

# 2023 Annual Report to the School Community

School Name: Coburg High School (8849)



- 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 08:25 AM by Brent Houghton (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 04:31 PM by Nat Abboud (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Prior to contact with European colonisers in 1835, the lands on which the former and current Coburg High School (CHS) operates on was governed by the Wurundjeri Woi-wurrung people. The original Coburg High School operated between 1916 and 1993 on a site on the southern side of Bell Street opposite Coburg Town Hall. This site was also the home of the short-lived Coburg-Preston Secondary College between 1994 and 1997. The current school site was once part of the grounds of the Pentridge Prison and between 1959 and 1997 a teachers' college operated. The major buildings A, B and parts of C date back to this period. Moreland City College operated between 1997 and 2004. Between 2007 and 2014, the school was known as Coburg Senior High School, offering education to students in Years 10 to 12. Following a lengthy community campaign, in 2015 the school was re-established as a Years 7 to 12 school, meaning there have now been four years of students complete Year 12 as part of the new Coburg High School. Coburg Senior High School had a particular focus on IT rich and academic (as compared to applied) learning and both emphases are still prevalent in the current Coburg High School. In 2023, there were 15.6 students funded through the Program for Students with a Disabilities, 14 students identified as Aboriginal and Torres Strait Islander (ATSI) and 156.5 students received equity funding. During 2023, the school employed 91.2 equivalent full-time (EFT) teachers and 28.8 EFT education support staff. At Coburg High School we have four core values that underpin our expected behaviours, policies, practices, communication and decision-making:

*Excellence - We strive to do our best and to continually improve in our learning and our work;*

*Integrity - We are honest, open, trustworthy and ethical;*

*Curiosity - We are lifelong learners who take a brave and inquisitive approach to the world around us;*

*Community - We respect the rights of others, celebrate our diversity, and contribute to building an inclusive and thriving school and community.*

The Vision endorsed by the School Council is:

*Coburg High School fosters voice and agency and equips students with skills for lifelong learning.*

*We empower students to thrive in a complex and changing global society.*

*Coburg High School is an interconnected community hub that serves the diverse needs of our students.*

We are grateful for the expansive and beautiful native grounds on which the school is located. In 2022 the school completed a masterplan and in 2023 it received \$17.8m for a new Technology building, with an expected completion date of 2026.

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

### Learning

Coburg High School has demonstrated improvement in Goal 1 of the School Strategic Plan which targets improvement in student learning growth. One highlight in 2023 was the successful relaunch of Year 7 and 8 literacy intervention program, targeting students who require additional support. Focus group data from students in these classes have demonstrated improvements in engagement of learning as well as reading and comprehension and teacher judgements have supported this latter finding.

Improvements in 7-10 Numeracy have been seen through a documented guaranteed and viable Mathematics curriculum since the move from the online mastery program previously used up until the end of 2021. Two years into explicit teaching of content and skills has seen improvement in student learning outcomes in Numeracy as well as engagement as seen through an improvement in teacher judgements along the Victorian Curriculum continuum. The proportion of Year 7-10 students regarded as 'below level' in measurement and geometry has decreased from 59% to 29% between, from 54% to 31% in number and algebra and from 43% to 31% in statistics and probability between 2021 and 2023.

In NAPLAN, the percentage of Coburg High School students in the the percentage of students in the 'Strong' or 'Exceeding' categories in Year 9 Reading and Numeracy was broadly in line with similar schools and well above state averages. Pleasingly, the proportion of students 'Needing Additional Support' in Year 9 Reading and Numeracy was exactly in line with similar school averages and well below the state average.

Whole school professional learning in semester one targeted formative assessment to support the teaching and learning cycle to improve student outcomes. The staff survey data indicated that teachers felt more knowledgeable about formative feedback and how to adapt the learning and assessment sequence to ensure that students learning needs were met. Teachers felt more confident to

use formative tasks to determine what students had or hadn't learnt in order to tailor the next sequence of learning at different student entry points so students felt more confident and successful with their learning.

