

2023 Annual Report to the School Community

School Name: Springside West Secondary College (8784)



- 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 29 April 2024 at 12:08 PM by John Goodman (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 15 May 2024 at 11:35 AM by Angela Stirrat (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

Springside West Secondary College is a new school being established in the growth corridor of the north western suburbs in the new suburb Fraser Rise.

The school opened at the beginning of the 2018 school year with an enrolment of 171 students- 35 in Year 10 and 136 in Year 7. In 2019 the enrolment profile of the entire school grew to over 400 students, with cohorts at Years 7, 8, 10 and 11. In 2020 the school grew to an enrolment of 740 students with a full program of years 7-12, in 2021 the enrolment of the school was 970 students, in 2022 we grew to 1200 students, to enrolment of about 1480 students in 2023. In 2024 the enrolment profile has grown to over 1600 students.

The design concept of Springside West Secondary College is contemporary, reflecting education research in exemplary learning settings.

Springside West Secondary College is dedicated to developing an inclusive high achieving culture. We strive at all times to know our students and direct their learning in accordance with our school values: **Growth:** We are motivated learners, always striving for personal development and academic excellence; **Challenge:** We take responsibility for our learning and seize new opportunities with determination and optimism; **Community:** We treat all members of our community with respect and are responsible for our actions and environment.

Springside West Secondary College is one of the fastest growing schools in the state of Victoria. In fact, it is the fastest growing government school in the past five years in the state of Victoria. Despite this, the College continues to build on strengths, and we have established an extremely viable VCD and vocational major program.

An area identified in our review in 2023 was with regard to improving school connectedness and student motivation. In response to this, the colleges developed at Every Lesson Every Day initiative, which seeks to have a focus on minimum compliance with behaviour standards.

Progress towards strategic goals, student outcomes and student engagement

Learning

The college Professional Learning Communities Initiative has been a significant success. This has been particularly evident as we have moved back from remote learning.

In 2022, the College focus of writing was central to the PLC work. In 2023, the subsequent NAPLAN data has shown the results of this, with the college recording high levels of NAPLAN writing at Year 9.

The focus on writing has continued throughout 2023 supported by a series of professional learning sessions as well as our Semester One curriculum day which had a specific focus on embedding a literacy Teaching and Learning cycle that looked at writing skills and strategies across all subject areas. This involved front-loading staff with a combination of data sets / theory / practical strategies for teaching writing specifically before allowing all teams to tailor this specifically to the needs of their respective faculties. In 2024, the PLC framework will continue to morph to facilitate the continuation of key priorities in teaching and learning already established this year, as well as other areas of import generated by the strategic review.

Refinement of IEPs and BSPs commenced in 2023, including how these are centrally stored. Furthermore, the Supported Learning LT has been actively engaging with our feeder primary schools to best facilitate transition of students with additional needs to the College.

The college continued to seek to employ English teachers with an EAL qualification and pair them with appropriate students as possible. At this stage we have not moved toward a structured timetable response, as we have such a shortage of English teachers. We are currently in the process of establishing an ES support role program for EAL students.

A number of VCE programs recorded improvement that was quite significant, including the visual arts. The absence of properly trained English teachers and staffing shortfalls across a range of subjects continued to be a challenge in terms of running a successful teaching and learning program.

Wellbeing

2023 was a significant year for Springside West Secondary College in building the well-being profile of the school. As part of the review process, intensive focus groups were undertaken with students to clarify their perception of well-being needs within the school. In response to this, we have developed our Every Lesson, Every Day initiative that we are launching this year. Significant planning and work was undertaken with regard to the new disability and integration reforms. Additional administrative support was provided to the Disability Integration Area, and the college employed a new assistant principal for Student well-being and inclusion. After a delayed start, due to the complexities of COVID and opening the new school, the college stepped up its involvement in the respectful relationships process. This has been further built on at the start of 2024. Successful events were undertaken at the school, including Idahobit Day, Harmony Day, and the athletics carnival, and other events that enabled the school to come together in a positive spirit. As part of the broader positive messaging process around student well-being, the school undertook work with Man Cave and the Blue Beacon initiative. The latter involved intensive opportunities for students to work in a positive manner with the police. We continue to be an active member of the local proactive policing meetings.

