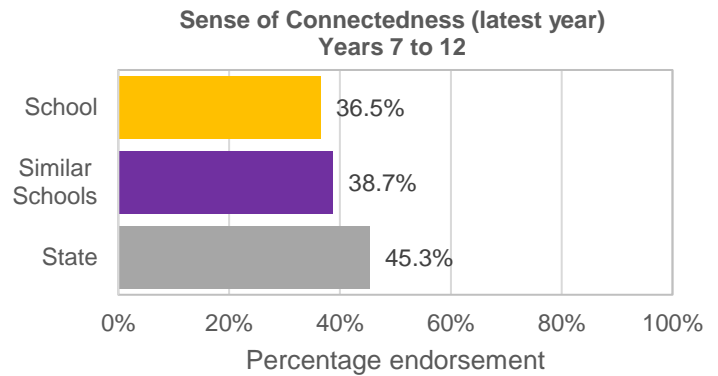
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	36.5%	42.2%
Similar Schools average:	38.7%	43.6%
State average:	45.3%	49.9%

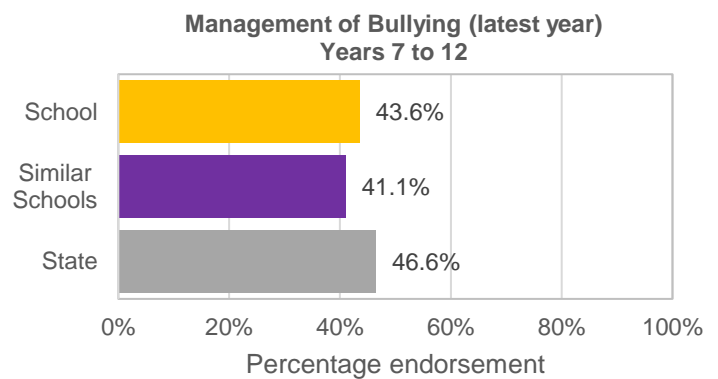


Student Attitudes to School – Management of Bullying

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:	43.6%	46.7%
Similar Schools average:	41.1%	46.2%
State average:	46.6%	51.0%



ENGAGEMENT

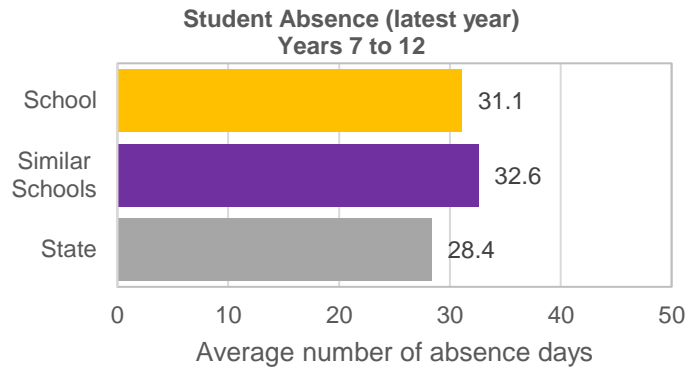
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.1	24.5
Similar Schools average:	32.6	26.7
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.

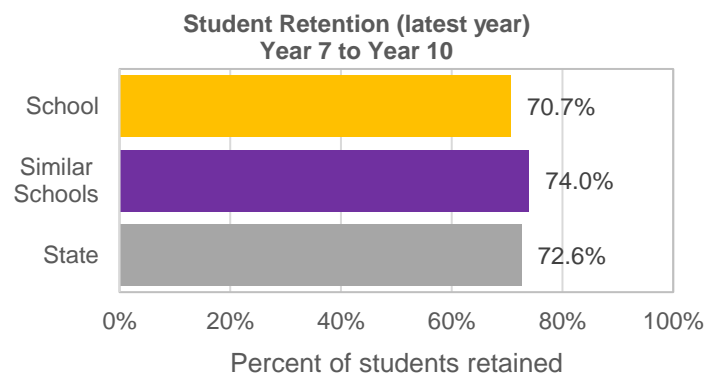
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	82%	81%	80%	88%	91%

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:	70.7%	68.6%
Similar Schools average:	74.0%	74.1%
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:

71.5%

70.6%

Similar Schools average:

88.5%

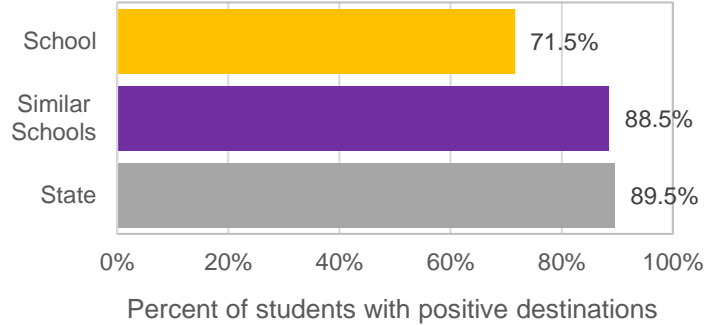
87.5%

State average:

89.5%

89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,496,270
Government Provided DET Grants	\$1,005,862
Government Grants Commonwealth	\$6,679
Government Grants State	\$8,909
Revenue Other	\$138,574
Locally Raised Funds	\$227,317
Capital Grants	\$0
Total Operating Revenue	\$10,883,611

Equity ¹	Actual
Equity (Social Disadvantage)	\$512,583
Equity (Catch Up)	\$60,097
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$572,680

Expenditure	Actual
Student Resource Package ²	\$9,571,604
Adjustments	\$0
Books & Publications	\$5,648
Camps/Excursions/Activities	\$166,853
Communication Costs	\$31,870
Consumables	\$187,024
Miscellaneous Expense ³	\$183,479
Professional Development	\$46,429
Equipment/Maintenance/Hire	\$66,336
Property Services	\$190,707
Salaries & Allowances ⁴	\$282,333
Support Services	\$423,808
Trading & Fundraising	\$18,474
Motor Vehicle Expenses	\$13,972
Travel & Subsistence	\$0
Utilities	\$113,994
Total Operating Expenditure	\$11,302,531
Net Operating Surplus/-Deficit	(\$418,919)
Asset Acquisitions	\$56,822

- (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	\$265,647
Official Account	\$20,322
Other Accounts	\$0
Total Funds Available	\$285,969

Financial Commitments	Actual
Operating Reserve	\$264,714
Other Recurrent Expenditure	\$7,395
Provision Accounts	\$0
Funds Received in Advance	\$91,912
School Based Programs	\$13,434
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$55,161
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,067
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$550,683

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.