

2023 Annual Report to the School Community

School Name: Lalor Secondary College (7985)



- 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 07:48 AM by Corey Jewell (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 30 April 2024 at 03:37 PM by Jasmine McFarlane (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

Since 1963, Lalor Secondary College, a Year 7 – 12 co-educational school has serviced the communities of Lalor, Thomastown and Epping. The college is located in a residential area north of Melbourne in the City of Whittlesea. The College is located in close proximity to RMIT, La Trobe University, Melbourne Polytechnic and the Whittlesea TECH school. The school is a partner school of the Whittlesea TECH school and has close relationships with each of the Tertiary Education institutions.

The College values of Caring, Cooperation, Achievement, Honesty and Pride promote the cultural diversity of the student population which is drawn predominantly from the local neighbourhood areas. Enrolment figures for 2023 were 1145 students. The student population is characterised by a high proportion of Camps, Sport and Excursion Funding (CSEF) recipients and a very high proportion of LOTE speakers at home. Approximately 44 different nationalities among the students leads to a culturally and linguistically diverse group of learners. Our learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students. Student achievement and engagement is similar to like group schools and retention is high. The VCE and VCE / VM program offers extensive subject choice leading to a high VCE completion rate.

The Lalor Secondary College Vision is to be a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.

The Lalor Secondary College Mission is for community to acknowledge the ability and right of all students to learn and to experience success. Where all students are encouraged and challenged to reach their full potential and provides students and staff with a safe and nurturing environment.

The school has the following staffing profile - Teachers- 87 (Not including Principal Class, Leading Teachers and Learning Specialist), Education Support Staff - 31 (not including the Business Manager), Teacher Aides -11. The Leadership Profile is the following - Principal, three Assistant Principals, eight Leading Teachers, four Learning Specialists and the Business Manager – FTE – 124.6

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was the first year of the new 4 year strategic plan after the school review was completed during 2022.

The school review highlighted some areas for improvement that would be the focus for all staff in the 2023 Annual Implementation Plan. These included:

- Continued consistency with the Lalor Secondary College Instructional Model – with a focus on the use of the Goal Review
- Feedback – how is feedback structured at LSC and then used to provide information to teachers from students, and from teachers to students
- Assessment Review – including the purpose of all assessment in Years 7 to 10 and the development of assessment schedules for Years 7 to 10.
- Reading Literacy Focus – the more consistent delivery of identified strategies across all classrooms

Our Parent community indicated that they continue to be satisfied with the educational program being delivered by the college with 85.3% positively endorsing General School Satisfaction as reported in the annual Parent/Caregiver/Guardian Opinion survey. This result is significantly above the State average was 73.1%.

The percentage endorsement by staff on School Climate in the School Staff Survey was 54.7% slightly lower than the state average of 57.2%.

The 2023 NAPLAN program used new proficiency levels which meant the results could not be compared to previous years and set a benchmark level for the college.

The Year 7 Reading results showed that 63.7% of Year 7 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 57.7% and the state average which includes all secondary school was 66.1%.

The Year 7 Numeracy results showed that 53.4% of Year 7 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 53.6% and the state average which includes all secondary school was 62.9%. These results suggest that the 2023 Year 7 cohort is entering the school stronger in Reading than in Numeracy.

The Year 9 Reading results showed that 48.9% of Year 9 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 49.7% and the state average which includes all secondary school was 60.0%.

The Year 9 Numeracy results showed that 47.5% of Year 9 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 49.0% and the state average which includes all secondary school was 59.9%. These results suggest that the schools focus on Reading is well placed with the Reading result below both similar school and state average results. The schools Victorian Senior Secondary Certificate completion rate was 96.4% slightly down on the 4-year average of 97.9%. The schools 4 year average remains above the similar schools result of 96.7% and the state average of 97.1%.

Wellbeing

The 2023 Annual Implementation Plan placed Wellbeing alongside Teaching and Learning with a clear focus on building student voice and learner agency strategies to empower student engagement and wellbeing. This did not progress as intended with teaching and learning priorities allocated to the majority of the professional learning time of the college. The school's leadership team started the process of establishing what the college Engagement and Wellbeing Framework included in preparation for 2024.

