

2023 Annual Report to the School Community

School Name: Kyneton High School (7970)



- 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 23 April 2024 at 05:26 PM by Ana Rees (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 04:19 PM by Lisa Ohlmus (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

Kyneton High School is a single campus Year 7-12 school that offers an inclusive, co-educational learning environment based on the values of Respect, Diversity, Excellence and Sustainability. Our school vision is to build a safe, caring, stimulating and sustainable learning community where students can thrive and become confident, responsible adults with the skills and knowledge to enable success in a rapidly changing world. We strive to create a learning environment that promotes student voice, agency and leadership, and inspires students to achieve to their full potential. At Kyneton High School we are a proud public school that is open to learners from all backgrounds; our commitment is that all students will be given access to an education that fosters excellence and challenges them to achieve their best learning growth. We welcome all members of our school community with the assurance that they will be treated with respect and dignity, understanding that it is through partnership that we can best support our students to improve their learning and wellbeing outcomes. Kyneton High School is located in the township of Kyneton in the Macedon Ranges, 84kms north-west of Melbourne, and has a proud history of over 100 years. Most students travel to school by bus from the surrounding district and townships of the Macedon Ranges. Since 2019 there has been a significant program of capital works which has seen a substantial improvement in facilities. The commencement of further building works in 2022 resulted in the completion of a new building in 2023, providing facilities for Art, Science and Food Technology, as well as new general-purpose classrooms for the Middle Years. These works also delivered refurbished Music, Drama and Wellbeing spaces. Our school provides access to a wide range of learning and career pathways. Not only do we offer the Victorian Curriculum for years 7-10, and a comprehensive VCE (including Vocational Major) and VET program; we also provide flexibility in our approach to course design, catering for the individual needs of our students. We achieve excellent exit destination results, with most students having positive pathways to either University, TAFE, apprenticeships or employment. In 2023 our enrolment was 610 students; 1 student had English as an Additional Language, and 12 students were Aboriginal or Torres Strait Islander. The overall socio-economic profile, based on the Student Family Occupation and Education Index which takes parents' occupation and education into account, places the school in the low-medium range. The staffing profile is made up of 1 Executive Principal, 1 Assistant Principal, 2 Leading Teachers, 3 Learning Specialists, 52 teachers, 23 education support staff and a Business Manager (a total of 49.8 FTE teaching staff and 14.1 FTE education support staff).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the Annual Implementation Plan focused on Key Improvement Strategies (KIS) to implement the two state-wide priorities. The Learning priority was to continue to focus on student learning, with an increased focus on numeracy. The KIS was to further embed the Kyneton High School Teaching and Learning Model across all learning areas, including the version of the model developed for Mathematics.

To support the KIS our school implemented the following actions. Firstly, the school-wide professional learning program focused on building staff capacity in differentiation, assessment and supporting students with additional learning support needs. Teachers worked in cross-curricular Professional Learning Communities (PLCs) to build data literacy and comprehension strategies. In Mathematics the novel four-lesson sequence, a school initiative which was introduced the previous year, was implemented with further professional learning to strengthen the implementation of low-floor, high ceiling problem-solving tasks. Furthermore, the school provided additional learning support programs for students to enable them to access the classroom programs. These included the Tutor Learning Initiative and Middle Years Literacy and Numeracy support programs which continued to provide targeted Literacy and Numeracy support for individual students. Students who were behind in their reading were able to significantly improve their proficiency in the Turning Pages and Rewards programs. Our literacy support program also broadened its scope to include support for high ability students who needed extension.

The Learning achievement data for Years 7 to 10 English and Mathematics, as measured by Teacher Judgement, shows that the school is performing well in comparison to Similar Schools, and close to the state average. The results for NAPLAN, under the new test revision introduced in 2023, showed positive results in both Reading and Numeracy. The percentage of Year 9 students in the Strong or Exceeding proficiency level was notable in comparison to both Similar Schools and State averages. The 2023 Victorian Senior Secondary completion rates continued a trend of excellent completion rates, a very pleasing result given the changes that saw the introduction of the VCE Vocational Major. There was improvement in the VCE All Study Mean score, with some strong improvements in the mean scores for a number of subjects. Overall, the learning achievement data for 2023 demonstrates that our school is making progress in improving student outcomes. As a public school we are proud that these achievement results,

including those of our top Year 12 students, compared so favourably to other sectors in our area, and we can attribute that to the effectiveness and quality of the teaching and learning program at Kyneton High School.