Engagement

In 2023, the college had data that was at the same level as similar schools(45%) for students with 20 or more absent days. An identified challenge at the school has been the high proportion of students who travel overseas during the academic year. We will continue to work to educate parents with regard to this choice. The Year 7 “Meet the Teachers Evening” was very well represented by parents in 2023. The College Art and Technology exhibition was extremely successful and supported by the parent community very well. The 2023 musical production was also supported very well by the parent community and the source of much positive feedback. All of these events point to successes that can be built upon in the next strategic planning period. With the more challenging sections of the community, parent engagement built upon principles of openness and being inviting can be quite effective. The varied nature of school experiences from the parent community in their country of origin cannot be underestimated. Part of our ongoing work with new families joining the school community from abroad, has been simultaneously educating them on what schooling is like here in Australia with significant points of difference regarding: class sizes, homework, discipline / student management, appropriate communication with school, not to mention the complex job market here at the moment resulting in many classes running without a permanent teacher. This is a critical driver of effective engagement for new students.

Other highlights from the school year

The 2023 year saw many highlights at Springside W Secondary College. These include:

- A very successful Year 7 cam and a substantial outdoor education programme in year 10.
- The school conducted its first full production of Shrek the Musical. This involved students from all year levels.
- A School Athletics Carnival was held in term 2, which was a great opportunity for students to come together.
- Regular assemblies were conducted for year levels throughout the year to celebrate successes.
- Inter school sport was a major success with many participants across all year levels.
- The college continues to employ a community liaison officer in conjunction with another school. The Community liaison officer works with vulnerable cohorts within the college.
- The school continues to have a significant focus on improved environmental outcomes within the school and without.

Financial performance

The college recorded a surplus in 2023. This is due to a substantial increase in enrolments and having many staff at the beginning end of the pay scale starting out in teaching. The college changes into a number of agreements with outside entities for tutoring onsite at the weekend, the use of the basketball court, and other uses of our facilities. The college receives substantial equity funding in line with our Student Family Occupation Index.

There are significant infrastructure outlays that continue to be a focus of our saving and planning for future years. Some of the infrastructure outlays undertaken in 2023 were:

- Building of sheds to support new locker bays. This involved both the purchasing of materials to build the locker pose, the cost of labour, and the purchasing of the new lockers.

- Closing off classrooms to contain noise throughout the buildings. This was in response to student and staff feedback that they preferred these spaces to be quieter. There are more works that will be undertaken in this space over the coming years.
- Relocation of office spaces to accommodate new directions within the school. The middle school office was moved to the D block in response to requests from staff for more contact with staff and students in that area of the school. This has enabled staff to have more contact with students, and build positive relationships.
- Development of new office spaces to accommodate the growth in staff. As our staffing profile has grown to about 200 staff, it has been necessary to create new spaces for staff. Each time this take place, office furnishings and other improvements to spaces are required.
- Employment of additional staff to assist with day-to-day buildings and grounds work. We have expanded the day-to-day yard work with an additional staff member. This has enabled us to have a much cleaner yard each day, addressing concerns raised by the community and council.
- The appointment of a facilities manager to oversee the complexities of a growing school. This has been vitally important in managing a very complex day-to-day brief.

There will be a need to focus again on some areas of school infrastructure expenditure to finish work that was not completed at the time of building the school. The most significant of these items will be the completion of the covered workways, which will involve an expenditure in the region of 700 to \$800,000. The college has savings that should accommodate this, and we will need to utilise these savings as previous funding applications have proven unsuccessful.

A significant and growing expenditure challenge is with regard to the need to employ many casual relief teachers. While this is partially offset by our staffing shortage, it has been an area where our planned budget has been greatly exceeded. The leadership of the College continues to be flexible with regard to allocating resources to areas of need.