The school continues to expand its programs related to student wellbeing and engagement with a dedicated engagement team created in 2023. This team delivered an expanded program of engagement, wellbeing, and leadership programs throughout 2023 which influenced the interactions of many students.

The percentage of endorsement on Sense of Connectedness as reported in the student Attitude to School Survey for the school was 49.2% with the 4-year average at 55.0%. This was significantly higher than Similar Schools with the 2023 result of 43.5% and the 4-year average result of 48.7% and the 2023 State average result of 45.3% and the 4-year average result of 49.9%

The percentage of endorsement on Management of Bullying as reported in the student Attitude to School Survey for the school was 49.5% with the 4-year average at 52.9%. This was slightly higher than Similar Schools with the 2023 result of 44.9% and the 4-year average result of 49.8% and the 2023 State average result of 46.6% and the 4-year average result of 51.0%

The Attitude to School Survey results indicate that our students are more positive compared to the average secondary school across the state. The school climate remains positive which is reinforced by the data listed above. The embedded and well communicated student management processes recently reviewed with a Trauma Informed Practice lens means there is consistency in the messaging provided to students around school and classroom expectations. This leads to a fair system that is understood by all members of our community.

Engagement

The average attendance rate across the school was 88%, with the highest rate of 93% attendance at Year 12, and the lowest of 83% attendance at Year 9. This result is same as 2022 and has the school at an average of 25.9 absence days.

This result remains lower than the 2023 state average of 28.4 and of similar schools which was 29.6. The 4-year average for our school is now 22.0 absence days which has risen as a result of the 2023 result. The 'Average Number of Student Absence Days' continues to be consistently better than the state and similar school averages as shown in the 4-year average data with the school's 4-year average of absence days at 22.0 compared to the state average of 23.8 absence days and the similar school's absence days of 24.6.

At Lalor Secondary College absences are managed according to the DET guidelines with regular contact via multiple mediums in line with the Lalor Secondary College Student Engagement policy. The school's Student Management structures are well resourced and focus on students with low attendance with a dedicated attendance officer to address. This process returned to the pre-covid operational structure in 2022 with all students on-site for the year, however the school has observed increased challenges with student attendance post Covid.

The school's retention data shows that 80.0% percent of students remain at the school through to Year 10. This is higher than the state percentage result of 72.6% and is above similar schools which was 74.3%. The 4-year average retention data is 80.9% above the state 4 year average of 73.8% and the similar school average of 75.1%. The school has developed an excellent student led culture through the schools' consistent processes, as well as the embedding well-being and leadership programs that support students to create a school that they would like to attend and be a part of. There is strong messaging through an assembly structure communicating high expectations for all year levels and a sense of opportunity and optimism as part of a successful school. The curriculum is varied and engaging and provides multiple pathway options for students meaning they are satisfied with the choices they continue to have through the year levels. The start of year program has evolved because of the global pandemic, with more time being put into what it means to be a successful member of our community.

In 2022 the percentage of students from Years 10 to 12 going onto further studies or full-time employment (when students exit the college prior to finishing Year 10, 11 or 12) was 93.3% which is above the similar school result of 89.7% and the state average of 90%. The 4-year average is 94% which is higher than the 4-year state average of 89.3% and the similar schools result of 89.2%. This data can be partly attributed to the well-resourced Pathways team including the Careers Advisor, student Management teams

and school transition coordinator who work hard to ensure appropriate and engaging pathways are provided to our students. The positive school culture also means that students want to come to school and be a part of the school community.

Other highlights from the school year

The school celebrated its 60th year anniversary with a number of celebration events including a celebrations day. This day involved a decades room where each decade was celebrated with archived memorabilia and photos. There was a huge turnout of people who had attended Lalor Secondary College / Lalor High School over the 60 years including some of the very first graduating class. This was coupled with an exhibition of the school's Art program and a fair style range of rides and attractions. It was a huge success that was celebrated widely across the community.

Other highlights for 2023 included the following:

- Multicultural Concert
- Year 12 Study Skills Conference
- Year 9 Gold Coast Camp
- Year 7 Camp Toolangi Camp
- Year 9 Advance Program including Lorne Camp and Hike
- Year 12 Graduation and Celebrations
- Harmony Week including the Culture Dress and Celebrations Day
- Near completion of the new Gymnasium, Food Technology and Cafeteria Building

The continued capital works on the Library Arts building.