Wellbeing

In 2023 the Annual Implementation Plan focused on Key Improvement Strategies (KIS) to implement the two state-wide priorities. The Key Improvement Strategy for the wellbeing goal was to strengthen and further embed a whole school wellbeing approach through the implementation of a tiered model (Tiers 1-3), aligning social and emotional, behavioural, family and academic supports.

The use of the Student Check-in Tool ensured that all students, at every year level, were screened for wellbeing to identify students requiring further support. The Years 7-9 Home Group curriculum, incorporating positive education and Respectful Relationships, continued to be a key element in the Tier 1 space, providing a foundation for promoting student wellbeing. The aim was to embed social emotional learning in the Home Group curriculum, and explicitly link student goals for their progress to the Student Led Conferences. The feedback from parents at the Student Led Conferences showed that there was strong endorsement for the positive effects of this program. The wellbeing of students with additional learning support needs was addressed at all levels, from universal interventions to support learning in the classroom which were embedded in the Teaching and Learning Model and professional practice, through to more individualised, documented support plans facilitated by the Equity Inclusion and Student Support teams.

Together, the Year Level Leaders and the Wellbeing Team provided customised support for Tiers 2 and 3 students. The Wellbeing Team, consisting of the Wellbeing Coordinator, Mental Health Practitioner, School Nurse and School Doctor (through the Doctors in Schools program), continued to provide a suite of individual and group supports for students in Tiers 2 and 3. Wellbeing team data in 2023 showed that most referrals were for anxiety, and our Nationally Consistent Collection of Data (NCCD) showed a significant proportion of students were receiving adjustments to support their wellbeing at school. The Attitudes to School Survey data in 2023 indicated that wellbeing will continue to be a priority for school improvement and this was recognised in the development of the new Strategic Plan 2023-2027.

Engagement

Kyneton High School implemented a number of programs to promote student engagement in 2023. There was a reduction in the average days absent data in 2023, although this remains an area for ongoing improvement. Across the wider education system, reconnecting students to the school environment and improving attendance will remain a priority for a period of time.

We further developed our transition processes in 2023 and this helped to facilitate better engagement outcomes for students coming into Year 7, as has a range of information and data collection methods for all year levels to inform our support for individuals and cohorts. The work of the leaders and Home Group teachers of the Junior Learning Community established and fostered a safe and inclusive environment based on positive relationships. Students in the Junior, Middle and Senior Learning Communities were able to come together in a range of engaging House and extra-curricular activities. The Student Leadership Team was instrumental in promoting participation and contribution. The Recess and Lunchtime Co-Curricular Schedule was as extensive as it was in the previous year, with approximately 15 activities that students could enjoy during these break times. Initiatives such as the Chicken Club, which was based in our Community garden, was one of many ways in which students were encouraged to form connections with our school environment. For the first time at Kyneton High School, students participated in The Energy Breakthrough, a three day event where students complete two presentations, with the main event being a twenty four hour endurance race. Participating students were thoroughly engaged in this exciting program, developing their skills in communication, cooperation, leadership, teamwork, problem solving, organisation, responsibility and accountability. In 2023, we continued to prioritise healthy and active learners with a full schedule of camps or excursions for each year level, and a busy calendar of Inter-school Sports events.

Prioritising engagement in classroom learning, through effective differentiated learning programs, and providing an inclusive school environment, were important areas of development in 2023. The Attitudes to School Survey data showed positive shifts in students' engagement in their classroom learning, although mental health and anxiety continued to be contributing factors for many students experiencing difficulty, impacting directly on their attendance. Our school's Nationally Consistent Collection of Data (NCCD) results showed that a significant proportion of students had a disability and were receiving additional adjustments at school to support their engagement in learning. Our school continued to develop multi-tiered responses in the delivery of these adjustments: our universal responses included embedding the consistent implementation of the agreed Teaching and Learning Model to reduce cognitive load, supported by ongoing improvements in the provision of differentiated teaching, formative assessment, and quality learning programs to support students at their point of need.