Finally, the school achieved an improved VCE median study score of 29 in 2023, up from 28 in 2021 and 2022. As well as maintaining a consistently high completion rate, Coburg High School demonstrated very pleasing exit destinations with 88% of our Year 12 students having a positive exit destination in 2023, compared to 61% of students with positive exit destinations across the state. Almost 7-in-8 (85%) of Year 12 Coburg High School students continued on to further education after finishing their studies in 2022.

## Wellbeing

Our school continued to be committed to fostering a culture of wellbeing amongst our students, staff, and parents. Through a concerted effort to prioritise relationships and resilience-building initiatives, we have seen progress in enhancing overall wellbeing within our school community during 2023. John Hendry's workshops, tailored for students, staff, and parents, along with the Student Support Team's focus in equipping our community with the tools to foster resilience, have developed strong interpersonal connections. Selected groups of at risk or vulnerable students were identified and included in programs such as externally presented workshops such as Wise Guys program (Year 8) and internally presented programs facilitated by Wellbeing Team (such as the Permission to Pause program), aimed at building resilience. Further, family information sessions facilitated on topics such as Technology and Teens and Resilience and Relationships with external presenters aimed to upskill families to support parents deal with difficulties their child may be facing.

Additionally, our dedicated Youth Worker has played a pivotal role in extending our wellbeing initiatives beyond the school walls. Through targeted outreach programs, they have provided vital support to vulnerable students, offering guidance, counselling, and access to resources that promote mental and emotional wellbeing. This efforts have contributed to increased attendance to these at risk students.

In 2023 Coburg High School recognised the importance of following up with students who were routinely not submitting work, or submitting work which was well below standard, with a new Academic Referral Notification (ARN) process. This process included notifications to students and parents via Compass, additional support sessions to help catch these students up and parent meetings facilitated by Student Support Team members for students with multiple ARNs.

Dips in student perceptions regarding managing bullying and student connectedness were unpacked with student focus groups late in 2023. Two of the outcomes of these focus groups have been a commitment to increased transparency about the follow-up which occurs when bullying is reported and the introduction of a new 'Coburg Connect' home group program for 2024.

## Engagement

A particular highlight for 2023 was the launch of the inaugural VCE Vocational Major (VCE VM) program, with one class operating in Year 11. The school had not previously offered the Victorian Certificate of Applied Learning (VCAL), so this offering now provides an opportunity for students who want more hands-on learning to remain at Coburg High School until the end of Year 12. The school extensively promoted opportunities in VET in schools (including VET Community Service offered on site in 2023) leading to more students undertaking more vocational opportunities to support their final years of schooling. These initiatives combined have led to increased retention and we look forward to the inaugural VCE VM graduating alongside their other Year 12 peers in 2024.

As part of the Merri-bek North Education Plan, Coburg High School gained access to the STEM Centre of Excellence at the University of Melbourne. This provided over 15 different excursion opportunities for students from across all year levels to visit free of charge, and develop their knowledge and skills in diverse topics such as harnessing renewable energy within schools to incorporating insects as alternative protein sources into our food.

The school continues to provide a wide variety of extra-curricular programs which engage students. As a sample of these programs the school runs a Robotics club, Kool Skools Music Recording Program, an annual outdoor music concert (Coburg on the Green) and school production, a Stand Out club for LGBTIQ+ students and their allies, debating and inter-school sport opportunities and a highly successful Basketball Academy.

One of our significant achievements has been the steady increase in attendance rates, surpassing both state and similar school averages. Attitudes to Attendance as measured in the Attitudes to School Survey also improved in five out of the six year levels when compared to 2022. This underscores the effectiveness of our wellbeing strategies in creating an environment where students feel valued, supported, and motivated to engage in their educational journey, as well as processes to identify and support students at risk of falling out of education. The exceptionally high attendance rate of 94% in Year 12 in 2023 reflects the Senior School Team's consistent and transparent approach with students and families in ensuring students are only absent absent when they are sick or for other approved reasons.