The college was successful in receiving a \$100,000 grant to participate in the Beacon Schools Initiative, which promotes the teaching of Hindi in schools in Victoria. Participation in this will assist the College in developing a rigorous and effective Hindi program in 2025 and beyond. As mentioned elsewhere in the annual report, we are also recipients of funding to employ two community liaison officers. This funding is vital in supporting work to help with vulnerable cohorts within the college.

Overall, the college is well placed with funds to plan for the future. Notwithstanding some challenges we have with completing infrastructure that will be necessary to accommodate the growth in a growing suburb.

School Council has and will continue to be a vital point of advice and support as we plan for the works to continue in the coming years.

For more detailed information regarding our school please visit our website at

<http://www.swsc.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 1451 students were enrolled at this school in 2023, 681 female and 770 male.

39 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).

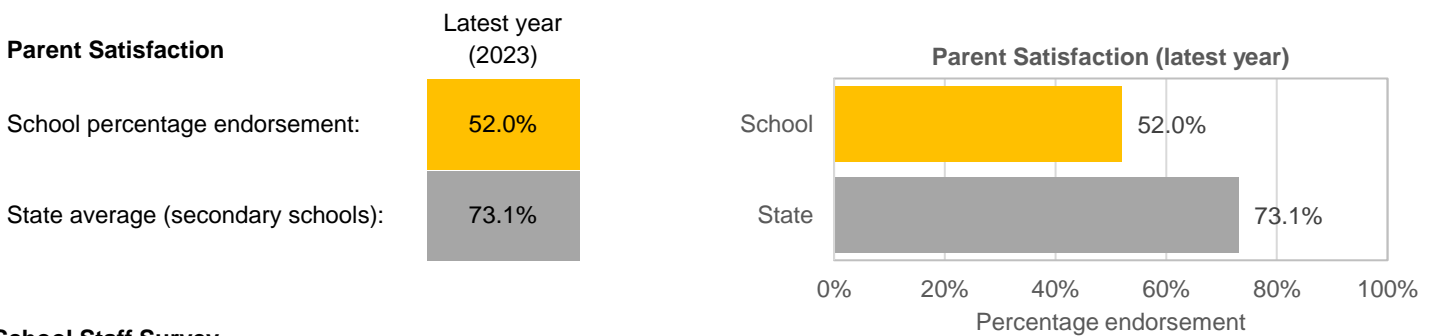
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