Financial performance

Kyneton High School finished the 2023 year with a Net Operating Surplus of \$882,888. This was achieved through a staffing model based on the prior year's debt recovery strategy and delayed expenditure in a number of facilities areas as a result of ongoing major building works throughout 2023. These areas will be adjusted in 2024 as the school returns to a more normal operating environment.

Locally raised funds, including parent payments increased marginally in 2023 to 4.6% of total operating revenue. Equity and other targeted income continued to be applied to the relevant areas supporting Annual Implementation Plan targets supporting inclusive school programs and priorities.

All funds received in 2023 have either been expended or have been committed to subsequent years to support the achievement of educational outcomes

For more detailed information regarding our school please visit our website at
<https://kynetonhigh.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 610 students were enrolled at this school in 2023, 272 female and 333 male.

NDP 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).

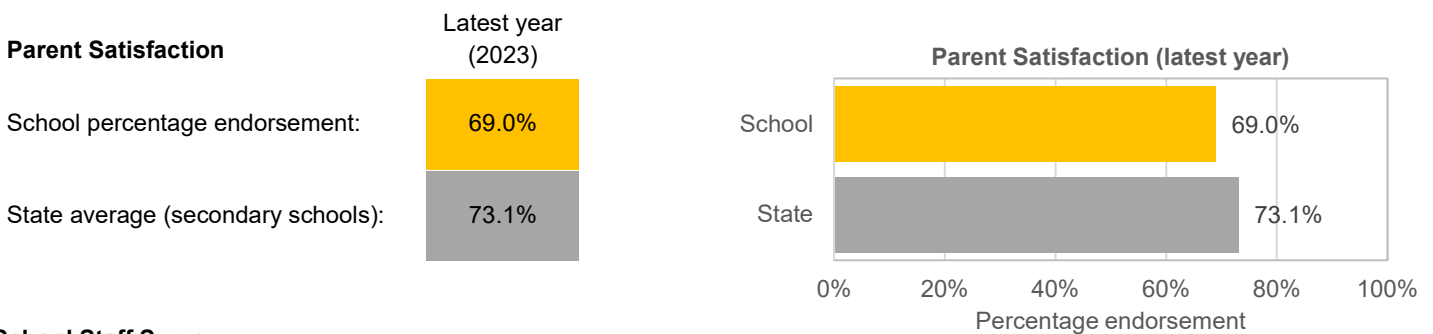
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