## Financial performance

The school generated a strong Net Operating Surplus of \$703,352 in 2023, up from \$199,352 in the preceding twelve months. The result was achieved through very solid control of expenditures, with Total Operating Revenue increasing by \$1,524,712 from 2022 but Total Operating Expenditures only increasing by \$1,020,712. Control was evident through reductions in expenditures for 'Equipment/Maintenance/Hire' down \$175,949, reflecting the bringing in-house of some maintenance tasks and lower outlays on close to end-of-life centralised heating and cooling services, and 'Consumables' down by \$138,985. As part of 'Trading & Fundraising' the Cafe returned to profit in 2023. Although equity funding decreased in 2023, this funding continued to be used to fund separate Literacy/Numeracy intervention classes in Years 7 and 8, staffed by teachers, as well as the employment of an extensive Wellbeing and Student Support Teams for whom part of their roles is to work closely with vulnerable students and their families. Staffing costs as per the Student Resource Package moved into deficit in 2023, with \$166,919 needing to be repaid to the Department during 2024. This deficit was due to a greater proportion of Coburg High School teachers now being more experienced 'Range 2' rather than lesser experienced 'Range 1'.

**For more detailed information regarding our school please visit our website at**  
<http://www.coburg.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 1255 students were enrolled at this school in 2023, 552 female and 697 male.

8 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).

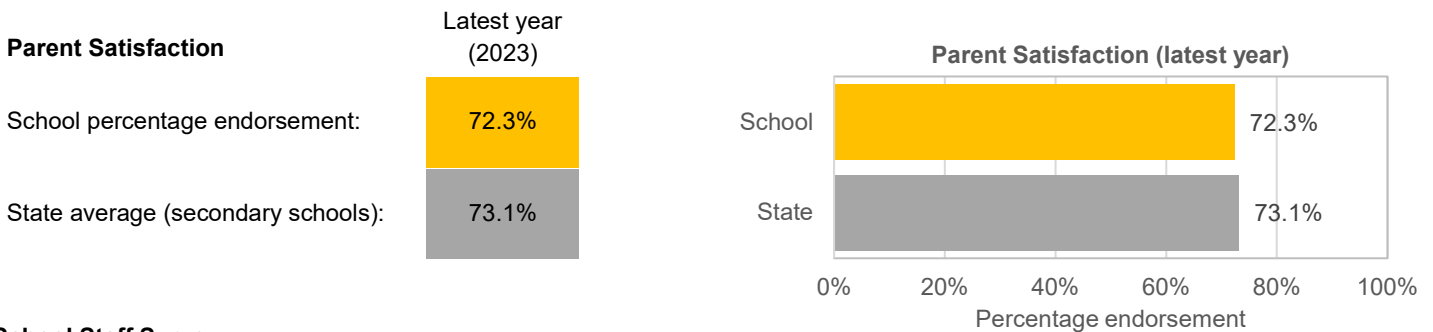
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