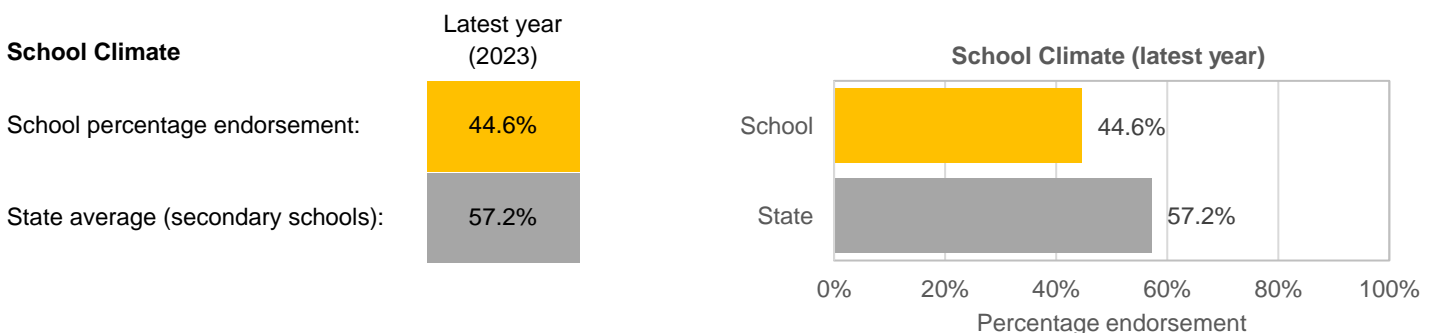


School Staff Survey

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

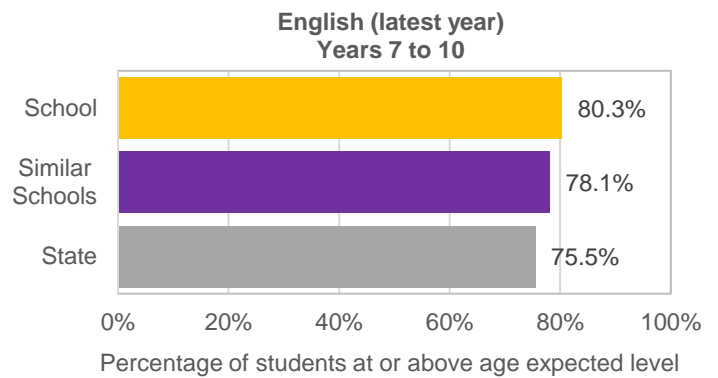
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

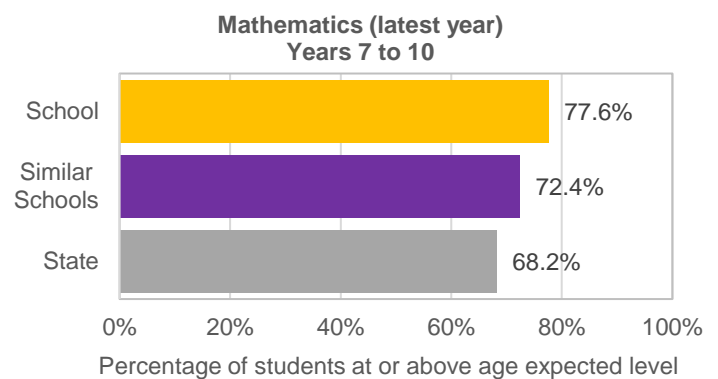
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	80.3%
Similar Schools average:	78.1%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	77.6%
Similar Schools average:	72.4%
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:

61.8%

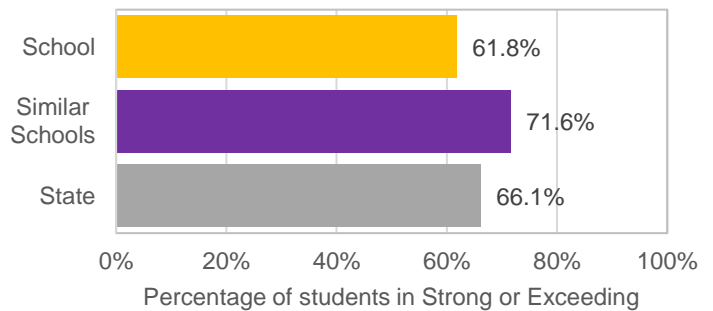
Similar Schools average:

71.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.9%

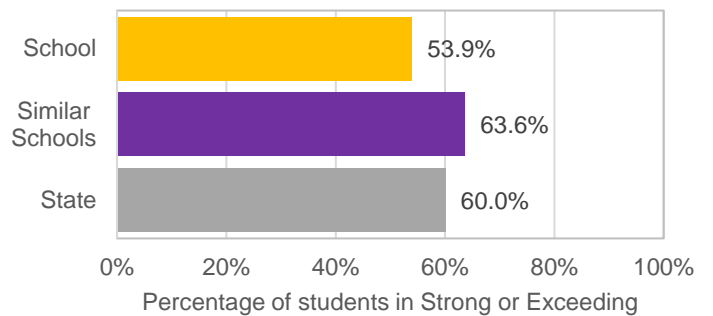
Similar Schools average:

63.6%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.5%

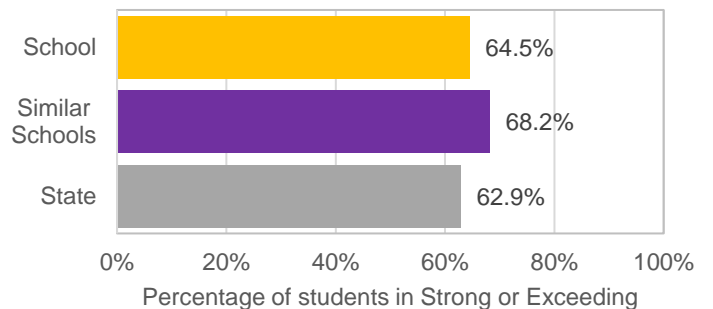
Similar Schools average:

68.2%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.4%

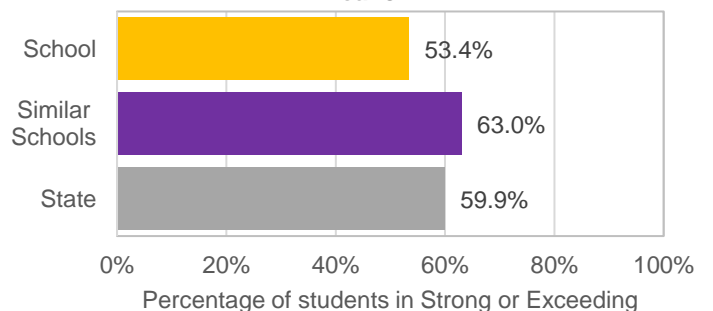
Similar Schools average:

63.0%

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:

55.7%

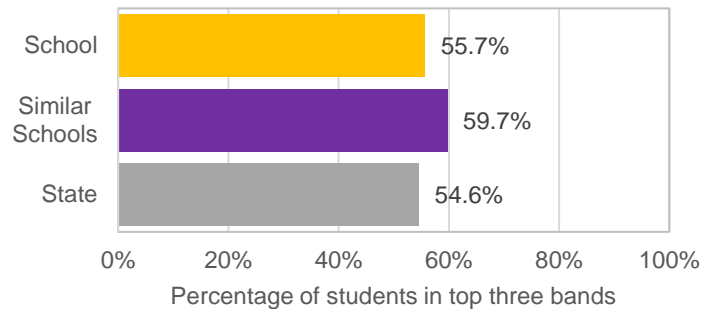
Similar Schools average:

59.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

43.2%

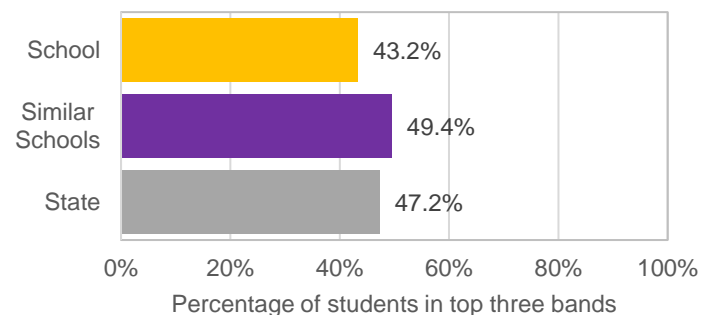
Similar Schools average:

49.4%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

53.5%

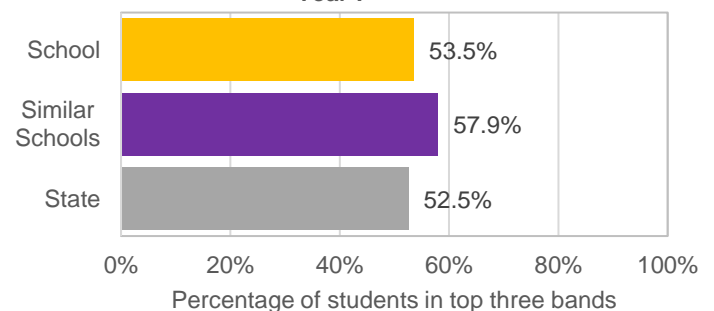
Similar Schools average:

57.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

35.6%

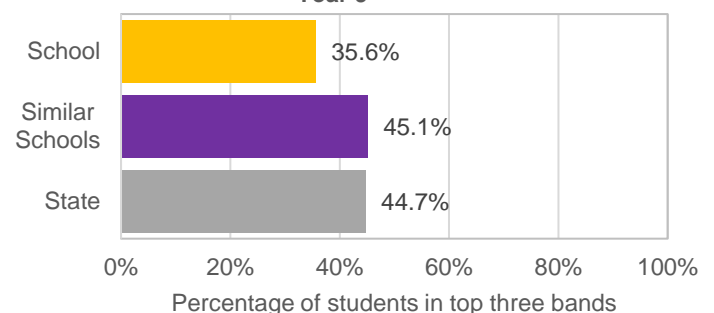
Similar Schools average:

45.1%

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

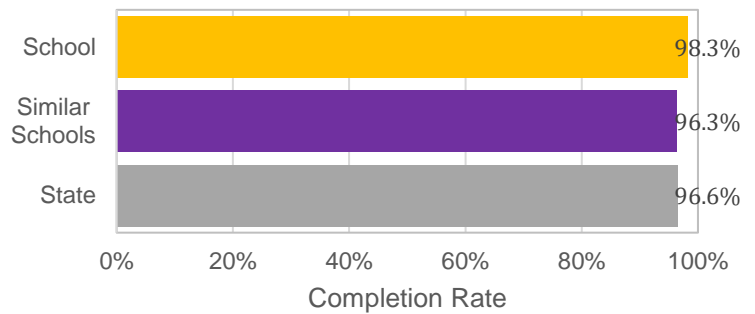
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.3%	97.5%
Similar Schools completion rate:	96.3%	97.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.7

Number of students awarded the VCE Vocational Major

8

Number of students awarded the Victorian Pathways Certificate

NDP

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

17%

Percentage VET units of competence satisfactorily completed in 2023:

79%

WELLBEING

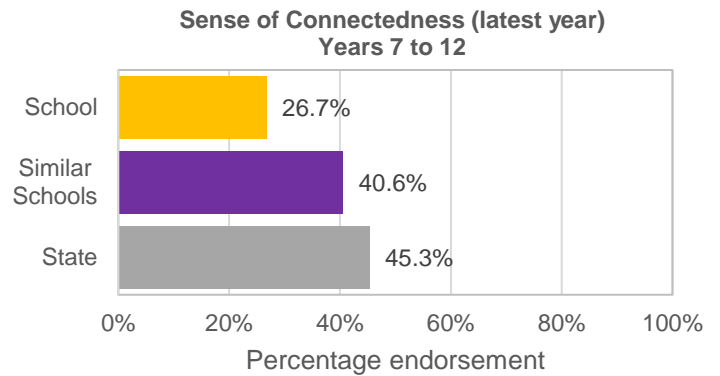
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	26.7%	36.9%
Similar Schools average:	40.6%	45.9%
State average:	45.3%	49.9%

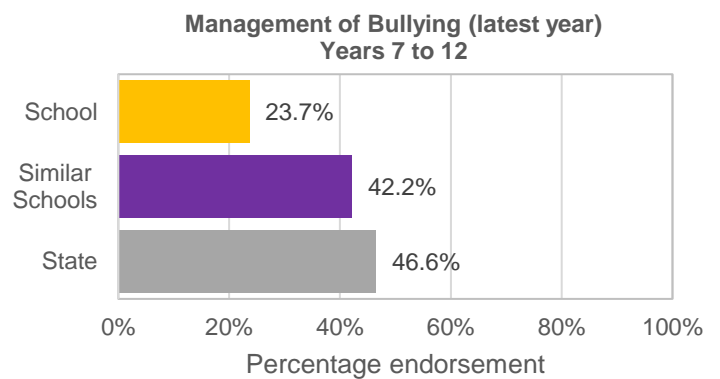


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	23.7%	34.2%
Similar Schools average:	42.2%	47.5%
State average:	46.6%	51.0%



ENGAGEMENT

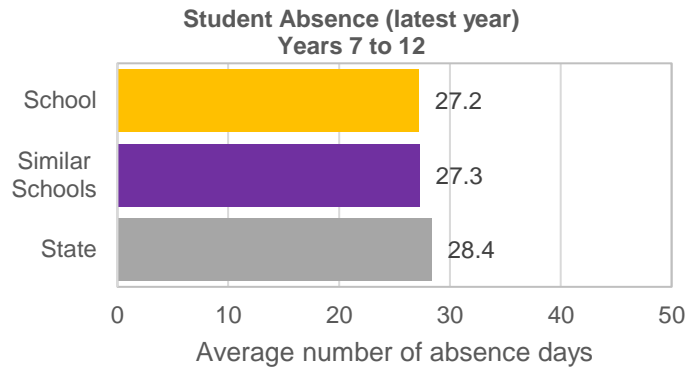
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.2	24.2
Similar Schools average:	27.3	22.0
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.