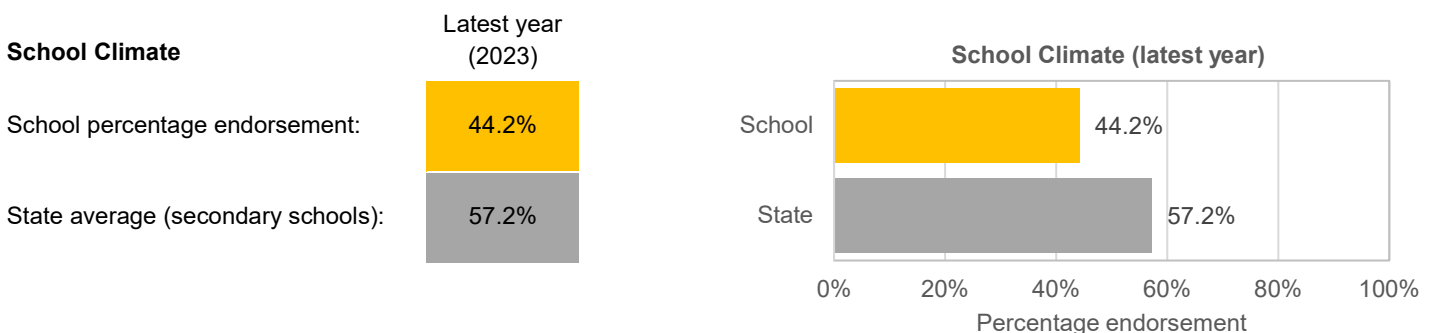


School Staff Survey

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

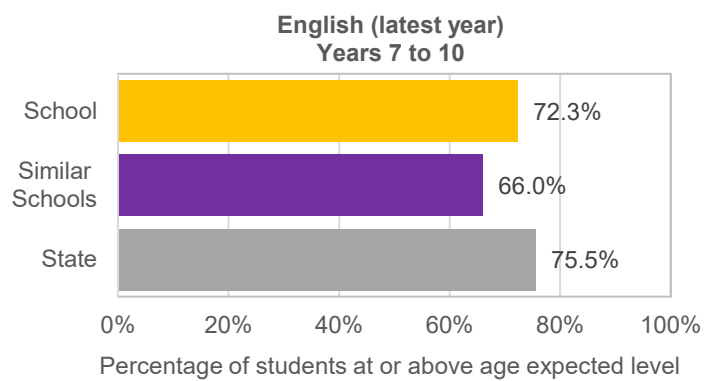
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

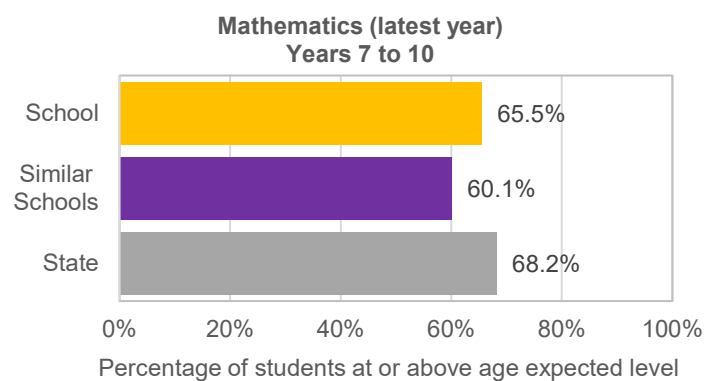
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	72.3%
Similar Schools average:	66.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.5%
Similar Schools average:	60.1%
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:

69.0%

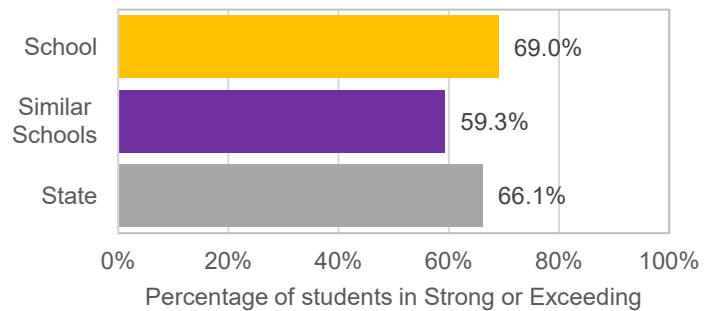
Similar Schools average:

59.3%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

77.5%

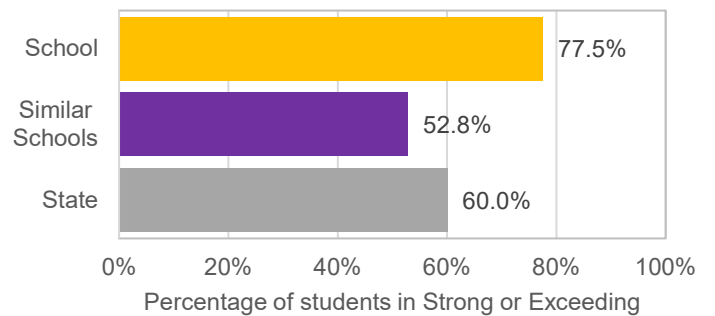
Similar Schools average:

52.8%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.8%

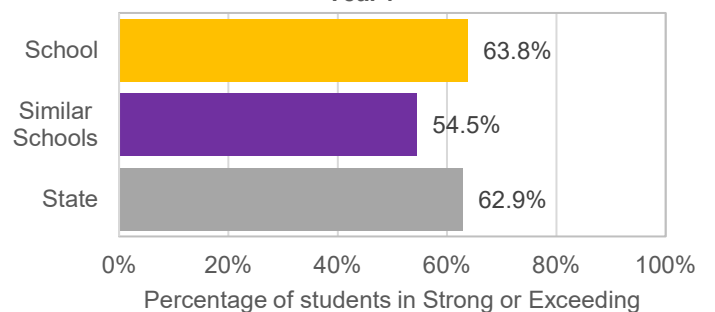
Similar Schools average:

54.5%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

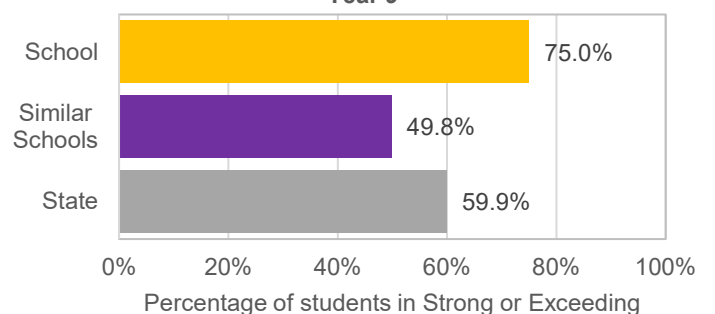
Similar Schools average:

49.8%

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:

53.9%

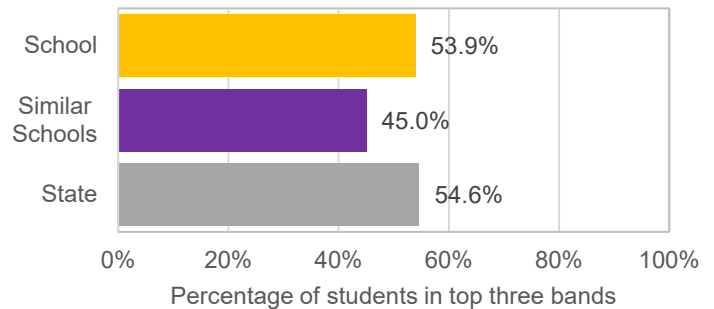
Similar Schools average:

45.0%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

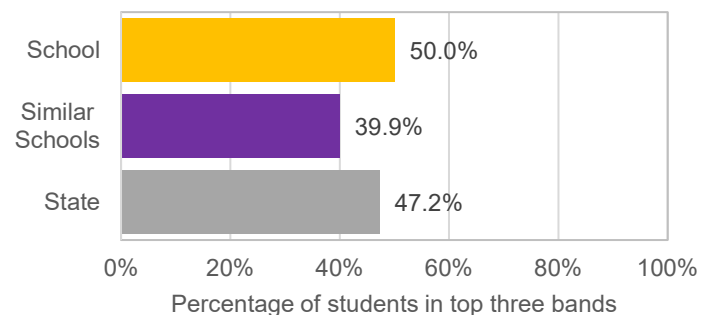
Similar Schools average:

39.9%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

39.4%

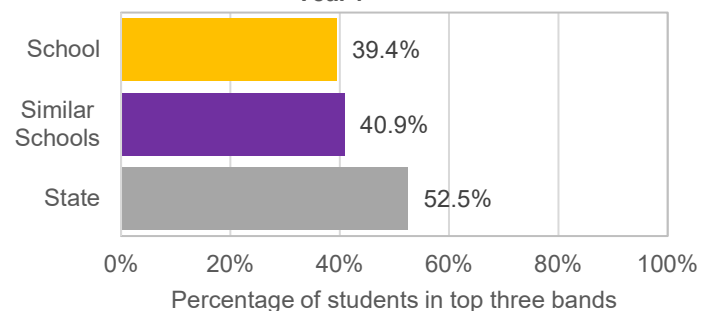
Similar Schools average:

40.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

32.0%

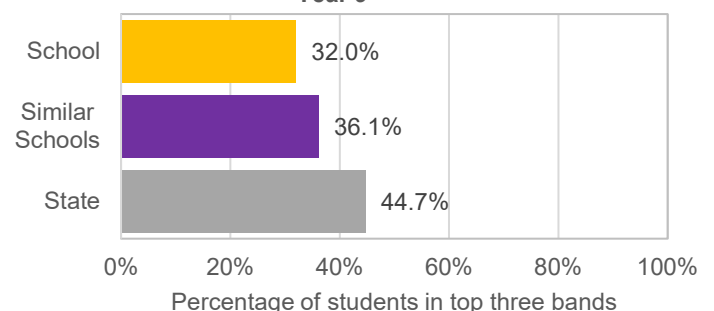
Similar Schools average:

36.1%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

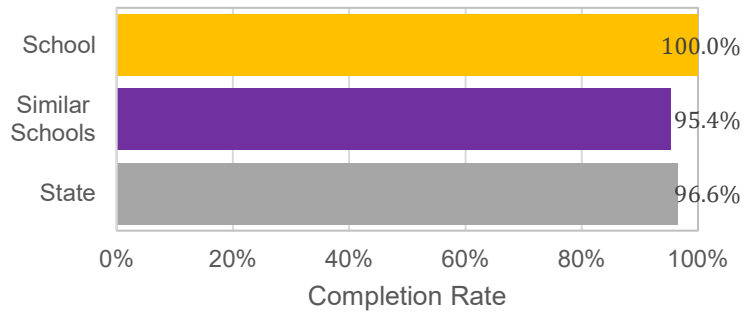
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	100.0%
Similar Schools completion rate:	95.4%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.8

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:

57%

Percentage VET units of competence satisfactorily completed in 2023:

97%

WELLBEING

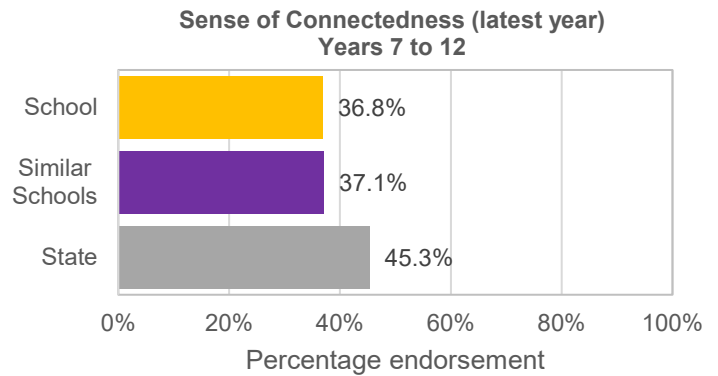
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	36.8%	40.1%
Similar Schools average:	37.1%	42.0%
State average:	45.3%	49.9%

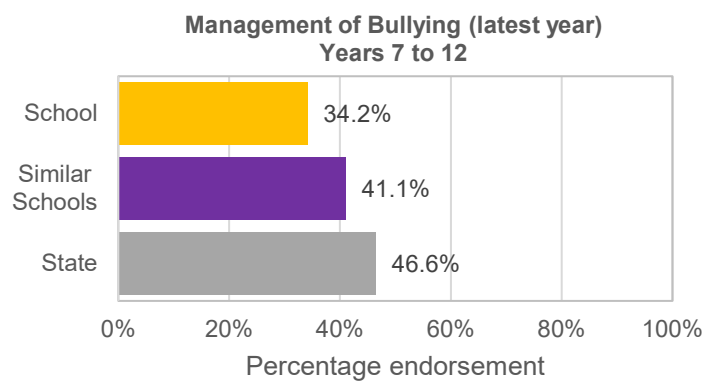


Student Attitudes to School – Management of Bullying

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:	34.2%	37.3%
Similar Schools average:	41.1%	45.0%
State average:	46.6%	51.0%



ENGAGEMENT

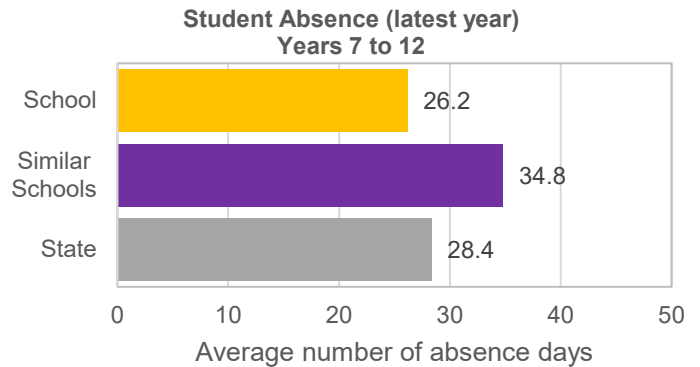
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.2	30.4
Similar Schools average:	34.8	31.0
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.