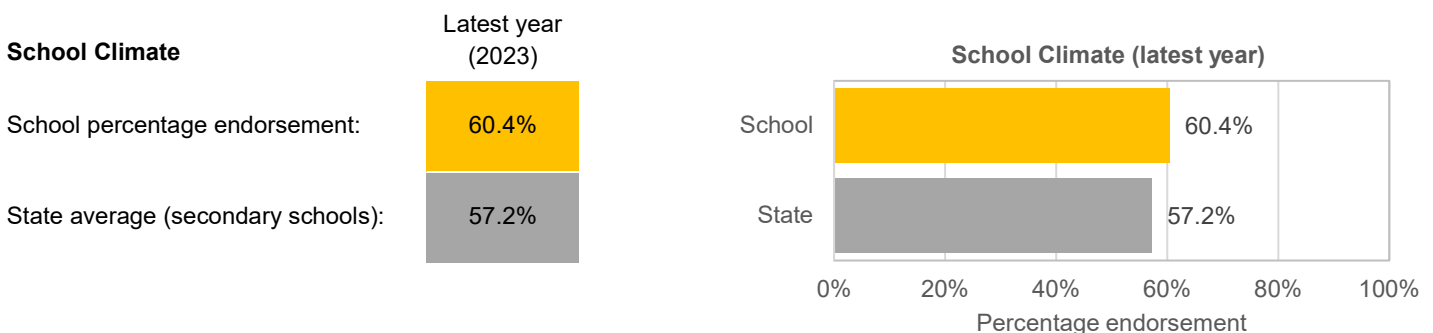


### School Staff Survey

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

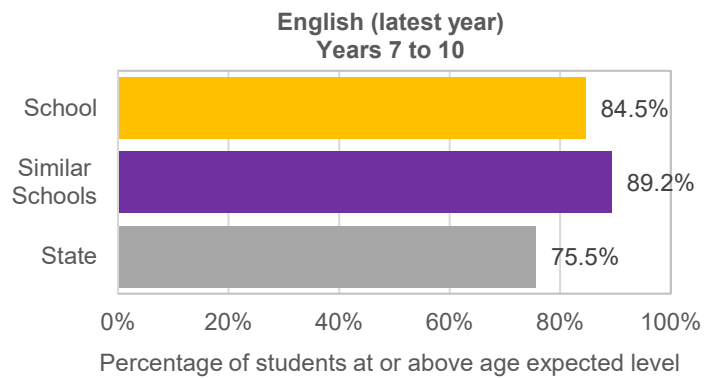
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

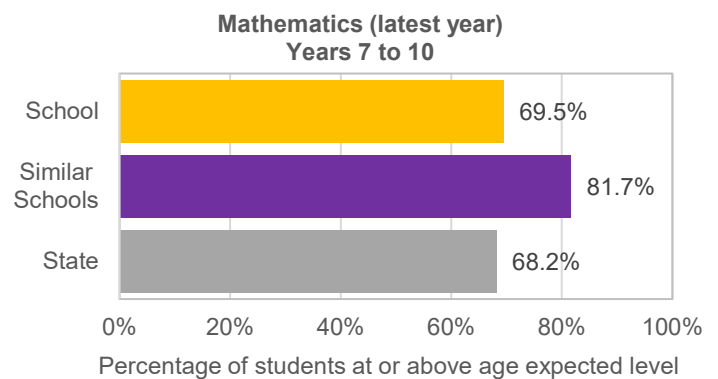
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	84.5%
Similar Schools average:	89.2%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.5%
Similar Schools average:	81.7%
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:

81.2%

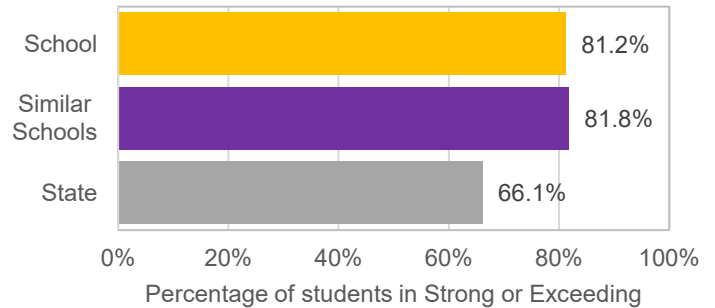
Similar Schools average:

81.8%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

72.6%

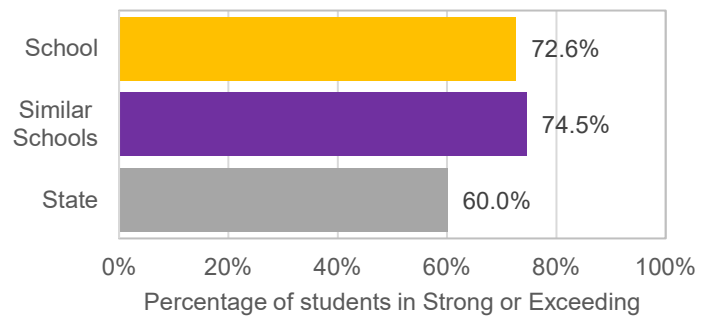
Similar Schools average:

74.5%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

71.1%

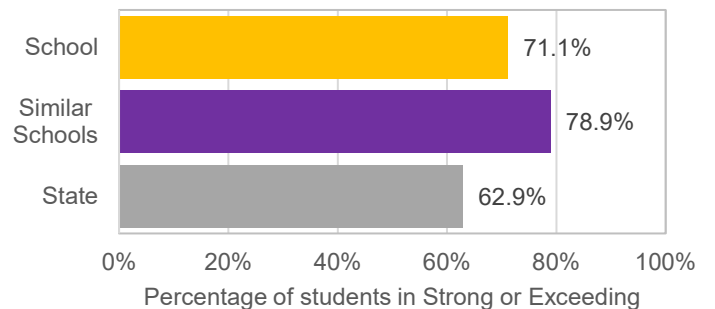
Similar Schools average:

78.9%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

72.4%

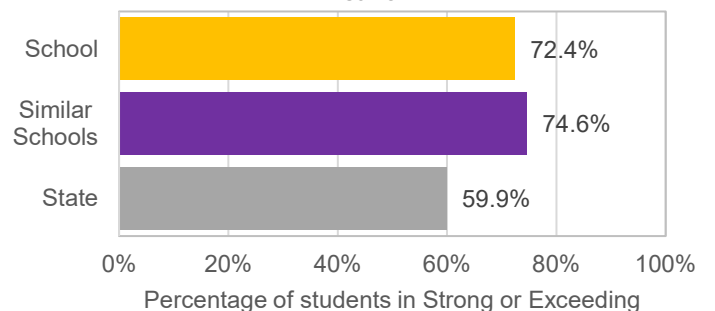
Similar Schools average:

74.6%

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:

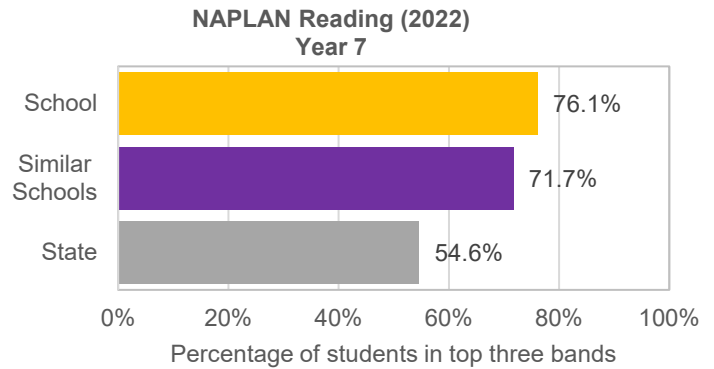
76.1%

Similar Schools average:

71.7%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

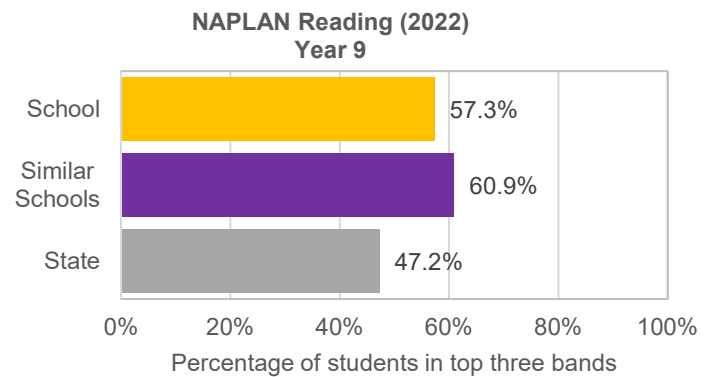
57.3%

Similar Schools average:

60.9%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

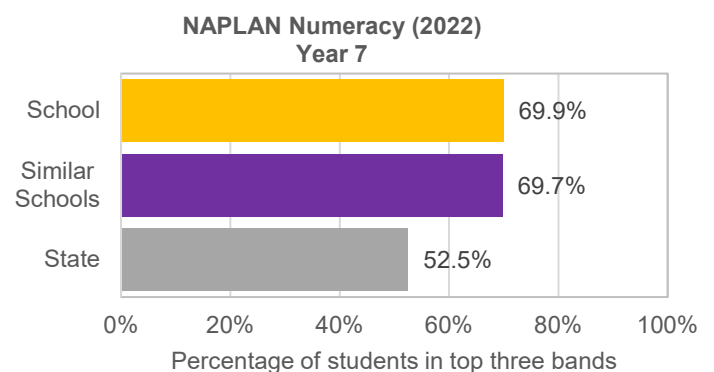
69.9%

Similar Schools average:

69.7%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

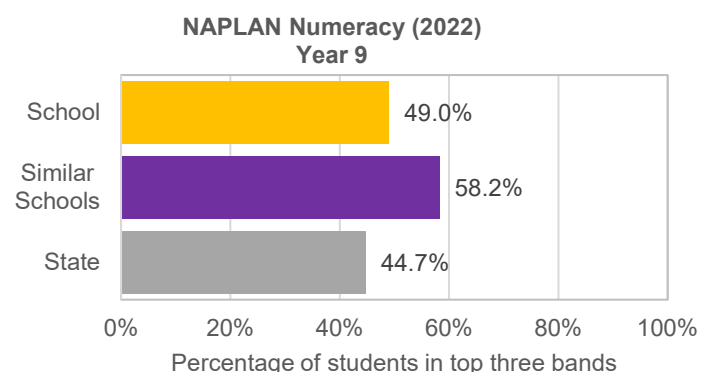
49.0%

Similar Schools average:

58.2%

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

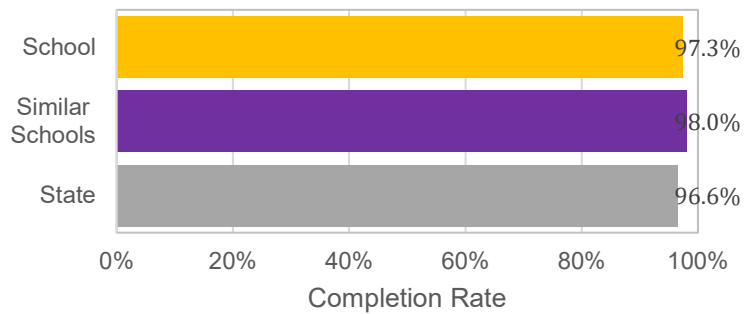
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.3%	97.9%
Similar Schools completion rate:	98.0%	98.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.5

Number of students awarded the VCE Vocational Major

NDA

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:

1%

Percentage VET units of competence satisfactorily completed in 2023:

84%

## WELLBEING

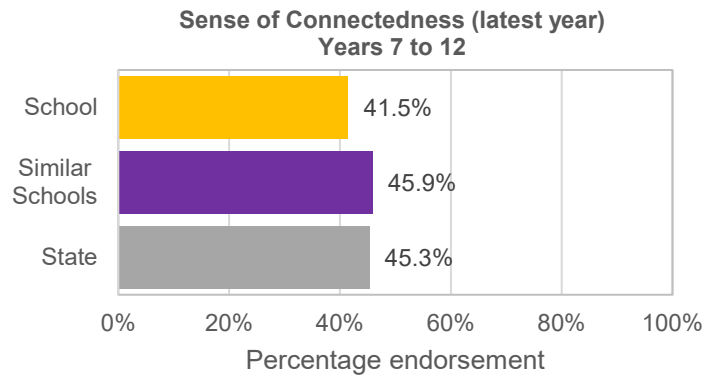
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	41.5%	49.4%
Similar Schools average:	45.9%	50.0%
State average:	45.3%	49.9%

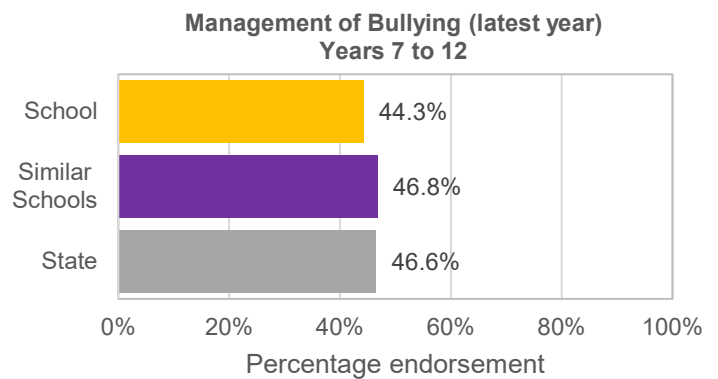


### Student Attitudes to School – Management of Bullying

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:	44.3%	54.6%
Similar Schools average:	46.8%	50.7%
State average:	46.6%	51.0%