Financial performance

The school continues to be in a strong financial position with over 1 million dollars in the Field Yield Investment Account at the end of 2023.

The school is currently engaged in a significant capital works project that will require additional school funds to be contributed. Once the capital works project is completed, school council has identified funds that would be required to redevelop spaces that are no longer fit for purpose. This will see a significant reduction in this sum throughout 2024.

The significant Equity funding that the school receives continues to employ additional well-being staff, Mathematics and English / Literacy teachers to support the catch-up programs run at the school. The school is also allocating approximately \$150,000 a year to the school wide laptop program. This program is seeing school supplied laptops being allocated to students from Years 7 to 10.

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 1145 students were enrolled at this school in 2023, 572 female and 572 male.

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

Overall Socio-Economic Profile

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

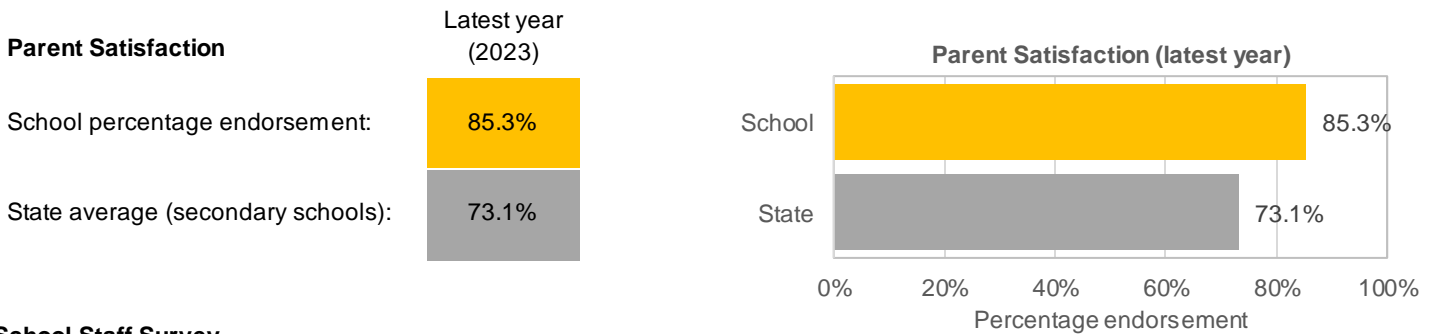
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

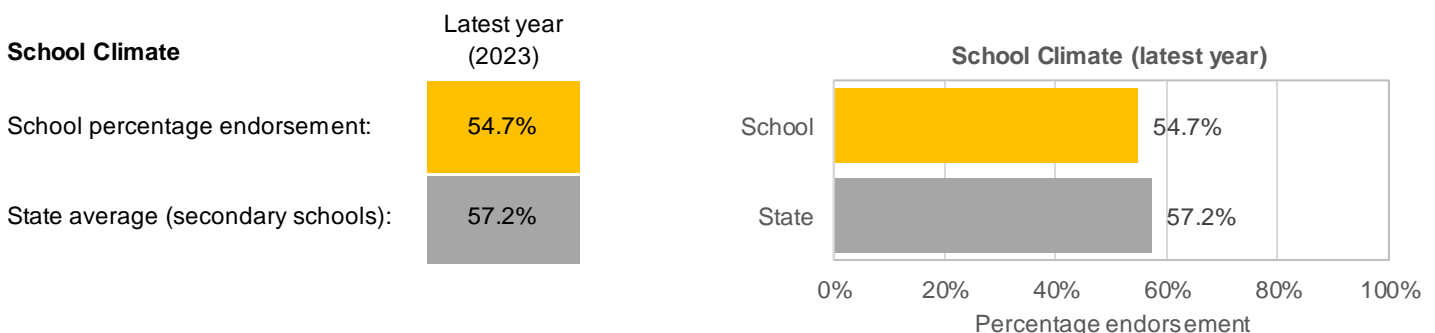


School Staff Survey

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:

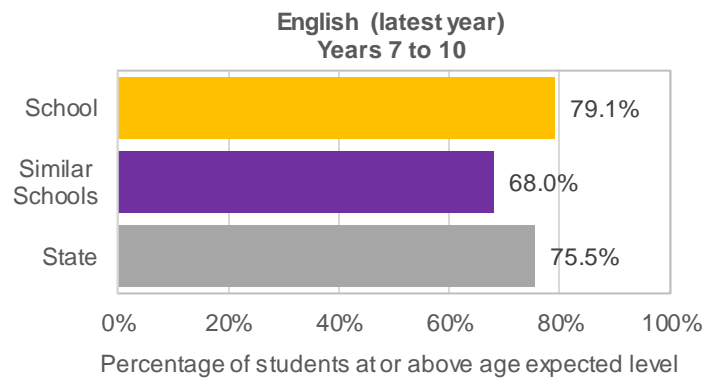
79.1%

Similar Schools average:

68.0%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

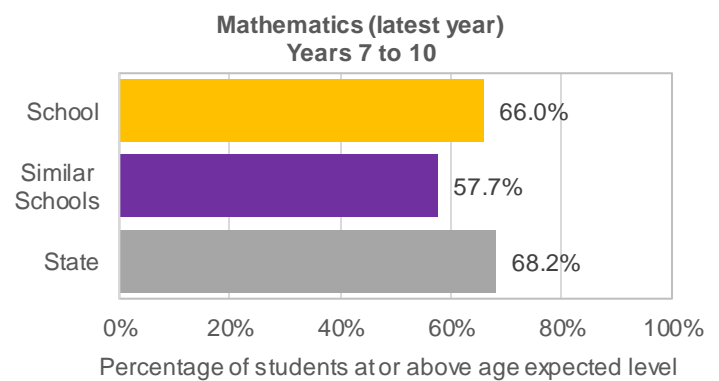
66.0%

Similar Schools average:

57.7%

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:

63.7%

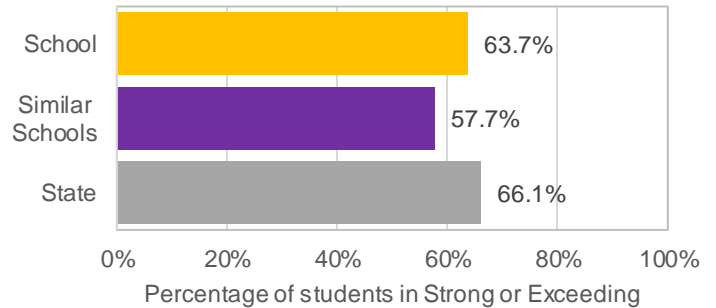
Similar Schools average:

57.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.9%

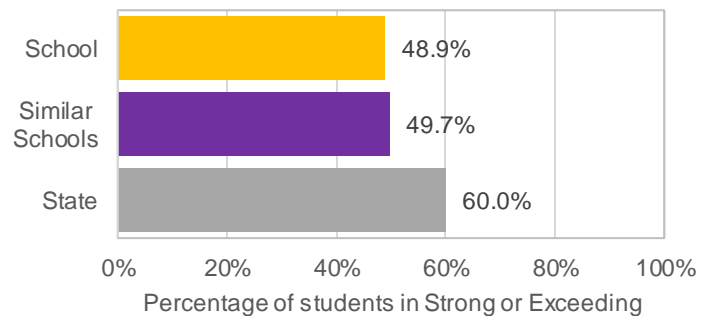
Similar Schools average:

49.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.4%

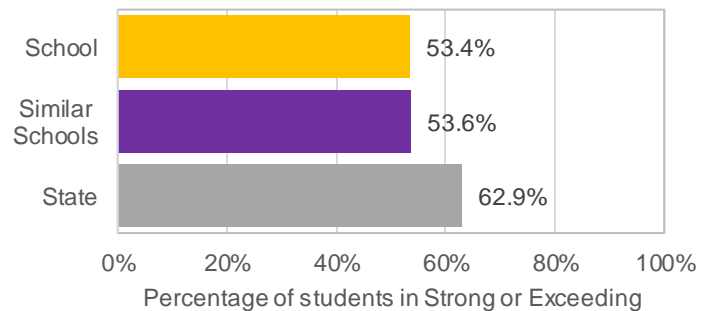
Similar Schools average:

53.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.5%

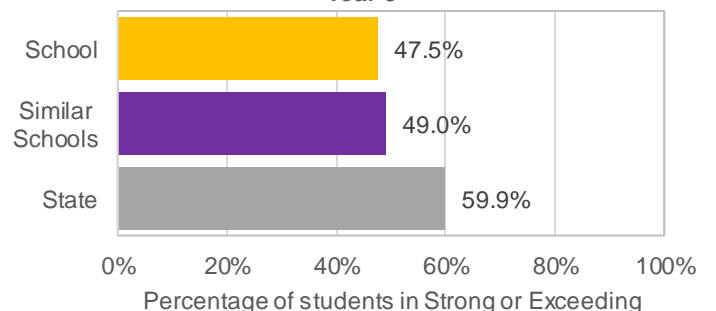
Similar Schools average:

49.0%

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:

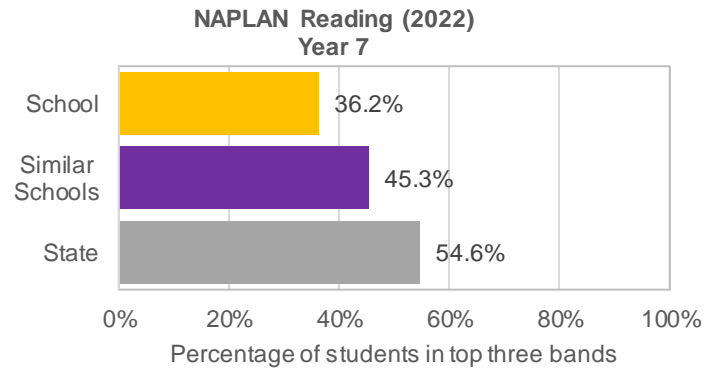
36.2%

Similar Schools average:

45.3%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

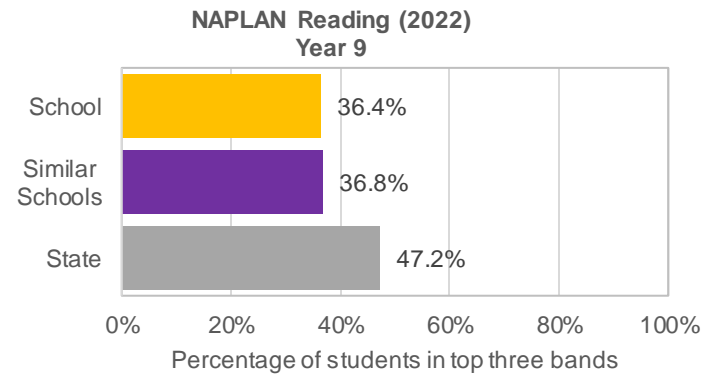
36.4%

Similar Schools average:

36.8%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

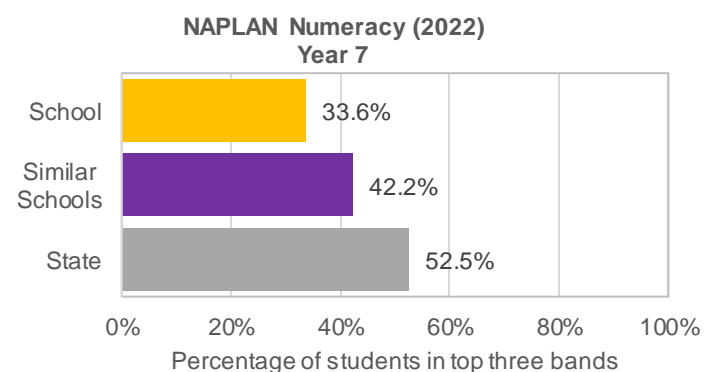
33.6%

Similar Schools average:

42.2%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

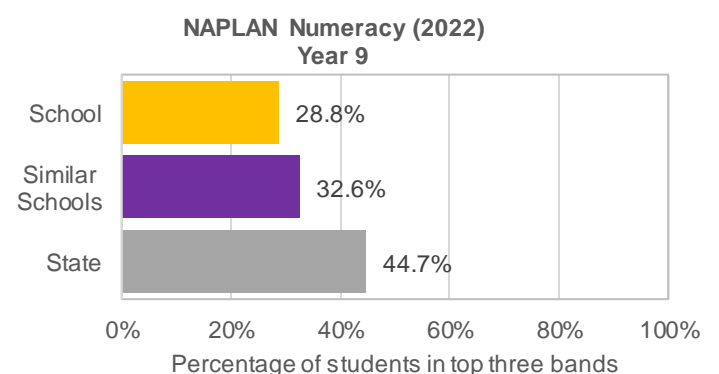
28.8%

Similar Schools average:

32.6%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

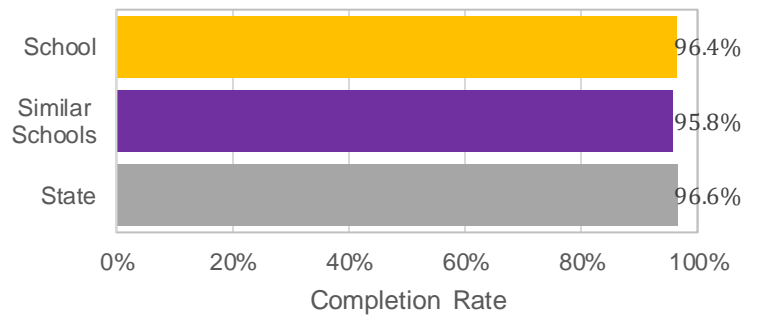
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.4%	97.9%
Similar Schools completion rate:	95.8%	96.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.0

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:

18%

Percentage VET units of competence satisfactorily completed in 2023:

80%

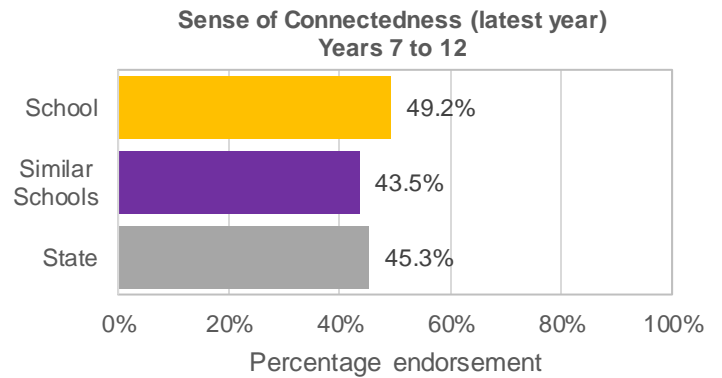
WELLBEING

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).

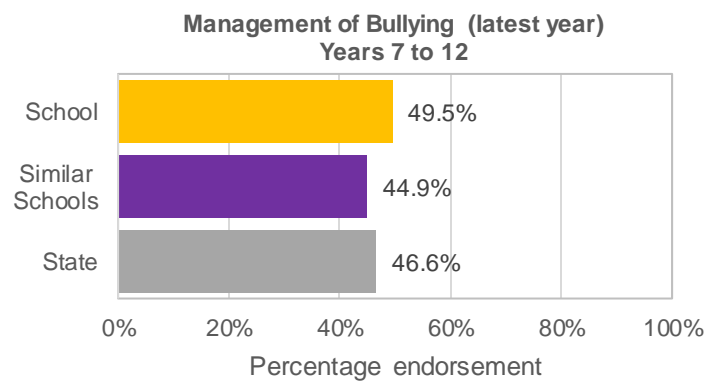
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	49.2%	55.0%
Similar Schools average:	43.5%	48.7%
State average:	45.3%	49.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	49.5%	52.9%
Similar Schools average:	44.9%	49.8%
State average:	46.6%	51.0%