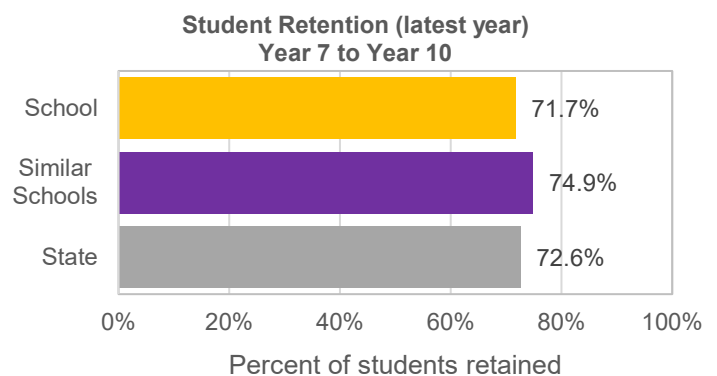
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	86%	86%	85%	88%	90%

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:	71.7%	73.7%
Similar Schools average:	74.9%	76.7%
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.

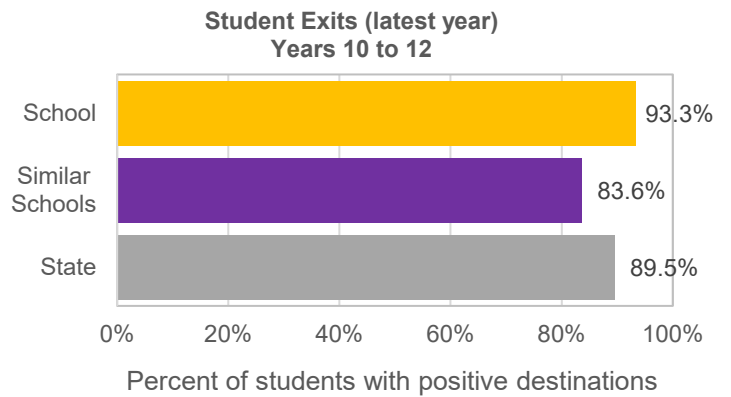
Students exiting to further studies or full-time employment

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:	93.3%	89.4%
Similar Schools average:	83.6%	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	\$7,984,337
Government Provided DET Grants	\$1,441,950
Government Grants Commonwealth	\$7,500
Government Grants State	\$39,828
Revenue Other	\$69,728
Locally Raised Funds	\$454,951
Capital Grants	\$0
Total Operating Revenue	\$9,998,294

Equity ¹	Actual
Equity (Social Disadvantage)	\$154,778
Equity (Catch Up)	\$69,093
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$223,871

Expenditure	Actual
Student Resource Package ²	\$7,435,158
Adjustments	\$0
Books & Publications	\$6,854
Camps/Excursions/Activities	\$226,757
Communication Costs	\$41,157
Consumables	\$161,195
Miscellaneous Expense ³	\$20,573
Professional Development	\$12,565
Equipment/Maintenance/Hire	\$248,775
Property Services	\$281,076
Salaries & Allowances ⁴	\$388,430
Support Services	\$163,073
Trading & Fundraising	\$61,798
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$67,932
Total Operating Expenditure	\$9,115,406
Net Operating Surplus/-Deficit	\$882,888
Asset Acquisitions	\$11,315

- (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	\$1,167,023
Official Account	\$58,012
Other Accounts	\$28,542
Total Funds Available	\$1,253,578

Financial Commitments	Actual
Operating Reserve	\$256,025
Other Recurrent Expenditure	\$680
Provision Accounts	\$2,780
Funds Received in Advance	\$0
School Based Programs	\$455,871
Beneficiary/Memorial Accounts	\$36,153
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	\$72,370
Maintenance - Buildings/Grounds < 12 months	\$254,331
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,078,210

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.