## ENGAGEMENT

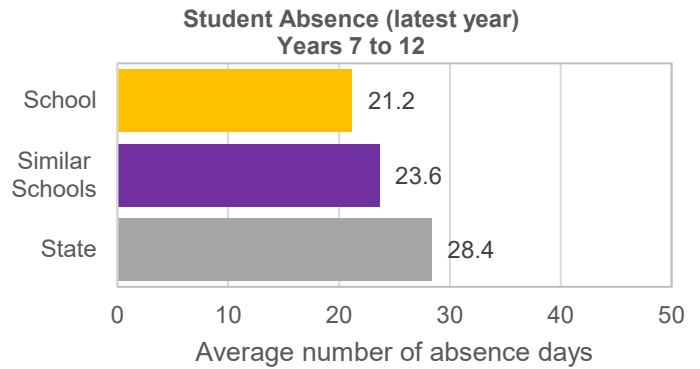
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.2	16.8
Similar Schools average:	23.6	19.2
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.

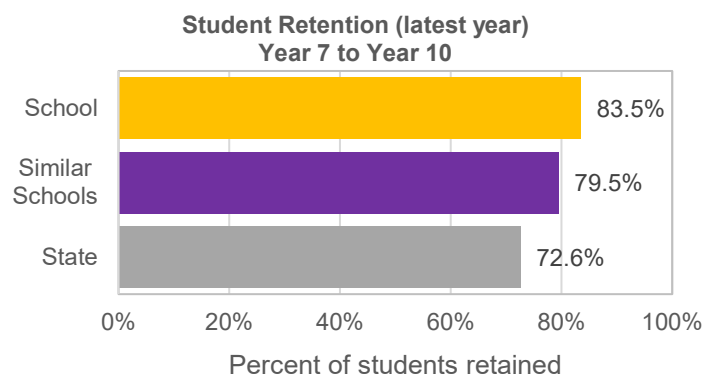
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	87%	86%	89%	92%	94%

### 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:	83.5%	79.6%
Similar Schools average:	79.5%	81.0%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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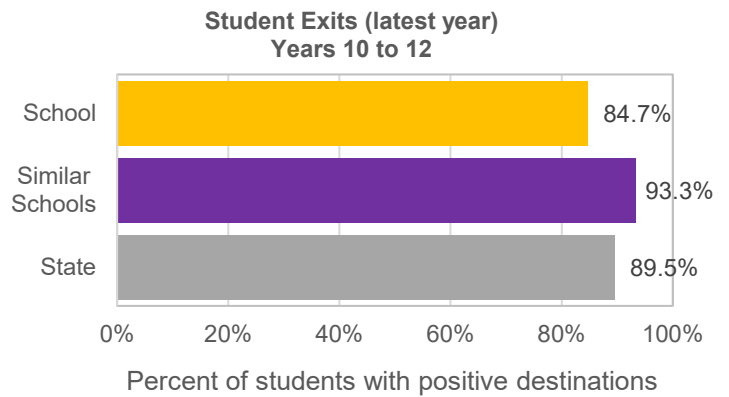
### Students exiting to further studies or full-time employment

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:	84.7%	88.8%
Similar Schools average:	93.3%	94.6%
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	\$13,488,781
Government Provided DET Grants	\$1,457,405
Government Grants Commonwealth	\$23,254
Government Grants State	\$70,229
Revenue Other	\$242,602
Locally Raised Funds	\$1,624,056
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,906,326</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$112,577
Equity (Catch Up)	\$49,180
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$161,757</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,545,354
Adjustments	(\$6,933)
Books & Publications	\$3,817
Camps/Excursions/Activities	\$460,795
Communication Costs	\$37,863
Consumables	\$162,197
Miscellaneous Expense <sup>3</sup>	\$211,345
Professional Development	\$41,199
Equipment/Maintenance/Hire	\$205,932
Property Services	\$176,330
Salaries & Allowances <sup>4</sup>	\$310,943
Support Services	\$527,535
Trading & Fundraising	\$288,633
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$856
Utilities	\$237,107
<b>Total Operating Expenditure</b>	<b>\$16,202,974</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$703,352</b>
<b>Asset Acquisitions</b>	<b>\$136,382</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$834,729
Official Account	\$39,129
Other Accounts	\$8,942
<b>Total Funds Available</b>	<b>\$882,800</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$421,248
Other Recurrent Expenditure	\$25,142
Provision Accounts	\$0
Funds Received in Advance	\$178,435
School Based Programs	\$68,693
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$166,919
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$872,437</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*