ENGAGEMENT

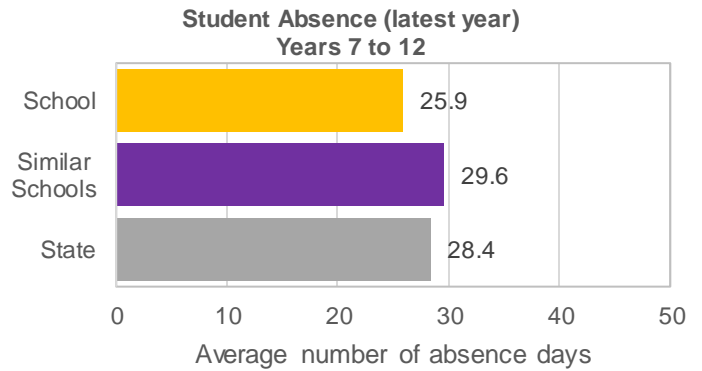
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	25.9	22.0
Similar Schools average:	29.6	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.

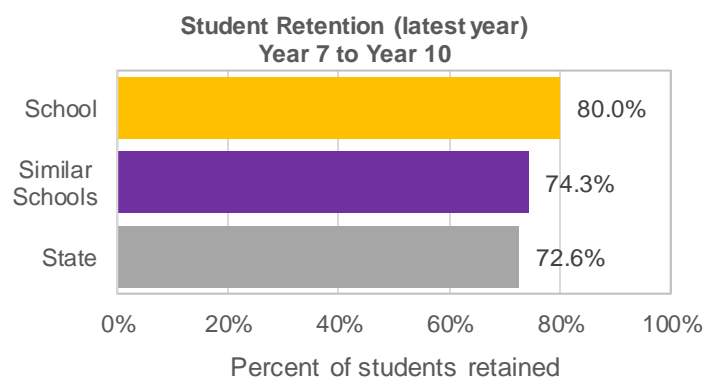
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	85%	83%	86%	90%	93%

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:	80.0%	80.9%
Similar Schools average:	74.3%	75.1%
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.*

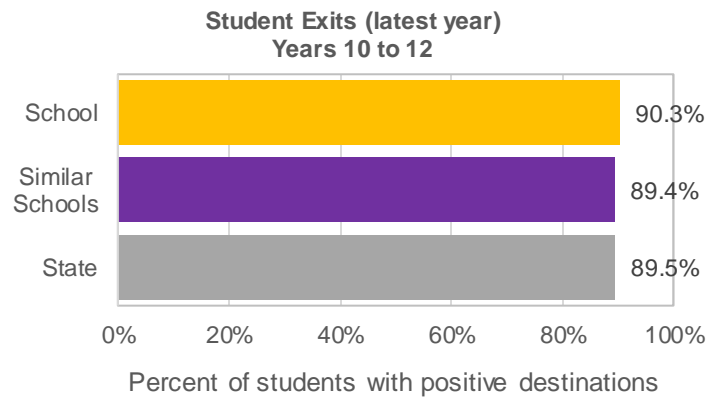
Students exiting to further studies or full-time employment

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:	90.3%	93.3%
Similar Schools average:	89.4%	89.2%
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	\$14,048,932
Government Provided DET Grants	\$2,656,430
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$67,373
Locally Raised Funds	\$711,280
Capital Grants	\$0
Total Operating Revenue	\$17,484,014

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,740,144
Equity (Catch Up)	\$103,999
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,844,143

Expenditure	Actual
Student Resource Package ²	\$13,295,371
Adjustments	\$0
Books & Publications	\$7,373
Camps/Excursions/Activities	\$285,610
Communication Costs	\$47,743
Consumables	\$310,480
Miscellaneous Expense ³	\$312,924
Professional Development	\$105,442
Equipment/Maintenance/Hire	\$658,123
Property Services	\$78,184
Salaries & Allowances ⁴	\$505,417
Support Services	\$174,749
Trading & Fundraising	\$187,935
Motor Vehicle Expenses	\$4,796
Travel & Subsistence	\$3,508
Utilities	\$132,619
Total Operating Expenditure	\$16,110,272
Net Operating Surplus/-Deficit	\$1,373,742
Asset Acquisitions	\$0

- (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	\$1,302,584
Official Account	\$185,736
Other Accounts	\$7,865
Total Funds Available	\$1,496,185

Financial Commitments	Actual
Operating Reserve	\$461,077
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$60,445
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$309,337
Total Financial Commitments	\$1,480,859

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.