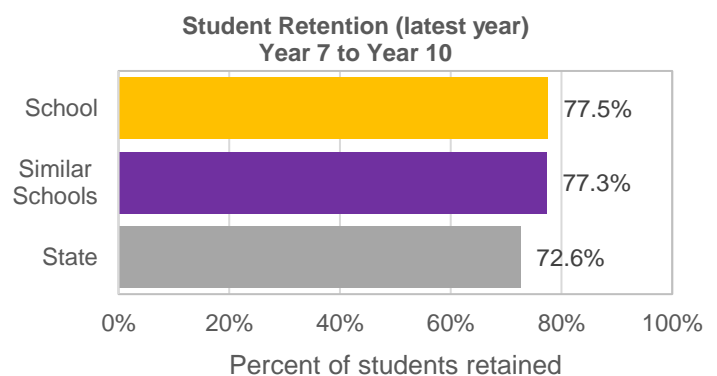
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	86%	84%	85%	87%	88%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	77.5%	79.9%
Similar Schools average:	77.3%	79.0%
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.

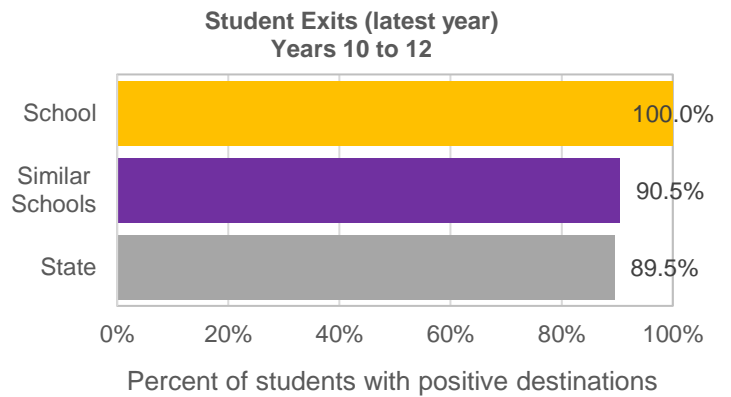
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	90.5%	90.3%
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	\$16,212,170
Government Provided DET Grants	\$2,846,476
Government Grants Commonwealth	\$14,399
Government Grants State	\$9,792
Revenue Other	\$158,690
Locally Raised Funds	\$399,294
Capital Grants	\$0
Total Operating Revenue	\$19,640,819

Equity ¹	Actual
Equity (Social Disadvantage)	\$160,383
Equity (Catch Up)	\$117,315
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$31,752
Equity Total	\$309,450

Expenditure	Actual
Student Resource Package ²	\$13,812,114
Adjustments	\$0
Books & Publications	\$19,521
Camps/Excursions/Activities	\$198,084
Communication Costs	\$16,098
Consumables	\$314,484
Miscellaneous Expense ³	\$78,348
Professional Development	\$56,423
Equipment/Maintenance/Hire	\$317,388
Property Services	\$299,026
Salaries & Allowances ⁴	\$238,704
Support Services	\$929,030
Trading & Fundraising	\$51,098
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$179
Utilities	\$128,383
Total Operating Expenditure	\$16,458,878
Net Operating Surplus/-Deficit	\$3,181,941
Asset Acquisitions	\$561,336

- (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	\$1,120,405
Official Account	\$268,987
Other Accounts	\$0
Total Funds Available	\$1,389,392

Financial Commitments	Actual
Operating Reserve	\$405,416
Other Recurrent Expenditure	\$30,949
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$48,081
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,427
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$714,500
Maintenance - Buildings/Grounds < 12 months	\$68,679
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,270,052

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.